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Match or mismatch between English instructors' and students' beliefs about feedback on writing (study from Turkey)

Abstract. Going beyond the heated discussion about the necessity of feedback on writing, the aims of the study were twofold: to investigate students' and English instructors' beliefs about feedback on writing and examine whether there is a match or mismatch between them. In the light of the questionnaire data, the study revealed that there are both matches and mismatches between English instructors' and students' beliefs about error correction and feedback practices on writing. The study suggests some useful implications for teacher education programs and educational institutions. As a result of both qualitative and quantitative analyses in the study, it came to a conclusion that there is match between English instructors' and students' beliefs about the accuracy of writing and giving/receiving feedback on grammar, spelling, organization of the paper, and ideas. In short, these findings add substantially to our understanding of feedback on writing in Turkish English as a foreign language (EFL) teaching context. The results proved that instructors and their beliefs had a crucial role for students to develop conceptual understanding of feedback. In the light of these findings, English instructors can tailor their methods of teaching and their way of giving feedback in order to maximize the efficiency of the feedback. As for students, they need to make conscious efforts to make sure that they literally receive the feedback by noticing it so that they can turn these corrections into uptake.

Keywords: English as a foreign language teaching; feedback; practices on writing; students' perceptions; teacher preferences.

1. INTRODUCTION

English instructors who teach writing have been destined for being "composition slaves" in writing classes (Hairston, 1986), especially when they give explicit feedback to every single error in students' written works. However, it is still an inevitable scenario for teachers to see a student who throws their written work into a wastebasket before they leave the classroom (Guenette, 2007) in spite of all the efforts teachers make. Therefore, in EFL, there is an extensive body of research on whether writing teachers should correct the errors in students' writing or not. The source of this heated discussion is traced back to the discussion between Truscott and Ferris. Truscott (1996) claims that error correction is not effective for students at all. However, Ferris (1996) argues that his arguments are not mature and theoretically strong. It is not possible to have a certain conclusion about the ineffectiveness of error correction despite inadequate design & instructional methods and lack of generalizability of a smaller number of studies on this topic. Therefore, as long as error correction should be made in a well-organized way, it helps students improve their writing. For example, prioritized, selective, and clear-cut error correction can have positive effects, at least on some students. Thus, the main point for teachers should be to find the best ways of giving feedback rather than the necessity of the feedback (Evan et al., 2010) because there is not a certain "corrective feedback recipe" that fits into every student's writing (Guenette, 2007).

2. LITERATURE REVIEW
2.1. Studies about error correction

There is a growing body of research on error correction. However, the previous studies showed that there were inconclusive results in relation to the effects of error correction on students' writing (Fathman & Whalley, 1990; Huntley, 1992; Ihde, 1993; Kepner, 1991; Leki, 1990; Sheppard, 1992). For example, Kepner (1991) claimed that feedback should be related to the

content and the organization of writing), and Sheppard also defended those local errors (errors on form, surface level errors) should not be corrected (1992). On the other hand, there are proponents of the idea of giving local feedback because it makes the learners aware of their errors and fix them (Chandler, 2003; Fathman & Whalley, 1990; Ferris, 1997; Hairston, 1986) Furthermore, some other studies emphasized the necessity of giving global feedback (feedback on ideas, content or organization) in early draft whereas local issues should be addressed in the second draft so as to avoid the negative effect of feedback on learners (Campbell, 1998; Ferris, 2003; Zamel, 1985).

2.2. Studies about teachers' and students' beliefs about giving feedback on writing

Nunan (1987) emphasized the importance of the congruity between teachers' and learners' expectations. Therefore, it is certainly necessary to understand the beliefs of both teachers and students rigorously in order to make the feedback more productive. Furthermore, Diab (2005) proposes that there should not be a gap between teachers' beliefs and students' beliefs in relation to feedback on writing. When they have a mutual understanding, the feedback given to students will be more meaningful to them, and they can make necessary changes in their written work more easily.

As for teachers' beliefs, there have been some recent studies in the literature (Jones & Tang, 2017; Lee, Leong & Song, 2016). For instance, Jones and Tang (2017) stated that teacher preferred explicit and indirect feedback on students' written work. In addition, there have been previous studies investigating the relationship between teachers' beliefs and their actual practices. One of these studies put forward that there was a close correspondence between teachers' beliefs and their actual practice (Cohen & Cavalcanti, 1990) but there have been other studies opposing this result (Janqueira & Payant, 2015; Lee, 2009; Montgomery & Baker, 2007). Lee's study (2009) put forward ten mismatches between teachers' beliefs and their actual practices. For example, teachers believed that they should not only take into consideration grammatical accuracy but also other elements of writing such as content and organization However, their feedback on students' writing was based primarily on form. Similarly, teachers thought that their feedback on local issues was less than they really did whereas they provided less feedback on global issues such as content and organization than they thought. (Montgomery & Baker, 20017). Thus, these studies have shown that there is a complex relationship between teachers' beliefs and their actual practices.

When it comes to students' beliefs about feedback on writing, there have been some studies in the related literature (Diab, 2005; Enginarlar, 1993; Ferris, 1995; Kahraman & Yalvaç, 2015; Zumbrunn, Marrs & Mewborn, 2016). Enginarlar (1993) argues that students consider feedback process as a cooperative work between teachers and students. Students' beliefs about feedback on writing are examined in terms of work and responsibility of this process. Zumbrunn et al. (2016) concludes in their study that students' perceptions about writing feedback influence their self-efficacy and self-regulation. One step further of examining only students' or only teachers' beliefs separately, the comparison between students' and teachers' preferences has been drawn in most other studies (Diab, 2006; Ding & Zhao, 2019; Hamouda, 201; Montgomery & Baker, 2007; Saito, 1994; Zhan, 2016). Some of these studies revealed that there was a discrepancy between teachers' and students' beliefs based on feedback on writing (Diab, 2006; Ding & Zhao, 2019; Schulz, 1996). For example, the findings of Ding & Zhao's study (2019) suggests that teachers and students have different beliefs related to both content and organization. Teachers consider organization as the most important factor whereas students think organization as the third most important. Thus, these previous studies present implications for teachers and teacher educators related to their own teacher context. However, to the best of my knowledge, this kind of study investigating not only students' preferences but also teachers' preferences about feedback on writing has not been performed in the Turkish EFL context. Therefore, this present study aims to shed light on both teachers' and students' beliefs about feedback on writing in university (tertiary level) EFL context in Turkey. Therefore, the findings of this study contribute to the field by providing insights from Turkish context as well.

The aim of the paper is to highlight the results of the study conducted in Turkey on matches

and mismatches between English instructors' and students' beliefs about error correction and feedback practices on writing.

In line with this aim, the following ***research questions*** were addressed in the study.

1. What kinds of beliefs do English instructors have related to giving feedback on students' writing in Turkish EL setting?

2. What beliefs do university students have about teacher feedback?

3. Is there a conflict between instructors' beliefs and students' beliefs in relation to giving/receiving feedback?

3. METHODS
3.1. Sample/Participants

The participants in the study were 57 university students enrolled at School of Foreign Languages of one of the state universities in Turkey and 17 English language instructors from the same university. The participants were selected based on the convenience sampling method. All of the participants voluntarily accepted to participate in the study. The medium of instruction in School of Foreign Languages is English.

In the context of the study, the students do have 6-hour Reading & Writing classes every week. Within the scope of Reading & Writing classes, students are expected to keep portfolios consisting of their written works for each unit in the coursebook because a process-oriented approach towards writing has been adopted in this institution. Therefore, students first write their 1st draft about the topic assigned at the end of each unit, and then their instructors give feedback to their 1st draft by using a standard correction symbol chart. The present study mainly investigates English instructors' and students' beliefs about feedback practices on writing.

3.2. Data Collection Procedure

In this study, two research instruments were used to elicit university instructors' beliefs about effective feedback on writing and students' preferences for teacher feedback. Firstly, the questionnaire for university instructors adapted from Diab's study (2006) and the questionnaire for university students from Diab's study (2005) were administered to the teacher and student participants via Google Forms. Instructor questionnaire (see Appendix A) consists of two parts. In the first part, the instructors were asked to select a number from 1 (Strongly Disagree) to 5 (Strongly Agree) on Likert scale. The items in the first part were about the how much importance they give to accuracy in students' written work and the necessity of feedback on various features of writing such as grammar, spelling, organization of the paper, and ideas. In the second part, the instructors were expected to select appropriate options for their own ways of correcting errors such as how and to what extent errors should be corrected. Also, instructors' opinions about students' attitudes towards receiving feedback are examined. For instance, what students regard as the most important in feedback is attempted to be found out from teachers' perspective. In both parts, each item is examined in relation to the first and final draft separately to check whether there is a difference or not. In addition, student questionnaire also consists of almost the same items with the teacher questionnaire but from student perspective. In other words, there were items about the importance of accuracy in students' written work and the necessity of different writing features such as grammar, spelling, and punctuation from student perspective in the first part. In the second part, the students were also expected to choose appropriate options about their own teachers' way of giving feedback, how much feedback should be given, their expectations from teachers, and lastly, the most important comments in teacher feedback from student perspective. After collecting data from both students and instructors, data was first analysed separately, and then both perspectives were compared to decide whether there is a match or mismatch through mixed method design, both qualitatively and quantitatively.

4. RESULTS

The frequency, and mean scores of each item in the first part of both student and instructor

questionnaire was calculated through Jamovi, which is an open-source statistical software. Besides, Independent t-test analyses were carried out through Jamovi in order to find out whether there is a match or mismatch between the two different groups in the study. Each research question was answered separately below.

Q1: What kind of beliefs do English instructors have related to giving feedback on students' writing in Turkish EFL setting?

14 out of 17 instructors in the study claimed that they gave importance to a smaller number of errors in their students' written work. On the other hand, one of the other participants was not sure and the other one disagrees with the statement. Similarly, 13 of them think having a smaller number of errors is important for their students as well. In addition, when they were asked what a teacher should do on a first draft, most of the instructors agreed upon giving feedback on the organization of the paper (n=13) and the ideas expressed in the paper (n=11). Moreover, half of the instructors believe it is necessary to give feedback by using a set of correction symbols. However, for the other features of writing, there is not a consensus among instructors. They have different opinions about them. The details are summarized in Table 1.

Table 1. Frequency, mean scores, and standard deviation of items related to various features of writing

ITEMS **When responding to a first draft, teacher should always**	**1** SD	**2** D	**3** N	**4** A	**5** SA	**M**	**SD**
1. **point out errors in grammar**	1	4	2	6	4	3.41	1.37
2. **point out errors in spelling**	1	2	5	5	4	3.47	1.23
3. **point out errors in vocabulary choice**	1	4	2	6	4	3.47	1.28
4. **point out errors in punctuation**	1	3	3	5	5	3.59	1.28
5. **make comments on the organization of the paper**	-	-	2	2	13	4.65	0.70
6. **make comment on the writing style of the paper**	-	2	6	4	5	3.71	1.05
7. **make comment on the ideas expressed in the**	-	1	2	3	11	4.41	0.93

paper							
8. **use of correction or proofreading symbols**	1	1	4	5	6	3.82	1.19
9. **use of red-coloured pen**	6	4	5	2	-	2.00	1.00

When they considered the same features for a final draft, the study showed that there were different beliefs about the necessity of each feature according to the instructors. For example, some of the English instructors think it is necessary to point out spelling errors(n=10) whereas four participants were indecisive and 3 instructors disagreed with this statement. The other details are given in Table 2 below.

Table 2. Frequency, mean scores, and standard deviation of items related to various features of writing on a final draft

	1	2	3	4	5		
ITEMS **When responding to a final draft, teacher should always**	**SD**	**D**	**N**	**A**	**SA**	**M**	**SD**
1. point out errors in grammar	-	3	2	7	5	3.83	1.11
2. point out errors in spelling	-	3	4	5	5	3.83	1.19
3. point out errors in vocabulary choice	-	3	2	6	6	4.00	1.21
4. point out errors in punctuation	-	3	5	3	6	3.92	1.24
5. make comments on the organization of the paper	-	3	1	4	9	4.00	1.35
6.make comment on the writing style of the paper	-	-	3	8	6	4.25	0.75
7. make comment on the ideas expressed in the paper	1	2	1	5	8	4.00	1.35
8. use of correction or proof-reading symbols	2	2	3	4	6	3.58	1.38

| 9. use a red-coloured pen | 6 | 4 | 5 | 2 | - | 2.00 | 1.04 |

The instructors were also asked to choose how they indicate students' errors on a first and final draft. Most of the instructors claimed that they showed the errors in a written work *by showing where the error is and giving a clue about how to correct it* (n=12) on a first draft. Furthermore, three of the instructors only show where the error is whereas the other two instructors ignore grammar, punctuation errors but pay attention to the ideas expressed in the paper. On the other hand, 6 instructors indicate errors *by showing where the error is and giving a clue* on a final draft. The remaining 6 instructors cross out the incorrect words or phrases and write the correct word or structure. Also, 2 instructors show only where the error is and the others pay attention only to the ideas in students' written work. Thus, it can be concluded that there is almost a consensus among instructors in terms of their way of giving feedback on a first draft (n=12). However, there are different practices among English instructors in terms of giving feedback to a final draft, and this also means there are differences in their way of giving feedback between first and final drafts as well. The instructors might not prefer to show where the error is and give a clue about it as much as they do on a first draft because the students do not usually rewrite a final draft paper.

Another item in the questionnaire was instructors' way of giving feedback when there were many errors in a paper. The options were mainly about how much feedback the instructors give to students' written work. For this item, there is not a consensus among instructors in the study at all. They have different beliefs in this situation. For example, 4 instructors correct all errors, major or minor. There are not any instructors who correct only a few major errors regardless of the number of errors in the paper. However, 5 instructors claimed that they corrected all the errors they considered major but not minor ones. 2 of them correct the errors that might interfere with communicating ideas. Each of remaining three options by three different instructors (one for each). Instead of choosing one of the options given, three instructors specified their own way of giving feedback when they are many errors in a paper. They noted that:

P7: "Correct no errors and respond only to the ideas expressed. Then, I want the student(s) to rewrite the paper based on the notes clues I have provided".

P16: "By showing where the errors are and giving related clues about how to correct them".

P17: "It depends on the level I'm teaching. If they're beginner or elementary level students and if it is especially the first term, I correct all the errors because students focus only on the parts that the teacher marks and they generally do not recognize the errors if the teacher doesn't point out them and keep making the same error. With higher level students, I correct the major ones".

Regarding the same question in terms of final draft, English instructor had various beliefs about how much feedback they gave to students. 4 instructors stated that they corrected all the errors, major and minor. The two of them were the same instructors who did the same thing on a final draft as well. Also, 4 other instructors claimed that they corrected all the repeated errors whether major or minor. Each of the other four options were chosen by two instructors and additionally, one of the instructors stated that:

P16: "By crossing out what is incorrect and writing the correct word or structure".

Finally, the opinions of the instructors about students' attention to the feedback were elicited in the last item. 6 English instructors in the study claimed that the students read every one carefully. However, 6 other instructors believed that they looked at some of the marks/comments more carefully than some others. Also, only two instructors thought that students mainly pay attention to the comments about the ideas expressed in the paper. The other instructor's quote:

P11: "Some of the students do not bother to look at them especially at lower levels. Upper-level classes are more careful about grading".

P12: "I think not everyone can turn these corrections into uptake".

P17: "and a lot of students only look at the score and leave the paper in drawers.

In addition to that, instructors think that marks indicating grammar errors are considered the most important to look carefully by students (n=9). 5 instructors believe comments about ideas are the most important one to look at carefully for students. The other three instructors noted that:

P3: "All the correction symbols and comments".

P7 "Also, vocabulary choice and organization of the paper".

P11 "It depends on the level again. We can discuss the content further since we have far succeeded at mechanics and grammar with higher level groups.

Q2: What kind of beliefs do university students have about teacher feedback?

Firstly, when the students were asked about the importance of having few errors in their work from both their own perspective and their teacher's perspective, most of the students (n=50) claimed that it was important to them to have as few errors as possible. However, this number decreased a bit when they considered in terms of accuracy in their written work from teacher perspective (n=41). There are also more students who are indecisive about this statement. The details about the frequency, standard deviation and mean scores of items 1 and 2 in the student questionnaire were presented in Table 3 below.

Table 3. Frequency, mean scores and standard deviation of item 1 and 2 in the Student Questionnaire

	1	2	3	4	5		
ITEMS	**SD**	**D**	**N**	**A**	**SA**	$\overline{X}$	**SD**
It is important for me to have as few errors as possible in my written work.	1	4	2	30	20	4.12	0.90
It is important to my teacher for me to have as few errors as possible in my written work.	4	1	11	28	13	3.79	1.05

Secondly, when the students were asked about the relative importance of the various features of their writing on a first draft, 51 out of 57 students stated that teacher should always point out errors in grammar. For the necessity of other features, they have different opinions. For example, some of the students could not agree or disagree upon whether the teacher should always use red pencil(n=24) or whether the teacher should always point out errors in punctuation(n=13). The other details about other features were given in Table 4.

Table 4. Frequency, mean scores, and standard deviation of items related to various features of writing in the Student Questionnaire

	1	2	3	4	5		
ITEMS	**SD**	**D**	**N**	**A**	**SA**	**M**	**SD**
When responding to a first draft, teacher should always							
1. point out errors in grammar	2	2	2	21	30	4.32	0.96
2. point out errors in spelling	1	3	4	25	24	4.21	0.92

ITEMS	1	2	3	4	5	M	SD
3. point out errors in vocabulary choice	1	5	5	28	18	4.02	0.97
4. point out errors in punctuation	2	4	13	21	17	3.68	1.15
5. make comments on the organization of the paper	1	6	5	22	23	4.05	1.04
6. make comment on the writing style of the paper	2	3	12	24	16	3.89	1.01
7. make comment on the ideas expressed in the paper	2	6	11	22	16	3.77	1.09
8. use of correction or proofreading symbols	2	5	11	21	18	3.84	1.08
9. use a red-coloured pen	1	6	24	14	12	3.53	1.00

Compared to the first draft, students' beliefs for a final draft were similar in general but with some differences. For example, 51 out of 57 students agreed or strongly agreed on the necessity of pointing out grammar errors in total for a first draft whereas 44 students stated teachers should always indicate grammar errors on a final draft. Overall, there is a slight difference between students' opinions related to the first and final draft. However, One-paired sample t-test analysis proved that this slight difference in mean scores is not statistically significant ($t_{56}= 1.94$; $p>0.05$) Table 3 shows frequency and mean scores of each feature for a final draft.

Table 5. Frequency, mean scores, and standard deviation of items related to various features of writing

ITEMS	1	2	3	4	5		
	SD	D	N	A	SA	M	SD
When responding to a final draft, teacher should always:							
1. point out errors in grammar	3	5	5	16	28	3.82	1.07
2. point out errors in spelling	3	7	4	19	24	3.71	1.10
3. point out errors in vocabulary choice	1	8	9	20	19	3.88	1.11

4.point out errors in vocabulary choice	4	6	11	18	18	3.71	1.16
5. make comments on the organization of the paper	3	4	10	22	18	4.12	1.17
6. make comment on the writing style of the paper	2	6	14	17	18	4.18	0.72
7. make comments ideas expressed in the paper	2	6	8	20	21	4.00	1.27
8. use a set of correction or proof-reading symbols	3	6	11	20	17	3.59	1.42
9. use a red-coloured pen	3	7	17	15	15	2.18	1.07

When it comes to students' expectations from their teachers about the way of giving feedback, students have different beliefs in relation to the first and final draft. For example, on a first draft, 44 out of 57 expect their teachers to show where the error is and give a clue about how to correct it. However, on a final draft, this number reduces to 18 and more students expect their teacher to cross out incorrect parts and write the correct word or structure (n=21). This is probably because they do not usually rewrite a final paper. They want to see the correct form on their papers explicitly. Moreover, one student in the study suggested a different way of indicating error in their written work; "by showing where the error is and discussing about it". Until that point, the students had expressed their ideal ways of giving feedback to their written work. Then they were asked about the classroom practices of their teachers. There are some differences between first and final drafts again. For instance, 4 students claimed that their teachers crossed out incorrect parts and wrote the correct words or structure on a first draft whereas 15 students stated that their teachers applied this way of giving feedback on a final draft. Moreover, the questionnaire data showed that 35 teachers showed where the error was and gave clues about how to correct it while this number decreased to 21 on a final draft. Thus, students argued that teachers had different practices on a first and final drafts in writing classes.

In addition, another question in Student Questionnaire was about students' expectation from teacher feedback when there were many errors in the paper. Students' opinions in relation to the first and final draft were very similar for this item. The same number of the students stated that they expected their teachers to correct all errors (n=21). In addition, there were two students who specified their opinions by choosing the other option for a first draft. The students quote;

S5: "I want my teacher to show where the error is but not correct it because this gives me opportunity to think."

S27: "I expect my teacher to explain minor ones in general but elaborate on the major ones by giving examples".

In addition to that, one of the students suggested another way of giving feedback for a final

draft.

S18: "I want my teacher to correct major ones and underline minor ones in my paper".

Finally, students were asked to decide which comments they would consider the most important if they looked at only some of the comments. The most common answer among the students was "marks indicating grammar errors" (n=45). The second most common one was vocabulary choice (n=39). Then, they chose comments about the organization of the paper, ideas, spelling, punctuation and writing style, respectively. Except these, two students explained their way of looking at the errors in their written work. Their statements can be found below.

S5: "I do not have a specific choice for this. They are equally important to me. Therefore, I think every comment should be paid attention equally".

S35: "I carefully look at each one of the comments the teacher makes".

Q3: Is there a conflict between instructors' beliefs and students' beliefs in relation to feedback?

In this part, after analysing students' and instructors' questionnaire results separately, they were compared and attempted to find out whether there was a mis/match between English instructors' and university students' beliefs about feedback on writing.

As for accuracy in students' writing, the study revealed that both students and instructors give importance to having less errors in students' written work. In the first item, students and instructors were asked about themselves. 50 out of 57 students agreed or strongly agreed with this item and 14 out of 17 instructors did so. In addition, both groups were asked to decide whether it was important for each other in Item 2. To put it differently, students were asked about instructors' beliefs and instructors were asked about students' beliefs. As a result, 41 out of 57 agreed or strongly agreed with this item whereas 13 out of 17 agreed or strongly agreed with it.

When it comes to the relative importance of various features of writing for instructors and students for a first draft, both groups agreed upon the importance of giving/receiving feedback on errors in vocabulary choice, writing style and using a set of correction or proof-reading symbols. Thus, it can be claimed that there is a match between the groups in terms of these features of writing. Beliefs regarding both instructors and students in the study were statistically analysed through independent samples t-test because two different groups were compared in the study. The results proved that there was not a significant difference in the items related to vocabulary choice, punctuation, writing style, and using a set of correction. The comparison of mean scores belonging to each group was provided in Table 6 below. However, there is a significant difference between their beliefs about pointing out grammar errors, spelling, organization of the paper, ideas, and use of red-coloured pen. The comparison of mean scores belonging to each group was provided in Table 6 below. The other details about the number of people who chose a specific item in the questionnaire were given in Table 7.

Table 6. Independent samples t-test results

	Group	N	$\overline{x}$	Median	SD	SE	Df	t	p
Grammar	1	57	4.32	5.00	0.967	0.128	72	3.05	0.03
	2	17	3.41	4.00	1.372	0.333			
Spelling	1	57	4.21	4.00	0.921	0.122	72	2.68	0.009
	2	17	3.47	4.00	1.231	0.298			
Vocabulary choice	1	57	4.02	4.00	0.973	0.129	72	1.88	0.06
	2	17	3.47	4.00	1.281	0.311			
Punctuation	1	57	3.68	4.00	1.152	0.153	72	0.29	0.77
	2	17	3.59	4.00	1.278	0.310			
Organization	1	57	4.05	4.00	1.042	0.138	72	2.20	0.03
	2	17	4.65	5.00	0.702	0.170			
Writing style	1	57	3.89	4.00	1.012	0.134	72	0.67	0.50
	2	17	3.71	4.00	1.047	0.254			
Ideas	1	57	3.77	4.00	1.086	0.144	72	2.19	0.03
	2	17	4.41	5.00	0.939	0.228			
Correction symbols	1	57	3.84	4.00	1.082	0.143	72	0.06	0.95
	2	17	3.82	4.00	1.185	0.287			

Red-coloured pen	1	57	3.53	3.00	1.002	0.133	72	5.51 0.001
	2	17	2.00	2.00	1.000	0.243		

Table 7. Frequency of instructors' and students' beliefs for a first draft in the Student Questionnaire

	Instructors			Students		
	1-2	**3**	**4-5**	**1-2**	**3**	**4-5**
	Strongly/ Disagree	**Neutral**	**Strongly /Agree**	**Strongly/ Disagree**	**Neutral**	**Strongly /Agree**
Pointing out errors in grammar	5	2	10	4	2	51
Pointing out errors in spelling	3	5	9	4	4	49
Pointing out errors in vocabulary choice	5	2	10	6	5	46
Pointing out errors in punctuation	4	3	10	6	13	38
Pointing out errors in ideas	1	2	14	8	11	38
Pointing out errors in organization of the paper	-	2	13	7	5	45
Pointing out errors in writing style	2	6	9	5	12	40
Use of a set of correction symbols	7	2	11	7	11	39
Use of red-coloured pen	10	5	2	7	24	26

When they considered the same features of writing for a final draft, there were similar results in both groups. To prove this, independent samples t-test was applied to decide whether there is a match or mismatch between English instructors' and students' beliefs about these features. The results presented that there was not a significant difference between two groups in terms of any features except for the use of red coloured pen. There was a significant difference in the mean scores of students and instructors in relation to the use of red-coloured pen. (t_{72}= 4.37, p<.05). Table 7 shows independent t-test results of each group. Being different from feedback on a first draft, while most of the instructors agreed or strongly agreed (n=14) on the importance of giving feedback on writing style, more students were indecisive about receiving feedback on writing style. The details were summarized in Table 8 and Table 9, respectively.

Table 8. Independent t-test results of instructors' and students' beliefs for a final draft

	Group	**N**	**$\overline{x}$**	**Median**	**SD**	**SE**	**Df**	**t**	**p**
Grammar	1	57	4.07	4.00	1.19	0.158	72	0.76	0.44
	2	17	3.82	4.00	1.074	0.261			
Spelling	1	57	3.95	4.00	1.22	0.161	72	0.73	0.46
	2	17	3.71	4.00	1.105	0.268			
Vocabulary choice	1	57	3.84	4.00	1.10	0.146	72	0.13	0.89
	2	17	3.88	4.00	1.111	0.270			
Punctuation	1	57	3.70	4.00	1.22	0.162	72	0.01	0.99
	2	17	3.71	4.00	1.160	0.281			
Organization	1	57	3.84	4.00	1.11	0.148	72	0.88	0.37
	2	17	4.12	5.00	1.166	0.283			
Writing style	1	57	3.75	4.00	1.12	0.149	72	1.02	0.31
	2	17	4.06	4.00	0.899	0.218			

Ideas	1	57	3.91	4.00	1.12	0.149	72	0.09	0.92
	2	17	3.88	4.00	1.317	0.319			
Correct symbols	1	57	3.74	4.00	1.16	0.153	72	0.44	0.66
	2	17	3.59	4.00	1.417	0.344			
Red-colored pen	1	57	3.56	4.00	1.17	0.154	72	4.37	0.001
	2	17	2.18	2.00	1.074	0.261			

Table 9. Frequency of instructors' and students' beliefs for a final draft in the Student Questionnaire

	Instructors			**Students**		
	1-2	**3**	**4-5**	**1-2**	**3**	**4-5**
	Strongly/ Disagree	**Neutral**	**Strongly /Agree**	**Strongly/ Disagree**	**Neutral**	**Strongly /Agree**
Pointing out errors in grammar	3	2	7	8	5	44
Pointing out errors in spelling	3	4	10	10	4	43
Pointing out errors in vocabulary choice	3	2	12	9	9	38
Pointing out errors in punctuation	3	5	9	10	11	36
Pointing out errors in ideas	1	2	14	8	8	41
Pointing out errors in organization of the paper	3	1	13	7	10	40
Pointing out errors in writing style	-	3	14	8	14	35
Use of a set of correction symbols	4	3	10	9	11	37
Use of red-coloured pen	10	5	2	10	17	30

In addition to the features of writing, the questionnaire investigated whether students' expectations from teacher feedback and instructors' beliefs about effective ways of giving feedback to students' written work. The results showed that for a first draft, there was a match between them because most of the students (44 out of 57) and instructors (12 out of 17) chose the same way of giving/receiving feedback which is *by showing where the error is and giving a clue about it.* For a final draft, there were similar results in the study. For instance, the most preferable ones were the same for both groups. *By crossing out incorrect one and writing the correct structure* was chosen by 21 students out of 57 and 6 instructors out of 17, and *by showing where the error is and giving a clue about it* was chosen by 18 students and 6 instructors.

Another point in the questionnaire was related to a situation about what if students have many errors in their paper. The instructors did not have a consensus on any of the items. 5 instructors think that a teacher should *correct errors teacher consider major but not the minor ones,* which was chosen by 21 students and 4 other instructors believe that they should *correct all errors, major or minor,* which was preferred by 12 students. Also, for a final draft, similar results were yielded in the study. There are different opinions about how much feedback should be given; 4 instructors claimed that they *corrected all errors, major or minor* whereas 2 of them stated that they *corrected errors the teacher considers major*. Also, 4 other instructors stated they *corrected all repeated errors, major or minor.*

Last but not the least, the present study indicated that there was a discrepancy between English language instructors and university students in terms of beliefs about how carefully students look at feedback on their papers. 39 out of 57 students claimed that they read every one carefully while only 6 out of 17 instructors in the study believed that they did so. However, there is a match between the two groups related to which features of writing are considered important by students. Both groups think that *comments on grammar and ideas* are considered the most important ones. Furthermore, students add vocabulary (n=39), spelling (n=24), and organization of the paper to the list of the most important features.

5. DISCUSSION

Overall, it can be concluded that there was a match between instructors' and students' beliefs about feedback on writing. However, this result cannot be generalized to the whole population of English instructors or university students because the sample were chosen among the students and the instructors from the same institution. The same practices applied in the institution in relation to feedback on writing by the whole group of teachers might be the reason for the matches in giving/receiving feedback on different features of writing. For example, all of the instructors use the same correction symbol chart and students are also familiar with this chart. Therefore, these results might be totally different in another institution where the way of giving feedback depends on teachers' own beliefs and practices.

The results of the study are consistent with previous studies (Kahraman, 2013; Lee, 2005) suggesting that most of the students prefer to be corrected by their teacher but their preference for receiving feedback can be influenced by teachers' beliefs and practices. For example, the students in this study mostly preferred errors to be shown and to receive a clue about how to correct it. The reason for this preference can be that each instructor in this institution uses a standard correction symbol chart and the students are used to receiving feedback in this way.

There is a mismatch about the use of red coloured pen in the study as well as matches between instructors' and students' beliefs. Maybe, this mismatch can be interpreted as the difference in their perspectives. The pedagogical aspect of this issue may make instructors believe that it should not be used. However, the students might take into consideration practical reasons such as highlighting it, and making the mistakes more noticeable for them. This result about students' preference for the use of red-coloured pen in this study confirms previous findings in the literature (Hedgcock & Lefkowitz, 1996; Kahraman & Yalvaç, 2015). Moreover, students were asked to reflect their expectations from teacher feedback, and then they were also expected to state their own teachers' practices in the classroom, which can be considered the actual practices in their classrooms. There were similar results in students' beliefs about ideal teacher feedback and their teachers' practices, which might have positive results on students' success on written work. As Diab (2005) states, the gap between students' and instructors' beliefs and expectations should be bridged. Otherwise, this gap might cause misunderstandings and unsuccessful teaching & learning. Moreover, if students fail to internalize the feedback given to them or when some feedback goes unnoticed by the students, then the uptake will not occur either. Finally, the present study helps gain insights about instructors' and students' beliefs about feedback in general. Based on the study result, it can be stated that both instructors and students are in favour of giving/receiving feedback on writing because the questionnaire results showed that various features of writing were considered important to give/receive feedback. Furthermore, even when there are many errors in a paper, there is a consensus among instructors and students about how much feedback should be given to a written work. Thus, this shows that not only instructors but also students argue the importance of feedback on writing

The results aforementioned proved that instructors and their beliefs had a crucial role for students to develop conceptual understanding of feedback. Therefore, instructors should be aware of the importance of feedback on writing and use effective strategies for giving feedback in their classrooms. Thus, these results necessitate some implications for both teacher education programs and institutions to build awareness among English language teachers/instructors. Firstly, teacher

educators should take over some responsibility on shaping teachers' beliefs about feedback on writing. Secondly, although teacher candidates already take many courses about how to give feedback during their pre-service education, each and every institution can have some in-service training sessions and programs to support their teachers to be able to have standardized and quality practices for giving feedback.

6. CONCLUSIONS AND SCOPE FOR FURTHER RESEARCH

The present study aimed to find out about students' and instructors' beliefs about feedback practices on writing through an online questionnaire and attempted to determine whether their beliefs match with each other. As a result of both qualitative and quantitative analyses in the study, it came to a conclusion that there is match between English instructors' and students' beliefs about the accuracy of writing and giving/receiving feedback on grammar, spelling, organization of the paper, and ideas. In short, these findings add substantially to our understanding of feedback on writing in Turkish EL context. In the light of these findings, teachers can tailor their teaching and their way of giving feedback in order to maximize the efficiency of the feedback. As for students, they need to make conscious efforts to make sure that they literally receive the feedback by noticing it so that they can turn these corrections into uptake. This study can be duplicated with a bigger and wider-range sample with participants from different institutions in Turkey to come up with generalizations.

Therefore, the further data collection is required to be able to generalize the results and reach a better conclusion. In addition to that, it is recommended that future work could concentrate on the performance of two group of participants, who have similar or different beliefs about feedback on writing. Their performance on writing could be examined and compared to see whether common beliefs between instructors and students lead to success or not.

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APPENDICES

Appendix A: Instructor Questionnaire

Directions: Below are some beliefs that some teachers have about feedback to writing. Read each statement and then decide if you: (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree. Please write the number of your response in the space provided. There are no right or wrong answers. We are simply interested in your opinions.

REMEMBER: (1) strongly AGREE (2) agree (3) neither agree nor disagree (4) disagree (5) strongly DISagree.

1. In general, it is important to me that my students have as few errors as possible in their written work. _____

2. In general, it is important to my students that they have as few errors as possible in their written work. _____

3. When responding to a first draft, the teacher should always:

    a. point out errors in grammar (verb tenses, subject/verb agreement, article use, etc.)

    b. point out errors in spelling ____

    c. point out errors in vocabulary choice ____

    d. point out errors in punctuation ____

    e. make comments on the organization of the paper ____

    f. make comments on the writing style (the way you express your thoughts and arguments)

    g. make comments on the ideas expressed in the paper ____

    h. use a set of correction or proof-reading symbols ____

    i. use a red-colored pen ____

4. When responding to a final draft, the teacher should always:

    a. point out errors in grammar (verb tenses, subject/verb agreement, article use…etc.) ____

    b. point out errors in spelling ____

    c. point out errors in vocabulary choice ____

    d. point out errors in punctuation ____

    e. make comments on the organization of the paper ____

    f. make comments on the writing style (the way you express your thoughts and arguments) ____

    g. make comments on the ideas expressed in the paper ____

    h. use a set of correction or proof-reading symbols ____

    i. use a red-colored pen ____

Second part

Directions: Answer the following questions by circling the number of the appropriate response.

1. When responding to a first draft, how do you usually indicate errors in students' written work?

    1. By crossing out what is incorrect and writing the correct word or structure.

    2. By showing where the error is and giving a clue about how to correct it .

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

    5. Other (please specify): _____

2.When responding to a final draft, how do you usually indicate errors in students' written work?

    1. By crossing out what is incorrect and writing the correct word or structure

    2. By showing where the error is and giving a clue about how to correct it

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

    5. Other (please specify): _____

3. If there are many errors in a paper, what do you usually do?

On a first draft:

    1. Correct all errors, major and minor

    2. Correct all errors the teacher considers major, but not the minor ones

    3. Correct most but not necessarily all of the major errors if there are many of them

    4. Correct only a few of the major errors no matter how many there are

    5. Correct all repeated errors whether major or minor

    6. Correct only errors that might interfere with communicating your ideas

    7. Correct no errors and respond only to the ideas expressed

    8. Other (please specify): _____

On a final draft:

    1. Correct all errors, major and minor

    2. Correct all errors the teacher considers major, but not the minor ones

    3. Correct most but not necessarily all of the major errors if there are many of them

    4. Correct only a few of the major errors no matter how many there are

    5. Correct all repeated errors whether major or minor

    6. Correct only errors that might interfere with communicating your ideas

    7. Correct no errors and respond only to the ideas expressed

    8. Other (please specify): _____

4. In general, how carefully do you think your students look at the teacher marks/comments on their papers?

    1. They read every one carefully.

    2. They look at some marks/comments more carefully than at others.

    3. They mainly pay attention to comments on the ideas expressed in the paper.

    4. Other (please specify): _____

5. If you look carefully at some of the marks/comments your English teacher makes on your written work, which ones do you consider most important to look at? (Please circle ALL that apply).

    1. Marks indicating errors in grammar

    2. Marks indicating errors in vocabulary choice

    3. Marks indicating errors in spelling

    4. Marks indicating errors in punctuation.

    5. Comments on the ideas/content

    6. Comments on the writing style

    7. Comments on the organization of the paper

    8. Other (please specify): _____

Appendix B: Student Questionnaire

Directions: Below are some beliefs that some students have about feedback to writing. Read each statement and then decide if you: (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree. Please write the number of your response in the space provided. There are no right or wrong answers. We are simply interested in your opinions. REMEMBER: (1) strongly AGREE (2) agree (3) neither agree nor disagree (4) disagree (5) strongly DISagree.

1. It is important to me to have as few errors as possible in my written work. ____

2. It is important to my English teacher for me to have as few errors as possible in my written work. ____

3. When responding to a first draft (that is, a paper you will rewrite at least once), the teacher should always:

    a. point out errors in grammar (verb tenses, subject/verb agreement, article use…etc.) ____

    b. point out errors in spelling ____

    c. point out errors in vocabulary choice ____

    d. point out errors in punctuation ____

    e. make comments on the organization of the paper ____

    f. make comments on the writing style (the way you express your thoughts and arguments) ____

    g. make comments on the ideas expressed in the paper ____

    h. use a set of correction or proof-reading symbols ____

    i. use a red-colored pen ____

4. When responding to a final draft (that is, a paper that will not be rewritten and will receive a grade), the teacher should always:

    a. point out errors in grammar (verb tenses, subject/verb agreement, article use…etc.) ____

    b. point out errors in spelling ____

    c. point out errors in vocabulary choice ____

    d. point out errors in punctuation ____

    e. make comments on the organization of the paper ____

f. make comments on the writing style (the way you express your thoughts and arguments) _____

g. make comments on the ideas expressed in the paper _____

h. use a set of correction or proof-reading symbols _____

i. use a red-colored pen _____

Second part

Directions: Answer the following questions by circling the number of the appropriate response.

1. On a first draft, how do you want your English teacher to indicate an error in your written work?

    1. By crossing out what is incorrect and writing the correct word or structure

    2. By showing where the error is and giving a clue about how to correct it

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed.

    5. Other (please specify): _____

2. On a final draft, how do you want your English teacher to indicate an error in your written work?

    1. By crossing out what is incorrect and writing the correct word or structure

    2. By showing where the error is and giving a clue about how to correct it

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed.

    5. Other (please specify): _____

3. How does your English teacher currently indicate errors in your written work?

On a first draft:

    1. By crossing out what is incorrect and writing the correct word or structure

    2. By showing where the error is and giving a clue about how to correct it

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

    5. Other (please specify): _____

On a final draft:

    1. By crossing out what is incorrect and writing the correct word or structure

    2. By showing where the error is and giving a clue about how to correct it

    3. By only showing where the error is

    4. By ignoring the errors in grammar, spelling, punctuation…etc. and only paying attention to the ideas expressed

    5. Other (please specify):

4. If there are many errors in a paper, what do you want your English teacher to do?

On a first draft:

    1. Correct all errors, major and minor

    2. Correct all errors the teacher considers major, but not the minor ones

    3. Correct most but not necessarily all of the major errors if there are many of them

    4. Correct only a few of the major errors no matter how many there are

    5. Correct all repeated errors whether major or minor

    6. Correct only errors that might interfere with communicating your ideas

    7. Correct no errors and respond only to the ideas expressed

    8. Other (please specify): _____

On a final draft:

    1. Correct all errors, major and minor

    2. Correct all errors the teacher considers major, but not the minor ones

3. Correct most but not necessarily all of the major errors if there are many of them

4. Correct only a few of the major errors no matter how many there are

5. Correct all repeated errors whether major or minor

6. Correct only errors that might interfere with communicating your ideas

7. Correct no errors and respond only to the ideas expressed

8. Other (please specify): _____

5. How carefully do you look at the teacher marks/comments on your written work?

1. You read every one carefully.

2. You look at some marks/comments more carefully than at others.

3. You mainly pay attention to comments on the ideas expressed in the paper.

4. Other (please specify): _____

6. If you look carefully at some of the marks/comments your English teacher makes on your written work, which ones do you consider most important to look at? (Please circle ALL that apply).

1. Marks indicating errors in grammar

2. Marks indicating errors in vocabulary choice

3. Marks indicating errors in spelling

4. Marks indicating errors in punctuation.

5. Comments on the ideas/content

6. Comments on the writing style

7. Comments on the organization of the paper

8. Other (please specify): _____

Фехіме Аслан. Збіг чи невідповідність між переконаннями викладачів англійської мови та очікуваннями студентів про зворотний зв'язок від завдань у письмовій формі (на прикладі Туреччини). Виходячи за межі бурхливої дискусії про необхідність зворотного зв'язку щодо письмових завдань, цілі дослідження були подвійними: дослідити переконання студентів та викладачів англійської мови щодо зворотного зв'язку щодо написання та перевірити, чи існує між ними збіг або невідповідність. У світлі даних застосованого опитувальника, дослідження показало, що існують як збіги, так і невідповідність між переконаннями викладачів англійської мови та студентів щодо виправлення помилок та практики зворотного зв'язку щодо письмових завдань. У результаті як якісного, так і кількісного аналізу в дослідженні, було зроблено висновок про наявність відповідності між переконаннями викладачів англійської мови та студентів щодо точності написання та надання / отримання відгуків про граматику, правопис, організацію роботи та ідеї. Результати довели, що викладачі та їх переконання відігравали вирішальну роль для студентів у формуванні концептуального розуміння зворотного зв'язку. Зазначено, що викладачі англійської мови можуть адаптувати методи викладання та спосіб зворотного зв'язку, щоб максимізувати ефективність процесу навчання англійської мови. Що стосується студентів, то їм потрібно докладати свідомих зусиль, щоб на основі зроблених викладачем зауважень та виправлень ефективно засвоїти навчальний матеріал.

Ключові слова: викладання англійської мови як іноземної; зворотний зв'язок; практики письма; сприйняття студентів; переваги викладача.