

Exploring Written Corrective Feedback: An Exploratory Case Study of Teachers' Beliefs and Practices, Its Status

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Abstract : This study addresses the declining writing performance of Ethiopian students, particularly among university students who are training to become future English language teachers. Despite various interventions, concerns persist regarding the writing skills of students and professional employees, largely attributed to teachers' beliefs about written corrective feedback (WCF) and its influence on student proficiency. This research aims to fill the gap in understanding how teachers' beliefs align with their actual WCF practices, which remain underexplored. The study has three objectives: (1) to explore EFL writing teachers' beliefs about WCF, (2) to uncover their actual WCF practices, and (3) to examine the relationship between these beliefs and practices in relation to students' L2 writing. Employing a qualitative exploratory case study design, the research involved three teachers from Bahir Dar University who taught Intermediate and Advanced Writing Skills courses during the 2022/23 and 2023/24 academic years. Data were collected through semi-structured interviews and analysis of students' texts with teacher feedback. The findings highlight the significance of understanding teachers' beliefs as a crucial factor in providing effective WCF, ultimately contributing to improved writing outcomes for students.

Keywords : beliefs, practices, written corrective feedback, Ethiopia

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