BELIEFS and PRACTICES of TEACHING WRITING by TEACHERS of ENGLISH as a FOREIGN LANGUAGE: The CASE of CONTEXT IMPACT

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ABSTRACT: Learning writing has a vital role in learning a foreign language. As a result, the way teaching writing is approached is also of great value. Moreover, the role of context in teaching writing is of significance when it comes to public and private teachers. Thus, the present was carried out to investigate the differences between second language (L2) writing teaching self-perceived beliefs and self-perceived practices of public and private English as a Foreign Language (EFL) teachers. Firstly, a questionnaire about EFL teachers' beliefs and practices of teaching writing and type of university was launched on Google using Google Form. Secondly, a group of university teachers were sent the link of the questionnaire to fill it out. The results indicated that there was no significant difference between the total scores of beliefs and practices of teachers in terms of L2 writing teaching. However, there were significant differences between the majority of item scores of self-perceived beliefs and self-perceived practices. The results also revealed that public and private teachers did not differ significantly in terms of their self-perceived practices (SPP) and self-perceived beliefs (SPB) total and item scores. The important implications of the findings for EFL teachers' beliefs and practices research and writing pedagogy are discussed.

Keywords: Self-Beliefs, Self-Practices, Teaching Context, EFL Writing.

معتقدات وممارسات تدريس الكتابة من قبل معلمي اللغة الانجليزية كلغة أجنبية: حالة تأثير السياق

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ملخص: تعلم الكتابة له دور حيوي في تعلم لغة أجنبية. نتيجة لذلك ، فإن الطريقة التي يتم بها التعامل مع الكتابة هي أيضًا ذات قيمة كبيرة. علاوة على ذلك ، فإن دور السياق في تدريس الكتابة له أهمية عندما يتعلق الأمر بالمدرسين في القطاعين العام والخاص. وبالتالي ، أجريت الدراسة الحالية للتحقيق في الاختلافات بين تعليم الكتابة في اللغة الثانية (L2) لتدريس المعتقدات الذاتية والممارسات الذاتية لمعلمي اللغة الإنجليزية كلغة أجنبية (EFL) في القطاعين العام والخاص. أولاً، تم إطلاق استبيان حول معتقدات معلمي اللغة الإنجليزية كلغة أجنبية (EFL) وممارسات تدريس الكتابة ونوع الجامعة على جوجل باستخدام نموذج جوجل. ثانياً، تم إرسال رابط الاستبيان لمجموعة من معلمي الجامعات لتعبئته. أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية بين مجموع العناصر لمعتقدات وممارسات المعلمين من حيث تعليم كتابة اللغة الثانية. ومع ذلك، كانت هناك اختلافات كبيرة بين غالبية درجات العناصر من المعتقدات الذاتية والممارسات المدركة للذات. كشفت النتائج أيضًا أن المعلمين في القطاعين العام والخاص لم يختلفوا بشكل كبير من حيث ممارساتهم المدركة لذواتهم والمعتقدات الذاتية بالإجمال ودرجات العناصر وتم مناقشة الآثار الهامة لنتائج البحث عن معتقدات وممارسات معلمي اللغة الإنجليزية كلغة أجنبية وعلم أصول التدريس

الكلمات المفتاحية: المصحف، القرآن، النحو، بنية الجملة، الوقف، المعاني.

I.INTRODUCTION

Teachers are an important component of any successful educational system, and in today's modern world of education, second/foreign language teacher education has earned a lot of attention as an independent area of applied linguistics. Since the 1980s, "the teacher-thinking paradigm", which stresses the rational system of teachers, has had a significant effect on research on teachers and teaching, according to Evelein, Korthagen, and Brekelmans (2008, p. 1137). Moreover, the link between teachers' beliefs and what they actually do in the classroom in terms of academic behaviors and decision-making has lately been highlighted in the English language teaching field (Mardali & Siyyari, 2019).

In the field of English as a Foreign Language (EFL), educators' perceptions, particularly the relationship between teachers' beliefs and their pedagogical methods, have been increasingly investigated in the last two decades (e.g., Farrell, 2015; Lee, 2009; Li, 2013; Yao & Gao, 2013; Zhang, 2017). According to these researches, a close relationship between teachers' beliefs and practices has been demonstrated. Furthermore, teachers act on their contextually developed views, such as those formed via their own school learning experiences (Borg, 2006; Yang & Gao, 2013; Zeng & Murphy, 2007). Nevertheless, research has demonstrated that the teaching setting influences EFL teaching techniques, resulting in a probable misalignment of beliefs and behaviors (Lee, 2009).

The literature review revealed that teachers employ the most appropriate teaching approaches and strategies based on their personal opinions rather than what research indicates (Zephir, 2000). To put it another way, instructors' views are extremely likely to influence the methods they utilize in their classrooms. It is a worthwhile step to study the relationship between the beliefs and practices of teachers of English as a Foreign Language teachers in teaching writing. Therefore, the purpose of this study is not only to identify the most prevalent EFL methods used by English teachers in writing classrooms but also investigate if these practices are the outcome of teachers' beliefs as well as if there are any differences between the beliefs and practices across teaching contexts, i.e., between public and private universities teachers.

Some activities that may affect learners' writing are process, product, and

written corrective feedback, that is, the ways teachers organize their classes to teach writing. In the area of product activity which is "a traditional activity in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p. 5), the achievement of the final result by students is emphasized by teachers rather than the improvement of the skill of writing itself. The similar production of a model text with the correct use of grammar and vocabulary is referred to as the final result (Hyland, 2003). With respect to process activity, learners go through different stages (e.g., planning, writing, revising, and editing) to create a text (Hyland, 2003; Seow, 2002; Weigle, 2014), which is beneficial for them in that they can develop writing and cognitive skills. Regarding autonomy activity, Littlewood (1999) defined an autonomous person as "one who has an independent capacity to make and carry out the choices which govern his or her actions" (p. 428). Two important aspects of learners' autonomy and independence were highlighted by this definition. For written corrective feedback, which is defined as the information provided by teachers in form of feedbacks to directly or indirectly respond to students' language error on their pieces of writing with the aim of correcting and encouraging initial language revision (Lee, 2003; Bitchener & Ferris, 2012, as cited in Hidayah, Suparno, & Haryati, 2021), teachers can provide WCF which helps in improving students' writing.

II. LITERATURE REVIEW

A.Teachers' Beliefs≠ about Teaching and Learning of L2

   Working within the field of TESOL, Johnson (1994) claims that teacher beliefs are difficult to identify and analyze since they are not clearly observable. However, Khader (2012) explains that beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. According to Borg (2003), "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). These beliefs are believed to constitute an organized set of concepts that stem from a teacher's prior experiences, school practices, and personality (Borg, 2003). Thus, it can be said that teachers' beliefs are influenced by a number of factors including teacher's background, individual personality, and beliefs about students' practices and classroom practices (Borg, 2003). Moreover, Yero (2002) suggests a teacher's beliefs on school are shaped by his or her experiences as a student. According to Kuzborska (2011), all

teachers have views about their profession, subject matter, students, and duties and obligations. In another study by Zephir (2000), the author claims that teacher's beliefs are inspired and shaped by personal experience rather than research studies (Zephir, 2000). Williams and Burden in their study (1997) suggest teachers' beliefs, which the authors define as intimately connected to their values, perspectives, and conceptions, have a significant impact on them; the writers go on to say that beliefs are even more important than knowledge. Teacher beliefs, therefore, are significant in conducting teacher education designed to help teachers develop their thinking and practices (Pusparini, Widiati, & Susanti, 2021). In addition, Radwan (2019) states that comprehending the belief structures of future teachers is important to improving their professional preparation and teaching practices. In this study, the reference for beliefs is that they are the process, product, and written corrective feedback beliefs in the ways of how writing activities are used.

B.Empirical Studies

There have been some studies investigating the relationship between writing activities as process, product, and written corrective feedback and teachers' beliefs about these activities in teaching writing. For example, on one hand, Esim Gursory (2013) argues that writing teachers must frame it within the process approach. In addition, teachers' beliefs about teaching writing and their effects on learners' writing were investigated by Tagle et al. (2017). The indication of their results was that teachers should deliver writing lessons by way of different stages: planning, writing, revising, and editing. Therefore, these beliefs impact teachers' classroom writing activities greatly. Moreover, Kemal Sinan Őzmen (2012) beliefs that written and oral contexts should be used and students should be guided to discover usage and language use.

On the other hand, Saputral, Suherdi, and Rodliyah (2020) conducted a study to examine teachers' beliefs and their practices in the Indonesian context. The results obtained held the indication that there were changes between teachers' beliefs about English learning and teaching and their practices. The beliefs were that the teachers' role is to facilitate the learning of a language as a process only through integrating grammar with other English aspects involving students in a class and leading them to discover grammar patterns by means of discussion and discovery learning. However, when it came to practice, the teachers' beliefs about learners were changed. The students were perceived as passive rather than active and creative problem solvers of their learning in the classroom. More specifically, teachers were believed to be transmitters of knowledge instead of facilitators.

Likewise, Kroll (2003), Larsen-Freeman and Anderson (2011), and Viafara (2008) believed in using product approach which is related to traditional methodology about how to teach language by memorizing particular contents and eventually include them in written texts.

With respect to written corrective feedback, Sakrak and Balcinli (2019) investigated EFL instructors' beliefs about written corrective feedback and whether these beliefs match their classroom practices. It was found that most of the instructors believed that WCF is useful. However, Sakrak and Balcinli (2019) identified some mismatches between instructors' beliefs and their real classroom practice. In the same line, Matiz (2019), Paris et al. (2017), and Hyland (2003) as cited in Hidayah et al. (2021) argued that providing written corrective feedback to deal with students' errors is an important aspect of foreign or second language learning, an effective way for the encouragement of students' awareness of their errors, and plays primary role for the improvement of students' writing in an L2 writing class.

C.Congruencies and Incongruences between Teachers' Beliefs and Practices about Teaching Writing in the FL Context

This section presents studies that showed congruencies and incongruences between teachers' beliefs and practices in teaching writing in EFL context. For example, Melketo (2012) examined the relationship between instructors' pedagogical beliefs and teaching with regard to university writing instruction. It was found that teachers' classroom practices did not match their beliefs. Similarly, Lee (2009) uncovered 10 mismatches between beliefs and practices of secondary schools teachers in Hong Kong with regard to written corrective feedback. In addition, Golpour, Ahour, and Ahangari (2020) found that teachers' error correction beliefs on learners' papers did not match their actual paper correction. Moreover, Alkhatib (2015) investigated teachers' beliefs about their practices by using think-aloud protocols. The results showed incongruences between teachers' beliefs and practices in University of Dammam, yet there were some congruencies.

However, Golpour et al. (2020) studied the relationship among EFL university teachers' code-based and meaning-based beliefs in writing instruction, classroom writing activities, and classroom organization. The results showed that there were correlations between both teachers' meaning-based and code-based beliefs in writing and writing activities. It was also found that there were significant positive correlations between meaning-based beliefs in writing and whole class activity and

group work as ways of doing writing activities. Moreover, there were positive significant correlations between code-based beliefs in writing and individual writing and whole class activity. But, there were no significant correlations between meaning-based beliefs in writing and individual writing.

III.THE CURRENT STUDY AND RESEARCH QUESTIONS

This study aimed at investigating EFL teachers' self-perceived beliefs and self-perceived practices regarding L2 writing teaching and learning to the extent that their self-perceived beliefs are reflected in their self-perceived practices and that public and private teachers are not statistically different from each other in their self-perceived beliefs and self-perceived practices. A questionnaire was administered to investigate the participants' self-perceived beliefs and self-perceived practices. Two research questions were addressed:

RQ1: To what extent are Saudi EFL teachers' self-perceived beliefs in teaching L2 writing reflected in their self-perceived classroom practices?

RQ2: Are there any statistically significant differences between public and private English teachers' self-perceived beliefs and self-perceived practices in teaching writing?

IV.METHOD

A.Participants

The non-native English writing teachers (NNEWTs) taking part in the present study were 96 English as a Foreign Language (EFL) male teachers (52 work in public universities and 44 work in private universities) selected from Saudi universities/faculties of languages and translation. The reason behind this decision was that the researcher had been teaching in one of these universities and this familiarity facilitated the process of conducting research.

B.Instruments

To collect the desired data, a questionnaire of teachers' beliefs and practices about L2 writing learning and teaching was used. The description of the instrument used in the study is as follows:

Questionnaire of teachers' belief and practices about L2 writing learning and teaching**.** This questionnaire has already been developed and used for surveying

integration of vocabulary teaching in the L2 classroom by Jahangir Mardali and Masood Siyyari (2019). To be used as a means of data collection, the questionnaire was adopted and adapted to the L2 writing learning and teaching and the questionnaire for the current study was developed (see the attached appendix A). Cronbach's alpha was used to check the internal consistency of the questionnaire. It was found to be highly reliable (30 items; a = 0.86). Also, the 15 items of beliefs and the 15 items of practices were found to be reliable (a = 0.73, a = 0.79 respectively).

The content validity of the questionnaire was put to the scrutiny of four experts who were EFL Ph.D. holders at King Saud University. The questionnaire included 30 items in total. The initial 15 items on the questionnaire measured the self-perceived beliefs of the participants concerning writing teaching while the second 15 items examined teachers' beliefs on their self-perceived practices regarding writing teaching. Pearson correlation coefficient was used to check the construct validity of the self perceived beliefs and the self perceived practices. It was found that all of the items of beliefs and practices were valid because they were statistically different (their p values are less than 0.05; $p < 0.05$).

C.Procedure

A group of public and private university teachers of English language were sent the link of the questionnaire via WhatsApp and E-mail to Google in and filled it out. Initially, they were requested to fill out either public or private university option. Then they were requested to fill out the rest of the questionnaire. It came out that there were 52 public teachers and 44 private teachers. The data were analyzed via Statistical Package for Social Sciences (SPSS) software; version 20, and then reported and checked against the research questions of the study.

V. RESULTS

A.RQ1: To What Extent Are Saudi EFL Teachers' Beliefs in Teaching L2 Writing Reflected in Their Classroom Perceived Practices?

To answer this question two comparisons of self-perceived practices (SPP) and self-perceived beliefs (SPB) means of 96 teachers in terms of total scores and item scores are required.

Total sores comparison of SPP and SPB. Before comparing the total scores of the SPP and SPB, normality distribution of the means assumption was checked by

means of descriptive statistics using SPSS. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to check normality distribution of the total scores (Table 1). The results showed that the total scores of SPB are not normally distributed because p values are 0.041 and 0.001 for both tests and it is less than 0.05 ($p < 0.05$), whereas the total scores of SPP are normally distributed because p values are 0.200 and 0.269 for both tests and it is more than 0.05 ($p > 0.05$). So the assumption was not met; therefore the researcher run Wilcoxon Signed Ranks Test because it is a non-parametric test which does not require normal distribution of data, to compare the SPP and SPB total mean scores.

Table 2 and figure 1 present the Wilcoxon Signed Ranks Test results showing that there is no significant difference between the SPP and SPB mean total scores of the teachers ($p > 0.05$). This result shows that on the whole there is no difference between the beliefs and practices of teachers in terms of L2 writing teaching as perceived by the teachers themselves.

TABLE 1

DESCRIPTIVE STATISTICS OF TOTAL MEAN SCORES OF TEACHERS' BELIEFS AND PRACTICES

	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
						df	*p*	*df*	*p*
SPP	96	39.00	75.00	64.3333	5.56241	96	0.041	96	0.001
SPB	96	48.00	75.00	63.7917	5.85602	96	0.200*	96	0.269
Valid N Listwise	96								

Notes. *. This is a lower bound of the true significance; a. Lilliefors Significance Correction.

TABLE 2

WILCOXON SIGNED RANKS TEST OF THE TEACHERS' BELIEFS AND PRACTICES RESULTS

	Total scores of the teachers' SPP - Total scores of the teachers' SPB	N	Mean rank	Sum of ranks
Z	-1.059[d]			
Sig. (2-tailed)	0.290			
Negative ranks		44[a]	36.93	1,625.00
Positive ranks		31[b]	39.52	1,225.00
Ties		21[c]		
Total		96		

Notes. a. Total scores of the teachers' practices < Total scores of the teachers' beliefs; b. Total scores of the teachers' practices > Total scores of the teachers' beliefs; c. Total scores of the teachers' practices = Total scores of the teachers' beliefs; d. b. Based on positive ranks.
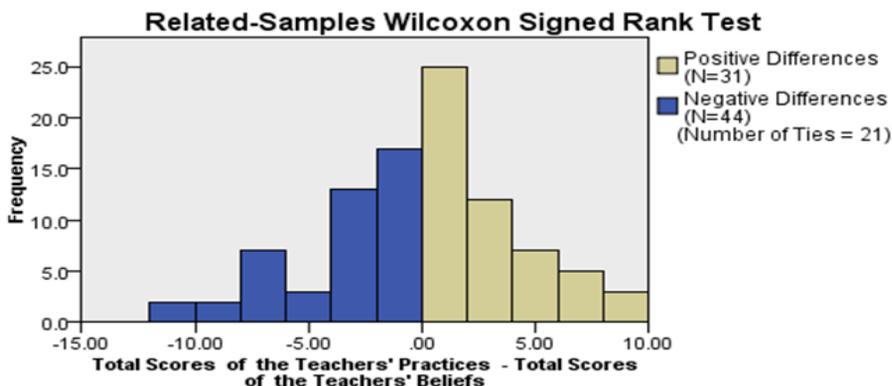
Total N	96
Test Statistic	1,225.000
Standard Error	188.821
Standardized Test Statistic	-1.059
Asymptotic Sig. (2-sided test)	.290

Figure 1. Related-samples Wilcoxon Signed Rank Test of SPP and SPB results.

Item scores comparison of teachers' SPP and SPB. Before comparing the item scores of the SPP and SPB, normality distribution of the means assumption was checked by means of descriptive statistics using SPSS. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to check normality distribution of the item scores (Tables 3 and 4). The results showed that the item scores of SPB are not normally distributed because p values are 0.000 and 0.000 for both tests and it is less than 0.05 ($p < 0.05$), and the item scores of SPP are also not normally distributed because p values are 0.000 and 0.000 for both tests and it is less than 0.05 ($p < 0.05$). So the assumption was not met; therefore the researcher run Wilcoxon Signed Ranks Test as a non-parametric test not requiring normally distributed data to compare the SPP and SPB item mean scores. Moreover, since the items were scored on a Likert scale, the item data were considered as ordinal data which do not require normal distribution.

TABLE 3

DESCRIPTIVE STATISTICS OF ITEM MEAN SCORES OF TEACHERS' BELIEFS

	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
						df	p	df	p
SPB q.1	96	1	5	4.66	0.78	96	0.000	96	0.000
SPB q.2	96	1	5	4.53	0.71	96	0.000	96	0.000
SPB q.3	96	1	5	4.47	0.66	96	0.000	96	0.000
SPB q.4	96	1	5	4.09	0.93	96	0.000	96	0.000
SPB q.5	96	1	5	4.43	0.76	96	0.000	96	0.000
SPB q.6	96	1	5	4.53	0.74	96	0.000	96	0.000
SPB q.7	96	3	5	4.68	0.55	96	0.000	96	0.000
SPB q.8	96	2	5	4.40	0.69	96	0.000	96	0.000
SPB q.9	96	1	5	4.31	0.73	96	0.000	96	0.000
SPB q.10	96	1	5	3.38	1.1	96	0.000	96	0.000
SPB q.11	96	1	5	3.93	1.0	96	0.000	96	0.000
SPB q.12	96	2	5	4.24	0.79	96	0.000	96	0.000
SPB q.13	96	1	5	4.03	1.0	96	0.000	96	0.000
SPB q.14	96	1	5	4.34	0.75	96	0.000	96	0.000
SPB q.15	96	3	5	4.32	0.61	96	0.000	96	0.000
Valid N Listwise	96								

TABLE 4
DESCRIPTIVE STATISTICS OF ITEM MEAN SCORES OF TEACHERS' PRACTICES

	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
						df	p	df	p
SPP q.16	96	2	5	4.40	0.76	96	0.000	96	0.000
SPP q.17	96	1	5	4.00	0.80	96	0.000	96	0.000
SPP q.18	96	1	5	4.31	0.73	96	0.000	96	0.000
SPP q.19	96	2	5	4.14	0.89	96	0.000	96	0.000
SPP q.20	96	1	5	4.22	0.91	96	0.000	96	0.000
SPP q.21	96	1	5	4.33	0.84	96	0.000	96	0.000
SPP q.22	96	2	5	4.52	0.62	96	0.000	96	0.000
SPP q.23	96	2	5	4.41	0.61	96	0.000	96	0.000
SPP q.24	96	1	5	4.35	0.67	96	0.000	96	0.000
SPP q.25	96	1	5	4.17	0.76	96	0.000	96	0.000
SPP q.26	96	2	5	4.25	0.77	96	0.000	96	0.000
SPP q.27	96	1	5	4.00	0.92	96	0.000	96	0.000
SPP q.28	96	2	5	4.16	0.74	96	0.000	96	0.000
SPP q.29	96	1	5	4.32	0.69	96	0.000	96	0.000
SPP q.30	96	2	5	4.22	0.71	96	0.000	96	0.000
Valid N Listwise	96								

Table 5 displays the Wilcoxon Signed Ranks Test results for each item showing that there is a significant difference between some SPP and SPB items, that is items 1, 2, 3, 5, 6, 7, 10, 11, and 12, because *p* is less than 0.05.

TABLE 5

WILCOXON SIGNED RANKS TEST

	q.16 SPP - q.1 SPB	q.17 SPP - q.2 SPB	q.18 SPP - q.3 SPB	q.19 SPP - q.4 SPB	q.20 SPP - q.5 SPB	q.21 SPP - q.6 SPB	q.22 SPP - q.7 SPB
Z	-3.544[b]	-5.555[b]	-2.191[b]	-0.536[c]	-2.265[b]	-2.344[b]	-2.768[b]
Sig. (2-tailed)	0.000	0.000	0.028	0.592	0.023	0.019	0.006

	q.23 SPP - q.8 SPB	q.24 SPP - q.9 SPB	q.25 SPP - q.10 SPB	q.26 SPP - q.11 SPB	q.27 SPP - q.12 SPB	q.28 SPP - q.13SPB	q.29 SPP - q.14 SPB	q.30 SPP - q.15 SPB
Z	-0.138[c]	-0.317[c]	-5.404[c]	-3.163[c]	-2.254[b]	-0.805[c]	-0.332[b]	-1.578[b]
Sig. (2-tailed)	0.890	0.751	0.000	0.002	0.024	0.421	0.740	0.115

Notes. b. Based on negative ranks; c. Based on positive ranks.

Table 6 lists the items that have a significant difference between SPB and SPP along with their means. To sum up, the Wilcoxon Signed Ranks Tests results and the observed means show that in teachers' belief, teachers consider:

More significance for Item 1 which is about "the importance of brainstorming ideas for writing topics with students " compared to their self- perceived practice of teaching writing.

More significance for Item 2, which is "making outlines for writing texts helps students organize their writing" than their self-perceived practice of writing teaching.

More significance for Item 3, which is "exercises that get students to practice sentence structures help them develop grammar in writing" than their self-perceived practice of writing teaching.

More significance for Item 5, which is "teacher's corrective feedback is useful when it is written on students' texts" than their self- perceived practice of writing teaching.

More significance for Item 6, which is "writing in ordered stages (prewriting— writing first draft—revising and editing—writing final copy) is important" than their self-perceived practice of writing teaching.

More significance for Item 7, which is "knowledge of the paragraph's main components (topic sentence, supporting sentences, and concluding sentence) helps students to write with ease" than their self-perceived practice of writing teaching.

Less significance for Item 10, which is "students should practice capitalization rules on their own" than their self-perceived practice of writing teaching.

Less significance for Item 11, which is "correcting students' sentence structure errors in writing is one of the teacher's key roles" than their self-perceived practice of writing teaching.

More significance for Item 12, which is "learning to write well is more effective when students correct small errors themselves" than their self-perceived practice of writing teaching.

TABLE 6

SPP AND SPB ITEM DIFFERENCES

Item No.	Item content	SPP/SPB	Mean
1	Brainstorming ideas for writing topics with students is important.	q.16 SPP	4.40
		q.1 SPB	4.66
2	Making outlines for writing texts helps students organize their writing.	q.17 SPP	4.00
		q.2 SPB	4.53
3	Exercises that get students to practice sentence structures help them develop grammar in writing.	q.18 SPP	4.31
		q.3 SPB	4.47
5	Teacher's corrective feedback is useful when it is written on students' texts.	q.20 SPP	4.22
		q.5 SPB	4.43
6	Writing in ordered stages (prewriting—writing first draft—revising and editing—writing final copy) is important.	q.21 SPP	4.33
		q.6 SPB	4.53
7	Knowledge of the paragraph's main components (topic sentence, supporting sentences, and concluding sentence) helps students to write with ease.	q.22 SPP	4.52
		q.7 SPB	4.68
10	Students should practice capitalization rules on their own.	q.25 SPP	4.17
		q.10 SPB	3.38
11	Correcting students' sentence structure errors in writing is one of the teacher's key roles.	q.26 SPP	4.25
		q.11 SPB	3.93
12	Learning to write well is more effective when students correct small errors themselves.	q.27 SPP	4.00
		q.12 SPB	4.24

B.RQ2: Are There Any Statistically Significant Differences Between the Public and Private English Teachers' Beliefs and Perceived Practices in Teaching Writing?

To answer this question two comparisons of self-perceived practices (SPP) and self-perceived beliefs (SPB) means of 52 public and 44 private teachers in terms of total scores and item scores are required.

Total sores comparison of SPP and SPB of public and private teachers. Before

comparing the total scores of the SPP and SPB of public and private teachers, normality distribution of the means assumption was checked by means of descriptive statistics using SPSS. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to check normality distribution of the total scores (Table 7). The results showed that the total scores of SPB of private teachers are not normally distributed because p values are 0.000 and 0.000 for both tests and it is less than 0.05 ($p <$ 0.05), whereas the total scores of SPB of public teachers are normally distributed because p values are 0.089 and 0.045 for both tests and it is more than 0.05 or equal 0.05 ($p \geq 0.05$). In addition, the total scores of SPP of private teachers are normally distributed because p values are 0.084 and 0.702 for both tests and it is more than 0.05 ($p > 0.05$), and the total scores of SPP of public teachers are also normally distributed because p values are 0.086 and 0.159 for both tests and it is more than 0.05 ($p > 0.05$).

So, the assumption was not met for the comparison of SPB; therefore the researcher administered Mann-Whitney U as a non-parametric test not requiring normally distributed data to compare SPB total mean scores of the public and private teachers, and because the assumption of normality distribution was met for the comparison of SPP of public and private teachers, the researcher run One-Way Anova as parametric test.

TABLE 7

DESCRIPTIVE STATISTICS OF TOTAL MEAN SCORES OF TEACHERS' BELIEFS AND PRACTICES BY UNIVERSITY

	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
						df	p	df	p
SPP	Public 52	50	75	64.03	5.96	52	0.086	52	0.159
	Private 44	48	75	63.50	5.77	44	0.084	44	0.702
SPB	Public 52	56	75.0	64.82	5.36	52	0.089	52	0.045
	Private 44	39.00	75.00	63.75	5.79	44	0.000	44	0.000
Valid N Listwise	96								

Note. Lilliefors Significance Correction.

Another assumption of ANOVA is Equality of Error Variances measured by Levene's test whose results in Table 8 show that it is met for SPP scores ($p > 0.05$).

TABLE 8

LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES[A]

	F	*df1*	*df2*	*p*
SPP	582	1	94	0.448

Notes. Test the null hypothesis that the error variance of the dependent variable is equal across groups; a. Design: Intercept + @__university.

According to Table 9 of ANOVA results, public and private teachers did not differ significantly in terms of their SPP total scores ($p > 0.05$).

TABLE 9

TESTS OF BETWEEN-SUBJECTS EFFECTS

| Source	Dependent variable	Type III sum of squares	*df*	Mean square	F	Sig.	Partial eta squared
@__university	SPP	6.910	1	6.910	0.200	0.656	0.002

Notes. a. R squared = 0.002 (Adjusted R squared = -0.008).

Table 10 and Figure 2 present the Mann-Whitney U Test results for the total scores of SPB of public and private teachers showing that there is no significant difference between public and private teachers in terms of total of SPB.

TABLE 10

MANN-WHITNEY U OF THE TOTAL SCORES OF SPB BY UNIVERSITY

Figure 2. Independent-samples M

Independent-Samples Mann-Whitney U Test

University

Private	Public
N = 44	N = 52
Mean Rank = 47.94	Mean Rank = 48.97
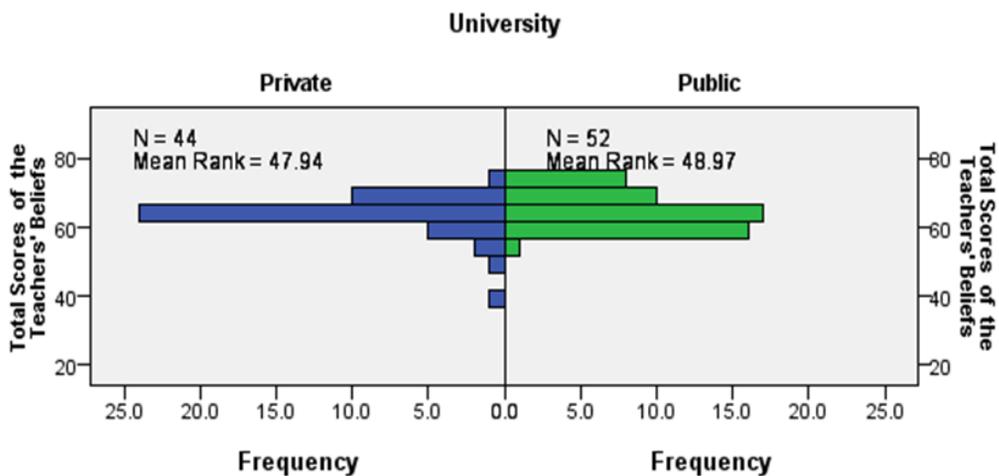
Total N	96
Mann-Whitney U	1,168.500
Wilcoxon W	2,546.500
Test Statistic	1,168.500
Standard Error	135.637
Standardized Test Statistic	.181
Asymptotic Sig. (2-sided test)	.857

Figure 3. Independent-samples Mann-Whitney U analysis of the total beliefs by university.

Comparison of SPP and SPB item scores of public and private teachers. Before

comparing the item scores of the SPP and SPB of public and private teachers, normality distribution of the means assumption was checked by means of descriptive statistics using SPSS. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to check normality distribution of the item scores (Tables 11 and 12). The results showed that the item scores of SPB and SPP are not normally distributed because *p* values are 0.000 and 0.000 for both tests and it is less than 0.05 ($p < 0.05$). Moreover, since the items were scored on a Likert scale, the item data were considered as ordinal data, hence running Mann-Whitney U Test as a non-parametric test not requiring normally distributed data to compare the SPP and SPB items mean scores of public and private teachers.

TABLE 11

DESCRIPTIVE STATISTICS OF ITEM MEAN SCORES OF TEACHERS' BELIEFS BY UNIVERSITY

	University	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
							df	*p*	*df*	*p*
SPB q.1	Public	52	1	5	4.55	0.92	52	0.000	52	0.000
	Private	44	2	5	4.58	0.58	44	0.000	44	0.000
SPB q.2	Public	52	2	5	4.32	0.70	52	0.000	52	0.000
	Private	44	1	5	4.52	0.73	44	0.000	44	0.000
SPB q.3	Public	52	3	5	3.93	0.53	52	0.000	52	0.000
	Private	44	1	5	4.60	0.77	44	0.000	44	0.000
SPB q.4	Public	52	1	5	4.36	0.96	52	0.000	52	0.000
	Private	44	2	5	4.23	0.87	44	0.000	44	0.000
SPB q.5	Public	52	2	5	4.55	0.67	52	0.000	52	0.000
	Private	44	1	5	4.48	0.86	44	0.000	44	0.000
SPB q.6	Public	52	2	5	4.66	0.75	52	0.000	52	0.000
	Private	44	1	5	4.52	0.73	44	0.000	44	0.000
SPB q.7	Public	52	3	5	4.48	0.58	52	0.000	52	0.000
	Private	44	3	5	4.69	0.52	44	0.000	44	0.000
SPB q.8	Public	52	2	5	4.27	0.68	52	0.000	52	0.000
	Private	44	2	5	4.33	0.69	44	0.000	44	0.000
SPB q.9	Public	52	1	5	3.14	0.73	52	0.000	52	0.000
	Private	44	1	5	4.35	0.72	44	0.000	44	0.000
SPB q.10	Public	52	2	5	3.82	1.10	52	0.000	52	0.000
	Private	44	1	5	3.58	1.09	44	0.000	44	0.000
SPB q.11	Public	52	1	5	4.30	1	52	0.000	52	0.000
	Private	44	1	5	4.02	1.06	44	0.000	44	0.000
SPB q.12	Public	52	2	5	3.98	0.86	52	0.000	52	0.000
	Private	44	3	5	4.19	0.70	44	0.000	44	0.000
SPB q.13	Public	52	2	5	4.34	0.92	52	0.000	52	0.000
	Private	44	1	5	4.08	1.15	44	0.000	44	0.000
SPB q.14	Public	52	2	5	4.32	0.73	52	0.000	52	0.000
	Private	44	1	5	4.35	0.77	44	0.000	44	0.000
SPB q.15	Public	52	3	5	4.34	0.61	52	0.000	52	0.000
	Private	44	3	5	4.33	60	44	0.000	44	0.000
Valid N Listwise	96									

TABLE 12

DESCRIPTIVE STATISTICS OF ITEM MEAN SCORES OF TEACHERS' PRACTICE BY UNIVERSITY

	University	N	Mi	Max	Mean	SD	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
							df	p	df	p
SPP q.16	Public	52	2	5	4.05	0.75	52	0.000	52	0.000
	Private	44	2	5	4.44	0.77	44	0.000	44	0.000
SPP q.17	Public	52	2	5	4.25	0.81	52	0.000	52	0.000
	Private	44	1	5	3.96	0.78	44	0.000	44	0.000
SPP q.18	Public	52	2	5	4.02	0.71	52	0.000	52	0.000
	Private	44	1	5	4.37	0.75	44	0.000	44	0.000
SPP q.19	Public	52	2	5	4.23	0.83	52	0.000	52	0.000
	Private	44	2	5	4.23	0.95	44	0.000	44	0.000
SPP q.20	Public	52	1	5	4.43	0.92	52	0.000	52	0.000
	Private	44	1	5	4.21	0.91	44	0.000	44	0.000
SPP q.21	Public	52	2	5	4.59	0.88	52	0.000	52	0.000
	Private	44	1	5	4.25	0.79	44	0.000	44	0.000
SPP q.22	Public	52	2	5	4.45	0.67	52	0.000	52	0.000
	Private	44	3	5	4.46	0.54	44	0.000	44	0.000
SPP q.23	Public	52	2	5	4.27	0.65	52	0.000	52	0.000
	Private	44	3	5	4.37	0.55	44	0.000	44	0.000
SPP q.24	Public	52	3	5	4.02	0.60	52	0.000	52	0.000
	Private	44	1	5	4.42	0.72	44	0.000	44	0.000
SPP q.25	Public	52	3	5	4.20	0.72	52	0.000	52	0.000
	Private	44	1	5	4.29	0.79	44	0.000	44	0.000
SPP q.26	Public	52	2	5	4.00	0.80	52	0.000	52	0.000
	Private	44	2	5	4.29	0.73	44	0.000	44	0.000
SPP q.27	Public	52	1	5	4.25	0.97	52	0.000	52	0.000
	Private	44	2	5	4.00	0.89	44	0.000	44	0.000
SPP q.28	Public	52	2	5	4.23	0.76	52	0.000	52	0.000
	Private	44	2	5	4.08	0.72	44	0.000	44	0.000
SPP q.29	Public	52	3	5	4.16	0.63	52	0.000	52	0.000
	Private	44	1	5	4.40	0.74	44	0.000	44	0.000
SPP q.30	Public	52	2	5	4.27	0.72	52	0.000	52	0.000
	Private	44	2	5	4.16	0.71	44	0.000	44	0.000
Valid N Listwise	96									

Table 13 presents the Mann-Whitney U Test results for the item scores of SPB of public and private teachers showing that there is no significant difference between public and private teachers in terms of items of SPB except Item 4. As we can see from the descriptive statistics in Table 11, public university teachers give more significance to Item 4, which is "explicit teaching of punctuation marks rules is appropriate for beginner students " than private university teachers.

TABLE 13

MANN-WHITNEY U RESULTS OF ITEM SCORES OF SPB BY UNIVERSITY

	q.1 SPB	q.2 SPB	q.3 SPB	q.4 SPB	q.5 SPB	q.6 SPB	q.7 SPB	q.8 SPB
Test statistic	1,062.500	1,118.500	1,372.000	1,405.500	1,200.000	1,145.500	1,207.500	985.500
Z	-0.806	-0.219	1.908	2.081	0.465	0.013	0.595	-1.304
Sig. (2-tailed)	0.420	0.826	0.056	0.037	0.642	0.990	0.552	0.192

	q.9 SPB	q.10 SPB	q.11 SPB	q.12 SPB	q.13 SPB	q.14 SPB	q.15 SPB
Test statistic	1,221.500	1,391.500	1,264.500	1,105.500	1,154.000	1,146.000	1,156.500
Z	0.648	1.891	0.949	-0.309	0.078	0.016	0.104
Sig. (2-tailed)	0.517	0.059	0.342	0.757	0.938	0.987	0.918

Table 14 presents the Mann-Whitney U Test results for the item scores of SPP of public and private teachers showing that there is no significant difference between public and private teachers in terms of items of SPP.

TABLE 14

MANN-WHITNEY U RESULTS OF ITEM SCORES OF SPP BY UNIVERSITY

	q.16 SPP		q.17 SPP	q.18 SPP	q.19 SPP	q.20 SPP	q.21 SPP	q.22 SPP
Test statistic	1,237.000		1,080.000	1,255.500	1,277.500	1,133.500	1,022.000	1,044.000
Z	0.764		-0.542	0.925	1.073	-0.085	-0.992	-0.846
Sig. (2-tailed)	0.445		0.588	0.355	0.283	0.932	0.321	0.397

	q.23 SPP	q.24 SPP	q.25 SPP	q.26 SPP	q.27 SPP	q.28 SPP	q.29 SPP	q.30 SPP
Test statistic	1,083.500	1,264.500	1,346.000	1,244.500	1,164.500	1,006.500	1,288.500	1,245.000
Z	-0.504	1.003	1.657	0.815	0.163	-1.132	1.192	0.821
Sig. (2-tailed)	0.614	0.316	0.097	0.415	0.871	0.258	0.233	0.411

VI. DISCUSSION

The present study sought to investigate to what extent Saudi EFL teachers' beliefs in teaching L2 writing are reflected in their classroom perceived practices. Moreover, the study aimed to probe any statistically significant differences between the public and private English teachers' beliefs and perceived practices in teaching writing. The results of statistical analysis for research question one indicated that on the whole there was no difference between the perceived beliefs and perceived practices of teachers in terms of L2 writing teaching as perceived by the teachers themselves. However, when comparing item scores, the Wilcoxon Signed Ranks Test results for each item show a significant difference between some SPP and SPB items, that is items 1, 2, 3, 5, 6, 7, 10, 11, and 12. The results concerning the second research question revealed that public and private teachers did not differ significantly in terms of their SPP and SPB total scores. The results regarding the public and private teachers item scores comparison of their SPB and SPP show that there is no significant difference between public and private teachers in terms of items of SPB except Item 4. In addition, the results for the item scores of SPP of public and private teachers show that there is no significant difference between public and private teachers in terms of items of SPP.

Given that instructors' self perceived beliefs and self perceived practices about teaching L2 writing should align with one another but they were different from each other, it can be concluded that the instructors' self beliefs and self perceived practices were not in line with each other. This finding has already been supported by many other studies (Lee, 2009; Melketo, 2012; Alkhatib, 2015; Golpour et al., 2020). Some of these investigations report mismatches between instructors' beliefs and practices. Golpur et al. (2020) investigated Iranian less and more experienced EFL teachers' beliefs in marking students' errors in writing, their preferred types of written corrective feedback, the most useful kind of teachers' feedback about written error correction, and to see if there are any differences between teachers' beliefs and practices in providing feedback. The results revealed that teachers' error correction on learners' actual papers indicated that teachers' beliefs were different from their actual paper correction. Golpour et al. (2020) recommended that providing some gatherings and workshops for sharing teachers' opinions about correction and applying the best methods of written corrective feedback would be very helpful to teachers.

Moreover, there is a consistency between the findings of this study and some

other studies. They report that there is sometimes some inconsistency between instructors' self perceived beliefs and their practices. For example, Tagle et al. (2017) used interviews to investigate teachers' beliefs about teaching writing and their effect on their learners' writing. The obtained results indicated that the teaching of writing in English should be delivered by way of different stages: planning, writing, revising, and editing. This vision has been set up within the process approach instead of teaching students linguistic concepts. These teaching practices helped students organize their ideas, prepare, revise, and correct their written texts. Thus, these beliefs had a great impact on the teachers' classroom writing instruction.

However, some other studies have yielded results that are not consistent with the findings of this study. They report that there is sometimes some inconsistency between instructors' self perceived beliefs and their practices in the area of teachers' role as facilitators or knowledge transmitters. For example, Saputra et al. (2020) examined pre-service teachers' beliefs about language teaching and learning in EFL classroom (PSTs) and their teaching practices. The study was conducted by observing classroom interaction in Indonesian context and conducting depth-interviews for three participants. The result obtained indicated the changes between PSTs' beliefs about English learning and teaching and their practices. Prior to teaching practices, they believed that teachers should act as facilitators instead of only a knowledge transmitter, integrate grammar with other English aspects, involve students in a class, and lead them to find the grammar pattern through discussion and discovery learning. Practically, they perceived students primarily as the teaching objects rather than active and collaborative problem solvers of their learning in the classroom. They viewed that lecturing the students or explaining a lesson can create effective learning, and grammar must be taught exclusively in one meeting. More specifically, they believed teacher as a transmitter of knowledge instead of a facilitator. In the present study, EFL teachers believe that a teacher is a facilitator rather than knowledge transmitter.

Given the fact that available literature lacks conclusive findings regarding the relationship between instructors' belief and practice and teaching context, it follows that, in the present study, teaching context, concerning public and private universities, does not influence such a relationship. However, Brown and Cooney (1982) argue that beliefs are described as orientations to action, with time and context serving as the main determinants of behavior which need to be included in research and measurement.

VII. CONCLUSION

The results of the present study shed light on the differences between EFL teachers' beliefs and practices concerning writing learning. Teachers should be aware of the fact that beliefs and practices must align with each other. This is of great significant to language teaching. In other words, any changes between teachers' beliefs and practices about teaching and learning would have consequences for ineffective learning of writing skills. Thus, the results of the current study emphasize the usefulness of aligning EFL teachers' beliefs with their classroom practices when teaching writing. In addition, the context where EFL writing is learned may not have an effect on teachers' self perceived beliefs and practices.

APPENDICES.

A. TEACHERS' QUESTIONNAIRE

Dear Instructor:

You are invited to complete a 30-item questionnaire as part of a study aiming to explore EFL teachers' beliefs and practices of teaching writing. The questionnaire is ANONYMOUS and no personally identifiable information will be collected. Your participation in this research is entirely VOLUNTARY.

Should you have any questions about the study, please contact me at raltamimi@ksu.edu.sa.

Thank you in advance for your time and consideration.

Kindest Regards

Please tick Public or Private: Public ( ) Private ( )

You might choose 1 (Hardly any), 2 (A small amount), 3 (Not-decided), 4 (Much), and 5 (Very much).

No.	Beliefs	No.	Practices
1	Brainstorming ideas for writing topics with students is important.	16	I brainstorm ideas for writing topics with students before I ask them to write texts.
2	Making outlines for writing texts helps students organize their writing.	17	I check with students the process of making outlines for writing texts.
3	Exercises that get students to practice sentence structures help them develop grammar in writing.	18	I provide students with exercises to practice sentence structures and to develop grammar in writing.
4	Explicit teaching of punctuation marks rules is appropriate for beginner students.	19	When teaching beginner students, I use explicit teaching of punctuation rules.
5	Teacher's corrective feedback is useful when it is written on students' texts.	20	I write corrective feedback on students' texts.
6	Writing in ordered stages *(prewriting—writing first*	21	I teach writing in ordered stages

	drat—revising and editing—writing final copy) is demanding.		*(prewriting—writing first drat—revising and editing—writing final copy).*
7	Knowledge of the paragraph's main components (topic sentence, supporting sentences, and concluding sentence) helps students to write with ease.	22	I remind students about the main components of paragraph (topic sentence, supporting sentences, and concluding sentence) when they write texts.
8	Learning how to vary sentence structure enables students to be creative writers.	23	I direct students to vary sentence structures.
9	In teaching writing, the teacher's main role is to facilitate the process of writing.	24	I help students to solve their writing problems when while teaching writing.
10	Students should practice capitalization rules on their own.	25	When I teach capitalization rules to students, I ask them to apply rules and solve problems themselves.
11	Correcting students' sentence structure errors in writing is one of the teacher's key roles.	26	I correct students' sentence structure errors in writing.
12	Learning to write well is more effective when students correct small errors themselves.	27	When having minor errors, I ask students to correct them themselves.
13	Peer feedback is more appropriate for experienced students than for beginners when teaching writing.	28	I use peer feedback in teaching writing when dealing with experienced students.
14	Learning how to combine sentences improves students' writing styles.	29	I teach students how to combine sentences to help them improve their writing styles.
15	Teaching transition signals helps students to write in a well-organized format.	30	I insist on teaching transition signals to help students write in a well-organized format.

ACKNOWLEDGEMENTS

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