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The impact of a training program on EFL teachers' attitudes toward oral corrective feedback
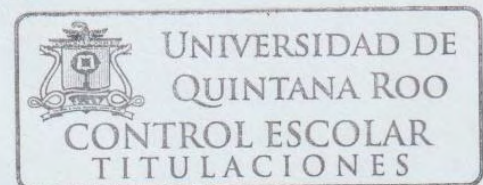
Tesis

Para obtener el grado de
Licenciada en Lengua Inglesa

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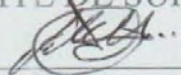
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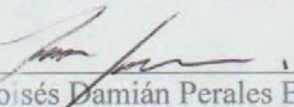# DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES

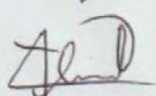The impact of a training program on EFL teachers' attitudes toward
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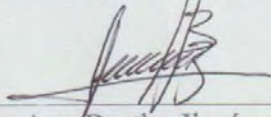
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Abstract

This study aims at analyzing the impact of an Oral-Corrective-Feedback (OCF) training program on English as a Foreign Language teachers' attitudes towards oral corrective feedback. In order to achieve this objective, the research design was quasi-experimental and analyzed data with a mixed-methods approach. The study gathered data from seventeen participants, nine in the experimental group and eight in the control group. Participants were administered a pretest and a posttest to determine if the intervention caused a change in the cognitive component of participants' attitudes. Reflection journals were provided by the participants in the experimental group to analyze data from the progressive change, if any. The findings demonstrate that there was an actual change in participants' cognitive component, which also led to a change in the other components of the attitude as expected. An OCF training course with content of attitude awareness is likely to positively change teachers' attitudes towards OCF in order for them to provide effective OCF.

1. INTRODUCTION

In this globalized world, to communicate with others in a language different from their native one is becoming commonplace. Currently, English is the language more commonly used as a *lingua franca* (Trudgill and Hannah, 2017), having approximately 743,555,740 speakers as a second language (Crystal, 2003) and 378,250,540 as a native language (Simons and Charles, 2018). Therefore, English is widely accepted and taught in language centers and universities around the world (Blake, 1996). The way it has been taught has varied a lot since the need to teach foreign languages arose. As a result, approaches and methodologies to teach a second or foreign language started to be a matter of research in the past centuries, leading researchers and methodologists to create new ways to teach English as a Second Language (ESL).

These methods had different ways to approach Corrective Feedback (CF), which is understood as the kind of feedback that "signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent" (Jiang and Ellis, 2009, p.3). By errors being signalized, learners can reflect on their own performance and repair their errors (Chaqmaqchee, 2015). In this process, learners improve their accuracy, and CF fosters language acquisition (Corder, 1967; Lightbown and Spada,1990; Jiang and Ellis, 2009; Corpuz, 2011; Kim, 2014; Ellis, 2017).

The first studies on language learning were not completely focused on CF because this was considered a simple process in the learning process (Beigi and Ketabi, 2015). However, this situation changed when there was an increased demand of people with high proficiency in speaking a foreign language. As a result, different points of view regarding CF arose from different fields, such as psychology, linguistics and education, making CF a matter of controversy among researchers and language teachers over the past years. Various issues ranging from whether to correct or to not correct students' errors, its effects on students' learning, and the extent of the learners' repair are examples of the matters of controversy (see Ellis, 2009, p. 4).

CF did not have a point of convergence in which researchers focus upon in order to investigate the phenomenon, until Hendrickson (1978) provided a five-question approach to studying CF. Those questions sought to answer 1) whether to provide or not to provide CF,

if so, 2) which errors to correct, 3) when the ideal moment of the correction should be, 4) the person who should do the correction, and 5) how to correct errors. Many researchers adopted those questions to approach CF. However, this model created a debate in which Hyland and Hyland (2006) commented that "it is difficult to draw any clear conclusions and generalizations from the literature as a result of varied populations, treatments and research designs" (p. 84). Jiang and Ellis (2009) added that this implies that contextual factors influence the effectiveness of CF. As a result of its being a contextual phenomenon, claims and results about CF are difficult to generalize.

The starting point of the debate began with the claim that Oral Corrective Feedback, henceforth OCF, was ineffective due to inconsistencies in its application in the classroom (Stokes, 1975; McTear, 1975; Allwright, 1975; Chaudron, 1977, 1986; Long, 1977; Mehan, 1974). Methodologists such as Ur (1996) and Harmer (1983) expressed different opinions about providing OCF. The former mentioned that errors should be prevented rather than corrected, while the latter warned that OCF should be used cautiously depending on an activity's orientation toward communication or accuracy. Harber (1983) considered CF a contextual process. However, some research has proven that OCF is effective when it is provided because it leads to acquisition (Ellis, 2017; Shi, 2017). Despite the positive results about its application in the classroom, other aspects remain unclear. (Jiang and Ellis, 2009).

Among the aspects of CF that remain unclear are the efficacy of the techniques used to correct, students' and teachers' preferences towards specific techniques, and teachers' use of techniques in classroom. These aspects have been studied in English as a Second Language (ESL) (Corder, 1967; Horner, 1988; Iliona, 1991; Sheen, 2004) and English as a Foreign Language (EFL) contexts, EFL being the most studied in the last years (see Gutiérrez, Oriana, Miquilena, and Rossanys, 2009; Aranguiz and Quintanilla, 2016; Shi, 2017; Ge, 2017; Saeb, 2017; Değirmenci Uysal and Aydin, 2017; Dëmir and Özmen, 2017; Gómez, Hernández and Perales, 2019).

The study of attitudes toward OCF has been of interest among scholars in different contexts. Research has been conducted on both teachers' and students' attitudes towards OCF, the latter being the most studied (Burgos, 2011; Amador, 2008; Zhu, 2010; Azar and Molavi, 2012; Rassaei, 2015; Horbačauskienė and Kasperavičienė, 2015 Pirhonen, 2016; among others). Furthermore, there are discrepancies among the definitions of attitudes used

across studies, which causes significant differences in the analysis of attitudes. Perceptions, beliefs and conceptions are terms used interchangeably to refer to attitudes because of an unclear definition of attitudes.

Some studies focus either on cognitive aspects (Dong, Spring, West, and Oh, 2012; Kamiya, 2012; Ostovar-Namaghi and Shakiba, 2015, Rao and Li, 2017; Li, 2017, Değirmenci Uysal and Aydin, 2017), affective aspects (Keshavarzi and Amiri, 2016; Sepehrinia and Mehdizadeh, 2016) or behavioral aspects of an attitude (Ferdus, 2011; Alsolami and Elyas, 2016; Coskun, 2017; Dëmir and Özmen, 2017). Most studies of attitudes are quantitative (Gutierrez, Oriana, Miquilena, and Rossanys, 2009; Tomczyk, 2017), but more recent studies are qualitative (Dong et al., 2012; Kamiya, 2012, Değirmenci Uysal and Aydin, 2017; Gómez, Perales and Hernández, 2019). Fewer studies have a mixed-method approach (Ge, 2017). Research has shown that attitudes are an important factor to determine the criteria of selection of teaching-learning strategies (García, 2001).

Although the concept of attitudes is described differently in all literature found so far, in the studies on learners' attitudes or perceptions, findings point out the lack and the need for research on teachers' attitudes (Roothooft, 2014; Roothooft and Breeze, 2016; Sepehrinia and Mehdizadeh; 2016). These studies on students' attitudes have shown that teachers' use of OCF depends on students' attitudes towards OCF, which differ from context to context and level of the students: advanced EFL learners tend to be more open to OCF and have shown a more positive attitude toward OCF than lower-level EFL learners (Véliz, 2008; Zhu, 2010; Rassaei, 2015; Pirhonen, 2016; Ge, 2017). Also, students' attitudes towards the strategy may make teachers lean towards certain techniques or avoid them (Aranguiz and Quintanilla, 2016). This variation in students' attitudes may affect teachers' attitudes towards OCF (Dong, et al., 2012).

Research on teachers' attitudes also showed that teachers who were familiar with students' beliefs and preferences on OCF have a better performance than those who were not aware of it (Schultz, 2001; Dong et al., 2010). Moreover, teachers' perceptions of a strategy depend on 1) the student's repair, 2) the student's reaction (how efficient the strategy is), and 3) the type of error (the strategy to use) (Lasagabaster and Sierra, 2005; Ostovar-Namaghi, 2010; Ostovar-Namaghi and Shakiba, 2015; Shi, 2017; Saeb, 2017). In a Chilean study, it was found that teachers lacked knowledge about CF (Aranguiz and Quintanilla, 2016).

In addition, findings have demonstrated that some teachers avoid CF due to the fact that they are concerned about learners' emotions. (Hernández and Reyes, 2012; Dong et al., 2012; Sepehrinia and Mehdizadeh, 2016; Shi, 2017; Dëmir and Özmen, 2017). Likewise, research demonstrated that some teachers' choice of strategy was ineffective (Gutierrez et al., 2009; Aranguiz and Quintanilla, 2016; Ge, 2017; Saeb, 2017) and in some cases that mismatched students' expectations or preferences (Ge, 2017; Shi, 2017), which affected the effectiveness of CF (Tomczyk, 2013). Little research on teachers' attitudes has been done in Spanish-speaking contexts: in Spain, (Lasagabaster and Sierra, 2005) in Latin American contexts such as Chile (Aranguiz and Quintanilla, 2016; Flores, Garrido, Roa and Salazar, 2017) and Venezuela (Gutierrez et al., 2009) and in Mexico even less (Hernández and Reyes, 2012; Gómez, Perales and Hernández, 2019).

Previous studies have shown that teachers' concerns and priorities were mainly of an affective nature (Hernández and Reyes, 2012; Dong et al., 2012; Sepehrinia and Mehdizadeh, 2016; Ge, 2017; Shi 2017, Dëmir and Özmen, 2017; Gómez et al., forthcoming). This leads in some cases to negative attitudes towards OCF because it is seen as chastisement more than as support to students' learning (Jiang and Ellis, 2009; Dong et al., 2012; Dëmir and Özmen, 2017). Moreover, teachers' inability to provide consistent and focused CF (Hernández and Reyes, 2012; Ostovar-Namaghi and Shakiba, 2015; Shi, 2017) and their inability to analyze situations that require CF (Aranguiz and Quintanilla, 2016; Ge, 2017) have been unveiled.

In Mexico, there is not much research on teachers' attitudes towards CF (Reyes and Hernández, 2012; Gómez, Perales and Hernández, 2019). There is scarcity in studies on OCF at University of Quintana Roo; one of them is not directly related to teachers' attitudes towards oral corrective feedback (Burgos, 2011), but there are a few recent studies that are teacher-attitude oriented (Hernández and Reyes, 2012; Gómez and Jimenez, 2015; Gómez et al., 2019). The literature on teachers' attitudes found so far, which is not extensive enough, does not show conclusive outcomes regarding the importance of the role of the attitudes in the process of providing OCF. Previous studies have suggested the need to provide teachers with a CF training course to improve their teaching strategies to approach OCF and help students acquire language (Kamiya, 2012; Roothooft and Breeze, 2016; Ge, 2017). Nonetheless, the literature does not include much interventional research regarding teachers'

attitudes toward CF. Most of the studies are qualitative, some quantitative but almost none is experimental or quasi experimental (Kamiya, 2012).

A study like this is proposed because of the solid evidence on the gap of informing teachers about CF, so a need to provide teachers with training courses on OCF is urgent due to its content-provider nature. This may help teachers to become aware of the process of OCF and encourage them to vary the range of techniques and the ways to treat error correction (Roothooft, 2014; Sepehrinia and Mehdizadeh, 2016).

Therefore, the present study is aimed at examining teachers' attitudes towards OCF through an interventional mixed methods approach. In order to analyze a possible change in teachers' attitudes towards OCF, an intervention focused on cognitive aspects was carried out to modify knowledge, which may lead to a positive change in teachers' general attitudes towards OCF. This study is innovative because it studies EFL teachers' attitudes using a mixed-methods approach. This quasi-experimental study proposes to change positively teachers' attitudes about OCF by offering teachers a training course on OCF. The current study also intends to examine a possible relation between teachers' positive attitudes towards OCF and a systematic training about OCF (Kamiya, 2012; Roothooft, 2014; Roothooft and Breeze, 2016).

1.1 Justification

The reviewed literature has shown that, in Mexico, English is taught from kinder garden, but when students are at university, they are not able to speak English. Then, there are some factors that affect accomplishing the goals, so it is necessary to research on those factors. A possible factor is that OCF is not provided correctly or it may be omitted. In my empirical experience, OCF is not included in the curriculum of the BA in English. It seems to be an unknown topic for some teachers, even for some teacher trainers. Some teachers merely use OCF empirically in classes with no knowledge about the process that should be followed.

Research has focused on studying elements of attitudes towards OCF, but these attitudes have been studied qualitatively in Mexico (Gomez, Hernandez and Perales, 2019) but not quantitatively and qualitatively. For that reason, this study intends to identify teachers' attitudes towards OCF and compare if a change of attitudes existed before and after a 20-hour course on OCF. The present study is intended to reveal valuable data about promoting a change in teachers' cognitive attitudes towards OCF through a training course.

Therefore, the effects of the training course on OCF may be beneficial for teachers who have negative attitudes towards OCF as they can change them in a positive way. It may also be beneficial for teachers' training programs, as teachers may learn about the importance of OCF to meet the need for more effective teaching.

The findings of this study may benefit teachers trained with the training course on OCF derived from this study; they may change their attitudes towards OCF, so they may teach more effectively. Students whose teachers have gone through the training course may also have a better experience while learning; and finally, for the researcher and the Applied Linguistics field, the study might help uncover the possibility to change teachers' attitudes towards OCF.

1.2 Objectives

General Objective

This study aims at analyzing the impact of an OCF training program on English as a Foreign Language teachers' attitudes towards OCF.

Specific objectives

a) To analyze the effects of a training program on the teachers' attitudes towards OCF
b) To examine the attitudes of EFL teachers in relation to their teaching experience.
c) To examine the attitudes of EFL teachers in relation to their prior knowledge on OCF.
d) To analyze the process of a possible change of attitudes.

1.3 Research Questions

As this study targets at analyzing the impact of a Corrective-Feedback training program on EFL teachers' attitudes towards OCF, the following questions will be answered.

a) What is the impact of a training program on EFL teachers' attitudes towards OCF?
b) What is the relation between the teachers' attitudes and knowledge about OCF?
c) How does teaching experience relate with teachers' attitudes towards OCF?

2. REVIEW OF THE RELEVANT LITERATURE

In this chapter, a review of the literature on teachers' attitudes towards OCF is presented. A brief description of their contexts, methods, main findings and conclusions is presented. The literature is presented with subheadings according to the way attitudes have been studied: teachers and students' attitudes and teachers' attitudes, which comprises behavioral, cognitive and affective aspects of attitudes. In turn, studies are presented firstly in ESL context, then EFL chronologically.

2.1 Teachers and Students' Attitudes

A study that laid the foundation to carry out the present study was Lyster and Ranta's (1997), which aimed at developing a model of the sequence of error treatment and analyzing teachers and students' interaction to define the frequency of CF, their supply when teaching under a communicative approach and the amount of students' uptake depending on the CF technique. For this study, data was taken from a database of an observational study in which four different fourth-grade classes were audio-recorded in a French immersion context. To analyze data, they adapted coding schemes from other two previous studies to categorize teachers' CF moves. Then, they developed a model of the error treatment sequence and a taxonomy of six CF techniques used by teachers in the study. They classified data from the observed classes into their model. The outcomes showed the efficacy of CF techniques: recast, elicitation, clarification request, metalinguistic feedback, explicit correction and repetition by the amount of students' uptake. They did not research on teachers' attitudes, but showed the importance of using tactical techniques to get students' positive response of CF. The following years, attention was drawn to research on the techniques used by teachers.

One of the studies that aimed at reporting the efficacy of implicit and explicit techniques used by teachers in New Zealand was Ellis, Loewen and Erlam's (2006). They had a twofold objective: 1) to review methodological problems of previous studies on CF in ESL settings and 2) to document the effects of implicit or explicit techniques on language acquisition. This was an experimental study with a three-test application: before and after the experiment; and two weeks delayed in three different groups: two experimental and one control group. Students were corrected either implicitly or explicitly and their language acquisition was measured by means of three different tests adopted from other studies that

one measured their implicit knowledge and the other two the explicit knowledge. The outcomes showed an increase in acquisition by explicit methods. However, both in the studies they reviewed and in their study, teachers who were providing recasts and metalinguistic feedback were experts in CF, what does not show a real situation of CF in untrained teachers' classrooms.

One of the first studies on teachers' attitudes found in EFL settings was Lasagabaster and Sierra's (2005), who conducted a research study in the Basque Country in order to compare and contrast students' and teachers' perceptions towards error correction. The subjects of their study were 11 trilingual students and 10 EFL teachers with different range of teaching experience. Both groups of participants were required to see a video of a class; subsequently, they were asked to point out the error correction move, if there was student's uptake, if the method used was efficient, and what their opinion was regarding the technique used by the teacher in the video. However, neither teacher nor students were provided any definition of efficiency for the researchers to analyze the participants' criteria of effective techniques.

The results showed that participants did not point out all the corrective moves, and most teachers OCF moves were imperceptible for participants. They also defined a CF strategy as efficient when they find it appropriate and it obtains the desired effect that is students' uptake. In regard to the types of errors to correct, Lasagabaster and Sierra identified five types of errors. Pronunciation errors were preferred to be corrected not only orally, but with visual aids and spelling. When correcting listening errors, students did not like being corrected in front of everyone because they considered the affective factor to be present. Grammatical errors are preferred to be corrected explicitly with explanations and providing reasons of the error. Lexical errors were preferred to be corrected using body language to point out the error. Finally, pragmatic errors were virtually undetected by students and fairly detected by teachers. Students tended to not like being exposed when they are corrected, but that does not imply that they do not like being corrected. Therefore, the researchers conclude that teachers should be more selective when providing CF taking into account two aspects: a) time investment when correcting errors and b) a varied range of strategies to correct students' errors due to individual differences. Basically, this study focused on teachers' opinion on the effectiveness of CF techniques and their preferences towards the errors to

correct, but not only orally contrasted with students' perceptions and determine if they matched.

On the other hand, Gutierrez, Oriana, Miquilena, and Rossanys (2009) investigated the kind of errors EFL students commit more often and their teachers' moves towards CF as well as students' behavioral attitudes towards their teachers' moves. Subjects of this exploratory-descriptive study were nineteen students and two EFL teachers in a Venezuelan University. The instruments to collect data were observations and a questionnaire to measure attitudes. To analyze data, triangulation was used to discard subjectivity of observers. The results showed that 1) the most corrected errors were phonetic and phonological which were also the most common errors, 2) teachers preferred providing CF explicitly as they preferred simpler strategies to accelerate the process to not block the communicative activities. The researchers concluded that although explicit feedback was the preferred by teachers, it helps to correct particular errors, but it does not foster students' uptake because students do not analyze the error which hinders students to get significant learning. They also concluded that if teachers consider students' proficiency, the content to teach and the methods used at the moment of providing CF, a positive effect may be resulted, in which students would correct on their own.

A similar case study was carried out by Dong (2012) in the United States to explore the similarities and differences between teachers' beliefs and attitudes towards OCF and their actual performance in a summer Chinese as a foreign language program. She aimed at 1) describing what teachers believe, 2) analyzing their CF performance, 3) reporting the similarities and differences between Chinese teachers' beliefs and their actual practice. To collect data, the researcher interviewed two teachers, a male and a female; she also made classroom observations of a beginning-level Chinese class. Due to individual differences, her study cannot be generalized, but she got some clues to further research on. The first one was about the role of explicitness and its relation with teacher's perception of affecting the students' affective filter. She highlighted that even though they actually think that explicit OCF affects students emotions, when in practice, they do use explicit corrective feedback. She also pointed out the importance of recast and its use in the classroom.

The findings showed that teachers find CF to be beneficial for students to improve their speaking accuracy, specifically recast, which has not been demonstrated to be effective

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but easy to use, and difficult to generalize in all scenarios when correction is needed and that they prefer implicit CF techniques to avoid affecting students' emotions and motivation by explicitly saying "no". Finally, she suggested that teachers should be guided on how to provide effective and efficient CF to help learners successfully produce oral output as part of their professional development in order for teachers to discern and analyze situation of correction and to be able to distinguish what appropriate CF technique to use in every scenario, emphasizing in Chinese as a Foreign Language.

Conversely, Tomczyk's (2013) study, conducted in Poland, aimed at comparing teachers and students' perceptions under a mixed-method approach. His main objectives were 1) to compare teachers' and students' perceptions of CF and oral errors as an instrument to acquire language, 2) to determine what strategies teachers use and 3) to compare their beliefs with their actual performance. This study analyzed data both quantitatively and qualitatively from 250 EFL middle high school students and 43 teachers. To collect the data, observations and questionnaires were administered in the subjects' native language.

The findings revealed that the errors considered as most valuable to be corrected by both teachers and students because of their importance in learning the language were grammatical and pronunciation errors. Also, teachers are preferred to be the ones who correct errors because of their "mighty and not-erring" nature. Although peer and self-correction are found to have benefits and are promoted by teachers in the classroom, students prefer teachers to avoid it. When it comes to the techniques used in the classroom, teachers prefer using explicit techniques, but the activity objectives must be taken into account when choosing strategies and providing CF. Another significant discovery is that in spite of students reacting differently in all situations, all agree on being corrected to avoid committing the same error. Tomczyk concludes 1) that teachers should consider the activity objectives to examine whether to correct or not, what technique to use and when it is appropriate to do it; 2) that teachers must have a positive attitude while providing the correction.

On the other hand, Shi (2017) conducted a research study in China to explore the relationship between teachers' and students' attitudes towards CF, teachers' actual performance and the effects of CF on the EFL Chinese students. The participants of the study were six non-native English teachers with at least three years of experience and two hundred forty-one students of two Chinese universities (Nanjing Normal University and Nanjing

Xiaozhuang University). The study used a mixed-method approach. First, a questionnaire was administered to all participants. Then, eighteen classes were observed and after the observation, the teachers were interviewed.

The results of the quantitative part of the study showed that both teachers and students do not think that errors are terrible and, indeed, errors should be corrected. However, students get discouraged to use English if they are overcorrected by teachers. Also, there are three kinds of errors that must be corrected: grammatical, lexical and pronunciation errors, being the latter the most preferred in importance by teachers, but not by students. The survey also found that the person who should be the corrector depends on the kind of error: grammar and phonological errors are preferred to be corrected by teachers while lexical errors by students themselves; students did not opt for peer-correction in any situation. The study showed discrepancies with regard to CF preferences; teachers prefer indirect techniques while students prefer direct techniques. Finally, this study contrasts the views taken from both students' and teachers' results and concludes that teachers' concerns are more affective whereas students are more practical and prefer being corrected. They are not aware of teachers' concerns. One of the major findings is that the choice of strategy to correct affects its effectiveness.

Likewise, Saeb (2017) conducted a study aiming at exploring and comparing Iranian EFL teachers' and students' perceptions and preferences towards the amount and types of OCF. For this study, eighty-six female EFL students and twenty-eight teachers (twenty females and eight male teachers) participated. To collect data quantitatively, a couple of questionnaires were administered: one for teachers, one for students. The results revealed that teachers do support the idea of correcting errors. EFL teachers of this study tended to correct errors that block the flow of communication.

Another relevant finding was that teachers think that correcting repeated errors is a learning tool that helps to draw students' attention and prevents fossilization of errors. In regard of the preferences of both students and teachers of CF, as previous studies, there are discrepancies in their preferences. Students prefer explicit correction while teachers are more inclined to use implicit correction because they want to create students' autonomy by encouraging them to locate their errors and correct them. This study concludes that students

give teachers the responsibility of OCF and by providing some kind of training to students, their misconceptions towards OCF usefulness may be solved.

Finally, Flores, Garrido, Roa and Salazar (2017) conducted a study in Chile 1) to investigate teachers' conceptions of OCF based on their experience; 2) to describe their performance and 3) to determine CF effectiveness as a facilitator of self-regulation of the students' learning. This qualitative case study analyzed data from six teachers of basic education of Hualqui, Chile, with at least 2 years of experience by using semi-structured interviews. The findings were that 1) teachers consider CF as an instructive tool that avoids and prevents students from committing errors; 2) that teachers found CF as a part of the teaching process that should not be used explicitly and should be made at the moment of the error; this moment also determines how to correct; CF requires time, but there is not enough time during the lesson; and 3) that teachers believe that CF controls the error but does not eradicate it.

2.2 Teachers' Attitudes

This section presents the results and conclusion of studies whose main focus was on teachers' attitudes, but they were two types of studies according to the context in which the research was carried out. They were in English as a second language (ESL) and English as foreign language (EFL) contexts. The dichotomy is done in order to justify the need of providing a study like the present one in Mexico, an EFL context, as the teaching method in every context as well as the possibility of the student to speak the language out of the classroom are different. ESL is a term used for the process of teaching English to non-native speakers in English-speaking countries; EFL, on the contrary, is the teaching of English in places in which English is not the official language (Mitchell, 2016). The former is presented firstly; the latter is presented afterwards.

2.2.1 ESL settings

A case study was conducted by Kamiya (2012) in the United States to identify the influence of research findings on teachers' stated beliefs and classroom practices of OCF but in ESL settings. In this study, he had four teachers of listening and speaking classes from an intensive English Program of an American university read three research studies about OCF. Therefore, he would examine 1) their teaching philosophies, 2) their stated beliefs on OCF,

3) their classroom practices of OCF, and 4) the relationship among these three. Results showed that teachers experience and knowledge impacted on their stated beliefs on OCF as they influenced teachers' responses, as well as there was consistency between what they believe and their actual practice. However, the effect of the research readings provided was favorably inclined to the novice teachers rather than to the others, what suggests that there is a relation between teachers' experience and a change of their beliefs. The fact of the positive effect of Kamiya's intervention on the novice teachers was useful to determine the hypothesis of the relation of teaching experience with a positive change in teachers' attitudes.

2.2.2 EFL settings

The first study found studying teachers' attitudes in an EFL context was García (2001), who carried out a quantitative study in Spain to study teachers' attitudes towards foreign language teaching, which are positive for the teaching-learning process. To collect data, he administered questionnaires to 70 teachers to determine their attitudes while teaching different levels. The results showed that teachers have homogeneous criteria towards the elements, which they consider positive in the process of teaching. Participants think when the element is positive for the learners' learning, they will use it; they considered explicit CF as one of these elements. The study concludes that it is necessary to do more studies about teachers' attitudes because they are the "cause of the acting, the validation, the theoretical support and the behavioral justification of teachers in their classrooms." (p.475). Therefore, this leads to their choice of CF strategies.

Similarly, Hernandez and Reyes (2012) conducted a descriptive study in Mexico to identify EFL teachers' perceptions about CF and its practice in classrooms. To collect data, they provided 40 EFL teachers with questionnaires. The questionnaire comprised five sections to identify what participants' perceptions were and their use of techniques in the classroom as well as the criteria used to determine the type of techniques to use. They did not triangulate information. Data was analyzed qualitatively and quantitatively with the software SSPS v.18. Their findings showed that teachers have a positive attitude towards CF, but some do not seem to give it importance because they are concerned about learner's emotions, preventing them from providing CF. They also found that participants are not consistent in the way they correct students' errors, mostly providing unfocused CF and they

prefer being themselves the corrector; participants give students less opportunity for peer or even self-correction.

To change the way teachers' attitudes were being studied, Ostovar-Namaghi and Shakiba (2015) set up a study in Iran to theorize teachers' practice in regard to CF to compare what researchers seek when studying CF and the teachers' beliefs. This data-driven study analyzed data from interviews of 20 experienced EFL teachers with the coding scheme of the grounded theory. They aimed at investigating the importance of "situated knowledge", that are contextual limits that make every CF situation different and treating these constraints as relevant.

Their findings showed a set of specifications on when, where, and why to use certain techniques as well as what drives teachers practice in regard to the way they provide CF "is personally constructed context-sensitive personal narratives which arise from "reflection on action" (Schön, 1987, p. 26), which helps them fine tune their corrective feedback technique to respond to the contextual nuances." (Ostovar-Namaghi & Shakiba, 2015, p.743). Thus, as this study shows, there is not a unique way to provide CF and there are many other situational features to take into account at the moment of providing CF. The findings of this study provided foundations for the present study to hypothesize the possible relation of stated knowledge on teachers' attitudes towards OCF.

Next year in Chile, Aranguiz and Quintanilla (2016) led a research study on OCF in Chile with the intention of defining CF strategies in teachers' practice and establishing the types of errors EFL teachers tend to correct the most. This study design was descriptive. To analyze data, ten 90-minute lessons of five experienced teachers were recorded then transcribed. Results showed that errors that Chilean teachers correct often are grammar, vocabulary, pronunciation and content errors. This study also revealed significant differences from the studies from other countries (English speaking and countries in which English is not spoken as first language) that is the teachers' preference of explicit correction instead of recasts or other kinds of implicit correction and most CF moves gave the desired effect (students' uptake).

The authors conclude that the tendency to provide explicit correction may be because of the level of English exposure of students, who actually have a low level of proficiency in English, and this method eases them to understand better. Because of not being immersed in

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an English context, students tend to have more pronunciation errors, so that is why teachers tend to correct more pronunciation errors. Moreover, the researcher detects two problems: 1) teachers' preference and the effectiveness of CF are reflected by the lack of the use teachers' CF techniques; 2) the omission of the use of diverse techniques may be due to misinformation or lack of information regarding CF strategies, fact that may be modified if teachers are trained. This study was one of the studies that suggested a training course to determine if teachers' misuse of techniques may change by gaining knowledge on CF.

Another study suggesting a training course was Sepehrinia and Mehdizadeh's (2016) study. They conducted a study in Iran with the aim of determining how teachers' beliefs and their practice regarding OCF matched with the actual outcomes and concerns of research as well as to examine the differences between teachers' beliefs and observed classroom practice. In this study, they interviewed 37 male EFL teachers using semi-structured interviews to determine the extent of the relation between a) teacher's views and research orientations and concerns, b) teacher's views and their actual practice in classroom settings and c) teachers' practice and research findings.

Their findings showed that teachers' concerns and priorities were affective and feedback is in general effective. They conclude that it is teachers' responsibility to correct errors, and they should analyze the situation to provide a challenging technique of CF. Their outcomes also showed that teachers training programs should be practice oriented for teachers to be able to make decisions on the way they correct errors.

A similar study was carried out by Ge (2017) to investigate the OCF techniques used by teachers and their actual performance in a classroom in a Chinese university as well as to identify students' expectations. The subjects of the study were four full-time teachers from the English Department of a University in Jinan and one hundred eight students taking courses with those teachers. The data was collected with three instruments: observations, questionnaires and interviews. In order to analyze the data, SAS software was used. The findings demonstrated that teachers' most preferred CF strategies: recast and interruption do not produce the best results in students' performance as the students do not like to be exposed in front of other students and feel less knowledgeable. As other studies findings revealed, there are mismatches between teachers' CF strategies and students' preferences. Ge suggested that teachers 1) should take affective filter into account and focus on enhancing

confidence and fluency as the purpose of CF, 2) should examine the effectiveness of their CF strategies and to use remedial measures to meet their students' needs and expectations, 3) should keep students motivated and encouraged by using a diversified range of CF techniques and 4) should see the student as the center of the activity whatever technique is used. Ge's study showed the importance of being informed at the moment of the provision of OCF and suggested that teachers' attitudes play an important role.

Another study that proposed a training course on OCF for teachers was Değirmenci Uysal and Aydin's (2017). They conducted a study in Turkey aiming at investigating 1) EFL teacher's perceptions of error correction in their speaking classes, 2) reasons, 3) types of errors they correct and 4) the strategies they use. The subjects of their study were 15 teachers of English working in the School of Foreign Languages of Balikesir University in Turkey. Data was collected qualitatively using background questionnaires, reflections, interviews and essay papers.

Their results showed that 1) EFL teachers believed that error correction may contribute to a habit development in terms of students' self-correction, pragmatic and appropriate use of the target language and learners' accuracy and fluency. 2) The reason EFL teachers make corrections is to improve learners' accuracy during speaking, grammar and vocabulary knowledge and pronunciation skills of their students. 3) Teachers are also concerned about repetitious errors affecting meaning; focusing on the errors affecting meaning. 4) The strategies used by teachers varied a lot. They tend to use a wide range of strategies to correct errors. In their study, they conclude with the importance of teachers' training curriculum that should include topics on OCF as to raise awareness of the reasons to correct, identification of situations that require OCF, error types and OCF strategies. They also suggest further descriptive and experimental studies to contextualize and understand the demographic, internal and external factors affecting teachers' perceptions of error correction.

Teachers' attitudes were studied in a different way by Demir and Özmen (2017), who set up a study to reveal the differences between OCF practices in EFL classes of native and non-native English-speaking teachers in Turkey. They also explored if there were cross-cultural influences affecting these practices. For their qualitative study, interviews and observations of seven native and seven non-native English teachers were conducted. The findings of this study showed that there are discrepancies between the two groups of teachers

regarding the OCF preferences and tolerance to errors. Specifically, the interviews showed that there are similarities and differences in the teachers' disposition concerning the different dimensions of CF as well as their teaching experience and training on providing OCF.

One of the main findings regarding their beliefs and attitudes towards OCF is that there was not a consensus among teachers to establish the necessity and effectiveness of CF. However, some stated that errors needed to be handled although teachers had a negative justification to avoid them, such as affecting students' affective filter and the flow of communication, as well as concerns about the individual students. They also noted the importance of using OCF techniques to prevent students to commit potential errors; also, a relation between teaching experience with teachers' attitudes towards OCF was shown. Moreover, this study showed that native English teachers are less tolerant to errors than non-native English teachers. Demir and Özmen suggested that there are "potential benefits" for teachers if they are trained about OCF (p.125).

Finally, Gómez, Hernández and Perales (2019) carried out a qualitative case study in Mexico. They aimed at characterizing teachers' attitudes towards OCF under a tridimensional attitude model comprising affective, conative and cognitive components and also adapted Lyster and Ranta's (1997) model to analyze data. Data was gathered from six teachers from an English language program who were interviewed with a protocol developed for the study using a directed qualitative content analysis. Their findings showed that affective and cognitive components played a vital role in teachers' predisposition to use OCF. Conversely, they found that teachers prefer implicit OCF techniques and their attitudes towards OCF are guided by their beliefs of students' emotions. Their study revealed that most OCF techniques were unacknowledged by the participants and they lacked considering students' cognition. They suggest teachers' need of OCF training and practice.

2.3 Analysis of the Previous Studies

Although OCF has been a matter of study since late 60's, there were not many studies on EFL or ESL teachers' attitudes towards OCF in the last decade (Lasagabaster and Sierra, 2005; Hernández and Reyes, 2012; among others), but there was an increase in the number of studies in the last lustrum (Ostovar-Namaghi and Shakiba, 2015; Değirmenci Uysal and Aydin, 2017; among others). Moreover, the terms opinions, perceptions and beliefs are used interchangeably to mean attitudes in most of the studies found so far. Most old studies were

not taken into account in this review because they did not study teachers' attitudes but focused on the effects of OCF in L2 acquisition. However, one of the most significant studies was presented because of the influence on the study of teachers' performance techniques in classrooms (Lyster and Ranta, 1997).

In the literature found so far, there is not a consistent use of the term attitudes among studies: they misuse the term or referred to one aspect of attitudes. (Dong et al, 2012; Kamiya, 2012; Ostovar-Namaghi & Shakiba, 2015; Sepehrinia and Mehdizadeh, 2016; Demir and Özmen, 2017; Ge, 2017). Other studies researched both students' and teachers' attitudes (Roothooft and Breeze, 2016; Li, 2017; Saeb, 2017; Shi, 2017). Students' attitudes drew the attention to research and tended to be more studied than teacher's attitudes. Nonetheless, research has also shown attitudes to be important in the teaching process due to its impact on teachers' actual performance when applying OCF strategies in the classroom (Kamiya, 2012; Ostovar-Namaghi & Shakiba, 2015; Sepehrinia and Mehdizadeh, 2016). A gap in research on teachers' attitudes was found when searching literature, what makes this study's topic an area to further research on.

There was more current literature in EFL than in ESL contexts. Little research has been carried out in Spanish-speaking settings (Lasabagaster and Sierra, 2005; Flores et al, 2017). There are a few studies in Mexico (Reyes and Hernández, 2012; Gómez, Hernández and Perales, 2019). In those studies, there is a predisposition to use a qualitative approach with theory generating methodology (Kamiya, 2012; Dong et al., 2012; Ostovar-Namaghi and Shakiba, 2015) and observations (Tomczyk, 2013; Ge, 2017; Shi, 2017; Demir and Özmen, 2017) and interviews (see Dong et al, 2012; Ostovar-Namaghi and Shakiba, 2015; Sepehrinia and Mehdizadeh, 2016, among others) led as the preferred data collection tools. Little research was done under a mixed methodology (Tomczyk, 2013; Shi, 2017) and just an isolate case was found using quantitative methods (Saeb, 2017). The mixed methods in the previously mentioned studies were not focusing just in teachers' attitudes, so the quantitative analysis was meant for students' preferences.

Findings, in general, showed teachers' positive towards OCF (Dong et al., 2012; Tomczik, 2013; Saeb, 2017 & Flores et al., 2017). However, teachers' affective attitudes interfere while performing OCF in the classroom (Dong et al., 2012; Sepehrinia and Mehdizadeh, 2016; Shi, 2017; Gómez et al., 2019) leading to a negative behavioral attitude

towards OCF because they see OCF as a punishment more than a support to students' learning in some cases (Ellis, 2009; Dong et al., 2012; Demir and Özmen, 2017). Likewise, a relation between teachers' positive attitudes towards CF and their teaching experience has been unveiled (Kamiya, 2012; Ostovar-Namaghi and Shakiba, 2015).

Another significant finding was the relation between teachers' knowledge and their behavioral attitudes towards OCF (Kamiya, 2012; Ostovar-Namaghi and Shakiba, 2015; Aranguiz and Quintanilla, 2016). The studies also showed teachers inability to provide consistent and focused CF (Hernández and Reyes, 2012; Ostovar-Namaghi & Shakiba, 2012; Shi, 2017; Saeb, 2017) and their inability to analyze situations that require CF (Aranguiz & Quintanilla, 2016; Ge, 2017). Phonological errors are more frequently committed in EFL contexts because of the lack of immersion of EFL classes (Aranguiz and Quintanilla, 2016; Shi, 2017) and the process of interlanguage (Gutierrez et al., 2009). Many studies concluded with the importance of considering OCF theory in teachers' training (Lasagabaster and Sierra, 2005; Sepehrinia and Mehdizadeh, 2016; Demir and Özmen, 2017; Değirmenci Uysal and Aydin, 2017). Nevertheless, no study compared the effects of trained teachers' with untrained teachers' attitudes towards OCF so far.

For all the reasons previously stated, the present study is relevant because there are just a few studies on teachers' attitudes towards OCF in Mexico (Hernández and Reyes, 2012; Gómez, Hernández and Perales, 2019); moreover, no studies compared the effects of a OCF-theory training course for teachers with their attitudes towards OCF. The present study is also pertinent because no study was found using this study method combination: a qualitative quasi-experiment and case study to determine if an OCF-theory training course has an effect on teachers' attitudes.

A novel model to study attitudes has just once used to analyze attitudes before the present study (see Gómez, Hernández and Perales, 2019), but differs from the present study in the methodology used to collect data. The present study uses a mixed method approach in a case study with a quasi-experiment. Qualitative data is analyzed with the tridimensional model by Jain (2014) based on Schiffman and Kanuk's model of attitudes.

3. THEORETICAL FRAMEWORK

This chapter comprises two main sections: Corrective Feedback and Attitudes. In the first part, the definition and theories of the OCF process and its role in language acquisition are presented as well as Lyster and Ranta's Model of OCF, which was taught to participants in the treatment due to its varied aspects regarding OCF integrated in the model. In the second part, the definition, the role of attitudes in the teaching process, the tridimensional model of attitudes, which is used to understand the attitudes in this study, and a theory of attitude change are described in detail.

3.1 Corrective Feedback

As Corrective Feedback entails the concept of error, we begin this section defining it in the specific field of language teaching and language acquisition. Next, we discuss OCF: its definition, its role in language acquisition and the model to provide it orally.

3.1.1 Definition of Error

In language research and teaching, there is a dichotomy between mistake and error established to determine which should be corrected and for teachers and researchers to discern them in order to apply a consistent criterion at the moment of the correction. However, there are also some who treat all them equally (Vann, Meyer and Lorenz, 1984). Regarding error, Richards, Platt and Weber (1985) define it as "the use of the linguistic item (…) in a way in which a fluent or native speaker of the language regards as showing faulty or incomplete learning" (p.201). Ferris (2002) agrees that "errors may be caused by inappropriate transference of L1 or by incomplete knowledge of the L2" (p.10). Mistakes, conversely, are caused by some performance aspects (Platt and Weber, 1985).

Corder (as cited in Jiang and Ellis, 2009) made the dichotomy stating that "errors take place as a result of lack of knowledge", whereas "a mistake is a performance phenomenon, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automacity" (p.3). Lee (1990) reviews different perspectives of the error and mistake regarding disciplines in social sciences. She outlined the following dichotomy:

> Errors arise because the correct form or use of a target item is not part of a speaker or writer's competence, whereas mistakes arise (for reasons of fatigue, stress,

inattention, etc.) even though the correct form or use is a part of the user's competence. (p.58)

Narcy-Combes (as cited in Chiahou, Izquierdo and Lestang, 2009) described an error as "a transcodical mark, and of non-conforming production […] (and a) sign of the discursive know-how of the learner (management of communication situations, sign of the subject's creativity) in which by making mistakes, the learner improves in his/her learning." (para.10). Despite the dichotomy made, Jiang and Ellis (2009, p.6) claims that "The gravity of an error is to a very considerable extent a matter of personal opinion."

For this study, an adoption of Corder (1967) and Lee's (1990) definitions is done. The concept of error is understood as in Lee's definition: "Errors arise because the correct form or use of a target item is not part of a speaker or writer´s competence" (p.58) while the concept of mistake is understood as in Corder's definition: "[Mistakes are] errors of performance" (p.167). Notice that the difference lays on the competence and performance of the student, in which the competence errors are the important ones in providing OCF. Now that the concept of error has been stated, OCF must be defined as well to understand what this process conveys.

3.1.2 Definition of Oral Corrective Feedback

In regard to CF, its concept varies considerably from author to author. Most common concepts are negative feedback, error correction and negative evidence usually used in language acquisition (Tatawy, 2002, p.1). Although there are a few concepts to refer to the process of correcting language errors, this study will attach to the concept of Corrective Feedback.

The first notion of CF started with Chaudron (1988). He stated "treatment of error [is] any teacher behavior following an error that minimally attempts to inform the learner of the fact of error" (p. 150). Ur (1996), however, subtracts the term correction of errors from feedback, in which she called it correction and it is described as:

> In correction, some specific information is provided on aspects of the learner's performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner […] (the term is understood) as referring to the correction of mistakes. (p.110)

Corrective feedback or negative feedback is, according to Jiang and Ellis (2009), a mark that "signals, in one way or another, that the learners' utterance lacks veracity or is linguistically deviant […] it is corrective in intent." Varnosfaderani and Basturkmen (as cited in Petchprasert, 2012) define CF as "the process of providing the learner with direct forms of feedback" (p. 83). Petchprasert focuses CF on grammar correction. Jiang and Ellis elaborated the definition based on their previous research as:

> Corrective feedback constitutes one type of negative feedback. It takes the form of a response to a learner utterance containing a linguistic error. The response is another initiated repair and can consist of (1) an indication that an error has been committed, (2) provision of the correct target language form, (3) metalinguistic information about the nature of the error, or any combination of these. (2009, p. 3-4)

Similarly, Lightbown and Spada (1999) define corrective feedback as, "Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive." (p. 171). Lee (1990) mentions "all errors are correctible" but in order to discern which ones to correct, she states two questions: "when and by whom?" and indicates that the distinction between error and mistake helps to discern the correction.

> The distinction already indicates a clear-cut correction policy in terms of classroom practice: that 'errors' (reflecting on competence) should normally be corrected (if at all) by teachers […], whereas 'mistakes' (arising only from performance) can normally be addressed by the student and his peers. (p.65)

For the present study, the definition of Corrective Feedback is an adaptation from Lee (1990), Lightbown and Spada (1999) and Jiang and Ellis's (2009) definitions. CF is then any indication to the learners that their utterance contains a linguistic error due to lack of linguistic competence that is reflected on their performance. This definition of CF will be understood in this study. Corrective Feedback can be written and oral, but for this study we will keep within oral CF for this study (OCF).

3.1.3 OCF in L2 Acquisition

In this section, the theories that explain the role of OCF in language acquisition are presented to justify the need of using OCF in the classroom. First, we overview the Sociocultural Theory of Vygotsky about learning. Then, the Interactionist Approach of language learning

is presented, and finally, Scaffolding is presented as a key term for language learning based on Vygotsky's views.

4.1.3.1 Sociocultural Theory: Zone of Proximal Development

The Sociocultural Theory was developed by Vygotsky in 1978. This theory views "learning as dialogically based" (Jiang and Ellis, 2009, p.12), which means that acquisition occurs in interaction rather than as a result of it. Therefore, L2 acquisition takes place between a learner and a fluent speaker.

Vygotsky (1978) argued that the human and the world related in some indirect way, so this relation was mediated not only by "physical tools" but also by "symbolic tools", the latter includes language. Lantolf (2012) states that these "tools" empower humans to control and change the world they live; [they're the symbolic tools which] allow humans to intentionally control aspects of the neuropsychological functioning of their brains" (p.57). In this sense, Vygotsky's theory explained two mechanisms for the occurrence of psychological processes derived from social activity. The first is imitation, which is not merely replicas of patterns, but often creating something new from the observed pattern. The second is the Zone of Proximal Development (henceforth ZPD); a key construct for explaining OCF.

In order to understand ZPD, Vygotsky argues that development is "a collaborative process in which individuals move from what they are incapable to do to what they are able to do through by imitation" (Lantolf, 2012, p.59). He distinguished three levels of development. The first is "the actual developmental level, is the level of the child's mental functions that has been stablished as a result of certain already completed cycles" (Vygotsky, 1978, p.85). The second is "a level of potential development" that is when problem solving is done with assistance (teacher or more advanced peers): the ZPD is at this level. The last level is when the leaner cannot perform the task even with support.

Therefore, in the ZPD, the instructors or advanced peers help the learners to do activities they cannot do on their own. In this process, learners store the new knowledge or the new ability, so it may allow them to perform without assistance. However, for teaching to lead to development, "it must be sensitive to what learners are able to imitate under other-mediation. This ability is an indication of their future development" (Lantolf, 2012, p.59).

To understand OCF in ZPD, a beginner learner's utterance is "I go to the dentist yesterday", so the teacher OCF strategy should assist to the learners' needs (it is a new topic and teacher decides to use explicit OCF and metalinguistic explanation): "I went to the dentist. Remember we are talking in past simple, and go is irregular." Then, the learner repeats, "I went to the dentist yesterday". However, not in all cases, students repeat; it might not be signal of lack of acquisition, but future performances are.

Aljaafreh and Lantolf (1994) claim that the early stage of development is a social process that gradually moves to the psychological stratum. Thus, the effectiveness of mediation lays on a particular learner needs as discussed with an instructor. To illustrate this process, at a point, a student may need explicit OCF, but later, he/she continues struggling with the item, but due to his/her awareness of the corrected linguistic feature, with implicit mediation he/she can modify the sentence. The following situation demonstrates the process explained previously.

Student: She like pizza and…

Teacher: Likes. Remember that third person always ends with –s, -es, or –ies.

Student: She likes pizza

(Later on) Student: Mario go to the…

Teacher: go?

Student: Goes! Mario goes to the school at 7am

4.1.3.2 Interactionist Approach

The interactionist approach, which is derived from the Sociocultural Theory but focused on L2 learning, confirms that there is "a robust connection between interaction and learning." (Gass and Mackey, 2007, p.176). Jiang and Ellis (2009, p. 12) state that in the interactionist view of L2 acquisition, "CF facilitates acquisition by activating internal processes such as attention and rehearsal that make acquisition possible." Basically, in this approach, acquisition is viewed as what occurs as a result of interaction (Mendel, 2009).

The early steps of the interactionist approach were in Long's (1981) work in which he developed the Interaction Hypothesis whose underpinnings were taken from Krashen's (1977; 1980) views about the comprehensible input in which acquisition takes place "when

the learner focuses on meaning and gets comprehensible input" (Ellis, 1991, p.4). Long's interaction hypothesis comes from a study he carried out (1981) in which he reported the input and interactional structures in the native and non-native speakers' speech comparing them with the ones of native talk. He noticed that non-native talk had scarce input adjustments but several interactional modifications.

In a later article, (1983a), he argued that when learners access to it successfully, they acquire L2, and that a larger amount of it seems to lead to more rapid acquisition, so it is necessary for L2 acquisition, in the case of lower levels, at least. Moreover, he claimed that modifications to the interactional structure of conversation (in which OCF is included, see Russell and Spada, 2006; Lyster and Saito, 2010; Li, 2010 among others) were the most important and widely used ways of making input comprehensible (Long, 1983a, p.342). According to Ellis (1991), these claims made way to the interaction hypothesis whose two major statements are the following:

1) "Comprehensible input is necessary for L2 acquisition.
2) Modifications to the interactional structure of conversations which take place in the process of negotiating a communication problem help to make input comprehensible to an L2 learner." (p.4)

Sarem and Shirzadi (2014) agree that this modified input "becomes an internalized part of the cognitive structure of the learner" (p.64). On the other hand, Larsen-Freeman and Long (1991, p. 266) argued that the interactionist views are more powerful than other theories "because they invoke both innate and environmental factors to explain language learning" basing this claim in Vygotsky's view of social interaction to develop L2 acquisition. Considering this, two main versions of the interactionist approach appeared depending on the impact of interaction in learning: the weak and the strong versions.

Sarem and Shirzadi (2014) reviewed these two versions. Regarding the weak version, they stated that interaction is valuable for learning (Mondada and Doehlier, 2004) because the instructor provides with "comprehensible, negotiated or modified input to the learner" (Long, 1983b; 1996) and this version assumes that social interaction plays a supporting role "providing momentary frames within which learning processes are supposed to take place" (p.64). The strong version, on the other hand, adds a social perspective in the framework. Interaction is seen "as a fundamentally constitutive dimension of learners' everyday lives"

(p.64). In this version, interaction is not only a frame in which developmental processes occur, but it involves the learner to actively participate in social practices where linguistic and other competences are processed simultaneously in a constant state of readiness in which modifications are done by contextual features.

Current interactionist views (Mackey, Abbuhl and Gass, 2012) state that the interaction "occurs when a learner and his/her interlocutor (whether a native speaker or more proficient learner) encounter some kind of communication breakdown [that] is beneficial for L2 development" (p.9). In this way, a learner having been part of this interaction, may get input that has been adapted in an attempt to make the message more intelligible. As a result, interaction with a more proficient speaker may raise the student's awareness of the unknown linguistic item between the target language and his/her interlanguage, so the student may pay more attention to the modified input that leads to L2 acquisition, as Mackey, Abbuhl and Gass (2012) assure. A response to that modified input is expected in student subsequent behavior. Basically, those are the key constructs for the interactionist approach.

CF occurs as a case of that resulting modified input in the classroom. To illustrate this, see the following CF episode:

Student: He kiss her.

Instructor: kiss, you need past tense.

Student: he kissed her.

3.1.3.3 Scaffolding

This scaffolding notion is also associated with Vygotsky's views in which learning is seen as a collaborative process. The scaffolding is the more advanced peer or teacher who helps the student learn something into their Zone of Proximal Development (ZDP). This assistance is offered by the teacher or peer to support learning. However, the classroom setting differs from the natural setting due to teachers' characteristic of "superior status and knowledge" (Rámila, 2009).

Scaffolding then refers to a feature of interaction in classroom settings in which OCF is included. The process of scaffolding takes place when the teacher offers assistance to a learner who primarily is unable to understand on his/her own. Once the student internalized the input or the task, the teacher progressively removes the scaffolding.

An example of a OCF technique in scaffolding views using both implicit and explicit techniques is the following. The teacher presented the past tense in the last class and developed controlled practice. In this class, the teacher wants the students to produce, so they are in a conversation task about what they did yesterday. A teacher monitors all the groups of students and corrects the morphological structure taught last class, as the following OCF episode demonstrates:

Student: Yesterday, I stayed at home. I cook food and eat.

Teacher: If we are talking about yesterday, what tense do we use? I cook…

Student: I cooked and eat.

Teacher: Eat is irregular

Student: Ah, I cook and… hum, ate.

3.1.4 OCF Research Agenda

As the examples previously illustrated OCF in the theories, OCF is understood as a part of the process of L2 acquisition. However, it should be systematic (Jiang and Ellis, 2009, p.6) and sensitive to what learners are able to imitate under other-mediation in order to be effective (Vygotsky, 1987, p.212). Although the extent of acquisition differs in OCF contextual features, it has been proven that OCF in whatsoever amount leads to acquisition, the quantity and quality are also factors to determine the pace of acquisition (Long, 1983; Ellis, 1991; Mackey, Abbuhl and Gass, 2012).

To address these characteristics, teachers correct differently. Since OCF started to be a matter of controversy, Hendrickson (1978) proposed a set of five questions to address CF in research, which are the following.

1. Should learner errors be corrected?
2. When should learners' errors be corrected?
3. Which errors should be corrected?
4. How should errors be corrected?
5. Who should do the correction?

Lyster and Ranta used these questions to analyze data in their study and added another aspect to consider: the student's uptake. Lyster and Ranta's model of error treatment will be explained in the following sections: the questions, their proposed strategies, students' uptake, reinforcement and the topic continuation.

4.1.4.1 Should learners' errors be corrected?

Whether teachers should correct students' errors is probably the most controversial issue regarding OCF because there are two main standpoints: to correct or not to correct them. Although these contrary views existed, as correction is part of the interaction, it is necessary for students to internalize language. Therefore, errors should be corrected, but the way in which such correction takes places differs due to different factors. For example, whether the objective is that students get accuracy, the way OCF is provided is different from the one provided when it comes to promoting communication. Furthermore, diverse authors agree on analyzing the objective of the lesson, whether it is fluency or accuracy (Corder, 1967; Hendrickson, 1978; Ur, 1996; Santos & Alexopoulou, 2014; Jiang & Ellis, 2009; Aranguiz & Quintanilla, 2016). These differences are concerned with the time of correction, the kind of error, the technique used and the provider of the correction. Those aspects are described in detail in the following sections.

4.1.4.2 When should learners' errors be corrected?

The time of the correction is also under a matter of research. There is mounting outcomes signaling that "the timing of feedback is also important" (Loewen, 2012, p.29). Errors, though, can be corrected immediately or shortly after they have been committed or delayed until the activity has ended. Research has demonstrated that there is little or no difference in acquisition whether using immediate or delayed, but immediate has some advantages over delayed OCF (Li, Zhu and Ellis, 2016). On the other hand, others believe that the responsible for acquisition is delayed OCF due to its pondering-time nature, as students reflect on the error and then they correct. (Gattegno, 1972; Bower and Kawaguchi, 2011)

Despite of the fact that research demonstrates both delayed and immediate are effective for L2 (Rolin-Ianziti, 2010; Ellis, Basturkmen and Loewen, 2001), there was a controversy considering the objective of the activity as a factor to provide either immediate or delayed OCF (see Ellis, 2003; Mackey, Abbuhl and Gass, 2012). However, a recent article (Ellis, 2017) supports immediate feedback as the most preferred to L2 acquisition. He based his claims on a couple of theoretical underpinnings from Doughhty (2001) and Lightbown (2008). The former sees immediate OCF as a process which allows a learner to internalize the form with its respective meaning when he/she struggles to be understood. The latter states

that learning relies on context, so that the learners are likely to access rules and forms as long as they have the contextual clues for it.

4.1.4.3 Which errors should be corrected?

Errors are advised to be corrected systematically. To understand the choice of errors to correct, a twofold proposal has been widely accepted in which errors and mistakes are distinguished (Corder, 1967; Brinton, 2014). Another dichotomy posits that teachers should correct global rather than local errors, in which the former are errors causing a kind of communication breakdown and local are not affecting meaning, such as grammatical structures (Burt, 1975). However, Ellis (2017) suggests that local errors may also lead to communication failure in some contexts.

Regarding research on which errors should be corrected, there is strong evidence showing that local errors are more frequently corrected in EFL contexts, in which accuracy is the principal goal of the class rather than fluency as in ESL context (Gutierrez, Oriana, Miquilena, and Rossanys; 2009; Ellis, Loewen and Erlam, 2016; Aranguiz and Quintanilla, 2016; Değirmenci Uysal and Aydin, 2017, among others).

Research showed that in EFL settings, errors affecting meaning are predominantly corrected. Nevertheless, all linguistic errors should be corrected depending on the level and the general objective of the class and tasks, as previously stated. The errors to correct range from phonological, morphological, syntactic, and lexical errors (Gómez, Hernández and Perales, 2019) as well as pragmatic and semantic errors which are not researched enough (Lasagabaster and Sierra, 2005). Regardless of this, Ur (1996) and Edge (1989) recommends that overcorrection should be avoided.

4.1.4.5 Who should do the correcting?

Another question regards with the corrector. As the ZPD theory and the interactional approach point at, the process is collaborative in which if the students cannot repair on their own, then a more proficient peer or the teacher can assist them (Hedge, 2000; Scrivener, 2005). Ur (1996), though, warns against students correct among them, due to its detrimental effect on students' acceptance of the correction and it can also be time-consuming. On the other hand, it is the teacher's responsibility to properly choose the peer who is correcting the

student committing the error because, for OCF to be effective, the student should accept the correction (Mackey, 2006b; Loewen; 2012). No matter who does the correction, the teacher should assure that the objective of OCF is reached: "the student who initially made the error finally produces the correct form" (Ellis, 2017).

Hernández and Reyes (2012) provide a list of OCF providers. They started with the self-correction which is when a student notices that committed an error and corrects it. They state that self-correction "allows the learner to play an active role in the corrective event [and] plays a central role in the promotion of autonomous learning". Also, there is peer correction, which is when a student corrects another student. The advantages of this kind of correction is that students cooperate in their mutual learning and their errors are not perceived by all students, so this may protect students' self-confidence. Finally, there is the teacher correction which is when the teacher signals that a student has committed an error whose purpose is to help correct the students' error. This is the corrector that students prefer the most because of the learners' belief of the teacher's almighty and knowledgeable existence (see Ge, 2017; and others).

4.1.4.6 How should errors be corrected?

Answering the last question on how errors should be corrected, Lyster and Ranta (1997), in their study on CF and learner uptake, take into account Hendrickson's questions and developed a model in which they proposed a set of techniques to provide CF, the subsequent actions of the provision of CF: including the learner uptake. The taxonomy of techniques is presented in the following section.

4.1.4.6.1 Lyster and Ranta's Taxonomy of Techniques

Lyster and Ranta (1997) provided six different techniques which are divided into explicit and implicit techniques; a seventh was added that is a combination at least of two techniques. There are two explicit techniques: explicit correction and metalinguistic explanation. Implicit techniques are the other four: elicitation, clarification request, repetition and recast.

First, Explicit Correction is when the teacher provides explicitly the correct form. When he or she corrects the error, he or she indicates the student's error by means of phrases, such as, "You should say". Second, Metalinguistic Explanation is defined as a type of OCF

containing information regarding the correct form of the student's utterance, without providing the correct form. It is expressed in questions, comments, or using metalanguage indicating that there is an error somewhere. Metalinguistic information provides grammatical expressions to refer to the nature of the error.

Third, Clarification Request is part of the implicit techniques and it is the teachers' indication that they did not understand the student's utterance or that utterance is incorrect in some way and ask the student to reformulate his or her utterance. Phrases included are Excuse me? What did you say? They elicit an answer from the student, but it may be unclear and incomprehensible in some settings. Fourth, Repetition refers to the teacher's repetition of the student's error. This repetition isolates the erroneous part. In order to highlight the error, the teacher adjusts the volume of the voice or the intonation.

Fifth, Elicitation comprises at least three techniques to elicit the correct form from the students. The first technique is when the teacher asks the student to complete his or her utterance by using some metalinguistic comments or questions to allow students to complete the part that was previously erroneous with the correct form; for this, metalinguistic phrases such as "Not that" or "it's a…" are used to elicit the correct form. The second is when teachers use questions such as "How do we say that in English?" in which they elicit the correct form, excluding yes or no questions. The third one, it's when students are asked to reformulate their utterance.

Sixth, Recast is part of the implicit techniques. It refers to the teacher's reformulation or paraphrase of the student's utterance without the error; the recast can be either partial or complete. Recast are the most complex type of technique due to its flexible nature. The last category, Multiple Feedback, is not a technique itself but a combination of at least two of the previous techniques to correct the same error. The combinations are not limited to a couple, the combination of the necessary techniques to achieve students' uptake.

4.1.4.6.2 Lyster and Ranta's Error Treatment Model

Their model starts with the error in the learner's oral output. This utterance may be followed by any teacher's OCF technique or not. If not, then the topic continues; if the teacher provides OCF, it may happen either student's repair the original erroneous utterance or not; if not, the

class continues. In the student's repair, the error may be completely repaired or partially repaired, what implies more assistance, but if OCF is not provided despite this, the class continues. In case the student's repair is done, then the class continues, or the teacher provides "repair-related reinforcement", after this, the topic continues.
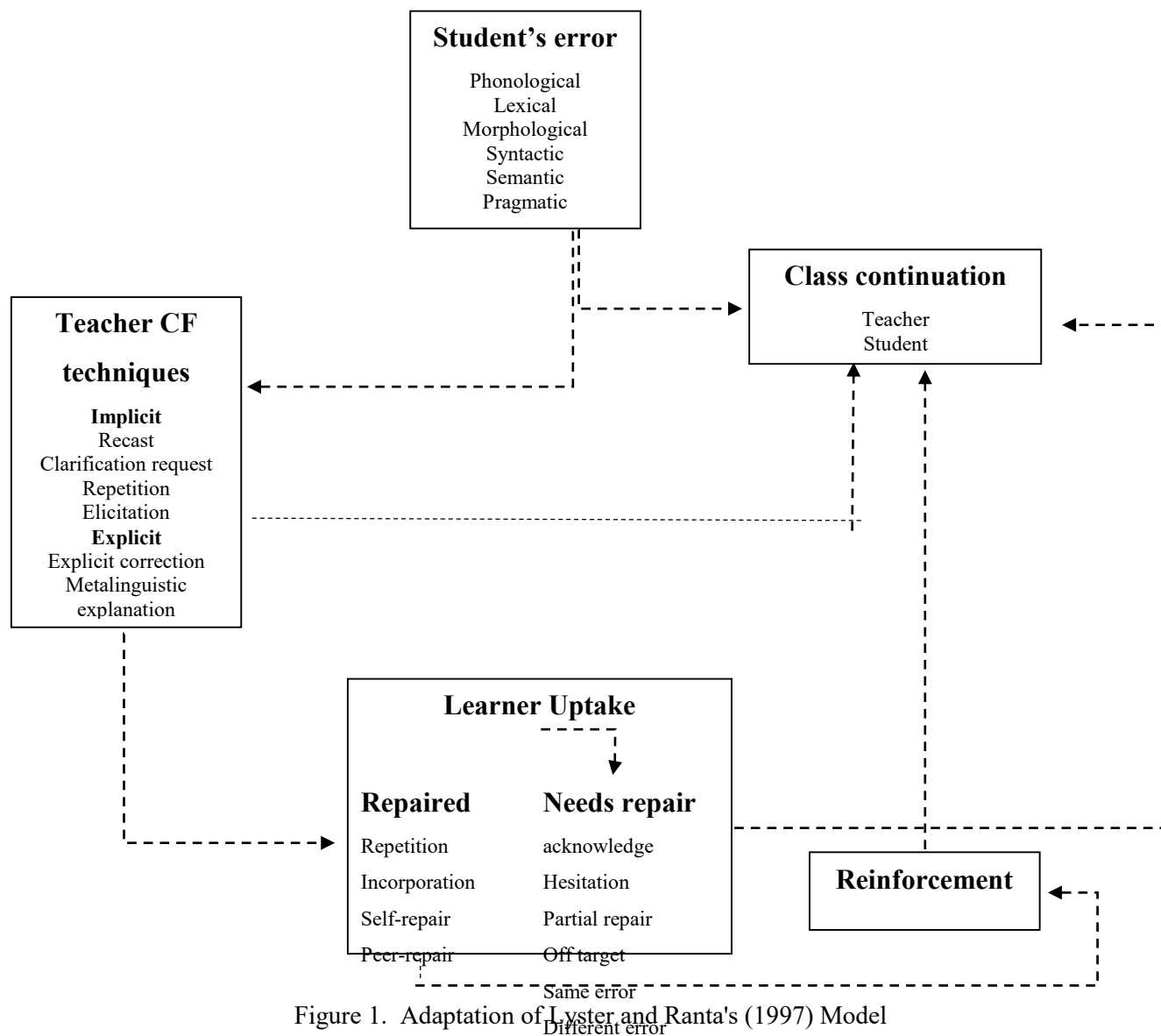
Figure 1. Adaptation of Lyster and Ranta's (1997) Model

As presented in the section of the kind of error to correct, they provided a non-exhaustive list of what elements to correct. They also included the techniques to correct, as mentioned in the previous section, in which there is a dichotomy regarding the explicitness of the techniques: there are explicit and implicit techniques. Student's uptake is substantial

part of this model because they provide the possible states in which student's repair of the error is. Reinforcement is positive feedback that goes after the CF episode and intends to reinforce student's internalization of the correct form. The previously described error treatment progression is illustrated in figure 1.

3.2 Attitudes

In this section, the concept of attitudes is discussed as well as the tridimensional attitude model proposed by Schiffman and Kanuk to study teachers' attitudes towards OCF. Next, the role of attitudes in OCF is presented and, finally, the theory of attitude change is explained to justify the possibility of teachers' attitude change by the error correction training course.

3.2.1 Definitions

First of all, an attitude, according to Bogardus (1931), "is a tendency to act toward or against some environmental factor which becomes thereby a positive or negative value (p.52)". It means that there are positive and negative attitudes towards or against something. This concept may be vague because it just implies one aspect of an attitude.

In psychology, Allport (1954) describes an attitude as "the primary building stone in the edifice of social psychology" (p.451). Similarly, Baron and Byrne (1984) state that "attitudes are relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups." Another definition states that "an attitude is a summary evaluation of an object thought. The object or phenomenon can be anything a person discriminates or holds in mind" (Bohner and Wänke, 2002, p.5).

Jain (2014) summarizes that "attitudes represent the positive and the negative mental readiness towards a person, place, thing or event. It consists of three components: affective, behavioral and cognitive components" (p.6).

Jain's, as well as Bohner and Wänke's definitions have been adopted for this study to fully understand the phenomenon and properly study and categorize data of teachers' attitudes and to avoid falling into philosophical issues due to the attitudes' nature. For the purposes of this study, an attitude is defined as the positive and negative mental readiness towards a specific phenomenon, that can be anything a person has in mind; an attitude comprises three components: affective, behavioral and cognitive.

3.2.2 The Role of Attitudes in OCF

Interactionist-based research has shown in the last years the role of attitudes towards OCF in order to be effective for L2 acquisition (Pessoa, 2009; Mackey, Abbuhl and Gass, 2012). Although it is not an explored area of research, a relation between teachers' attitudes toward OCF and students' response to OCF has been shown to exist (Saeb, 2017; Ge, 2017). Moreover, research found that familiarizing with OCF influences teachers' stated beliefs about OCF (Kamiya, 2012; Sepehrinia and Mehdizadeh, 2016), as well as the impact of attitudes because they influence the performance and behavior of teachers in classrooms (García, 2001).

As this area of research remains unexplored, there has been a misemployment of the term attitude, in which perceptions, opinions, beliefs, and even, moves are used. However, some studies misused the term attitude by referring to an aspect of the attitude. As Bagozzi (1994) assures, the term attitude covers such concepts as "preferences, feelings, emotions, beliefs, expectations, judgements, appraisals, values, principles, opinions and intentions" (Jain, 2014). To solve this, Gómez, Hernández and Perales (2019) adopted a model to understand attitudes to analyze teachers' attitudes towards OCF. The model is tridimensional, and it is based on Schiffman and Kanuk's (2004) model to understand consumer's behavior. This model was described in detail by Jain (2014) in his study of attitudes. He compiles tridimensional models of attitudes throughout time. He analyzes attitudes' components and their interrelation to form eight types of attitudes, which are explained in the following section.

3.2.3 Schiffman and Kanuk's Model

According to Jain (2014), Schiffman and Kanuk proposed a cognitive-affective-conative model in which "attitudes are constructed around three components" (p.5). According to this model, these three components of attitudes work together. Attitudes cannot be determined by the mere identification of beliefs or emotions or the reactions towards a specific phenomenon as the three components work simultaneously to create a whole attitude. The three components are understood as following presented:

a) The conative component is related to behavior. It consists of a persons' attitude resulted behavior. This component includes any reaction of the person towards a specific phenomenon. "Attitudinal responses are more or less consistent" (p.6).

b) The cognitive component is linked with opinions and beliefs. These are what a person thinks or believes about something; it is a fixed idea which carries a person's opinion about a specific phenomenon. It "is the storage section where an individual organizes the information" (p.7).

c) Finally, the affective component is connected to emotions. This is the emotional answer towards a specific phenomenon.

Emotions play a vital role in the attitude, specifically in the response towards the attitude object. It has been demonstrated that feelings have a strong impact on body behavior and reactions by noticeable physio-anatomical symptoms (Gabrýs-Barker, 2010). Similarly, research has noticed that teachers' concerns are affective (Lasagabaster and Sierra, 2005; Roothhoof, 2016; Gómez, Hernández and Perales, 2019).

However, emotions do not work on their own to build an attitude as it was stated previously. All the components work together to develop an attitude. It is, then, when positive and negative states create combinations that are explained in the following section.

3.2.3.1 Tridimensional Model

The tridimensional model proposed by Jain (2014) is based on all combinations of the three components towards a specific phenomenon. In order to understand the construction of the overall attitude, the extent to the joining of these three components are shown in the combinations. Virtually, the three components can also be positive or negative in nature. Resulting from combining these components with the dichotomy of the possible result: positive or negative, eight possible combinations called triodes are shown in the following figure.

Triode	Component		
	Affective	Cognitive	Conative
PPP	Positive	Positive	Positive
PPN	Positive	Positive	Negative
PNP	Positive	Negative	Positive
PNN	Positive	Negative	Negative
NPP	Negative	Positive	Positive
NPN	Negative	Positive	Negative
NNP	Negative	Negative	Positive
NNN	Negative	Negative	Negative

Table 1: Attitudinal Triodes (adapted from Jain, 2014)

Every triode represents a different attitude towards a specific phenomenon in which there is a lack of consistency in most of them except for 2: PPP and NNN. All triodes are explained in the following paragraphs.

In the PPP triode, the three components are positive. In this situation, not only does a person have positive opinions but also positive feelings which leads to a positive behavior towards a specific phenomenon, let us call OCF (Jain, 2014, p.7). In a PPP attitude towards OCF, a teacher believes OCF is beneficial for learners L2 acquisition. He/she determines how to provide OCF, so he provides OCF in classroom when necessary.

In the PPN triode, the affective and the cognitive component are positive while the conative is negative. In other words, a person's feelings and thoughts about certain phenomenon are positive but he/she does not react positively towards it (Jain, 2014, p.8). For example, a teacher's feelings about OCF are positive, he or she also believes it is useful for learners but does not use it in the classroom.

In the PNP triode, the affective and conative components are positive, but not the cognitive. It means that a person has a positive emotion towards a phenomenon, he/she behaves and reacts positively towards it, but his opinion is not positive at all (Jain, 2014, p.8). In the classroom, a teacher's feelings towards OCF are positive, he/she feels good at providing OCF, so he/she does provide OCF, but his opinions, beliefs or knowledge about it is negative: he/she might think OCF may not be useful for students.

In the PNN triode, the affective component is positive, but neither the conative nor the cognitive are positive. In this situation, a person enjoys the phenomenon, but because of misinformation from sources he relies on, he has a misconception and takes a negative decision (Jain, 2014, p.8). In regard to OCF, for example, a teacher likes it when other teachers use OCF, but does not recognize how it works or how to provide it in the classroom, so he/she does not use it in class.

In the NPP triode, the affective component is negative; the cognitive and conative components are positive. In this case, a person does not enjoy or like the attitude object or phenomenon but she/he has a positive image due to other sources positive valuation, so her/his is behavior towards it is positive (Jain, 2014, p.8). In the classroom, a teacher's feels anxious at providing OCF; despite this, he provides OCF because he identifies techniques and is familiar with OCF role in L2 acquisition.

When the affective and conative components are negative and the cognitive positive, there is the NPN triode. Here, a person does not like the object and takes an unfavorable decision although the evaluation of the object is positive (Jain, 2014, p.9). For example, in class, the teacher recognizes that OCF leads to L2 acquisition, but he/she does not like it and does not use it even when necessary.

The NNP triode is when the affective and cognitive components are negative but the conative is positive. In this uncommon situation, an individual does not like the object and the information related to it either, but just because of contextual convincement he understands the importance of it (he usually has a negative perception) and takes a favorable decision towards it (Jain, 2014, p.9). In the classroom, a teacher feels anxious and worried about providing OCF and believes it has a detrimental influence on students, but he attended an OCF talk and realized it was necessary and he corrected the students' errors.

The last triode is the NNN triode. Here all components are negative. The individual's beliefs, feelings and reactions towards a phenomenon are negative (Jain, 2014, p.9). For example, a teacher felt anxious and exposed when he received OCF when being a student. As a teacher, he/she does still feel anxious, has negative perceptions or is not familiar with anything about providing OCF, so he does not use it at all.

All triodes are possible attitudes that may vary according to contextual features, the consistency and frequency of the exposed attitude object. As the three components play an

importance-like role, if the cognitive component changes by providing good assessment and information about the importance of OCF in L2 acquisition, then the other two components possibly turn positive if negative or get stronger if positive.

For this study, I focused on changing the cognitive component to possibly change the conative and affective components in teachers' attitudes. By eliciting a positive change of any component of attitudes, the negative components will change (Festinger, 1957). One of this study hypothesis is to advocate change in teachers' attitudes towards OCF through a OCF-theory training course, in which theoretical information about OCF is provided consistently during 10 weeks in order for teachers to get knowledge on OCF in the classroom. Thus, a justification on the feasibility of the change is provided by presenting the following theory to elicit attitude change.

3.2.4 Theory of Cognitive Dissociation for Attitude Change

A psychologist in the late sixties, Festinger (1957), proposed a theory to attitude change which he called Theory of Cognitive Dissociation. He based his theory on Osgood and Tannenbaum's (1955) similar theory called Congruity Theory. The Theory of Cognitive Dissociation states that a person's attitude is generally "consonant" or consistent, but there are some exceptions in which there is inconsistency or "dissociation" in any of the components of the attitude. He also presents four possible scenarios in which such dissociation may have been arisen: first, logic discrepancy; second, cultural behaviors; third, an exception from a general opinion; and fourth, past experience. When such dissociation exists, "either there will be a tendency to change the sentiments involved, or the unit relations will be changed through actions or cognitive reorganizations" (p7). Moreover, he adds, "The presence of dissonance gives rise to pressure to reduce or eliminate the dissonance. The strength of the pressures to reduce the dissonance is a function of the magnitude of the dissonance" (p.18). Therefore, in order to eliminate that dissonance, one of the components should be modified. Based on these constructs, Festinger (1957) presented three ways to reduce dissonance.

The first way is "changing a behavioral cognitive element" (p.19). Dissonance in this situation is between a behavioral element and an environmental element; this dissonance can be eliminated by changing the behavior or feelings that the behavioral component represents

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in order to be consistent with the environment. An example of this is, if a person desires to lose weight and learns that a friend cut down certain kinds of food and lost weight, that person will do the same.

The second means is "changing an environmental cognitive element" (p.19). In this situation, an individual can change the cognitive element attached to an environment element. It is possible to change the social environment, depending on the degree of control over it, but it is less likely to change the physical environment. An example is that a person has an idea of how the ceiling of his/her bedroom looks because of observing it with scrutiny during weeks. He realizes it has a fissure, but he thinks it is safe. One day, he is on the living room while it is hailing. Suddenly, a part of the ceiling falls. As a result, he/she changed his/her perception about the safety of the ceiling as well as an environmental element was altered.

The last method is "adding new cognitive elements". In this situation, dissonance is tried to be eliminated by providing with new information that outweighs the dissonant cognitive element. By doing this, it is expected that the amount of new information fosters a change in cognitions (perceptions, beliefs, opinions) about certain phenomenon. It is not likely to disappear, but to reduce it. It is also expected that the limited amount of new information provides a curiosity to look for similar information of positive-like nature, resulting in dissonance disappearance. For example, if a teacher is reluctant to provide OCF because he/she feels it may hinder students' motivation, if he/she learns how to provide OCF without causing the supposed effect on students, it is highly likely that he/she starts providing OCF in classes. When he finds out it actually promotes L2 acquisition, the dissonant element (his OCF misconception of demotivating students) may disappear.

However, Festinger's (1957) scenarios of attitude change are not one-sided. There are several variations according to the degree of dissonance. Furthermore, this change is self-constructed. By providing reliable information to individuals, it is expected that they generate positive thoughts about the attitude object, which leads to an attitude change, but limitations exist in the sense that there is no extrinsic way to change attitudes. Hence, in order for teachers to change their attitude towards OCF, the training course will provide heavy-loaded content which will replace teachers' negative beliefs, ideas, notions, perceptions and behaviors towards OCF with positive ones, because this content will provide them with reliable information about OCF. The importance of OCF is one of this new cognitive

elements which will be taught and due to its positive nature which is expected to create a positive attitude towards the other elements to be taught during the course. In case they have negative attitudes towards some elements, they change their attitudes towards them based on the new information as they understand the reasons of their application and the need to apply it to help students.

4. METHOD

This chapter aims at describing the overall research design, data collection procedures and data analysis procedures. First, the research design is described. Then, in the section of data collection, a description of the instruments, the participants and the materials is presented. Finally, in the section of data analysis, the methods of analysis are described in detail.

4.3 Research Design

The present study adopts a mixed-methods approach: with a case study and a quasi-experimental design. This is meant to analyze the effects of the training course upon teachers' attitudes towards OCF, and the case study to deeply understand the change, if any, in teachers' general attitudes throughout the intervention.

Creswell highlights that "qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges" (2014, p. 235). Therefore, in order to get a holistic view of teachers' attitudes, data will be collected qualitatively. However, this approach does not allow a comparison between attitudes before and after the training course. It lacks the comparative effect sought in this study. For that reason, a quasi-experimental design was adopted to compare the effect of the intervention between groups in order to determine if the intervention had an effect on teachers' attitudes towards OCF. This adds validity to the study because it has control of the independent variable. The intervention was carried out in order to "analyze if an independent variable affects one or more dependent variables" because as the same author affirms "when a genuine causal relation between an independent and dependent variable exists, by making the former to vary intentionally, the second should vary too" (Translated quotation that appeared in the paper: Hernández, Fernandez and Baptista, 1997, p.110).

This research adopts a quasi-experimental design that uses a convenience sampling with a control and an experimental group. According to Creswell (2014), a quasi-experiment is when there is not randomization at the moment of selecting participants and assigning them to the groups. Due to the limitation of the number of English teachers from College-level Language Centers available at the time of the training program and the variable of experience of teaching to be analyzed, a convenience sampling was more suitable.

Finally, to study every case, participants were required to write reflection journals in which they share what they learned and how this knowledge changed their behavior in the classroom. Considering the sample size of the experimental group, a case study was chosen to analyze data from the participants' reflection journals in order to deeply understand how participants' attitudes towards OCF change throughout the intervention. A case study is, then, understood according to Gustafsson (2017, p.2), as "an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units." Heale and Twycross (2017) add that in the case study "the researcher examines in-depth data relating to several variables" (p.1). Also, Hernández, Fernandez, and Baptista (2006) state that with a case study "an integral unit is analyzed deeply in order to answer a problem, prove a hypothesis, and develop a theory" (My own translation, p. 224). The case studies are expected to reveal whether there was a change in participants' attitudes despite the variable of stated knowledge and their teaching experience are assessed in the tests.

This method is relevant in ESL studies as no studies were found following the same methodology with regard to OCF. However, a similar case study was carried out in 2012 in which four teachers were given a set of papers to make them aware of OCF (Kamiya, 2012); Kamiya's study differed in the methodology used in this study because he did not measure teachers' attitudes before giving the research papers on OCF to his participants. He advised applying a measurement method before and after an intervention to determine the treatment effectiveness. Based on his findings, the present study was designed.

4.2 Data Collection Procedures

The procedures to collect data are explained in detail in this section. First, the participants, the setting and the instruments of the study are described. In the latter, both the instruments of data collection and the treatment are explicated.

4.2.1 Participants

For this study, Language Center (CEI) teachers from three different colleges, who teach English to students from any undergraduate program at the University of Quintana Roo (UQROO), Technological University of Chetumal (UT Chetumal) and in the Institute of Technology of Chetumal (ITCH) in Mexico, participated; both men and women and all

lecturers: ten in the experimental and nine in the control groups, respectively. In the experimental group, three out of nine participants were teachers from UQROO, six were from ITCH and one was from UT Chetumal. In the control group, four teachers were from ITCH and the other four were from UT Chetumal. The participants' age in the experimental group ranged from 19 to 55 years old; in the control group participants' age ranges from 21 to 54.

The criteria to select the participants was based on convenience. Convenience sample was chosen because the selection of the sample was based on subjects' availability (Creswell, 2014, p.204). Therefore, an invitation was provided to the English teachers of the three colleges to determine the interest of the teachers to participate in the intervention. UQROO's CEI authorities gave teachers an opportunity to get a diploma with value for their CVs for the participants of the course of 20 hours. The subjects were told not to share the information learned with their colleagues to avoid altering the results of this study. The control group did not take the treatment.

4.2.2 Setting

University of Quintana Roo (UQROO) is a Mexican public university. Their undergraduate and graduate programs are all recognized by Secretary of Public Education (SEP as its acronym in Spanish). UQRoo offers thirty undergraduate programs and eleven graduate programs: ten masters and a doctorate programs (Contreras, 2016, p.52).

The Language Center (CEI as known in Spanish) is part of UQRoo. It offers the students and general public courses of languages: Maya, Spanish, English, French, Italian, German, Portuguese, Chinese, Japanese and Spanish for Foreigners. These courses are divided into six levels: elemental, basic, preintermediate, intermediate and post intermediate; only the English curriculum has advanced English and TOEFL and Cambridge tests preparation courses.

4.2.3 Instruments

This quasi-experimental research study seeks the effects of the intervention on teachers' attitudes seeking for a positive change. Therefore, the instruments to collect data are explained in the following section. These consist of the pre/posttests, the treatment and the participants' reflection journals.

3.2.3.1 Pre/Posttest

A questionnaire has been chosen to collect pre and post data from the intervention. "Questionnaires are printed forms for data collection, which include questions to which the subject is expected to respond, often anonymously." (Seliger and Shohamy, 1989, p.172). This instrument "obeys to different needs. […] Sometimes close questions are included; other times only open questions are included. Every type of question has advantages and disadvantages" (Hernández, Fernández and Baptista, 2008, p.315).

A questionnaire provides further information about our variables to study and "it is also useful when a profound opinion or reasons of certain behaviors are sought […]. They are also beneficial because the participants "can answer honestly and in a relaxed way because they are not in front of someone." (León and Montero, 2003, p.50). However, "the major disadvantage is that it is difficult to code, to classify and to prepare for the analysis." (Hernández, Fernández and Baptista, 2008, p.316). Another significant disadvantage is that "Not all people are articulate and perceptive", so they do not elaborate their answers (Creswell, 2008, p.242. This instrument was also chosen because of the lack of time in teachers' schedule to be interviewed, as Seliger and Shohamy (1989, p.172) state "[questionnaires] are self-administered and can be given to large groups of subjects at the same time."

Teachers' attitudes towards OCF are tested with the questionnaire that contains twenty-eight open questions divided into three main categories: the three aspects of the attitudes: cognitive, affective and conative. Although the conative component is important, because of the nature of this study, it is studied but it cannot be verified. The affective component is determined by emotions, feelings and reactions towards OCF. The cognitive component is determined by knowledge, beliefs, and opinions of OCF. The conative component is determined by teachers' use of OCF techniques. Thus, in the first category, teachers' knowledge on OCF generalities, such as concepts, techniques description, their perceptions towards the effectiveness of the techniques used in classroom will be determined. In the affective part of the test, teachers' reactions, feelings and emotions about the way they deal with OCF in the classroom. Finally, to incorporate, to some extent, the conative component, teachers are asked about their use of OCF techniques.

3.2.3.2 Pretest administration

The pre-test questionnaire was administered to both the intervention and the control group. A consent information was requested before they answered. The questionnaire was programmed to take approximately 30 minutes, but according to the time used in the piloted questionnaires, it was of one hour.

The questionnaire was provided, first, to the control group in the day the first session would take place, it was a Friday morning from nine to ten. Before administering the questionnaire, the researcher reminded them that their privacy and their personal information would not be shared under any circumstances, it was just data to analyze in the present study; they agreed and signed the consent form. The questionnaire was provided in the morning in a classroom at the University of Quintana Roo. The participants were given a link in which they had to fill an on-line version of the same questionnaire. All were asked to bring a smartphone or device with access to the network. All participants filled the questionnaire out and left the classroom. They were informed that the new session would be programmed and they would be informed by email. The online version was created to ease the transcription process and organize better the information from both groups as the control group data was online and the experimental group data was printed and handwritten filled-out. The same 28-item questionnaire was provided by different means.

However, a problem arose when only two participants attended the first session of the OCF training course. Therefore, the pre-test was just given to those two teachers to respect their interest in coming and being on time. The content to teach in that first session was postponed, though. During the week, new teachers confirmed their participation and enroll in the training course. Those teachers attended the postponed first session and participated in the rest of the sessions. The questionnaire of the intervention group was administered from six to seven in a room in the Language Center of the University of Quintana Roo, before the researcher presented the theory.

3.2.3.3 Post-test administration

After the treatment, the same test was applied to both groups to identify the difference in their familiarity with OCF and to determine if there was a change in teachers' attitudes to

OCF, specifically in the cognitive component. Likewise, if the change existed, it may be reflected in the journals that they would be doing throughout the training course.

Firstly, the questionnaire was provided to the control group that was informed to come again to the same classroom of the first time. The time of administration was from ten to eleven. They were also asked to bring a device to fill the on-line version of the questionnaire. In the afternoon the same day, the posttest was done by the experimental group. However, a problem arose as well. Some teachers had travelled and were not able to attend the last session. They were required to do the test in order for them to get the diploma of conclusion. They accepted, and were programmed to do it online in real time, but there was a timer marking one hour to finish it. When they concluded it, they informed the researcher and the post-test application was concluded.

3.2.3.4 The Treatment

Given that this is a mixed-method study, two designs were chosen: a quasi-experimental and a case study. In order to carry out the former, a treatment was necessary in order to determine whether a change in attitudes can be possible by providing an oral corrective feedback training course. This consisted of 20 hours distributed in 10 weeks; and it was taught by two researchers. The contents of the training course included: 1) General information of OCF, strategies to correct errors, when to correct them, what kind of errors and the frequency and who can correct them; 2) students' attitudes and preferences on OCF, how they prefer being corrected; and 3) information about attitudes in general and importance of the role of teachers in correcting errors. They were encouraged to consider errors as learning opportunities and to use a technique to solve it. Activities of the intervention ranged from presentations, activities, pair and teamwork, videos (conferences of experts in OCF, explanations) to guests' participation (talks and mock classes). They had practical time with videos and a microteaching session as well.

This training course was mainly theoretical, but the participants were engaged during the theory sessions as a workshop by reflecting on their teaching practice during the sessions. The first three weeks were on OCF, the following weeks were on students' preferences and attitudes to oral CF and teachers' attitudes and the importance of teachers' role in the learning process, and in the last week, they were supposed to film themselves in natural settings.

In the intervention, different activities were carried out for the participants to be involved while theory was provided. Rhetorical questions were provided for the participants to reflect. Then situation examples were provided for them to share if they had experienced a similar situation. During the treatment sessions, the researcher gave a presentation of the topic while eliciting background information from the teachers if any. After the presentation, activities in which they had to analyze the tasks and use the new information were carried out.

Materials to provide content-theory were mainly power-point presentations, extracts from articles for them to read as well as cardboard, paper sheets and other materials were used as visual aids to create short presentations as part of classwork. They worked in groups (maximum of four) according to the seat arrangement.

The treatment took place in a classroom at the University of Quintana Roo, on Fridays from six to eight in the evening. Not all participants attended every session, at least there were always five teachers. They were just permitted to be absent once; the diploma would not be given if they were absent more than once. Ten teachers took the treatment, but just nine completed both pre and posttests, so just those nine were considered to analyze data.

3.2.3.5 Reflection Journals

As mentioned before, by reason of the qualitative nature of the method, reflection journals were used to look for these attitudes in change. Journals are personal written documents or oral recordings that are asked to be elaborated by the participants of the study on a weekly basis to help participants to reflect their view of their own learning. According to Creswell (2005, p.241), these are a kind of "private" documents that "the investigator may collect during the process of research." These are a type of "elements that the researcher asks the participants to do" However, "the researcher has to avoid influencing the participants (response)." (Hernández, Fernández and Baptista, 2008, p.617).

Creswell (2005, p.242-243) provides a set of advantages and disadvantages of using journals made by participants. These are an "unobtrusive source of information", they use the participants' words, they "represent data to which participants have given attention". Nevertheless, "Not all people are articulate and perceptive" and these journals "requires transcribing or optically scanning for computer entry."

Participants of the intervention were told to reflect on their own learning and record it on paper or on audio recordings and send it weekly to the researcher's email. The researcher did not mention a minimum of words or time for the participants to elaborate in order to avoid limits of any kind. The participants were teachers who were busy all the week. Therefore, audio recordings were proposed to avoid excuses in undertaking the weekly journal.

The journals were a requisite to get the diploma, so participants were required to finish them all. As a result of this, all participants delivered all journals, but some of them did not do it on time. Three of them submitted written journals whereas the others did oral recordings with their reflections.

3.2.3.6 Test Piloting

Some teachers of the Language Center of the Institute of Technology of Chetumal (ITCH as its acronym in Spanish) and preservice teachers were chosen to pilot the instruments. After answers were checked, the adaptations needed were done to apply them to the experimental and control groups, the latter without the treatment. Some materials to be used for the intervention were also piloted with a small group of preservice teachers in a short workshop that was given about OCF in previous months.

4.3 Data Analysis Procedures

Data about teachers' attitudes towards OCF collected from the pre/post questionnaires was analyzed qualitatively in both experimental and control groups. To analyze data qualitatively, coding was done based on Jain's (2014) tridimensional attitudinal model adapted from Schiffman and Kanuk. This model was used previously to analyze attitudes (see Gómez, Hernández and Perales, 2019). Data was analyzed systematically.

4.3.1 Test Analysis

In this section, the model of analysis of both instruments is described. First, the analysis of the pre and posttests is described. Next, the analysis of the reflection journals and the study case is described as well.

4.3.1.1 Pretest/ posttest analyses

Firstly, an analysis of the pretest was done individually per group; subsequently, the analysis of both groups' pretests was carried out to find differences if any. For this, the questions of the test were organized according to the OCF aspects, which were examined as well as the attitudes of students and teachers. (see Table 2). Seven categories were created. Based on these seven categories, results of the questions were presented. The intergroup analysis was carried out after the results of both group pretests were presented.

Secondly, the same process was made with the posttests. Data from both groups was presented. Then, in order to analyze teachers' responses in both groups and find differences between both groups: the control and experimental groups, the intergroup analysis was done. After data from both tests and their respective intergroup analyses were done, two analyses: pre/posttest intragroup and pre/posttest intergroup analyses were also made to compare data from both tests, which are described in more detail in the next section.

4.3.1.2 Inter and Intragroup Pre and Posttest Analysis

A comparative analysis of the pre and posttest was made in every group: in the experimental and the control groups in order to identify the differences and similarities among responses before and after the treatment. Furthermore, an intergroup analysis was done in order to carry out a general comparison of the attitudinal changes. This helped to determine if there was a positive change in teachers' attitudes towards OCF by increasing their knowledge on OCF. The type of attitude was determined by the component of the attitude according to Schiffman and Kanuk's (2004) definitions.

On the other hand, as one of the objectives of the present study is to determine if changing the cognitive component of attitudes may change the other components, the main elements assessed in the tests were cognitive, so an analysis of every case with the reflection journals helped to analyze if there was a change in the other components of the attitudes. This is described in the following subsection.

A relation on teachers' years of experience and their previous knowledge with a positive attitude was also tested based on both instruments.

4.3.1.3 Reflection-Journal Analysis

It was expected that most participants' journals were audio-recordings as most of them had busy schedules to report information in written journals and these did require the researcher to do transcriptions. A reflection on their own knowledge and their performance based on the content learned in the intervention was expected. In order to analyze data, the research questions were used to guide the researcher to find the information needed: 1) what is the impact of a training program on the EFL teachers' attitudes towards OCF and how the changed took place, 2) what is the relation between the teacher's attitudes and what they know about OCF, and 3) how does teaching experience relate with teachers' attitudes towards OCF. Data from reflection journals would help to determine whether there was a progressive change and if participants reflected on their knowledge. Therefore, it was meant that these journals reflected that participants changed the cognitive component of the attitudes which may have led to a change in the conative and affective components of their attitudes.

Triangulation of data was necessary in order to understand deeply if the change existed (Hernández, Fernández and Baptista, 2006). Therefore, data from journals helped to understand the change in attitudes, especially regarding the components not fully examined in the pre and posttests. In order to analyze unstructured data obtained from the reflection journals, a model of analysis was used, which was adapted from the Grounded Theory (Strauss and Corbin, 2002), but with the outcome of explaining the impact of the treatment, rather than creating theory.

The adaptation and explanation of the process used to analyze data in the present study was taken from Hernández, Fernández and Baptista (2006). They provided a set of steps to carry out the analysis process. Due to the nature of the unstructured data, it was not a lineal process as following described. Figure 2 illustrates the process because it was not a unidirectional process.

The first step is to check all data and take notes in an analysis record, which helps the researcher to document the steps of the analytical process. The second is to transcribe all recordings and audio-materials and clean the written journals to correct wording and punctuation if necessary.

The third step is to organize data. Data was organized by journal number and by participant. There were seven journals: from sessions one to seven. The number of theoretical

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content sessions were the numbers of journals. The first number was from the first theoretical session and so on and so forth. Participants were assigned a nickname, so the journals were archived according to the number of journal and the participant´s nickname.

The first step to analyze data was coding data. Coding has, similarly, two phases: to code units into categories, and to analyze those categories. As mentioned before, it is not a lineal process, so the first phase implies a series of actions: identifying patterns, code them and create a name for the category. To categorize data, in the second phase, patterns were analyzed between them to find similarities and differences; if data had more similar features were grouped into the same category.

There was a first stage in which data was gathered in a big number of categories. Then, after a revision, data was grouped into a smaller number of categories. At the end, seven categories were created. Although there should be less due to the similarities found, those categories remained since other factors were considered to create the categories such as number of participants, number of times a pattern was observed. A category needed, at least, to have been observed in three different journals from one participant or to have been observed four times as described in detail in the section 5.4 of the analysis of the journals.

In order to analyze data, these steps were carried out and the analysis record was used to take notes of the name of the families of data, categories names, the number of times a pattern was observed, the participant who mentioned that pattern, the number of times a participant mentioned the pattern. Also, the names of occasional revisers were written: when patterns were not clear enough, a second person was asked to analyze the extracts to determine if there was such similar information. The following figure (Figure 2) illustrates how the process of data analysis was carried out with data from reflection journals.

```
                          ┌─────────────────────────────┐
                          │       Data Collection       │
                          └─────────────────────────────┘

                    ┌──────────────────────────────────────┐
                    │  Organization of data and information  │
                    │                                        │
                    │  Determine criteria to organize        │
                    │  Organize data based on such criteria  │
                    └──────────────────────────────────────┘

                    ┌──────────────────────────────────────┐
                    │        Prepare data to analyze         │
                    │                                        │
                    │  Transcribe and clean data             │
                    └──────────────────────────────────────┘

                    ┌──────────────────────────────────────┐
                    │      Revision of data (scanning)       │
                    │                                        │
                    │  Get a general panorama of data        │
                    └──────────────────────────────────────┘

                    ┌──────────────────────────────────────┐
                    │     Discover the units of analysis     │
                    │                                        │
                    │  Choose the patterns based on the      │
                    │  adequateness of information           │
                    │  according to the research questions   │
                    └──────────────────────────────────────┘

                    ┌──────────────────────────────────────┐
                    │        Unit coding: First Level        │
                    │                                        │
                    │  Locate units and assign categories    │
                    │  and codes.                            │
                    └──────────────────────────────────────┘
```

Discover categories coded arising from the first level

Definitions

Feelings

Actions/ reactions/ behavioral words

Coding of categories: Second Level

Group categories by topics and patterns

According to attitude component:

- Conative
- Cognitive
- Affective

Relate categories

```
                    ┌──────────────────────────────────────┐
                    │      Answer research questions         │
                    └──────────────────────────────────────┘
```
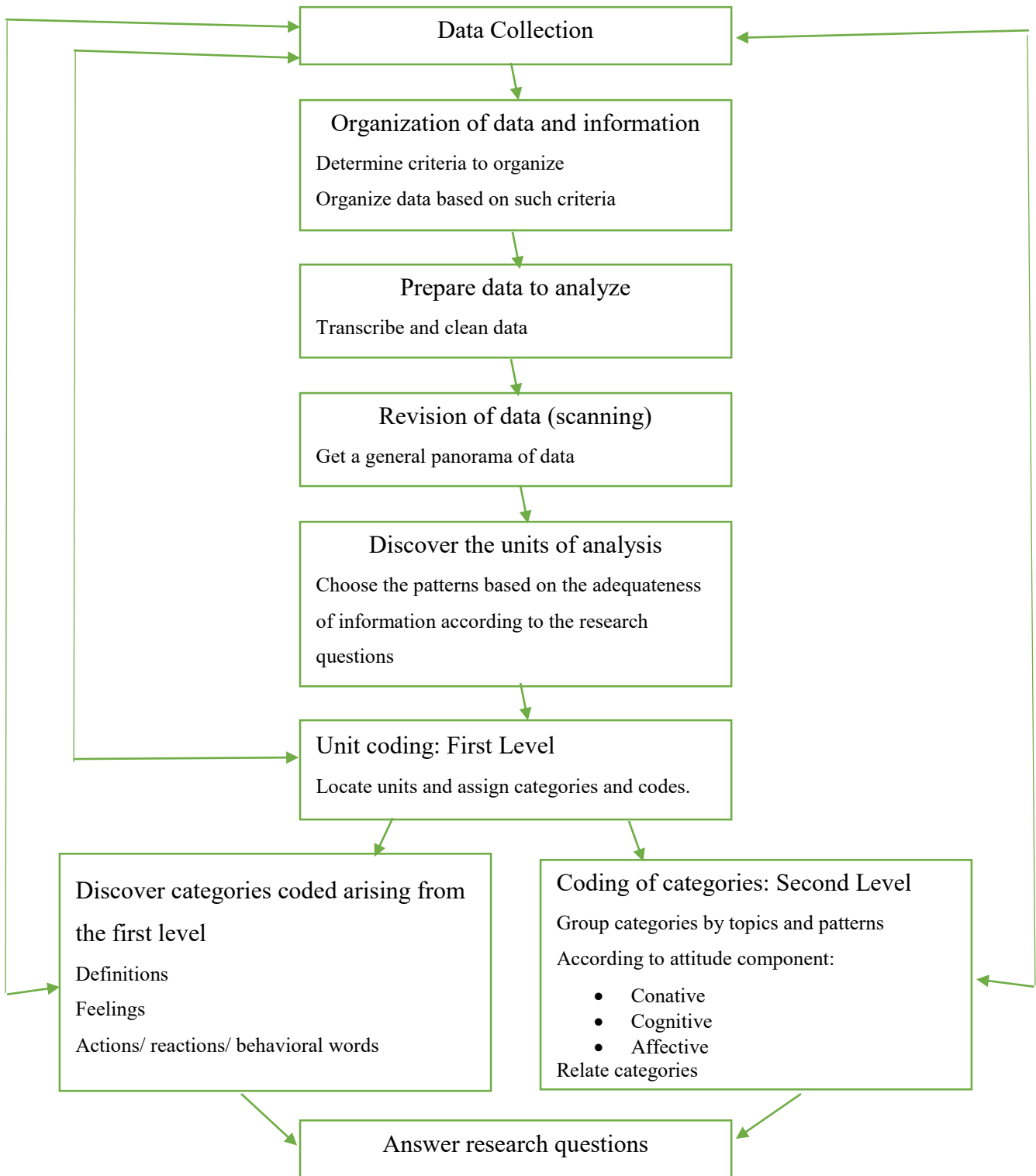
Figure 2: Process of data analysis adapted from Hernández et al. (2006)

In the next chapter, the findings of the data analysis are presented to determine whether the objectives were reached and determine the impact of the OCF training program on teachers' attitudes towards OCF.

5. FINDINGS

This study aimed at: a) analyzing the effects of a training program on the teachers' attitudes towards OCF, b) analyzing the process of a possible change of attitudes, c) examining the attitudes of EFL teachers in relation to their prior knowledge on OCF, and d) examining the attitudes of EFL teachers in relation to their teaching experience. This chapter, then, is organized according to these objectives; in each section, the question guiding the objective is answered with data from the different instruments.

First, to achieve the first specific objective: to analyze the effects of a training program on the teachers' attitudes towards OCF, the section is divided into two main parts: in the first part, the results of the questionnaires are presented, interpreted and analyzed. This part is divided into three subdivisions comprising the results of the pre questionnaires of both the experimental and the control groups, the results of the post questionnaires of both the experimental and the control group and the intragroup and intergroup comparison between questionnaires.

In the first subdivision, the findings of the pretests of the experimental and the control group are presented, as well as the intergroup comparison. In the second, the findings of the posttests of both the experimental and the control groups are presented, as well as the intergroup comparison. Finally, the pre/posttest comparison is made in the experimental and control groups, both intra and intergroup comparison is also carried out.

Secondly, to achieve the objective: analyzing the process of a possible change of attitudes, the findings of the reflection journals from the experimental group participants are presented through categories of attitude change.

Next, to achieve the third objective: to examine the attitudes of EFL teachers in relation to their prior knowledge on OCF, the results presented in the first and the second sections helped to gather data to determine if there was an actual relation between the cognitive component towards OCF with the other aspects of the attitudes.

Finally, in order to examine the attitudes of EFL teachers in relation to their teaching experience, the results presented in the first and the second sections helped to gather data to determine if there is a relation between teaching experience and general attitudes towards OCF and to what extent.

5.1 Pretest

As mentioned in the previous chapter, the questionnaire was designed to examine participants' cognitive attitude. It was divided into seven sections: participants' introduction, OCF generalities, previous experience, OCF criteria, strategies, students' attitudes and teachers' attitudes. The first four questions were participants' individual differences: name, age, gender and years of experience, which were quantitative data. The next section, OCF generalities, are three questions related to their knowledge on what OCF is and what factors they consider when correcting. The third section lays on their OCF previous experience as either students or teachers and the extent of the effects of that experience in their OCF criteria. Fourth, teachers' knowledge of strategies is examined, the naming and participants' understanding of the usefulness and effectiveness depending on diverse factors. The fifth section contains two questions regarding the students' attitude, but items 14 and 18 also identify teachers' reaction to students' attitudes. Finally, the last section relates to teachers' perception towards the importance of OCF and a positive attitude. The question and section arrangement of the chapter is shown in the table below.

In every section, main findings are presented along with extracts on which such claims were based. Subsequently, an analysis is detailed.

Section Number	Section Name		Question Number	Question
1	Participants' General Data		1	Nickname
			2	Age
			3	Gender
			4	Years of experience
2	OCF Generalities		5	What is OCF?
			6	What role does OCF have in teaching-learning English?
			7	Which factors do you consider that affect the way you provide OCF?
3	Previous Experience		8	Do you consider to have had any significant experience that have influenced your providing CF in class? What is it?
			9	In what way did your previous experience influence your way of correcting errors?
4	OCF Criteria	4.1 Criteria of OCF	10	What kind of errors do you correct?
			11	What is your criterion to correct errors?
			12	Does the type of activities you use in class affect your way of correcting errors?
		4.2 Timing	13	When do you prefer correcting students' errors?
			14	In what way does students' attitude influence the moment in which you correct their errors?
		4.3 Corrector	15	Who corrects in your class?
			16	What is your criterion to allow a student to correct another student?

			17	In what way does students' English level influence your decision of fostering self and peer-correction?
			18	In what way does students' attitude influence your decision of fostering self and peer-correction?
5	Strategy knowledge		19	What OCF strategies do you know?
			20	What strategies do you use? Why?
			21	What strategies do you avoid? Why?
			22	How do you determine the effectiveness of a technique used (if it worked or didn't do it)?
			23	Which strategies you use are effective?
			24	In what way does students' level influence the OCF strategies you use?
			25	Do the students correct after being corrected?
6	Students' Attitudes		26	In what way does students' attitude influence the CF strategies you use?
			27	Do you think students' attitude changes the higher their level (linguistic competence)?
			28	Do you think students' attitude as a determining factor to provide OCF?
7	Teachers' Attitudes		29	What is your attitude towards OCF?
			30	Do you think that providing OCF in class is useful? Why?
			31	What is your experience with the use of OCF?
			32	Do you think you can change your attitude?

Table 2. Questionnaire items per division

In this manner, this section comprises these seven subdivisions of the questionnaire. Firstly, the experimental group findings are stated; next, the control group results are presented. To

finish, an intergroup comparison is made to determine the difference between the groups in this stage.

5.1.1 Experimental Group

In the experimental group, nine of eleven participants finished the treatment. Therefore, only data from the nine participants were taken into account for the analysis. Data is presented ordered as in the table above.

5.1.1.1 Participants' General Data

In the first four questions, there was information of the participants: their nickname, age, gender and years of teaching experience. Although the nicknames and ages were not part of the analysis, they are presented in the table below in order to have a clearer idea of who the participants were.

Number of participant	Name	Age	Gender	Years of experience
1	Ciqroo	32	Female	5
2	Guqroo	32	Male	7
3	Cetec	19	Female	1
4	Moqroo	34	Female	5
5	Matec	21	Female	1
6	Eltec	54	Female	19
7	Azqroo	28	Female	5
8	Natec	40	Female	15
9	Ostec	43	Male	4

Table 3. Participants information

Seven of the nine participants were female while the other two were men. There were three main ranges of teaching experience: from 1 to 3 years, from 4 to 10 years and up to 11 years. There were two participants in the category from 1 to 3 years, they were the youngest teachers. Most of them are in the second range, while just two belonged to the third category. In the following section, the analysis regarding participants' knowledge on OCF is done.

5.1.1.2 OCF Generalities

Regarding the three questions on Oral Corrective Feedback (OCF), teachers were asked if they knew what OCF was, what factors they considered to provide it in class, and what was their opinion regarding the importance of OCF. In general, participants' responses showed a lack of knowledge. They were of two types: an incomplete and an erroneous understanding of OCF. Six of nine participants showed an incomplete understanding while three of nine demonstrate a vague idea about OCF.

> They are corrections in an instantly or not instantly way, maybe in attitudes or topics especially, before starting a class. (Ciqroo)

> It's a way to make the students to have a positive and negative opinion which will help them improve in speaking English. (Natec)

> It's a way to inform students how they can improve and find a way to support them. (Azqroo)

It was seen that, even though they did not have a clear idea of what OCF was, the other responses showed their concern about its application in classroom, as evidence shows in the following extracts.

> I think that it has an important function in students' learning, because it is a way to correct, feed and reaffirm knowledge. Age, type of activity and classroom environment (affect the correction moves). (Ciqroo).

> It's important because it helps students to know what they are correct or incorrect. It depends on students' attitudes and class environment. (Natec).

> It's very important because it is used to raise awareness and improve/correct imperfections. I consider that the ones that affect or influence the most are students' attitudes, classroom environment and type of activity. (Azqroo)

As evidence showed, teachers had incomplete knowledge. Some questions provided a set of possible answers and they just used the options given instead of analyzing their actual choices. They could not even justify their answers. Nevertheless, throughout the questionnaire, they showed to understand the importance of OCF, to some extent, though. In the next section, participants' previous experience is analyzed.

5.1.1.3 Previous Experience

In this section, there were two questions regarding the effects of previous experience either as a student or as a teacher in participants' OCF criteria. Six of nine teachers agreed on having some experience that affected their way of providing OCF. The other three participants reported not to have had any significant experience at that moment and did not further comment on the rest of the section, as the following comments show.

> The teacher sharply corrected me in front of everyone, which made me feel uncomfortable. That's why I don't do that. I am patient and discreet with the errors. (Cetec)

> I use the method my teacher of English used with me. (Matec)

> Yes, I keep giving OCF during the course, while I am attentive if they commit similar errors again. It influences a lot, because I understood that everyone learns or understands at different pace, not everyone reacts in the same way. (Moqroo)

As demonstrated, participants experience was mainly positive and was related to their perception of the effectiveness of the techniques previous teachers used when they were students, if it was negative, they found a positive outcome, in which the participants avoided negative behaviors in their classes.

In the next section, teachers' OCF criteria is analyzed. The criteria, the timing and the corrector are examined to identify if they have consistent criteria.

5.1.1.4 OCF Criteria

This section is divided into three subsections: criteria to correct errors, timing, and corrector. In general, there were many inconsistencies among participants' responses. They were asked about their criteria at the beginning of each subsection, in which the possible elements to be considered in the answers were put in other specific questions. The predominant pattern of inconsistency in this section was that participants showed a lack of knowledge in the general question, which was, "What is your criteria to correct errors?", but when they were asked for a specific element that they did not mention in the criteria they provided, it resulted on that they claimed to take it into consideration when providing OCF.

5.1.1.4.1 Criteria to Correct Errors

In the first subsection, they were asked a general question: what kind of errors do you correct? This gives an idea of the criteria they use to approach such errors. Therefore, eight of nine teachers claimed that they corrected pronunciation errors, four of them also corrected grammatical errors. They also mentioned that the kind of activity, the students' characteristics and if the error was repetitive determined the way they corrected.

> I correct pronunciation when all students made the same mistake. (Matec)

> Structure and pronunciation. When errors are present in most of my students (Guqroo)

> Verbal tenses and pronunciation. It depends on the activity. (Eltec)

As evidence showed, they did not elaborate their answers as they possibly do not have such criteria. As shown in the previous extracts, they did not provided proper names to refer to the morpho-syntactic or grammatical errors.

In the next section, the moment of correction is examined to determine if it is consistent to what they said in the present section.

5.1.1.4.2 Timing

Inconsistencies, also, predominated in this subsection. No participant had consistent criteria concerning the moment of correction. In the question about their criteria to determine the time of correction, none of the participants mentioned that students' attitudes affected the time of correction, but when participants were asked specifically if they considered activities to decide when to correct, they did not mention any relation. Although in the previous subsection, two of nine participants mentioned they considered the activity to determine if they corrected or not, in this one, they reported that they did not even distinguish how the activity affected the timing. Moreover, three of nine participants, who did not mention activities before, mentioned that the activities do affect to some extent. Two of them expressed a negative influence whilst only one expressed a positive influence.

> Sometimes, (the activities) affect in a negative manner in the time I planned for a specific activity. I correct immediately, depending on students' attitude. (Ciqroo).

When students practice role-plays in front of the class and are corrected, the others tend to get discouraged and do not want to participate. I correct at the moment of speaking. (Students attitude) also affects. For example, if the student is participating with a confident attitude, and the errors they commit are not that serious, I let them finish. Then, I provide OCF. (Azqroo)

These comments show that when teachers were asked specifically about any factor which may affect their timing of correction, they noticed that they did consider it. Therefore, it may be a signal of their lack of awareness of the process.

In the next section, teachers are asked about their choice of corrector. Moreover, their criteria are analyzed to determine if there is consistency when providing OCF and if teachers considered students' attitude and level of language to allow peer correction and self-correction if they did.

5.1.1.4.3 Corrector

All nine participants agreed that they are the ones who correct in their classes. Eight of them reported that not only do they correct errors, but they let the students correct other students. When asked about their criteria to let students correct their peers, three of them did not have consistent responses with the subsequent specific questions which were about the correctors in their classes. However, all participants expressed consensus in the importance of a positive attitude of the student providing OCF towards the student receiving the feedback as the following responses evidenced, which was a clear evidence of their allowance of peer correction.

I think, among them, correction shouldn't be done, due to the fact that among them, it can be thought as teasing. (Matec).

I do correct, sometimes, more advanced learners help their classmates. (I determine the effectiveness of strategies) by observing the students' future performance (Ostec).

It is vital to know that in lower levels, peer correction is not very recommendable, because students do not have enough linguistic experience. (Guqroo)

The person receiving OCF will find the correction appropriate according to the level of the person correcting him; if not, he will reject it (the correction) (Moqroo).

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As demonstrated above, teachers lacked consistent criteria to allow students correct other students. In the following section, their knowledge on OCF strategies is analyzed to determine how much they identify and determine if this changed after the treatment.

5.1.1.5 Strategy knowledge

This section showed lack of knowledge in the majority of their responses, but those were consistent responses. None of the participants knew the name of OCF strategies. Teachers' answers ranged from not knowing the name of the techniques to confusing the timing of correction and the correctors with the techniques. In this section, teachers also mentioned the activity as a determinant factor to provide corrections. It suggests that they are unaware of the relevance of the activity to provide OCF. As the following comments show, participants do not know the name of the strategies they are using.

> Repeating the wrong sentence as in questions makes them listen to the sentence and makes them rethink about it. (Cetec).

> I do not know. (Matec, Ciqroo).

However, all participants had consistent criteria to determine if the way they corrected was effective. They think that the strategy helps in preventing the students from committing the same error again, but not always they get that desired effect.

> If the students stop committing the same error. (Cetec)

> If in subsequent classes, the student remembers to have been corrected and makes emphasis on his awareness of the correct structure. The student corrects sometimes, though. (Azqroo).

Some teachers seemed to be more familiar with OCF than others. However, most of them could describe how they determine the effectiveness of the strategy as the following extracts says, "[The technique is effective] If the students stop committing the same error." On the other hand, participants lacked conceptualization of the techniques as shown in this section, which is expected to change after the treatment as one of the strengths of the intervention is theory regarding OCF strategies.

In the subsequent section, teachers' attitudes towards students' attitudes are analyzed to determine if they influence their actual behavior when providing OCF.

5.1.1.6 Students' Attitudes

In this section, participants' opinions about students' attitudes and the influence of them in their OCF criteria was examined. Eight of nine participants showed their concern on the students' attitude to provide OCF in their classroom. However, two of the four participants who elaborated their answers showed a negative conative attitude towards their OCF use of strategies: letting their students without correction or they do not continue correcting the students as the following responses evidence.

> With a higher level, they feel more confident. If the student is not ready to learn or to be corrected, (OCF) won't help much. (Cetec).

> They become more confident and less receptive of corrections. (Matec)

> There are some students who learn from their own errors and that helps them to express themselves. (Natec).

> If the student asks to not be interrupted while speaking, I respect his decision, but I keep on correcting them in a different way. (Azqroo)

In general, in all questions of this section, participants stated that their OCF criteria is influenced either positively or negatively due to students' attitudes towards the correction.

5.1.1.7 Teachers' Attitudes

All participants pointed out that they had a positive attitude towards providing OCF in their classes. However, the responses showed a lack of knowledge regarding what they thought OCF was. Therefore, this positive attitude referred to a positive attitude as a teacher, and their determination to learn more about error correction and the strategies to use in class, as evidence shows.

> (It's) positive and necessary because If I show a negative attitude at any point of the class, students may reflect discomfort. (OCF) allows me to detect my students' weaknesses and learning development. (Ciqroo)

> Good, I like innovating and learn new techniques. It helps the student feel a genuine interest in his learning, that they learn well. (Moqroo)

> Good, it is important. It is useful because in my experience, I notice my students' learning development. (Azqroo)

In this section, participants' responses demonstrate not only that they had positive attitudes, but were aware what negative attitudes provoke in students in the classes. To this point, all data regarding the experimental group has just presented, then, data from the control is presented next.

5.1.2 Control Group

The control group started at the beginning with ten participants, but just eight of them made both tests. Therefore, data from those eight participants were considered to analyze.

5.1.2.1 Participants General Data

In the first four questions, there was information of the participants: their nickname, age, gender and years of teaching experience.

There was an even number of participants. There were four females and four males, as shown in table 4.4. There were three main ranges of teaching experience: from 1 to 3 years, from 4 to 10 years and up to 11 years, as shown in table 4.5.

Number of participants	Name	Age	Gender	Years of experience
1	Dama	25	Male	5
2	Alqroo	23	Female	7
3	Kaqroo	23	Female	1
4	Joug	48	Male	5
5	Anqroo	54	Male	1
6	Bertec	24	Male	19
7	Joqroo	23	Male	5
8	Joma	45	Female	15

Table 4. Control Group Participants' Nicknames

Despite the fact that neither gender nor age were considered as variables to analyzed, they provided a deep insight of the participants. The group was not distributed equally according to gender. There were five males and three female participants. Their age, though, did not vary a lot. Five participants were in their twenties and three were in the middle-age, between 45 to 54, of whom two were male and one was a woman. Regarding the teaching experience, three of the eight participants' years of experience ranged from one to three years.

The years of experience of other three of them ranged from 4 to ten years, and the years of experience of the last two of them were up to eleven years.

5.1.2.2 OCF Generalities

Regarding the three questions on OCF, teachers were asked if they knew what OCF was, what factors they considered to provide it in class, and what was their opinion regarding the importance of OCF. In general, participants' responses showed a lack of knowledge. They were of two types: an incomplete and an erroneous understanding of OCF. Incomplete definitions provided at least the understanding of the corrective nature in the process of OCF; the word correction was also considered as part of an incomplete definition.

Six of eight teachers provided an incomplete definition of OCF and two of the eight participants provided an erroneous definition. This erroneous definition lacked the elements contained in the definition, but also digresses in the advantages of providing OCF, as the following comments demonstrate.

> It's to understand the kind of errors that students commit at the moment of participating and the way teachers correct those errors. Emotions, level of language and participation in class are determinant (to apply OCF). (Alqroo)

> OCF helps the student raise awareness in what he is doing well or wrong. From my standpoint, OCF plays an important role because, while learning a language, many errors are committed, but it is important to correct students to avoid fossilization. (Bertec).

> The student reflects on his own learning. In OCF, there are many ways to provide OCF to the students. It's very important. If we do not do it, errors start fossilizing. (Jona).

Moreover, all participants in the control group considered OCF to be important because it helps students to improve and helps them to avoid fossilization. All participants agreed that the main factor affecting the way they provide OCF is the students' attitudes and level of English.

In the next section, participants were asked about their previous experience to determine whether they use their previous experience as their main criterion to provide OCF.

5.1.2.3 Previous Experience

In this section, six participants reported that their experience ranged from their teachers' influence and their students who preferred self-correction. One of them, though, firstly, said not having such significant previous experience, but then his answer showed the contrary as shown in the evidence following provided.

> No, I just remember having taken the most significant of the way my old teachers' used to correct me. (Joug)

In these questions, eight of the ten participants reflected a positive influence of their previous experiences on the way they correct students; they avoid anxious-causing situations. These teachers' concerns were oriented to their students' emotions, which affects their future OCF moves in the class. The other two did not mention how they provide OCF based on the previous experience.

> I was corrected without paying attention to my emotions at that moment. (Joqroo)

> There are students that prefer individual correction. (Bertec).

> It makes me change, because in some way, everyone was a student and knows how they (students) should be treated. (Dama)

> Sometimes, I correct in the same way I was corrected and I inhibit my students. (Alqroo)

> My personality and attitude. I try to avoid doing what I consider uncomfortable from a students' view. (Kagm)

As the previous comments revealed, teacher's preferences and previous experience are linked to their actual OCF strategies. Their previous experience tells them how to react towards specific situations which may not always be the most appropriate of acting as they do not reflect on their choice of strategies and seem to be concerned about how to make students feel better instead of searching the way to do it. In the next subsection, OCF criteria is presented and analyzed.

5.1.2.4 OCF Criteria

In this section, participants demonstrated not only lack of knowledge but inconsistent criteria considering the errors they correct and their criteria they provided. They were not able to

name the strategies they used and were not able to relate neither the activity objective and the students' attitudes and level to their choice of strategy as shown in the following subsections.

All this is described in more detailed in the next subsections. Firstly, participants' way to provide OCF is analyzed in the section of Criteria to correct errors. Then, the moment in which they corrected is analyzed in the section of Timing. Finally, in the section of Corrector, their criteria they have to allow people to provide OCF in their classes is analyzed.

5.1.4.1 Criteria to Correct Errors

In this subsection, four participants agreed that they focused on grammatical errors, while three of them also correct pronunciation errors. The other four participants correct all errors they notice. Participants mentioned that they correct repetitive and significant errors. The former is the kind of error the students repeat over and over again; the latter is the kind of error that affected not only meaning but affected language development. Six teachers specified their concern about repetitive errors, two of them also mentioned they correct errors affecting the students' future development. In this question two of ten participants stated not to have given thought about it; another said that an activity is to correct students. The rest did not mention if the activity had an influence, they just described how they usually corrected as evidence shows.

> All errors I can perceive during my class. Depending on the situation, if they are errors related to the skill or area we are working at the moment or if they are repetitive. (Dama)

> (I correct) All errors I notice. When I correct, I always try to explain the error to all students. Although some of them know the reason or the correct answer, in this way, the student does not feel bad for the correction. (Jona)

> The most repetitive and the ones that have future repercussions. My activities are not focused on the errors I correct, because I sometimes I think the students already know them (the grammatical feature to be taught). (Alqroo)

As evidence above showed, participants had partial consistency in their criteria to correct errors as they do correct errors that are repetitive, which is a characteristic of errors, but there were not aware of the implication of the type of activities in their OCF provision.

5.1.4.2 Timing

In this subsection, seven of eight participants answered that they corrected after every activity, just one of them answered she corrected during every activity. Likewise, all participants showed their concern about students' attitude regarding providing OCF, but no participant related their concern to the moment they correct. Evidence below shows this.

> I usually correct at the end of the activity. (Dama; Kagm; Joqroo)

> During the activity, but if he is a student that accept and corrects his errors, I feel I should correct him, but if he is a student that does not accept his errors at the first time I correct, but there is a rejection of being corrected a second time, I just avoid it. (Alqroo)

> (Students' attitude) It affects significantly because if a student does take the correction into consideration or he believes he knows the answer; he affects (not only) himself but his classmates as well. (Joug)

> If the class is motivating, the student turns out to show interest and accepts OCF. (Anps)

In general, teachers' cognitive component of their attitude towards the timing of correction is not positive because they are not able to discern what to do in case a negative attitude from a student was presented. In the next section, participants' knowledge and criteria to determine if they are the only correctors are examined.

5.1.4.3 Corrector

All eight participants mentioned that they are the ones who provide OCF in their classroom, but six of them also pointed out that students correct other students in some cases. Regarding their criteria to let peer correction, four of them considered students' attitudes to be important. The other four considered knowledge, but one of them also considered students' attitudes. Two of them also reflected in the teacher's support while peer correcting, justifying that as teachers, they can intervene to correct in case peer correction fails. Although one of the participants explicitly mentioned that he did not have any criterion, he agreed that the teacher is important to support peer correction. Evidence supports these claims.

> Mainly me, the teacher, but when a learner asks something and one of his classmates wants to answer, I allow it. So, I realized that if the student is correcting it means that he really grasped what I taught. I let anyone corrects his

classmate, but if the correction is wrong, I make it clear that that answer is not correct and I give the correction to everyone. (Joug)

Me, students. sometimes a student that helps his classmates. When the correction is in group is better, but working in teams it also Works combining the ones with better performance and the ones with weaknesses, so both grow. It's better when asked a question, but nobody answers; it's then when I ask if someone can help and the most advanced students help and correct. (Antec)

Teacher and students (correct). The level of English may influence in their improvement among students, because this contributes to another student learning. (Betec)

It depends on the students' attitude, personality and level of language of both students. Well, sometimes students have different levels of English and some help others to correct other students. (Kagm)

It depends if the student knows more about the topic, and if the student corrects the other students without saying a correct answer; then I correct the previous student (the one providing an incorrect answer) in order for him to change his answer. (Alqroo)

All participants met a consensus in the importance of the language level because the more they, the participants, know, the more they can help the students who do not have internalized the content they commit errors about. However, they did not seem to teach students to provide peer correction as they think that peer correction is when a student corrects another student in front of the class, but they do not consider what happened when students work in pairs. In the following section, participants' knowledge about OCF techniques is examined and analyzed.

5.1.2.5 Strategy knowledge

In this section, there was a general lack of knowledge. Four participants explicitly stated they lack knowledge by answering "I don't know any". Their answers were the same along the section. The other four made up names for what they thought was OCF techniques and used those which they named when asked about their criteria to answer all the other questions regarding elements involved in such criteria. However, when participants were asked to describe how they differentiate if a technique is effective, six of eight participants stated that if the error was no longer part of the students' speech, then the CF move was effective. Responses below demonstrates this.

I know some (techniques). […] I like using OCF indirectly. If one student has a doubt, I explain to the whole class because someone may have the same question. I use personal OCF when a student approaches me with that intention. […] I usually avoid direct correction. It depends on the error, though. [….] When I finished explaining, I elicit examples from students to corroborate if the doubt was solved or not. (Joug)

(I know) none. I don't know. I don't know. At the moment of repeating some structure, and if the student does not commit the same error, I assume (OCF) has been helpful. (Dama)

I don't know any (technique). I don't know. I don't know. If the student commits the same error, (OCF) was not helpful. (Kagm)

Seven of eight teachers mentioned that students' English level does not affect the way they correct students, but students in whatever level they are, they do repeat the correct response or correct after participants provide any kind of correction. The following responses prove this.

Well, there is little influence. It depends on the type of activity but the techniques are the same. […] Students correct after I tell or explain them. (Antec)
If the student doesn't show his interest and effort to learn, correction won't be effective. The level itself does not affect. […] They correct sometimes. (Bertec)

In general, participants' demonstrated lack of knowledge or incomplete knowledge on the subject of strategies.

5.1.2.6 Students' Attitudes

All participants showed their concern about students' attitudes towards being corrected throughout this section. All participants believe that if the student does not accept the correction, they should not provide correction to that student any more. Moreover, teachers' concerns were also regarding the advanced students' attitude. Four of eight participants claimed CF to be ineffective in advanced students because of their "knowledgeable" attitude towards the target language, so OCF is not well accepted.

I don't know if their attitude influences my choice of technique. CF may hurt the student's confidence in advanced levels. Some students may not like to be corrected. (Joqroo)

Some students prefer that I say the correct answer. […] It depends on the students' attitudes. There are advanced students who do not like being corrected.

[…] (students' attitude) should be a determinant factor (to provide OCF) due to different students. (Alqroo)

(My choice of strategy) depends on how open are the students at the moment of receiving more explicit correction. […] Students level changes students' attitude because they are more conscious or errors and more open to receive OCF. (Students' attitude) is determinant to correct because it can be overwhelming for the student. (Kagm)

Participants' main worry was students' attitudes as it is a determinant factor to decide whether to provide OCF. They might try to keep good attitudes during classes, but when students do not have the expected attitude, they may just avoid correction to affect more their negative attitudes.

Finally, the following section will help determine if teachers' general attitude of their own attitudes is positive or negative.

5.1.2.7 Teachers' Attitudes

All participants demonstrated that they had inconsistent attitudes towards OCF. Although four of them stated to have had negative experience providing OCF, all eight participants understand the importance of providing OCF. They also said that they can change their attitude if they learn more about OCF provision, except for one who assured that his attitude would depend on the student's attitude, as the responses below evidence.

I would use OCF whenever it is necessary, as long as students are attentive to what I am explaining or saying. If the student is in another issue while I'm explaining more than three times, I allow the others to solve the student's doubt. [OCF] is useful because there are always students with doubts. When one asks, I can answer the question. [However, my attitude] will depend on the students. (Joug)

I feel it's necessary for students' learning. I'd like to know more to improve my teaching. (Antec)

I have to have knowledge about these methods to apply them. Once I taught students of my same age. They were not sure of what I was telling so they found my corrections vain. […] Absolutely, I'd like to change my attitude. (Dama)

As data from the results demonstrated, control group participants showed general lack of knowledge. Some of them were unable to say if they had a positive attitude as they felt they needed more information in order to have an opinion about their own attitudes.

In general, this group showed to have similar knowledge about OCF as the experimental group. This is explained in detail in the next section, in which both groups' pretests are compared to determine if there were similar attitudes before starting the treatment.

5.1.3 Pretest Intergroup comparison

In order to determine the attitudes that participants from both groups had before the treatment, both groups, the experimental and the control, were given a pretest (a questionnaire), which was analyzed individually above. In this section, we compare those findings to determine if the cognitive component of the participants' attitudes were similar or different.

5.1.3.1 Participants

Participants ages diverged in both groups. In the experimental group, participants age ranged from 19 to 54 whereas in the control group, there were more young teachers in their early twenties, and there was a wider gap from them to the most elderly teachers. There were eight participants in the control while in the other there were nine.

5.1.3.2 OCF Generalities

In this first section, analyzing content knowledge, both groups behaved similarly. The experimental and control group participants demonstrated lack of knowledge because of incomplete information that they provided. They were also unable to provide adequate definitions of what OCF was. Their views about the importance of OCF was shared in both groups, as all participants reported to agree on the importance of correcting students' errors. All participants stated that they provide OCF, but their stated criteria to do it is inconsistent. As participants were not aware of the process, when they were asked about their criteria, in both groups, they mentioned that they corrected repetitive errors.

The control group participants seemed to understand more the implications of OCF in fossilization of errors, as they considered it to be important to apply OCF in order to help students to avoid fossilization. The control group participants also reported the lower number of wrong definitions, just two they provided wrong definitions. The others provided incomplete definitions of OCF.

In the following section, their reflections on their previous experience and their affectation in their actual performance regarding OCF provision is analyzed and compared to determine if they behaved as learning from experience.

5.1.3.3 Previous Experience

In this section, there was little information to analyze participants previous experience as most of them did not understand the question, did not have any experience or did not have the will to ponder about it. Therefore, data from teachers who answered the questions was presented and analyzed. Participants in both groups pointed out that some past experiences affected their OCF criteria at that moment. They were of two kinds: experience as teachers and as students. Because of some negative past experiences, there were two kind of teachers: teachers who considered to pay more attention to feelings and the teachers who avoided correction in the same way they received from their teachers in the past, which caused them negative feelings. Even though they stated they avoided such techniques, they did not elaborate on their answers to identify exactly what were the implications of the negative feelings towards the techniques used by their previous teachers in the participants' current teaching practices. Participants' lack of application of the OCF techniques they believe were harmful may have resulted from their lack of knowledge because, at that moment, they did not have choices and were unable to analyze situations to discern what kind of strategy they should use.

5.1.3.4 OCF Criteria

In this section, both groups provided inconsistent responses throughout the section. In general questions: a) what is your criteria to correct errors? And b) what is your criterion to allow a student to correct another student?, they were unable to provide the criteria they used to provide OCF, but in specific questions they answered what they were asked. For example, when they were asked if the type of activities they used in class affected their way of correcting errors, some said the activities did affect and others could not relate the activity with the way they provided OCF. These inconsistencies may be signal of unawareness. Nevertheless, participants in both groups seemed to correct errors as they mentioned that they corrected errors which were of repetitive nature.

Correspondingly, most participants in both groups lacked elaboration of their answers as they possibly did not have such criteria. For example, they were unable to provide an explanation on how activity objectives related on the moment and the type of errors to correct. They neither could relate students' language level to the kind of errors they correct. Some participants in the control group seemed to have not any idea on how activity, language level and attitudes may affect their choice of strategies.

5.1.3.5 Strategy Knowledge

In this aspect of OCF, participants seemed to be less knowledgeable as they were not able to name strategies or could barely provide the techniques they considered most effective. Although some did, answers just reflected their attempt to justify the need of providing OCF. As in previously sections, they stated that OCF was important for students, at least to some extent. In both groups, participants made an attempt to justify their choice of the techniques, which, in most cases, were not actual techniques. Briefly, most participants in both groups showed a lack of knowledge.

5.1.3.6 Students' Attitudes

In general, all participants showed their concern about students' attitudes towards being corrected throughout this section. However, this was the main factor for them to provide OCF as stated in previous sections. Participants had negative reactions towards students' negative attitudes, as they considered not to provide OCF to problematic students or shy students in order to avoid altering their balanced attitudes.

5.1.3.7 Teachers' Attitudes

In this section, there were positive attitudes from the experimental group participants as they were ready to learn about OCF during the intervention. However, the contrary was in the control group, which was not enthusiastic as they were not going to receive any course on OCF. They admitted that they could change their attitudes if they knew more about how to provide effective OCF.

In general, the pretest showed that there was no much difference between groups in this stage as both had the same kind of responses regarding knowledge about OCF. However,

there was a difference between the control group and experimental group attitudes towards OCF because the control group participants felt that they needed more information in order to be able to be tested, but assured that they were likely to change their attitudes in the future. The experimental group participants reported to have positive attitude and some female participants showed eagerness to learn in order to apply it in the classroom.

In the next section, an analysis of the posttests and the intergroup comparison is also conducted in order to find differences in teachers' responses. Although there was not much difference in this stage, in the posttest, it was expected to find more differences in what teachers knew because of the treatment, which was taken by the participants of the experimental group.

5.2 Posttest

This section is divided into the seven subdivisions of the questionnaire. Firstly, the experimental group findings are stated followed by the control group results. To finish, the intergroup comparison is made to determine the difference between groups at this stage.

5.2.1 Experimental Group

In this part, the analysis of the posttest responses from the experimental group is presented and analyzed in order to make the comparison and to determine whether there was a change in participants' knowledge based on the pretest answers. Participants are the same, so the data corresponding to the section of Participants' Introduction was omitted to avoid repetition.

5.2.1.1 CF Generalities

In general, participants provided an adequate definition of OCF, justified the importance to apply it in the classroom because it leads to acquisition, and claimed to consider several factors to correct students' errors. Factors considered to provide OCF ranged from the objective of the activity to the students' attitudes.

All nine participants improved their definitions. Six of them provided an adequate definition while the others omitted an aspect of the definition, so they provided incomplete definitions. Nevertheless, on the topic of the importance of OCF, eight of them stated that it

is important to provide students with it in order for them to acquire language. Three of them still considered students' emotions and reactions to provide OCF, as evidence presents below.

> It's a process in which a teacher or advanced speaker provides observations of a student's errors to raise awareness. […] It is fundamental to properly learn a foreign language. […] There are diverse factors to consider in order to provide OCF as it depends on the type of student, the technique, the moment and the circumstances of a class. (Guqroo)

> It's when the teacher shows the student that he has committed an error. […] It is important to language learning. […] I take into consideration students' level and attitudes because the higher the level, the more receptive they are. I also consider that if they are not in good mood, they won't accept correction. (Matec)

> It's when we detect a student's error, in whatsoever linguistic scope it belongs to, and we as teachers help students to correct or help the student to self-correct. […] It's important because based on this the student can grow and have a better role while using and learning the language. (Natec)

In general, in this first part of the posttest, teachers demonstrated to be able to provide a definition and justified the use of OCF in the classroom. In the next part, teachers previous experience is analyzed in order to get in-depth data about previous experiences in comparison with the pretest in which they seemed to have not understood the question.

5.2.1.2 Previous Experience

In this section, there were two questions regarding the effects of previous experience either as a student or as a teacher in participants' OCF criteria.

All teachers agreed that they had some experience that interfered in their way of providing OCF either as a student or as a teacher. Participants experience was either negative or positive, but in both cases the outcome was positive. They expressed that they are sensitive to students' feelings and they avoid behaving as the teachers in the past made them feel.

> I had a teacher who used to correct in a humiliating way. […] (Now) I am sensible with my (students') emotions at the moment of correcting them. (Ceci)

> I think the most significant was when a (female) student cried as I corrected, so now I'm more conscious about their emotions. (Matec)

> I realized some students committed the same error repetitively, although they were corrected, so I noticed I couldn't use the same strategy in all contexts, but I did not use the techniques. […] I didn't take into account neither students' nor

my own attitudes, but now I know they are an important part of the process (of OCF). (Azqroo)

Although participants' remained concerned about their previous experiences, they took from the experiences the positive outcome as they identify what happened if OCF is misapplied. After the treatment, they seem to more capable to analyze situations and discern which aspect or technique of OCF should be applied according to the situation.

In the next section, their OCF criteria is analyzed. It is expected that they consider certain aspects to provide OCF as they were taught about it during the treatment sessions.

5.2.1.3 OCF Criteria

This section is divided into three subsections: criteria to correct errors, timing, and corrector. In general, teachers showed an improvement in their knowledge about OCF techniques, and showed consistent criteria to determine the moment, the person and the technique to use depending on the type of activity and other factors. Among the factors they considered to provide OCF, students' attitudes were predominant in all participants' responses. However, just one participant pointed out that she corrects the error depending on diverse factors while the other eight remained correcting pronunciation and grammatical errors. Therefore, in that part, it seems to be no much improvement.

5.2.1.4.*1 Criteria to Correct Errors*

In the first subsection, inconsistencies arose regarding teachers' criteria. In the general question, what is your criteria to correct errors, eight out of nine teachers claimed that they corrected pronunciation and grammatical errors, except **for** just one participant who corrects errors considering objectives of the class and other aspects. However, in the particular questions, seven teachers claimed to consider activity objectives to provide OCF, three of the them had an orientation to provide OCF in accuracy-oriented activities. On the other hand, participants pointed out that OCF can be an obstacle to achieve the lesson outcomes as the following comments evidence.

> Pragmatic, grammatical and pronunciation errors […] Timing is a determinant factor applied in every activity. If it isn't measured properly to balance teaching, correction and the outcome, the result of the class will be negative. (Guqroo)

It depends on the class objectives, but grammatical, pragmatic, lexical and phonological errors are some I correct. […] Activities influence in wide scope as they establish when I should correct. (Azqroo)

I correct all kinds of errors, especially pronunciation and grammatical as they are more frequent. […] It depends on the class objective. […] (However) sometimes I can't obtain the desired result of the session. (Eltec)

These views reflect their awareness of OCF provision. In the training course, they were said the advantages and disadvantages of the timing of the correction, it may be the reason why they wanted to provide the answer that affected to a lesser extent. However, when they were asked about the errors they corrected, they said they correct pronunciation and grammar. Therefore, it is inconsistent when they said that they considered activity objectives when they were asked, but they said they correct just those errors.

In the next section, the timing should match with participants' responses in this section as the timing depends if the activities are accuracy or fluency oriented.

5.2.1.4.*2 Timing*

In this subsection, participants stated that they have a preferred moment to provide OCF. Six of them had a preference of correcting after the activity what clearly evidences inconsistencies between the criteria they gave in the previous section. Three of them stated that they did prefer correcting in accuracy-oriented activities, but in this section, they said that they correct after the activity, as evidence shows.

I used it (OCF) at the end of the activity. (Matec)

At the beginning of the class, I provide OCF of the topic of the previous class and at the end of every activity finished. (Guqroo)

Just three participants stated that the moment depends on the class objectives which was consistent with their previous answers as they mentioned that they correct depending on the activity objectives, although they said that they corrected grammatical and pronunciation errors. Thus, they showed consistency with their previous answers as can be noticed in the following extracts. Nevertheless, all participants showed certain concern about students' attitudes to determine the moment of correction.

I prefer using OCF when the error is committed, but there are activities in which I must wait to avoid hindering students' fluency. Students' attitude must be considered for them to accept it. (Ostec)

I correct whenever is necessary. […] (Students' attitudes) influence a lot because they say to me what, how and when to correct. (Ciqroo)

I correct during the activity. […] Attitudes influence in great extent as there are students who like being corrects and other who don't. (Natec)

In general, in this section, there were two types of teachers the ones who showed consistent criteria considering the activity objectives to provide OCF and to determine the time, and the ones who did not have such consistent criteria in that regard. However, all of them provided positive attitudes towards students' attitudes. Although they showed concern, they use this to search different strategies to help students.

The next section analyzes the corrector. It is expected that they consider students to provide OCF as well, because in the treatment it was taught that teachers are not the only correctors.

5.2.1.4.*3 Corrector*

Seven out of nine participants reported that not only do they correct errors but they let the students correct their peers as well. When asked about their criteria to let students to correct their peers, three of them considered both students' attitudes and the level of language while the other participants chose either the former or the latter. Likewise, participants expressed a common agreement in the importance of students' positive attitude towards providing and receiving OCF from their peers as the following responses evidenced.

The students and I […] I observe their progress and their attitudes to let them correct their classmates. […] A high level is not necessary. The topic influences my decision, but if the student has a high level is okay. […] (Students' attitude) is the first thing the peer notices when corrected, so it is important." (Ciqroo)

I correct, a student corrects another and they self-correct sometimes. […] I allow peer correction as long as the student is respectful with the classmate to correct. […] A high level is important for the student as they do not have erroneous knowledge. […] Attitudes as well, as if the student doesn't have a positive attitude, it's likely that there won't be corrections or if the student is rude, the other won't accept the correction. (Guqroo)

Participants showed certain concern regarding students' attitudes towards peer correction, but they did not elaborate on what they would do in case those negative attitudes arose and how they would correct or react towards the situation.

As the results presented throughout the subsections, participants, in general, demonstrated that the content of the course played an important role in their capacity to analyze situations to determine their corrective moves. In the next section, participants' knowledge on OCF strategies are examined to determine if they use the effective ones or which of those they use in the classroom.

5.2.1.5 Strategy Knowledge

There are certain inconsistencies among teachers' responses throughout this section. There is still lack of knowledge in participants use of terminology, but they distinguish the classification of the techniques whether implicit or explicit as well as they were abler to describe more processes of the techniques they could not describe or did not use before. Although they are consistent stating the strategies they use and which they avoid, they are not consistent in the criteria to correct errors in which they determine the efficacy of the technique. Two teachers mentioned that they considered peer correction as part of the CF strategies that they use in classroom. Furthermore, some teachers expressed that they were able to name the techniques they used.

> Now, I can name several techniques I was using (such as) explicit and implicit: reformulation, repetition, etc. (Moqroo)

> Explicit correction, Implicit techniques: reformulation, repetition, elicitation, clarification request. Reformulations and repetitions are which I use most, but I use explicit corrections when necessary. These are the most useful as well. I do not use elicitation because students can be confused (Ciqroo)

On the other hand, teachers seemed not to have understood the question when they were asked if students' attitudes affected their choice of technique as they provided their beliefs about students' attitudes towards OCF. There were just two who answered the actual questions and they said that, in those specific cases, they preferred explicit techniques:

> When they are lazy or are frustrated or tired, they prefer being corrected directly. (Cetec)

There are two students who are the shyest. At the beginning, OCF was implicit, now, they ask right after their participation whether they were right or wrong. They asked me to correct and they prefer explanation to the group. (Moqroo)

When participants were asked about the influence of students' level of language on their choice of techniques there were two types of answers: the ones who said that there is an influence and the ones denying it. The following extracts showed this.

Basic levels prefer that the teacher explains to them. (Ostec)

It does not affect a lot as all students, whatever level, prefer being explained. (Guqroo)

Overall, participants showed improvement as they are able to distinguish the techniques they use and had a wider range of techniques. They seemed to have practiced the techniques, so they know which were effective in their classes and which were not. Some believe that level of language has an influence in their choice of techniques, and others do not rely on the level but when necessary. Attitudes also seem to influence those teachers responding the questions, which is analyzed in detail next.

5.2.1.6 Students' Attitudes

In this section, all participants commented that they are concerned about students' attitudes. All nine participants reported that students' attitudes do influence their choice of technique and if they provide OCF to the student or not; four of them mentioned that students with negative attitudes do not accept correction. Additionally, seven of nine participants linked students' attitudes to their level, six of them claimed that advanced students have more positive attitudes than lower levels. Their beliefs about students' attitudes changing with the level, however, are based on their previous experience, as it relies on students' individual differences. However, this helps to understand participants' choice of techniques.

Students' attitude and motivation to learn the language influence in great extent the strategy I use. […] Objectives are more influential (than students' level to change their attitudes). […] Attitudes determine the technique, so that's why it's very important to know all our students. (Azqroo)

Students' attitude influences so much as if he has a negative attitude in the class, a determined objective cannot be achieved. […] As they get a higher level, their attitudes become more positive and concrete. They are more mature and

conscious. […] There are some students with negative attitudes who do not allow OCF. (Natec)

Students attitude determines if OCF is accepted. […] More advanced levels have better attitudes than basic levels. There are techniques I use that are more accepted than others. (Ostec)

Students' attitudes were still a topic of concern for teachers. Although they said that there are students with negative attitudes, they did not explain what they do when those situations happened in the classroom.

5.2.1.7 Teachers' Attitudes

Participants responses in general were positive regarding their attitude towards OCF. They perceived OCF as a useful tool in their teaching practice, which helps students to improve as it promotes internalization of language or acquisition. Participants' answers showed the change they had seen in their students' progress by using the techniques and methodology taught in the course.

OCF influences in great extent my students' learning and independence. […] Now, I'm more aware of what I should correct and when to do it. (Azqroo)

OCF is very useful and important as it helps and has an influence over the student and to improve their level. […] My experience has changed with the use of OCF in my students, because I achieved that they improve their attitudes and get high achievements in his level. (Natec)

OCF is necessary for the students to properly learn a language. […] My experience so far is favorable as I see the results of my students, the final results. (Guqroo)

Throughout the posttest, participants' responses reflected their positive cognitive attitudes towards OCF, which is consistent with what they stated in this section, as they perceive the usefulness of OCF and felt they have achieved an improvement in their students' learning.

Since data from the experimental group has been presented, the control group is presented in the next section in order to compare both groups posttests at the end of the posttest data analysis section.

5.2.2. Control group

In this section, the findings of the posttest in the control group is presented. It was expected that teachers' responses from this group reflected the same state as participants did not take part in the intervention. Data from their presentation is omitted as they were presented in the section of the pretest.

5.2.2.1 CF Generalities

In general, participants' answers still show incomplete knowledge. Although their definition is still incomplete, four of them established the importance of OCF in learning. On the other hand, all participants' concern was in students' emotions to provide OCF as evidence presents.

> OCF is when we show students the mistakes they commit when producing. […] OCF helps the students detect and correct their errors until they can correct them on their own. […] Emotions affect too much regardless students' age, as they tend to feel bad as they feel sad or upset at having committed an error. (Alqroo)

> I understand that is the oral correction given to the students when they commit mistakes when speaking and writing languages." […] I believe that correction in teaching is important, as the students note and correct their errors, so they improve. […] I think it (whether providing OCF or not) depends on attitudes and personalities as well as the classroom environment. (Kagm)

> Corrections to students' errors, […] It helps develop language acquisition. […] there are moments of correcting students for them to have a good learning. (Antec)

Participants were not able to provide adequate definitions, but they provided incomplete definitions. They considered students' attitudes as a main factor to determine if they provide OCF. As a result of negative attitudes, OCF may be omitted.

In this first part of the posttest, despite of the fact that teachers' responses showed their inability to provide an adequate definition of OCF, they could justify the need of OCF application in the classroom. In the next part, teachers previous experience is analyzed in order to analyze if they consider it as a factor to provide OCF.

In the next section, the teachers' OCF criteria is explored. What they said about the way they correct, the timing of correction and the person that corrects in their classes will

help to draw an idea of their OCF criteria. These can help determine whether they are consistent.

5.2.2.3 OCF Criteria

In general, teachers showed lack of knowledge regarding the criteria and the way they correct. Most of them mentioned their concerns about correcting just repetitive errors. Moreover, participants were not able to elaborate on the implication of the kind of activity over their actual OCF strategies, which corresponds with the previous answers in which they showed to act intuitively based on previous experience. Also, they mentioned that students' attitudes affect not only the way they provide OCF, but students' OCF acceptance.

The next subsection explains in more detail what is teachers' criteria of correction and what is teachers' criteria.

5.2.2.3.1 Criteria to Correct Errors

In general, participants' answers in this subsection reveals that they act intuitively based on what they explicitly said that they do not know how the activity affects the way they correct and what to correct for. None of them knew how to answer the influence of activities on the way they correct as they just said what they do during the activities. When they were asked about the type of errors they correct, all of them mentioned that the only two types they corrected were pronunciation and grammatical. Six of them based their criteria on the repetitive nature of the errors. If there was not such repetition, they assumed that it was some students' isolate way of pronouncing, in the case of pronunciation errors, as the following extracts demonstrate.

> [I correct] grammar and pronunciation errors. I usually try to correct repetitive errors of the topic of the class. However, I also correct errors that leads to fossilization. In the activities, I commit errors on purpose for the students to correct them. (Alqroo)

> [I correct] pronunciation and grammar errors, [depending on] how common is the error in every student. Group activities are done more frequently. (Joug)

> [I correct] grammatical, oral and written errors, depending on the activity, but I hope the student to correct alone. I usually correct individually or in group, so I can achieve the class objectives. (Antec)

In this group, participants also showed concerns about avoiding students' fossilization, that is the reason why they provide OCF, although they were not able to say exactly how to do it as the previous answers showed. In the next subsection, the moment in which participants said they correct and their criteria is analyzed in more detail.

5.2.2.3.2 Timing

In this subsection, six participants mentioned that the preferred time of correction is after the activity or students' wrong utterance. On the other hand, when they were asked about the relation between students' attitudes and their choice of moment of correction, they said that this is based on students' attitude as if the student accepts OCF, they will continue providing OCF to that student.

> [I correct] at the end of an activity. [Students' attitude affects] too much as if the student really wants to learn, OCF will be efficient. (Dama)

> [I correct] after an activity. If someone does not take the correction appropriately, I direct the correction to the class at the end of the activity or at the end of his utterance. (Jona)

> I prefer correcting during the activity. If the student does not accept the correction I tend to provide explanations of the reason of his error, if he insists on denying the correction I tend to deny the correction to that student again. (Joqroo)

As the responses showed, participants general conative attitude towards OCF is positive, unless they found negative attitudes from students. Most teachers stated that they corrected during the activity, but their attitude towards OCF is radical at denying the correction to students with negative attitudes, such as reluctant students.

In the next subsection, the person that corrects in participants' classes as well as their criteria are analyzed in more detail.

5.2.2.3.3 Corrector

In this subsection, there are inconsistencies from the general and specific questions, since all participants stated that they are the only correctors in their classes, just one of them mentioned that students may autocorrect and correct others. However, in the specific questions, they provide incomplete criteria they use when they let students provide peer correction, but they omitted that information when asked for the correctors in their classes.

When participants were asked, specifically, about students' level and attitudes to let them provide OCF to other students, seven of them said that the level was important and all agreed that attitude is also important because the students correcting should have positive attitudes.

There was a case of a participant who, in section 4.3 corrector, said that the level had no influence in his criterion to let peer correction, contradicted himself as he previously mentioned that, when students' already internalized the linguistic item, he allows them to correct others. What he calls progress (Merriam Webster, 2019) is part of the students' proficiency what is a signal of students' higher level (Bialystok, 2001, p.10)

> I [correct]. I let students to give the correction, if it is wrong I provide correction to both with a good explanation. […] If the student has a high level, I let him correct. However, if the OCF is given by a lower level student I allow it as well. [Student's attitudes] are important as there are students who tend to be rude or sarcastic when they correct.
>
> Professor [corrects.] I let them correct when I know that student has the topic in his head [sic] The level does not influence. […] I allow them correct when they really want to help and not, when they want to tease or bully his classmates.
>
> I [correct]. A student corrects if he is someone with higher level or if the activity contains a topic that was seen for a long period and everyone is supposed to find the error. […] If they are in an advanced level, so they should be able to notice some errors, specifically, if the topics or vocabulary have already seen. […] Attitudes are important, if students take correction seriously, without teasing anyone.

As the extracts shows, participants responses show an inherent lack of knowledge regarding not only OCF but other areas of language learning and acquisition. Teachers believe that students' negative attitudes towards peer correction are linked to bullying. In spite of this, teachers do not seem to have consistent criteria to allow peer correction nor teach how to correct others based on certain criteria as they lacked such criteria.

In the next section, participants' strategy knowledge and their criteria to use strategies are analyzed.

5.2.2.5 Strategy Knowledge

In this section, participants showed a lack of knowledge naming strategies. When asked to name the strategies they knew, which they preferred to use and to avoid and which they believed were effective, they described the process they do rather than answering what they were asked. Just one participant provided a general categorization of the strategies: explicit and implicit, but she was not specific. When participants were asked about their criteria to assess the effectiveness of their OCF strategies, they describe several procedures to elicit information from students to assess students' use of the new linguistic item. The following extracts shows this.

> [I use] some [strategies]. If a student commits an error, I like explaining to all and not directly to that student. I avoid telling them to the students that they are wrong. I prefer to tell them that their answers do not match and explain them why. [The most effective technique is] Corrections in group. (Joma)

> [I use] explicit and implicit [strategies]. It depends on the error, if it is grammatical or if it is pronunciation I used explicit. [I do not avoid techniques] I try to use different [techniques] depending on the student [The most effective technique is] To try that they find the error with my help. (Joug)

> Eliciting, providing the correct answer. [I prefer] eliciting. [I avoid] Providing the answer because I feel students just copy the answer without thinking why it is wrong. [The most effective technique is] Eliciting (Alqroo)

Half participants preferred implicit strategies as they did not say the explicit answers while the other half preferred explicit correction with some metalinguistic explanation to make the doubts clear. However, these responses are limited to which they were aware of, which is unclear and ambiguous.

> If it's someone who does not accept individual corrections, I direct to the group. (Joug)

> There are students who prefer that I just give them the correct answer. (Kagm)

Once again, teachers' responses show their concern about students' attitudes since these showed their acceptance of the correction, their preferences and own participants' posterior conative attitude towards the student. Furthermore, most participants believe that students' level plays an important role, but from eight participants, just one stated how this influence affected her choice of techniques and one said that such relation does not exist.

[The level] does not influence. (Joug)

If they are a low level I tried to use explicit correction, and if they are a high level an implicit and correction in group. (Alqroo)

Because advanced students should be able to correct basic mistakes (Dama)

In general, participants demonstrated that they were not able to name certain strategies they were acquainted with, but most of them have no idea of OCF techniques as they are unable neither to describe the techniques or to name them. They seem to have still lack of knowledge.

In the next section, participants' perception about the influence of students' attitude on their performance of OCF provision is analyzed.

5.2.2.6 Students' Attitudes

All participants showed their concern about students' attitude towards being corrected throughout this section. All participants believe that if the student does not accept correction, they should not provide correction to that student any more. Moreover, teachers' concerns were also regarding the advanced students' attitude. Four of eight participants claimed CF to be ineffective in advanced students because of their "knowledgeable" attitude towards the target language, so OCF is not well accepted.

There are some students who prefer receiving the correct answer. […] It depends on the students, because some advanced students tend not to want being corrected due to their feeling of knowing everything and not committing any error. […] There are students who reject or debate at the moment of being corrected. (Alqroo)

If the student does not take the good from the correction, I direct the correction to the group […] At the beginning, (the students) may feel embarrassed but if they really want to learn they will take the good stuff […] If they are advanced, maybe, because of their pride, they do not accept OCF. I shouldn't take into account their attitude because if I want them to improve, I should provide OCF. (Kagm)

As previously seen, participants' responses showed their concern about students' attitudes. In the next section, participants' perception of their own attitude is analyze in order to determine what are the participants' attitudes.

5.2.2.7 Teachers' Attitudes

All participants demonstrated to have the same attitudes shown in the pretest.

Now that data from the control group was presented and analyzed, to conclude with this section of the posttest, the intergroup comparison is carried out in the next section. This will help to find differences in the posttests between groups.

5.2.3 Posttest Intergroup Comparison

This is the last section of the posttest analysis. A comparison between groups was done to find similarities and differences which will help to determine if the treatment was useful and to what extent. There was expected to find more differences than similarities as the treatment was applied to one sole group while the other did not take it. The experimental group was meant to be more knowledgeable about OCF and should discern at least, the aspects considered in the Lyster and Ranta model of OCF treatment model.

In the following subsection, data from the content is presented and compared in both groups as previously stated in order to determine the impact of the treatment.

5.2.2.1 CF Generalities

In this section, there is a big difference from the experimental group participants' responses as they reflected to be more knowledgeable about OCF than the control group participants.

On the one hand, participants of the experimental group were able to provide adequate definitions. They also stated their reasons why OCF was important to provide to students since it helps them to acquire language. On the other hand, control group participants demonstrated their lack of knowledge as they provided incorrect or incomplete definitions. Nonetheless, they were able to justify the importance of OCF in the L2 classroom.

Briefly, this section of the posttest shows difference in both groups as expected, due to the fact that participants in the experimental group took a course on OCF, so they were supposed to be familiar with more about the topic than the control group participants who did not.

5.2.2.2 Previous Experience

Regarding the participants' previous experience, they mention that they had some negative experience that may affect their OCF criteria. However, participants in the experimental group reported that they reacted differently because they were able to change techniques, while control group participants based their OCF estrategies on the way their teachers used to do when they were students. However, they mention that they give their attempt to correct as they want to avoid students' error fossilization.

5.2.2.3 OCF Criteria

In this section, there are more differences than in the previous ones. The criteria to correct errors, the timing and the choice of corrector were analyzed and presented in this section. Since all intertwined to some extent, all data is presented together. There were inconsistencies between responses in both group.

In one hand, experimental group participants showed more knowledge regarding activity objectives but they considered it when they were asked. Nonetheless, control group participants' concerns about avoiding students' fossilization. That is the reason why they provide OCF, although they do not distinguish exactly how to do it.

Regarding the time of correction, inconsistencies were found in the experimental group responses. Due to the fact they were aware of aspects to consider when providing OCF, they stated that they did prefer correcting in accuracy-oriented activities, but in this section, they said that they correct after the activity. Besides, all of them showed certain concern about students' attitudes to determine the moment of correction. However, as the participants of the control group did not know such information they had coherent answers. They reported that they correct after the error, but if they encountered negative attitudes they stopped correction.

Teachers in both groups reported to be the ones that corrected in their classes, but the experimental group participants also mentioned that students did. They also allowed peer correction, but still demonstrated lack of preparation regarding peer correction as it was not the main focus of the treatment. This time, the control group provided Inconsistent responses because they said they were the only correctors; then, when asked, they provided incomplete

criteria to allow peer correction. Furthermore, teachers believed that negative attitudes towards peer correction are linked to bullying, so they showed some kind of disapproval.

5.2.2.5 Strategy Knowledge

This was also a section with much difference between groups. As the main focus of the OCF training course was to train teachers on OCF strategies and other aspects, experimental group participants showed a capacity to provide consistent responses, stating the strategies they use and which they avoid, they are not consistent in the criteria to correct errors in which they determine the efficacy of the technique, while in the control group, participants were unable to name strategies, but had some notion of technique classification. However, as mentioned in the previous section, they rely on students' attitudes to provide OCF which is reviewed in more detail in the next section.

5.2.2.6 Students' Attitudes

In previous sections, there was information about teachers' consideration of students' attitudes to determine the time of correction and the corrector. In the current section, it was shown that both groups behave similarly in this regard. However, there is a difference between groups.

The course had also reflection spots in which teachers shared their experiences and presented problematic situations they had correcting errors and what they did if so. The others listened to, then they provided possible solutions based on the topic of the session. In those sessions participants commented that if there had not been such reflections, they would not have even given thought to situations that have not happened to them. Therefore, they are prepared to analyze situations to discern what kind of OCF they would use. This was reflected on their responses in this section, they did consider students' attitudes, but they use this worry to change strategies to provide effective OCF according to the situation.

Nevertheless, this skill was not reflected in the control group, since they reported that students' attitudes serve as a factor whether to provide or not OCF

5.2.2.6 Teachers' Attitudes

Although both groups participants accepted having positive attitudes towards OCF. It was found that they considered themselves unaware of many OCF strategies and found OCF aspects unknown. Consequently, in order to have positive attitudes, they stated that as long as they learn more about OCF, they will improve their attitude, which is not negative, highlighted at the end. They thought OCF was necessary to determine how to provide more effective OCF.

As evidence presented in the results of the pre and posttests, there is evident that there was difference between tests and between groups. These are presented in more detail in the next subsections. Comparisons are going to be made in order to determine the extent of the attitude change. The experimental group pre and posttests are compared to determine the difference in their cognitive attitudes after the treatment and the conative and affective components are well examined if any change arose from the treatment.

Furthermore, the control group pre and posttests are compared to determine if there was a difference in their cognitive attitudes, which is not likely as they did not take the treatment. As presented in the present subsection, there is strong evidence that they did not change much.

5.3 Pre/posttest Comparison

This section consists on a comparison between pre and posttests in every group. First, the experimental group findings of the pre and post tests are compared. Next, the control group findings of both tests are compared. Finally, a comparison between both compared test is done to determine if there was a change in experimental group participants, if so, it is superior than the control group participants.

5.3.1 Experimental Group Intragroup Tests Comparison

This section provides an overall description and comparison between resemblances and differences from the pre and posttests in the experimental group to determine if the intervention possibly caused a change in teachers' cognitive attitude towards OCF.

5.3.1.1 OCF Generalities

There was improvement in teachers' responses from the pretest. Five of nine teachers provided a wrong definition in the pretest while the posttest showed that two of them provided adequate definitions, moreover, there was some improvement in teachers' general answers. All participants justified the importance of OCF in both tests, but in the posttest, they are abler to express to what extent it is as they declared that OCF leads to the students' learning. Six of them provided partial criteria that they used to correct oral errors, but they were not able to justify their answers in the pretest whilst, in the post test, they did as well as they did mention the importance of their own attitude in order to provide OCF in classrooms.

5.3.1.2 Previous Experience

In the pretest, most teachers' answers in the pretest were regarding to their teaching practice. They had trouble with students' reactions, so some participants said to use other strategies to avoid correcting the same way or they just avoid correcting at all to students with negative attitudes. On the other hand, in the posttest, though, the same experiences remained, but the responses were positively oriented to students learning, as they look for strategies to keep correcting although there were students with negative attitudes. There was a case in the pretest that mentioned that when that participant was a student, she had a teacher whose OCF strategies were abrupt and rude for her, so she decided not to the same. In the posttest, however, she mentioned that she understands students' emotions, so that she looks for other kind of strategies, she mentioned her preference to implicit techniques to avoid exposing students.

In the next section, participants' previous experience is analyzed and compared in both tests to determine if they base their behavior on previous experience and whether the treatment help to change that perception in the participants of the experimental group.

5.3.1.3 OCF Criteria

In this section, there are some inconsistencies as participants said in the general answers that they just correct grammatical and pronunciation errors while when asked, they said to consider activity objectives when providing and for their choice of strategies. Probably,

teachers' need to be given more examples to understand what other kind of errors can arise in EFL classes or they may lack experience teaching varied levels of English.

In the next subsections, these inconsistencies are presented in more detail to analyze the extent of the change in cognitive attitudes.

5.3.1.3.1 Criteria to Correct Errors

In this subsections, in both pre and posttests, teachers remained in the same standpoint since they most of them expressed their preference to correct just grammar and pronunciation. There was an isolate case that mentioned that she corrected errors depending on the activity, showing then improvement from the pretest, in which she had the same answers as the majority.

When participants were asked to tell their criteria to correct, in the pretest, most participants showed their lack of knowledge because they answered that they did not know. The other participants mentioned that they considered the activity objectives and that OCF affects negatively their outcomes. In the posttest, they said that activity objectives were a matter of importance and they did take it into account. Although some inconsistency was there because when asked about their criteria, they said they just correct grammar and pronunciation errors, there are more aware of the importance of activity objectives when providing OCF, as they elaborated their answers in favor **of** the advantages.

In the next subsection, participants' preferences and opinions on the moment of correction are compared and analyzed.

5.3.1.3.2 Timing

In this subsection, participants' responses showed inconsistencies with the prior section responses. In the pretest, most participants mentioned that they corrected after the class. Only two mentioned that the moment of correction depended on something that they did not mention nor described. However, in the posttest, participants also claimed that the moment they correct is after the class or the students' erroneous utterance, because they do not want to interfere in the students' fluency. Therefore, this claims are inconsistent from the previous section as participants stated that they considered activity objectives, opting, though, for

delayed OCF. This is a signal of participants' lack of knowledge regarding activity objectives or just they are not aware of them.

In both tests, participants showed their concern about students' attitudes, but almost none of them relates this to the moment in which they provide OCF in the pretest, except for one who establishes the importance of teachers knowing their students' preference of correction. Her strategy is to ask them if they want correction, and adds the importance of errors to learn a language. She also lets students know this to make them aware of the reason why teachers correct.

Nevertheless, in the posttest, they showed concerned when they were asked about the students' attitudes in their choice of timing of correction, as they said that they determine the time and the type of strategy to use. This showed a positive change in their attitudes as they are more capable to analyze situations in order to discern what to do.

Finally, in the next subsection, their preference of the corrector and their criteria to allow students self-correct and correct others are analyzed to determine if there was a change between tests.

5.3.1.3.3 Corrector

In the pretest, most participants expressed that they are not the only correctors in their classes, but they also permitted students to correct others. When asked about the criteria to let students to correct, they just considered the level to do it. However, there was a young female teacher who denied peer correction at all. Her answer was that she was the only corrector as students' nature is teasing other classmates because of the errors they commit.

When participants were asked specifically about considering students' attitudes to allow peer correction, they mentioned that it was of high importance as well as the level. Nevertheless, there were inconsistencies from the previous answers since they just mentioned the students' the level of language.

In the posttest, teachers said that both students and teacher are the correctors. Their arguments were that the students correcting others should have both positive attitudes and high level, even the young female teacher agreed, highlighting the importance of respect when a student provides OCF. There is, also, a difference in responses from the pretest. Participants said that because of negative attitudes from students corrected, they may not

accept the correction or that negative attitudes from the corrector may inhibit other students or even they may be unwilling to provide OCF.

In the next section, participants' strategy knowledge is analyzed and compared to determine if there was a change between tests.

5.3.1.4 Strategy Knowledge

In this section, there was more noticeable change from the pretest and from other sections. Participants showed a change in their knowledge regarding OCF strategies. Although they stated that they still corrected grammatical and pronunciation errors, they were able to describe the process of the techniques mentioned what differs from the pretest in which a lack of knowledge was seen in general.

In the pretest, teachers showed lack of knowledge, which was evidenced by lack of descriptions of the techniques mentioned or incorrect naming of the OCF techniques. However, in the posttest, as it was expected, they showed more knowledge as they further described and named strategies correctly or better than in the previous test.

They showed to be more aware about strategies advantages and disadvantages, so they were able to choose a technique depending on diverse factors. They could express what is OCF for and its usefulness of its application in class. They were also able to choose the effective techniques from the others that were not so effective based on their knowledge of the advantages and drawbacks. Moreover, they also considered students' level and attitudes to their choice of technique.

In the next section, teachers' opinions, believes and reactions towards students' attitudes is compared in both tests and analyzed to determine if there was a change.

5.3.1 5 Students' Attitude

In this section, participants showed concern about students' attitudes in both pre and posttests. In the pretest, some of them believed that students attitudes improved when they are in higher levels, but others believed that, in fact, it worsened when students' attitudes reflect they think they are knowledgeable enough that they cannot commit errors. In the posttest, on the other hand, participants remain concerned about students' attitudes, but some

did positively because they described that depending on the student general attitude they chose the time and the technique to correct.

In the following section, teachers were asked about their perception about their own attitudes. Data from both tests are compared and analyzed to determine if there was a change in their attitudes and in their perception of OCF application in the class.

5.3.1.6 Teachers' Attitude

In this section, teachers proved to have had a positive attitude in general towards OCF. There were asked to described their own attitude towards OCF, they claimed to have a positive attitude in both pre and posttests. In the pretest, their answers evidenced a feeling of eagerness to learn how to correct students' errors in order for them to improve their teaching and teach more effectively. Despite their positive attitudes, they were not fully aware of the implication of OCF in the learning process because their answers were incomplete in providing further detail.

In the posttest, they were able to justify the need, usefulness and importance of OCF. They described the importance of providing effective OCF to help students to internalize language. They had positive opinions towards OCF and its use in the classroom. They also stated to have positive experience in the classroom. This shows a change in their general opinion about the use of OCF in class.

In general, participants of the experimental group exhibited to have changed their knowledge, beliefs and opinions about diverse areas of OCF. They, moreover, were more aware of the importance they gave to students' attitudes as they determined at the end, whether they use or not OCF. This is a signal of teachers' concerns about students' reactions, which changed in some participants in the posttest.

In the next part, this analysis was carried out with the control group responses in order to determine whether there was a change although they were not part of the intervention.

5.3.2 Control Group Intragroup Tests Comparison

This section provides an overall description and comparison between similitudes and differences from the pre and posttests in the control group to help determine if the

intervention possibly caused a change in teachers' cognitive attitude towards OCF. Little or no change is expected in data from this group.

5.3.2.1 OCF Generalities

In this section, most teachers provided a wrong definition in both tests. There were many similitudes in teachers' responses all over from the pre and the posttests. In the pretest, all participants justified the importance of OCF. Among the answers they found it important because it helps to avoid fossilization and helps improving and acquiring language. Similar answers provided in the second tests.

The majority of the participants in this group prioritized students as the main factor they consider when providing OCF from students' attitudes to level of language. In the posttest, teachers remained concerned about students' emotions. However, it is not clear how they help students to avoid fossilization if their main concern is in students' emotions and reactions.

In the next section, participants' previous experience is analyzed and compared in both tests to determine if they base their behavior on previous experience. No change is expected due to participants did not participate in the intervention.

5.3.2.2 Previous Experience

In the pretest, most teachers provided previous experience that, as a student, affected their perception about how OCF should be for them. Therefore, they assume that OCF should take into consideration students because when they were students they noticed how their professors corrected them and if they considered it negative they avoid correcting the same way. In the posttest, the same notion remained. There was no much change.

In the next section, participants' previous experience is analyzed and compared in both tests to determine whether the treatment possibly helped to change that perception in the participants of the experimental group as in this control group data do not change.

5.3.2.3 OCF Criteria

In this section, there is evidence that participants lacked knowledge and they just correct grammatical and pronunciation errors while when asked, which showed no difference from the pretest as they still revealed lack of elaboration of their answers.

In the next subsections, data are presented in more detail to analyze the extent of the change in cognitive attitudes if any.

5.3.2.3.1 Criteria to Correct Errors

In general, in both tests participants' responses showed that participants correct pronunciation and grammatical errors depending on their frequency and if there was a topic already taught. Likewise, they said to correct errors affecting the students' future development in order for them to correct. Participants also showed lack of knowledge as they answered that they did not know how the activity objective may influence their use of OCF techniques. Then, no change was noticed in this section.

In the following subsection, the moment in which participants correct is analyzed to determine if there was a change in the pre/posttests.

5.3.2.3.2 Timing

In this section, in general teachers' answers did not show much difference between tests. In the pretest, most teachers mentioned that they correct after the class and the others did after and during the class. These answers were ambiguous as they do not say exactly the point of time referenced as after and during. If they considered the whole class or the error committing is not clear. When asked about if the students' attitude influenced the moment of correction, they did not mention anything as they just showed concern about the students' attitude affecting the acceptance of the correction.

In the posttest, they said they corrected after and at the end of the activity. Participants also mentioned that if students react badly towards correction they correct at the end of the class or provide explanations to the whole class, despite of these answers, the others could not relate the moment with students' attitude since they just showed worry about students' attitudes.

In the subsequent subsection, participants' preference of the corrector and their criteria to allow students self-correct and correct others are analyzed to determine if there was a change between tests.

5.3.2.3.3 Corrector

In this section, participants' answers were consistent in both tests. Most participants said that they are not the only correctors in their classes, so they allow other students to correct their classmates when commit errors. They only considered students' level, but when asked, specifically for the students' attitudes, they also asserted their importance to let a student correct others, despite they did not mention that when asked about their criteria to allow peer correction. The same situation happened in the posttest, they showed some lack of knowledge related to language level, as they were not aware of that an increase in competence is part of high level of language.

In the next section, participants' knowledge about strategies is analyzed to help determine if their knowledge, perceptions and preferences changed if so.

5.3.2.4 Strategy Knowledge

Although the participants were not familiar with OCF strategies or how to name them, they were aware of how to determine the effectiveness of a technique, because they said that students should stop committing the same error as a consequence of the internalization of the linguistic item. In the pretest, they showed their worry about students' attitude as they may affect the way students react towards correction and if they accepted or not. In the posttest, though, they said that students' level did not influence their choice of techniques, but did students' attitude as it determines their next strategies.

In the next section, participants' perception of students' attitudes is analyzed to determine if there was a change between tests.

5.3.2.5 Students' Attitudes

In this section, teachers showed great concern about students' attitudes in both tests. They highlighted the importance of students' attitudes from choosing strategies to determine whether to provide or not OCF in the pretest. The same opinions remained in the posttest.

Hence, as expected, teachers' application of OCF is led by their attitude towards students' attitude for the reason that they said that negative students' attitudes prevent them from continue their OCF strategies to the specific student. Some of them believe that students' attitudes change in time. They assured that students in higher levels are more confident about their knowledge and may accept correction easier than in lower levels, as students feel uneasy to participate.

In the next section, teachers own attitudes are analyzed in order to determine if their self-perception about their attitudes changed or not after the period of the treatment.

5.3.2.6 Teachers' Attitudes

Participants accepted, in both tests, to have no positive attitudes towards as they feel they do not have enough knowledge about it to make a choice. Therefore, in this section, participants' responses assert that OCF is important but as teachers, they need the tools and information necessary to carried it out in the classroom. Some mentioned that if there are courses to teach strategies to teach different learning styles, there should be as well to teach how to correct errors. All they agreed that they could change their attitude as long as they are more informed about OCF and its implications.

In general, responses of the control group participants showed little or no difference from the pretest.

5.3.3 Intergroup Tests Comparison

In general, there was an evident change in the experimental group participants' cognitive component of attitudes towards OCF. They were unaware of the CF treatment they usually did, but the intervention seems to have raised awareness among them, as they were able to describe what criteria they based their provision of OCF. On the other hand, although the control group seemed to be more aware of OCF as they described its importance in language acquisition in the pretest in comparison to the experimental group, they reflected lack of knowledge about OCF strategies and their criteria to provide OCF in all overall both tests.

5.3.2.1 OCF criteria

In this section, both groups participants demonstrated to have similar state of knowledge before the OCF training course. Although both provided either incomplete, wrong or, in isolated cases, correct answers, all of them agreed that OCF was important because of diverse reasons ranging from promoting language acquisition to avoiding error fossilization.

After the intervention, the experimental group state of OCF general knowledge reflected a change, seen by the diverse responses and their ability to justify their answers. Control group participants' knowledge on OCF remained inert, they were still unable to provide a definition, but they were still apprehensive about the importance of OCF application in the classroom to help students avoid error fossilization. The experimental group, on the other hand, showed an increase in adequate definitions of OCF provided in comparison with the control group which had just one participant could provide an adequate definition. Furthermore, the experimental group raised awareness in other aspects that they did not consider previously when declaring the factors considering in the application of OCF in classes such as activity objectives and students' and their own attitudes towards OCF.

5.3.2.2 Previous Experience

Participants were asked about their previous experience to determine if their OCF criteria were based on what they adopted from others, either teachers or students. This section was not clear for all, though. Most teachers in the pretest were not able to provide a relation between their past experiences to the way they provided OCF at that moment. Participants who did it demonstrated that their OCF strategies were based on the previous experiences. In the experimental group, there were teachers whose previous experience was their own use of OCF in problematic students and what they did was stop correcting to what they called students unwilling to receive OCF.

Although this view did not change in the control group participants, it changed in the experimental group after the OCF training program, because attitudes were taught to consider them when providing OCF. In that part of the treatment, there were experience sharing and reflection spots in which participants shared their experiences and shared possible solutions according to what was taught in the sessions. In the posttest, they analyzed that situations may have other possible solutions, although they seem to be unpleasant. Therefore, in spite

of their use of previous experiences to determine the kind of teacher they were, they were aware that they had other tools to provide OCF not only regarding the moment of correction, the person who can correct or the type of technique, so they were able to adapt techniques in order to provide effective OCF.

5.3.2.3 OCF Criteria

When participants' criteria were examined, many inconsistencies were shown because the not only their actual criteria were analyzed, but if they considered the timing and the corrector and other variables which were entwined, such as students' level and students' attitudes, were analyzed as well.

Before the treatment, both groups provided similar responses as they all corrected the same kind of errors, had inconsistent criteria to provide OCF, and were unaware of the implication of the activity objectives to provide OCF in their classes. There was probably less motivation to answer the pretest in the control group as they explicitly said "I don't know" rather than elaborating answers. Contrary to the experimental pretest that, although it reflected lack of knowledge and consistency, the answers were a little more elaborated.

After the treatment, responses from participants in both groups differed. Participants of the control group persisted on the same lack of knowledge, seen in their inability to provide consistent criteria to correct errors, to relate activities with the kind of errors they correct and their error correction criteria. While the experimental group reflected, to some extent, to be more knowledgeable, in spite of inconsistencies shown when they did not consider certain factors when asked about their criteria, but they did when asked specifically about some aspects such as students' level or activity objectives, as a signal of lack of readiness but knowledge awareness as well.

5.3.2.4 Strategy Knowledge

This aspect was the one that revealed a wider gap between groups. The OCF training program was based on Lyster and Ranta's (1997) model. This model provided a set of techniques to achieve error correction. The experimental group participants were taught these techniques as well as other aspects that were considered in that model. Sixteen hours from the course were intended to the mastering of the aspects of OCF previously seen in the sections of

analysis, but the techniques required six from those sixteen. These six hours were four content oriented, and the others practice oriented. The practice was a simulation of OCF moves as they were given recreation of situations that needed correction. After some time of analysis, participants shared their strategies, which impacted on their attitudes as they seemed to be pleased at the result.

As a result of this training, the experimental group participants provided a wider range of correct techniques, observed when they provided the concept of most of them, discerned what to solve possible situations, provided strategies they used and they avoided, and how they measure the effectiveness of their OCF techniques.

On the other hand, teachers of the control group had no or a vague idea about techniques. When asked about the techniques they knew, they provided a set of them which used them throughout the section despite there were some wrong. They also had a vague idea to determine if their OCF strategies are effective or not. What they considered an unavoidable factor was students' attitudes as they provided the proper information to determine if they are able or not to provide OCF to students. The criteria found was that the worst the attitude, the less OCF is provided to the student, in case they wanted to correct.

5.3.2.5 Students' Attitudes

In this topic, participants of both groups showed great worry and, as revealed in the previous sections, most participants based their choice of correction in students' attitudes in both tests as well. Nonetheless, there was a change in the perception of students' attitudes in participants of the experimental group after the treatment.

The OCF training program, the treatment, was planned to cover content of the importance of attitudes when providing oral corrective feedback. Although it was necessary to practice more, teachers seemed to be more aware of attitudes in general. They were taught the importance to work on negative attitudes in order to foster a positive change in order to improve language acquisition.

When participants' questionnaires were examined after the treatment, they demonstrated to have, up till then, some concern about students' attitudes, but that differed from the control group since they analyzed the students' attitudes in order to find another technique which may help the student and could accomplish their OCF provision. While the

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control group participants seemed to be worried about affecting students' emotions because either they were affected when they were students or simply to avoid trouble with reluctant or apathetic students. These views, though, do not help the student to acquire language and, in fact, promotes error fossilization, which was one of the concerns of this group.

5.3.2.6 Teachers' Attitudes

In general, all participants reported to have positive attitudes towards OCF, but these attitudes were incongruent with what some of them described all along their test's responses.

The test examined cognitive component of teachers' attitudes and, to some extent, their conative attitude. It means that what teachers knew about OCF, their opinions, beliefs and perceptions were examined as well as their use of techniques and way of providing OCF, to some extent, of course. Due to the nature of the test, data provided regarding participants' behavior could not be assured as it could not be observed, and observations were not carried out because of lack of time.

Therefore, when participants responded that they actually had a positive attitude. Although in the cognitive component of attitudes participants showed negative attitudes, as they felt that they did not know much about OCF. They possibly had positive either or both affective or conative components of attitude, but not the cognitive component, so it was kind of triode of the attitude was what was expected in all participants at the beginning of the study.

In the control group, there were participants who reported to possibly improve their attitudes as long as they learn more about OCF or other extremist standpoint was a participant's who conditioned their possible change of attitudes based on students' attitudes. This was observed in just one isolated case, though. On the other hand, teachers in the experimental group reported to have positive attitudes which were verified with their enthusiastic about learning on OCF, despite of the fact that part of their cognitive attitudes were negative as they were not familiar with the topic.

5.4 Experimental Group Reflection Journals

In order to target the second specific objective: to analyze the process of a possible change of attitudes, the results of the reflection journals are presented. Furthermore, the journals will guide us to see the moment in which these changes arose.

Participants reflected on the content taught: its application in the classroom, the usefulness, the uselessness if applicable, and also they contrasted their opinions, reactions and behaviors towards the content and their old methodology of OCF, if any. Therefore, in order to analyze the reflection journals in the present section, words and phrases showing attitude change was sought. Families and categories were created to organize data and the most repeated among participants' journals are presented. The section is divided into categories that demonstrate that this change existed. There were seven categories found. The categories are presented in the table below.

Number of category	Name of category of attitude	Component of attitude
1	Enthusiasm to learn about OCF	Affective component
2	Favorable opinions towards OCF	Cognitive component
3	Awareness of teaching practice	
4	New knowledge application	Conative component
5	Ability to analyze situations to apply OCF	Cognitive component
6	Attitudes awareness	
7	Interest in participants' experience	Affective component

Table 5. Category Description

The categories were assigned with a name according to the topic of the families of repeated data they related to. They are ordered with ascendant numbers according to their observation in the journals, except for the last one. The categories were not all cognitive as expected. Although they were caused by an increase of knowledge linked to a more positive cognitive attitude, some of those categories pertained to the other two aspects of attitudes. Four of the categories are from the cognitive component; there are two from the affective and another one from the conative components.

Every category was created based on the frequency in which every participant reported them and with the number of observed times. The frequency of every category was determined by the number of participants who reported those attitudes, at least three participants were necessary to create the category. The table below shows the number of category with the participants who reported such attitudes of the categories.

Category number	Partipants Name									Total per participant
	Azqroo	Cetec	Guqroo	Matec	Natec	Ostec	Ciqroo	Moqroo	Eltec	
1					X			X	X	3
2	X	X	X	X	X	X	X	X	X	9
3	X	X	X	X	X	X	X	X	X	9
4	X	X	X	X	X		X	X		7
5	X	X	X	X	X		X	X		7
6	X	X	X	X	X	X	X	X	X	9
7	X		X	X	X					4

Table 6. Categories reported per participant

Table 6 shows the participants who reported the categories assigned. The category number one, enthusiasm to learn about OCF, was reported by the minimum of participants, three. Categories four and five: knew knowledge application and ability to analyze situations to apply OCF, both were reported by seven participants every, while category seven interest in participants' experience was observed in four participants. Finally, the other categories: 2, 3 and 6: favorable opinions towards OCF, awareness of teaching practice and attitudes awareness were reported by all participants throughout the journals as shown in the next table.

Journal Category	1	2	3	4	5	6	7	Total times
Enthusiasm to learn about OCF	3	-	-	-	-	-	-	**3**
Favorable opinions towards OCF	4	6	5	2	4	2	-	**23**
Awareness of teaching practice	3	7	6	1	-	2	-	**19**
New knowledge application	-	4	4	2	1	-	2	**13**
Ability to analyze situations to apply OCF	-	1	5	1	3	1	4	**15**
Attitudes awareness	-	-	-	3	6	5	1	**15**
Interest in participants' experience	1	4	-	-	1	-	-	**5**

Table 7. Total times of category observations per journal

Table 7 reported the number of times a category was observed per journal number. Although just four participants submitted journals four and seven, some categories were observed. As reported in Table 6, category 1, enthusiasm to learn about OCF was reported by three participants, just once in the first journal as this table showed. All participants reported to have favorable opinions towards OCF and to have raised awareness of teaching practice. The former was reported 23 times in six journals whereas the latter was reported 19 times in journals one to four and six.

Despite seven participants reported to have applied new knowledge and to possess the ability to analyze situations to apply OCF, the former, category four, was reported 13 times in journals 2 to 5 and in the last journal, while the latter, category five, was reported 15 times from journals 2 to 7.

Furthermore, category six, attitudes awareness, was reported 15 times by all participants from journals 4 to 7, as a signal of the content provided in the treatment. The last category, interest in participants' experience was observed five times just in the journals 1, 2 and 5, the latter because of extemporary submittal of the journals. In spite of this, it was considered a category because of its number of repetitions observed in four participants.

After having explained the choice and selection of the categories, data from them are reported in the following subsection. A general description of the category is done, then the extracts evidencing the topic of the category are presented. Finally, data from extracts are analyzed and compared in order to determine the extent of the change in cognitive attitudes in experimental group participants.

In general, not only was evidence showing the change found, but some unexpected attitudes were found as well throughout all participants' reflection journals, such as the justification of conative attitudes, appreciation of students' effort to learn, willingness to apply the techniques, among other attitudes which were found as searching how attitudes towards OCF changed over time during the treatment sessions.

5.4.1 Enthusiasm to Learn about OCF

This first category was observed just in female teachers' reflection journals of the first session. They reflected about their lack of knowledge at that early stage, but showed willingness to learn to apply OCF properly in their classes to teach more effectively. This can be evidenced with the following extracts.

> We reflected on errors. I believe that they are good because they help teachers and students, but I believe that everything depends on how you talk to the student, in what way you talk to him is the solution and the posterior outcome. I hope I learn a lot from the course and be able to help my students more. (Eltec, 1)

> We as teachers, sometimes, are not able to identify when it is an error or a mistake, we just simply correct at the moment. […] I believe I do need some strategies in order to carry out OCF in my classes. (Natec, 1)

> It depends on me that the student does not feel embarrassed at applying his L2 learning and if an error arises, he sees the positive points and I apply the techniques we are going to see in the course in order to help eliminate that error and reinforce his learning. (Moqroo, 1)

On the other hand, male teachers usually reflected more on the content and their opinions, so they did not show eagerness but understood the importance of learning as teachers. Although there was no observable pattern in males' reflections, there was neither much data to compare as there were just two male participants.

> I did not know those theories and they are things we always apply in class. I think that, as a teacher, it is necessary to continue studying and revising this basic knowledge[...] (Guqroo, 3)

> There are different kinds of errors according to their nature, they're always important to correct. (Ostec, 1)

It was found that in this group of participants, female participants tended to be more enthusiastic about learning how to provide OCF, but both male and female participants were concerned about students' learning and understood the need of learning about OCF in order

to teach more effectively. This was reflected in their participation and enrolment in the OCF training course.

5.4.2 Favorable Opinions Towards OCF

The treatment was oriented to develop and improve teachers' knowledge on OCF. Therefore, participants were taught diverse topics of OCF, ranging from the importance of error and correction in language development and the error treatment model of Lyster and Ranta (1997) to the importance of teachers' attitudes in this process. As a result of this, favorable opinions towards OCF were observed throughout all journals by all participants. There were three main positive opinions: the importance of OCF for students learning, participants' own sense of learning and the importance to be taught about OCF.

> We reflected on errors. I believe that they are good, as they help not only teachers but students to see the weaknesses. (Eltec, 1)

> It is important for us not be correcting every single word they said, but to correct them when they tend to correct repetitive errors. (Matec, 2)

> Errors should not be a motive of embarrassment, I should teach students how to work on them and correct them […] because it's for them to learn. (Azqroo, 5)

The participants reflected an understanding on the importance of OCF in language development, as well as they reflect some kind of relief as they do not have to correct all students' errors. Also, they understand that errors are important part of the process of learning. Therefore, errors should be corrected in order to get the desired effect. On the other hand, they also favored their own learning as they reflected positive attitudes towards their learning as evidence with the following extracts.

> To understand this can help us change the approach of our classes, to try to change students (Ostec, 6)

> It was very attractive the way a correction can be done. I feel that this can be applied to students requiring certain attention. (Guqroo, 3)

> It was clearer the process […] which I can conclude as stages that students go through […] conformed by elements such as errors, correction… (Moqroo, 1)

Participants in general provided the same sort of responses throughout the journals. These comments remarked their positive opinions about the content taught, seen in their reflection on their own learning as they are able to understand certain processes which are

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part of teaching and learning a language. Besides, they also understand that they have an important role in that students' learning is part of their responsibilities as teachers. Therefore, they recommend that this kind of course should be part of a teachers training as the following extracts highlight.

> Everything learned in the course has been effective in order to identify and to better apply OCF in my classes (Ciqroo, 7)

> I feel that as teachers, it is necessary to keep on studying and revising this basic knowledge, that is OCF, because if we ignore it, students learning process may be unknown for us, and we could not understand the situations that are presented in the classroom. (Guqroo, 2)

> As teachers, we should get updated more on the students' behavior and emotional management and how to combine this with OCF techniques, give us the time to know students, identify the need to adapt the techniques that are given in OCF courses. (Moqroo, 7)

As the extracts above showed, teachers thought at the beginning and at the end of the OCF training course that it was important in teachers' professional formation. They showed concern about their unawareness about students' cognitive process while learning a second language.

5.4.3 Awareness of Teaching Practice

The treatment helped to raise awareness among teachers in diverse areas of the teaching practice. Participants became aware of their corrective strategies, some analyzed their teaching and realized that they were doing correctly or inappropriately. All participants, at one point, reflected on the importance of OCF in language acquisition which was important as teachers, because they wanted students to learn. They also reflected on how the new knowledge would help them improve their teaching.

> The idea to correct at the moment is good, but we have to be careful: to know when the right moment is. (Natec, 3)

> When I asked my students' to participate I see some change in them, but I believe there is a lot to work yet, [as they are children of primary school]. (Natec, 6)

Some teachers stated to be more aware of their corrective strategies during their classes since the course started, even though they were not taught about how to correct. After they were taught the techniques, they noticed they were doing the wrong way.

> It will also help me to determine the moment to correct […] and, maybe, to focus on precision with high level students, in whom errors can lead to fillers or something they are accustomed to use the wrong way. (Moqroo, 2)

As the extract above showed, they also were concerned about students' learning and wanted to avoid fossilization, factor which was not taught in the intervention and it is evidenced because of the lack of proper terminology. The teacher used the word fillers and the phrase something they are accustomed to, referring to the errors fossilized. However, they reflected on that and they decided to apply the knowledge as explained in the following section.

5.4.4 New Knowledge Application

As the nature of the course was content oriented, it helped participants develop and improve their knowledge on OCF. There was no way to prove that teachers were using these; although participants were asked to submit a video as final project, just a couple did it, so this type of data was not available in this study. However, the reflection journals helped to assess this component of attitudes as seven participants reflected on their performance regarding OCF. They demonstrated, to some extent, that they applied the knowledge they learned during the treatment as they said either that they wanted to use it or they already used it.

Some participants found certain aspects of OCF interesting and useful, so they showed a willingness to apply the new knowledge into the classroom. They firstly described what they learned and then, they stated their will to apply the strategies as evidenced below.

> Now in the part of how to correct, I did learn certain strategies [...] Some interested me, so I'm going to start using them as it was attractive the way in which a correction can be made because I feel they can be applied to certain students that require certain attention. (Guqroo, 3)

> To decide if correct or do not correct. The information seen in this session was very useful because it helps to improve our classes (Natec, 2)

There were also participants that reflected on techniques they already used after learned and their feelings seemed to be positive towards effective OCF. Some of them said what they used to do before learning the target strategy they wanted to use or already used.

> This course has helped me to draw attention to what I correct and the moment. I do not interrupt students that much. I prefer to give them comments after the activity, and they do not feel so pressured and can perform better. (Azqroo, 3)

> Before I didn't know how important it was to know about the types of errors, as oneself does not realize that just corrects one type or errors and that there are many errors. Then, with this I have improved my providing OCF. (Cetec, 2)

> I realized that metalinguistic correction is the one I apply the most, and I've been trying to use clarification requests and implement some other types of strategies that helps students develop language learning. (Matec, 4)

These extracts presented evidenced that teachers behavior was changing as well. They learned new manners of applying OCF that they did not know and wanted to apply or already applied in their classes. There were also some participants who described their actual performance regarding their way they provided OCF based on the knowledge they acquired from the OCF training course. Some of them even provided positive opinions as shown in the previous sections. This is analyzed in more detail in the next category because there were more signals that teachers not only learned about OCF, but a possible change in the conative attitudes was also reflected.

Participants demonstrated, in the posttest, to have developed more knowledge regarding OCF which was demonstrated in their reflections, as they were more capable to discern what to do and analyze situations better. In subsequent sessions, they showed how the information provided made them aware of their need to analyze before providing OCF, as they understood the importance of error correction to learn a second language.

5.4.5 Ability to Analyze Situations to Apply OCF (7, 3)

As a result of the positive opinions and increase of knowledge, seven participants showed the ability to analyze situations requiring OCF in repeated times after the heavy theoretical content was provided (see Table 5, in which the observed times are shown and Attachment 2, in which the curriculum of the course shows the content with dates). Participants

demonstrated to have the ability to check the effectiveness of techniques, to justify their choice of errors to correct and to justify their choice of techniques.

> I consider that we have to reflect in the techniques that we use […] but the most important is the result that this technique that I chose has. If I notice a change or improvement. On the contrary, if I notice that there is no progress in my students, I have to reflect, so I have to choose the most appropriate techniques. (Azqroo, 6)

> According to the types of corrections that are done in class, it is true that in class, there are certain circumstances that in a class, probably, in a class I can't teach everything, but you can cover the most important that we, as teachers, we can decide what type of errors you can correct for the student to understand. (Guqroo, 7)

The extracts displayed above demonstrated participants' awareness of the possible problematic situations that may arise during classes, so they provided that despite them, they consider them in order to determine what technique they can use to correct errors effectively. It is important to notice that these extracts come from the last two journals, which means that the content taught was influencing their teaching practice as well. There were also participants who justified the errors they corrected in their classes, although they knew there were other kind of errors

> In my classes, with my children, I always tend to correct pronunciation problems. Children tend to commit errors of pronunciation. (Natec, 1)

> I feel that, in my case, with my children from primary school, I correct them pronunciation errors due to that they are children of basic level, who do not have the knowledge of English sounds. (Natec, 7)

> As a teacher, I notice that there are more pronunciation errors in my classroom, and the students want me to correct them pronunciation and grammar, as they are basic level, other mistakes such as pragmatic are not commonly present (Cetec, 5)

In the previous comments, teachers remarked on their choice of errors to correct. In the posttest, they showed to continue correcting grammar and pronunciation errors although they were taught to correct other kind of errors. However, these teachers provided reasons why they keep on correcting, as they mentioned that the level and the students' age were variables that affected their choice of errors to correct. On the other hand, there were also participants who demonstrated a capability to justify their choice of techniques.

Teachers have to work at the beginning of the class, that the students realize that errors are not bad […] and foster them to self-study, so they are able to self-correct. (Ciqroo, 5)

The shyest students should be corrected after the activity, although they may not have the information of their errors so recent, but it does not hinder the fluency. This may help them to feel less vulnerable and they feel more will to speak later on. (Cetec, 2)

Before an activity, we have to check what are we going to correct in that specific activity and how are we going to provide OCF in that activity: which strategies may work best and how to apply them. This is mainly in order to check which techniques we are using and correct and implement other new ones, if necessary. (Matec, 4)

The previous extracts showed participants awareness of their need to analyze situations in order to provide OCF as this can help them not only improve their teaching, but to help the students to understand that errors are to learn. Some participants also mentioned that they foster self-study in order for students to self corrects as if they do not have the knowledge, they cannot correct themselves.

This section showed evidence of the ability of some participants to analyze their teaching strategies according to specific situations they had at that moment. Some others reflected on the importance of analyzing before providing OCF in order for corrections to be effective. As mentioned at the beginning, these kind of comments were seen after the first session in which they were taught some aspects of OCF provision. After participants were taught about their attitudes, they showed an increase in their awareness about them as explained in the next section.

5.4.6 Attitudes Awareness (6 & 8)

Data from journals demonstrated that after participants were provided with information about the role of attitudes in the process of correcting students' errors, they showed to have raised awareness of attitudes in four main aspects: teachers' own attitudes towards its influence on students' attitudes, and towards OCF, students' attitudes towards the teacher and towards OCF. Therefore, they are presented, firstly, teachers attitudes, then students' attitudes. This category was observed from the fourth to the last journal.

5.4.6.1 Teachers' attitudes

All participants reflected on their own attitudes at least once in their journals. They contemplated their own attitudes towards OCF as the following extracts show.

> As teachers, we have a perspective that a strategy can be better than another, but if there not a real result from the students, it means that it is not so effective. So, we have to draw attention in that part. (Azqroo 4)

> Then it is for us to realize when we use an OCF technique and how we applied it, if we really do it correctly or just manage it. (Matec, 6)

> Attitudes influence a lot on our decision to apply OCF and what technique we are going to provide. (Moqroo, 7)

As they stated, they were aware that it is their decision and their responsibility their choice of OCF strategies, whether they provide OCF or not and what techniques they are going to use. They were also aware that the techniques they use may not be the most effective and that is their responsibility to change it when necessary in order for OCF to be effective. Furthermore, they signaled that they should be attentive if they notice if their techniques did not work to change it as well. On the other hand, they also testified that their attitudes influence on students' attitudes as shown in the following comments.

> Due to the fact that negative attitudes exist, of course, that they can be in the classroom. If I arrive with a positive attitude to the classroom, I can infect my students; in contrary, if I have a negative attitude, that I do not accept students' opinions, that I believe that everything I say is correct, so, I don't know, I can cause that they do not want to participate or they feel uncomfortable to express their ideas. (Azqroo, 6)

> It's important to have a positive attitude as teachers, because if one reflects some negative attitudes, students are going to perceive it. (Ciqroo, 7)

> Also, we must consider teachers' attitudes at the moment of teaching and correct, because students will react depending on the situation the teacher establishes. And this can provoke students' rejection to OCF. (Guqroo, 7)

As signaled, they were worried about the image of their attitudes in students' thought. They showed concern about their attitudes can be copied by the students, so they were aware of the need to conserve positive attitudes in order for the students to copy this attitude in the class and towards OCF. They also mentioned that negative attitudes may affect the class and even worse the students' perception of the language and the foreign language class in general.

Teachers showed greater concern on students' attitudes as can be observed in the next subsection.

5.4.6.2 Students' attitudes

Before the treatment, participants had already showed worry about students' attitudes, in some cases they consider them the decisive factor to provide OCF. However, in the journals, they did not mention anything until the fourth journal. There were two participants' concerns regarding students' attitudes: attitudes towards them, as teachers, and towards OCF.

There were two participants who showed concern about students' attitudes towards the figure of the teacher which can be seen in the following extract from the sixth journals.

> Then, it is important to be aware of these attitudes not only the teacher's towards the student, but the students' towards the teacher. (Azqroo, 6)
> There are students whose attitude is a matter of work for us as teacher, (if they are) rude or bullies. (Natec, 6)
> I try to correct explicitly, but not directly oriented to the student committing the error, but I correct explicitly in general to the group, and also look for help from them to find grammatical details, such as rules, so I remove some pressure from the student who recently committed the error. (Moqroo, 8)

These teachers were female which may reflect their concern about students' attitudes towards them. They stated that it is important and they have to work on those attitudes that latter is assumed to be negative. On the other hand, there were other teachers, whose concern was in the students' attitudes towards OCF as can be noticed in the next extracts.

> I believe that most students prefer that we teachers, correct them, instead of their classmates, because the student may bully you or as they know more than you, they can annoy you. Of course, it's to put the students who knows with the ones who know as well. (Eltec, 4)
>
> Students' attitude has narrow relation with their personality. There are students that accept corrections more easily than others. In that case, teachers should adapt their corrections for the student to accept the correction. (Guqroo, 7)
>
> Among these situations, students' attitudes to being corrected is here. Their attitude can hinder a proper OCF provision. It is important to understand the context to understand. (Ostec, 6)

Therefore, participants' concerns ranged from students' learning to the students' acceptance of the correction. However, as seen in the previous section, they use this worry to find a

solution to the diverse situations encountered in the classroom. There were also participants that believed that student attitudes were linked to their personality and needs but they also provided a set of solutions to find a suitable strategy for them. In general, all participants showed to be more aware of attitudes while providing OCF.

They also were concerned about students' learning and wanted to avoid fossilization, factor which was not taught in the intervention and it is evidenced because of the lack of proper terminology. The teacher used the word fillers and the phrase something they are accustomed to, referring to the errors fossilized.

These findings showed that although teachers were worried about students' attitudes, these concerns helped them to find solutions and provide other kind of OCF to accomplish the objective of correction. This is similarly reflected in the posttest results from the experimental group.

5.4.7 Experiences from Other Teachers

This last category was added due to teachers' comments reflecting interest in other participants' experience and they considered useful as well. During the treatment, participants worked in reflection sessions before the sessions ended. In these group reflections, some participants shared problematic situations they had and how they solved them based on the knowledge learned and others provided other alternative solutions to the same problem. Having stated this, that is why they found those experiences interesting and useful as shown by the following extracts.

> Besides, by the experiences shared with the classmates, I found out that we tended to correct more during the speaking. (Matec, 3)

> Sharing memories from different teachers, that have had certain particularities in class with students and this helps us to indirectly obtain experience as teachers so that helps us to solve these problems. (Guqroo, 5)

> And among the different professors that attended the course, we shared experiences and what methods, suddenly, used to work and which don't do it. […] But, listening to the other teachers' experiences which was the most interesting for me. (Azqroo 2)

As those comments showed, some participants of this group showed some interest in other teachers' experiences as they add value to the techniques they have not applied yet or

because of the peculiarity these situations showed in regard to those participants' knowledge. All of those participants were between 21 and 32 years old, which is considered to be young. Their teaching experience ranged from 1 to 5 years, the younger was the less aware of the types of corrections she may have provided until that moment.

Having presented all the results from the pre and posttest and the reflection journals, they are discussed in the following chapter. Besides, the information is compared and contrasted with the previous studies' results and the change in attitudes is examined based on the models of analysis stated in the chapter of methodology.

6. DISCUSSION OF THE RESULTS

The main objective of the present study is to analyze the impact of a Corrective-Feedback training program on English as a Foreign Language teachers' attitudes towards oral corrective feedback. In order to accomplish the objective, a treatment was carried out and knowledge measurement tests were administered before and after this. Data from two groups were gathered: experimental group, which took the treatment and the control group who was not part of it. Data from both groups was presented in the previous chapter. Thus, in the current chapter, these data will be discussed through the research questions.

a) What is the impact of a training program on the EFL teachers' attitudes towards OCF?
b) What is the relation between the teacher's attitudes and what they know about OCF?
c) How does teaching experience relate with teachers' attitudes towards OCF?

This will determine the structure of the first subchapters from the present chapter. After the questions are discussed the similarities and differences encountered in comparison to the previous studies will be discussed as well. The former is discussed first, next, the latter will be discussed.

The first question discusses the main objective of the present study that is analyzing the impact of a Corrective-Feedback training program on English as Foreign Language teachers' attitudes towards oral corrective feedback, in the results there were presented the findings from the instruments to determine if such impact existed on experimental group participants' cognitive attitudes towards OCF.

6.1 What is the Impact of a Training Program on the EFL Teachers' Attitudes Towards OCF?

In order to provide a clear explanation for the present question, data will be presented based on the instrument analyses: pre and posttests analyses from both experimental and control groups and the categories found in the experimental group participants' reflection journals. A summary will be exposed at the end of the chapter to determine the extent of the impact.

The pretest analysis provided information about the state of participants' cognitive attitude before the treatment while the posttest provided information about the state of knowledge in participants after the period of the treatment. However, just the experimental group took the treatment while the control group did not take it. There were some changes that are presented in the following sections.

6.1.1 Tests Analyses

In this section, the discussion of the findings from the pre and posttests are contrasted and compared with the theoretical underpinnings of the study and with the previous studies as well. There were two subsections: the pretest and the posttest.

6.1.1.1 Pretest

Pretest results showed varying attitudes. This is analyzed in more detailed with the tridimensional model of attitudes proposed by Jain (2014). In general, based on this model of attitude analysis, participants from both groups showed to have had PNP, NNP and NNN triodes of attitudes. They showed not to be static, though.

The first, PNP, was found mainly in participants of the experimental group. PNP means that they had positive feelings towards learning about OCF, although they found OCF necessary for the students, they did not have enough knowledge on OCF so they were applying OCF without being informed. This agrees with the general absence or incomplete information and the inconsistencies found in their pretest.

On the other hand, the second triode was found in most of the control group participants. NNP means that the professors had a negative feelings linked to the provision of OCF, absence, incomplete or erroneous knowledge they possessed about OCF which was

not reflected on the provision of OCF. Although they did not have familiarity with OCF, they understood it was necessary. However, in the same group it was found the NNN triode which means that as participants did not possess the necessary knowledge to provide OCF, they felt frustrated and stopped providing OCF to specific students. Finally, the first triode was also found in some participants' in this group, but just when they found OCF effective, in some cases by chance. That is what it was said that the attitudes were not static.

Similarities were found in participants' state of knowledge. Participants in both groups described erroneous or incomplete definitions' and had no consistent criteria to provide OCF. The fact that they were unable to provide the criteria they used to provide OCF, but when answered they provided answers to their criteria. These inconsistencies may be signal of unawareness and a lack of knowledge, consequently, a lack of criteria to provide OCF as well. Similar inconsistencies in OCF criteria have been attested in other language teachers in Mexico (Reyes and Hernández, 2012) and other Latin–American countries (Gutierrez et al., 2009; Lasabagaster and Sierra, 2005).

They also pointed out that some past experiences affected their OCF, which was the main factor of their OCF use of techniques at that moment. This was possibly as a result of their lack of knowledge. If they had had the knowledge to analyze situations and provide OCF, they would have done it rather than imitating or not someone else's actions, if so. Some participants also reported to have had traumatic experiences which affected their OCF provision. It may have occurred because of their personality as no factor was found in the pretest, but in the posttest.

The aspect of OCF in which participants were less knowledgeable about was OCF techniques as they were not able to name strategies or could barely provide the techniques they considered most effective. Although some participants answered, their responses just reflected their attempt to justify the reason why they were providing OCF.

Attitudes in general were a matter of concern among teachers as they reported to be concerned about students' attitudes towards being corrected. If there were negative attitudes they just stopped providing OCF to that specific case. That reflected their inability to analyze situations and find a suitable solution regardless students' attitudes. Furthermore, participants' own attitudes seemed to be different in both groups. Although all of them reported the possibility to change their attitudes in future, there were some participants in the

control group who cautioned that this would be possibly in case they learn more about OCF. These findings are similar to Dong's (2012) and Gómez, Hernández and Perales's (2019) as they reported teachers' main concerns were affective. So, these affective concerns led teachers to avoid some OCF techniques. This also confirms García's (2001) view on the importance of teachers' attitudes as they determine their future strategies. This aspect showed change as reflected in the posttest, which I will analyze in the next section.

6.1.1.2 Posttest

As described in the pretest section, posttest results showed varying attitudes from both groups' participants. In general, participants from the control group showed to have had the same attitudes found in the previous test: PNP, NNP and NNN attitudes. They showed not to be static as they changed based on students' attitudes, though. Participants of the experimental group demonstrated a change in what they knew, which affected the other components of the attitudes as the majority reflected to have had the PPP triode. The PPP triode refers to positive attitudes in all components as the main change laid on the cognitive component which changed from negative to positive. This is reflected by their ability to elaborate on their answers as explained in the next paragraphs.

There was seen much difference between groups and between aspects of OCF. Participants knowledge and criteria to provide OCF varied as control group participants demonstrated their lack of knowledge providing incorrect or incomplete definitions, although, they were able to justify the importance of OCF in the L2 classroom. Whereas the control group showed an ability to provide definitions, to justify and to describe the criteria they use to provide OCF even if they seemed to have not considered any element in their criteria, they did it later on the posttest.

The dimension in which the change was more noticeable was the strategy knowledge, in which participants of the experimental group described and stated which techniques were effective. They also justified their choice of strategies while the control group participants demonstrated still lack of knowledge as they remained using wrong naming and were not able to describe and determine the effectiveness of techniques even less to justify the criteria for their choice of techniques. These differences in both groups were expected, due to the

fact that participants in the experimental group took the course on OCF, in which they were given content regarding the aspects to provide effective OCF.

Although it was found that participants continued to consider students' attitudes in both groups, there was difference between groups. In case of encountering negative attitudes, teachers in control group stopped their use of OCF, but in the experimental group, they reported to have look for possible solutions with the knowledge on techniques and other aspects of OCF they gained from the course. This proves that they learned a wider range of techniques that they were able to use when they need them. All participants also reported concern about peer correction, and were unable to provide criteria to allow peer correction in their classes. However, as it was not part of the model of OCF treatment taught in the treatment, neither the experimental group participants could explain what to do when encountering negative situations in peer correction.

In general, there is an evident change of attitude due to the increase of knowledge which was absent previously. This coincides with Festinger's (1957) Cognitive Dissonance theory in which teachers given new cognitive elements may substitute old negative elements, so the other components of attitudes may be altered as well. The tests analyses provided conclusive data to determine that such change existed at least cognitively, which is expected to change other aspects of the attitude that were reflected on the reflection journals. This change is analyzed in the next section.

6.1.2 Reflection Journals

The reflection journals revealed some comments that reflected a change in participants' attitude in the three components of attitudes, which concludes that if the cognitive component is changed, the other components of the attitudes can change as well. Data from this attitudes, the frequency and the participants who mentioned them were provided in detail in the section 5.4.

From the reflection journals seven categories were found that showed positive attitudes towards OCF. These attitudinal categories are discussed below. Furthermore, they are compared with the findings of the posttest in order to find whether the cognitive component of the attitudes could produce a change in the other two components: conative and affective. This hypothesis is based on Festinger's (1957) Theory of Cognitive

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Dissociation for a change of attitudes. The following attitudinal categories cannot be separated as they came together in several occasions, so the data intertwines in diverse occurrences and so does the discussion. However, in order to maintain an order, subtitles will be added.

6.1.2.1 Enthusiasm to learn about OCF

There were some female teachers who reflected on their reflection journals some eagerness about learning how to provide OCF to teach more effectively. This is consistent to Jain's (2014) and Gabrýs-Barker's (2010) views regarding the affective component which cannot be dissociated from the other components. Other feelings were reported as well in the last journals, feelings of satisfaction from the knowledge learned, but there were others who felt they needed more practice or more sessions to completely understand certain aspects, especially regarding attitudes. This matches the theory of Cognitive Dissonance, as Festinger (1957) thought that once some limited new knowledge is provided, participants would develop a curiosity to search information to reinforce the positive cognitive elements that were arising.

This feeling was also reported by Kamiya (2012) in his case study. However, his findings are different as he reported this positive feeling from a young unexperienced teacher. In the present study, this feeling was reported from variated participants, but none of them were young or unexperienced as their years of teaching experience ranged from 5 to 19, the two most experienced teachers reported this feeling. These participants also reported to have positive opinions and beliefs about OCF. Although one of them stated that she might have need more time to master the content, she was able to improve their OCF in her classes. There were also other participants who reported positive opinions as discussed in the following section.

6.1.2.2 Favorable opinions towards OCF

All participants reported in, at least, one journal some kind of positive opinions, beliefs or preferences regarding OCF and the importance of its application in the classroom, as a way to reinforce the positive cognitive elements and create a new paradigm of what OCF mean for them (Festinger, 1957). There were three main cognitive elements reported in their

journals: favorable opinions towards the importance of OCF for students learning, positive opinions to their own learning and promising opinions towards importance to be taught about OCF.

Participants stated their favorable opinions towards the importance of OCF for students learning. This perception, though, was found from the pretest but showed incompleteness. Participants of this study showed to be aware of the importance but did not express to what extent it was important for students learning, but they specified this in their journals. This results align with García's (2001) and Dong's (2012) results, in which OCF was believed to lead to students' learning.

Participants of this study reported awareness and positive opinions to their own learning. They reflected on what they were learning as went through sessions. This showed positive beliefs they were internalizing in their minds while they were creating a whole image which OCF was supposed to have, leading to modifying their whole attitudes, as the theory of Cognitive Dissociation suggested.

Some other participants reflected on the importance of being taught about OCF as teachers due to the fact that it is an important tool for teaching and learning. Also, this was reported by the participants of the control group as they felt unable to appropriately answer the test because they did not have enough knowledge to provide answers. This was similarly recommended in other previous studies (see Sepehrinia and Mehdizadeh, 2016; Ge, 2017; Değirmenci Uysal and Aydin, 2017; Demir and Özmen, 2017) by researchers who found that teachers were unable to provide consistent criteria or provide wider range of techniques as they did not have them. Consequently, participants who did not take the treatment and researchers of previous studies recommended OCF to be taught as part of teachers' training so that teachers would be enabled to provide effective CF after whatsoever OCF training course or program.

In general, these favorable opinions, beliefs and preferences were signals of a change in the cognitive component of the participants' attitude as they were eliminating the dissociative element from their general attitudes. More evidence is displayed in the subsequent cognitive elements shown in the following sections.

6.1.2.3 Awareness of teaching practice

As part of their reflections, participants provided evidence of their awareness regarding not only some teaching methods they had, but the way they were providing OCF. Some noticed they were doing it the wrong way and others stated to be doing it correctly in some aspects. However, all participants, at some point, demonstrated that the new knowledge helped them to reflect on their teaching practice so they were looking for new ways to provide OCF, although they considered that they already provided OCF in the right way. This finding was not present in the previous literature as those studies lacked this kind of quasi-experimental approach.

This kind of attitudes of the cognitive element were observed after the first session as dense theoretical content was provided. These reflections resulted in the willingness to apply the new knowledge as seen in the next section, in which participants were considering apply the new knowledge or already applied techniques learned.

6.1.2.4 New knowledge application

The majority of the participants stated, at least once, that they wanted to apply the new knowledge or that they already had applied the techniques, which was a signal of a change in the conative component of the attitudes. This was also reflected in the section 5.2.1.5 of the posttest analysis in which participants showed their use and avoidance of certain techniques.

The kind of attitude considering this component positive is the described in the section 6.1.1.2, in which participants of the experimental group had the PPP kind of attitude as the conative was positive as the other two were. This was consistent with Kamiya's finding regarding the application of OCF techniques by the youngest teacher in his study. In this study two of the three senior teachers did not mention in their journals to have applied specific techniques, they just stated that it would help their teaching but they did not mention in what aspects it would. The other teacher who was also one of the most experienced teachers, stated to have applied the knowledge, but she stated to have needed more time to master her new skills. Although this, she showed her ability to provide efficient criteria to analyze situations requiring OCF, as the younger teachers did, as explained in the next section.

6.1.2.5 Ability to analyze situations to apply OCF

Most participants of the experimental group demonstrated to have the ability to analyze situations requiring OCF despite their teaching experience. This section showed evidence of the ability of some participants to analyze their teaching strategies according to specific situations they had at that moment and reflected on the importance of analyzing before providing OCF in order for corrections to be effective. However, this contradicts Flores, et al.'s (2017) findings as they said that teachers found CF part of the teaching process that should be made at the moment of the error, which determines how to correct as well.

Some participants showed their ability to check the effectiveness of the techniques they used, as they were observing their progress and the students' uptake. This finding is similar to Lasagabaster and Sierra's in which participants' considered students' uptake to determine the effectiveness, but differs as the participants in this study were also able to determine the effectiveness through observation of the progress of students in time.

On the other hand, there were some teachers who demonstrated their capability to justify their choice of errors to correct, which revealed not only the knowledge they had, but the ability to determine other situational features to correct some kind of errors. Some mentioned that the age of students affected their choice of errors to correct: kids needed to be corrected on pronunciation as they did not have the sounds of the language. Others mentioned that because of the level of the students, they needed more corrections on grammatical and pronunciation errors. This provided a clearer panorama of the posttest answers since the teachers mentioned that they just corrected those kind of errors, but they just taught basic levels and children. This coincides with the Cognitive Dissociation Theory, in the sense that although having added the cognitive elements to change the attitude, participants had environmental situations which could not allow them to change completely the conative component, but they did have the knowledge.

Besides, there were participants who reported having adopted this knowledge as they were able to justify their choice of techniques. This is a signal of having improved their OCF. Previous studies pointed out that if teachers considered situational variables they would be able to provide effective OCF (Ostovar-Namaghi and Shakiba, 2015; Sepehrinia and Mehdizadeh's; 2016). Therefore, the OCF training course proved to have improved teachers'

skills as previous studies suggested (see Dong, 2012; Aranguiz and Quintanilla, 2016; Değirmenci Uysal and Aydin, 2017; Tomczyk's, 2013; Saeb, 2017, among others)

6.1.2.6 Attitude awareness

All teachers of the experimental group in the present study showed raised awareness of the importance of their attitudes in their teaching practice, which was found in their reflection journals. This awareness showed four aspects of their concern: concern about their own attitudes towards OCF, and the influence of them on students' attitudes; concern about the students' attitudes towards the teacher, and towards OCF.

The first matter of concern was the influence of their attitudes towards OCF as they knew it was their responsibility to provide OCF and they should not have any preferences over a specific strategy, but analyze situations to choose a strategy that helps students, so they considered that to be attentive was necessary to accomplish the goal of OCF. This finding confirms Sepehrinia and Mehdizadeh's (2016) conclusion as participants were aware of their responsibility to correct errors, and of the need analyze the situation to provide a challenging technique of CF.

The second problem of concern was the influence of their attitudes on students' attitudes. They showed worry about having negative attitudes since they may mirror negative attitudes on students. This finding was not reported in previous studies, as they focused on the attitudes towards OCF. However, teachers' concern is not merely about OCF. This suggests that teachers see teaching as a whole rather than as isolated parts of the teaching processes.

The third issue causing worry among some female participants was the influence of students' attitude towards them, as teachers. However, no much data was found as participants did not elaborate on this idea. Therefore, further study should be done in order to understand teachers' concern about students' negative attitudes towards them. They may feel that they do not have the sufficient preparation to deal with problematic students or students' negative reactions towards them while targeting these kinds of students. Female teachers may be empowered to face whatsoever situations arising in the classroom.

The last situation causing concern among all participants, not only in the experimental but in the control group as well, was students' attitudes towards OCF. The journals showed

that participants were concerned about students' attitudes towards OCF, so they use this feeling to change the OCF strategy if it was not working. This confirms Sepehrinia and Mehdizadeh's (2016), Shi's (2017), and Ge's (2017) findings in which teachers' priorities are affective.

6.1.2.7 Experiences from other teachers

Beyond expectations, it was found that participants considered other teachers' experience as interesting and valuable information that can determine future use of techniques. Therefore, it is important to teach participants that other teachers may be mistaken in their use of OCF. This was done in the treatment. Participants were introduced to research studies on teachers' preferences, beliefs and behaviors towards OCF and they were taught about the inconsistencies found in their practice. Therefore, they reflected on this during the sessions, and participants who showed some interest in others' experiences no longer reported such attitudes afterward.

As we could observe in the findings, both groups behaved similarly and had similar attitudes in the pretest. During the treatment, the journal reflections reflected a progressive change in the attitudes of teachers taking the intervention. As a result of the treatment, the posttest showed variations from participants' attitudes from both groups, in which the experimental group had shown more change as they were able to justify their answers and also explain better in a signal of an improvement in their knowledge about OCF. This was the desired effect, in which the experimental demonstrated to have had an actual change of cognitive attitudes after the treatment.

As a result, the other two components: affective and conative were changed as most participants reported in the reflection journals. Therefore, this confirms the Theory of Cognitive Dissonance, in which by adding new cognitive elements, dissociation or inconsistencies among the other components of the attitude disappear on time. Furthermore, this verifies several researchers' beliefs that by providing OCF training course, teachers attitudes may change and they are more capable to analyze situations to provide effective OCF. This also confirms the next research question of the present study, which is discussed in more detail in the next section.

6.2 What is the Relation Between Teacher's Attitudes and Knowledge about OCF?

This question is also answered with both instruments: the reflection journals and some questionnaire items. In the control group tests, it was found that teachers did consider that attitudes towards OCF can be better if they learn more. This claim assumes that there is a possibility to have, to some extent, negative attitudes towards OCF if the professor feels that she or he does not know much about the topic.

Through the reflections in the journals, that teachers suggested that courses on OCF should be done for teachers to learn about OCF. As a result of what they learned during the treatment, they realized the importance of mastering OCF strategies in order to teach more effectively and help students reach L2 acquisition.

It was shown, in general, that participants believed that OCF was important. After the treatment, the experimental group showed systematic criteria to provide OCF, whereas the control group lacked it, justifying that their attitude could be better as long as they are more informed and familiar with OCF procedures. Teachers understand the need of OCF provision. Hence, there is evidence that there is a relation between teachers' knowledge about OCF with their attitudes towards it. This confirms Ostovar-Namaghi and Shakiba's (2015) and Aranguiz and Quintanilla's (2016) proposition about the possible relation of stated knowledge and teachers' attitudes towards OCF

6.3 How Does Teaching Experience Relate with Teachers' Attitudes Towards OCF?

In the present study, evidence shows that teaching experience does not relate to teachers' attitudes as all participants demonstrated to have improved their cognitive attitudes towards OCF as well as their conative and affective attitudes, regardless of their teaching experience. This contradicts Kamiya's (2012) findings. He reported, in his case study of 4 subjects, a young unexperienced teacher who improved her attitude towards OCF since she was given some articles about how to provide OCF, so not only she showed enthusiasm but she applied the knowledge in her classroom, but the other three teachers, who were more experienced, did not show change in attitudes as the young teacher did. In the present study, most teachers changed their attitudes regardless of their teaching experience; therefore, observations should be added to this methodology to support teachers' claims to validate that there are not mismatches between what teachers report they do and what they actually do in their classrooms.

7. CONCLUSIONS

This study aimed at analyzing the impact of an Oral-Corrective-Feedback training program on English as a Foreign Language teachers' attitudes towards oral corrective feedback. In order to achieve this objective, the research design was quasi-experimental and analyzed data with mix-method approach. Three research questions were addressed:

d) What is the impact of a training program on the EFL teachers' attitudes towards OCF?

e) What is the relation between the teachers' attitudes and knowledge about OCF?

f) How does teaching experience relate with teachers' attitudes towards OCF?

These questions were answered and the main objective was achieved. We conclude that the OCF training course did impact teachers' attitudes towards OCF. This was possible as the OCF training course was provided to an experimental group of nine EFL teachers, and a control group of eight EFL teachers was observed. All participants were administered pre and posttests to determine if there was a change in their attitudes towards OCF. During the treatment, participants of the experimental group provided weekly reflection journals in order to determine how attitudes would change throughout the intervention.

The findings from the analyses found that there was, in fact, a change in the cognitive attitudes of participants of the experimental group. The analysis of the pretest demonstrated that both groups of participants initiated with the same state of knowledge. According to the model of attitudes used, there were mainly three kinds of attitudes at this stage: PNP, NNP and NNN. In the three of them, the cognitive component was negative, and the affective and conative ones varied from negative to positive. Both groups behaved similarly as the participants were unable to provide definitions or consistent criteria to provide OCF. They also reported using previous experience to determine their OCF strategies. They provided OCF in the way they perceive OCF not to be intrusive in students' emotions. They do this as a result of their previous experiences as either teachers or students. They also showed concern about students' attitudes in order to decide to provide or not OCF. Although they understood the importance of OCF, if they encountered any negative attitude on the part of the students', they stopped providing OCF.

After the intervention, participants in the experimental group showed a change in their cognition. According to the model of attitudes used, there was a PPP attitude in which all components were positive. Participants were able to provide definitions, to justify and to describe consistent criteria they used to provide OCF. They also showed to use their previous experience to avoid certain types of attitudes when providing OCF, as they had led to negative feelings when they were students. They still showed concern about students' emotions, but they were able to analyze what technique worked better depending on diverse situational features. On the contrary, the control group showed the same attitudes found in the pretest, the three kind of attitudes found before: PNP, NNP and NNN. They justified their attitude as they considered themselves to be unknowledgeable about OCF, so they conditioned their attitude change to the amount of information they could get about how to provide OCF.

In the reflection journals, seven categories showed that the change in teachers of the experimental group was not merely cognitive, but also affective and conative. This finding confirmed Festinger's (1957) Cognitive Dissociation Theory, as a change in the cognitive component led to a change in the other components of attitude. The seven categories were not found in all participants. Three of them were observed in all participants' journals: favorable opinions towards OCF, awareness of teaching practice, and attitudes awareness.

When participants reported favorable opinions, they provided positive preferences towards using OCF in the classroom as OCF was important for students learning, positive opinions to their own learning and positive opinions towards the importance for teachers to learn about OCF. Regarding their teaching practice, they reported either to be doing the wrong or the right way, if they did the wrong way, they stated what they did at the point they realized. They also commented on their search of solutions to provide effective OCF.

Besides, when reported awareness of the importance of attitudes, they showed concern not only about the students' attitudes, but their own attitude as well. They showed concern about their attitudes towards OCF and towards the students' attitudes. The latter suggested that teachers do not isolate OCF, but they perceive teaching as a whole rather than an isolation of parts of the teaching process. They also reported concern about students' attitudes towards receiving OCF, and some female participants showed concern about students' attitudes towards them, as teachers. Therefore, further study should be done in order

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to understand female teachers' concern about students' negative attitudes towards them. Female teachers may be empowered to face whatsoever situations arising in the classroom.

The majority of the participants stated to have implemented the new knowledge or have the will to use it in their future classes. However, this data was not verified as there were not observations of participants' classes. Furthermore, the same number of participants showed the ability to analyze situations requiring OCF. This confirmed what previous researchers suggested about the role of an OCF training course on teachers' ability to analyze situations to provide effective OCF and to improve their general attitudes towards OCF.

Additionally, "Enthusiasm to learn about OCF" was observed in three participants, while "Interest in other participants' experience" was observed in four participants. These attitudes were observed in the first journals. The former was observed in female participants, and determined their subsequent attitudes. The latter was reported in the weeks following the sessions on teachers' attitude awareness. Participants, however, in subsequent sessions may have realized that others' experiences may be mistaken and they found that others' experience should not determine one self's acting as they are learning about OCF and they are not knowledgeable about it. The only way to provide effective OCF was analyzing contexts explaining the lack of observations of this in the subsequent journals.

Finally, the findings demonstrated that there was a relation between teachers' stated knowledge and their attitudes towards OCF. However, no relation was found between participants' teaching experience and their attitudes towards OCF since all participants in this study showed an improvement in their attitudes no matter the number of teaching experience years.

7.1 Implications for Practice

The findings suggest some practical implications. The main implication is that OCF should be part of the teachers' training curriculum due to its role in language learning. OCF is complex since it requires analyzing situations according to the context, so teachers need to learn about all information about OCF in order to provide effective OCF and help students to learn and internalize new linguistic forms. Additionally, further instruction about attitude awareness should be carried out as teachers' attitudes lead to their behaviors, and also attitude change should be taught in order to eliminate dissociation from teachers as they should promote positive attitudes in the classroom.

Additionally, there were some female participants who reported concern about negative attitudes from students towards them. This demonstrated these participants' lack of preparation regarding issues with negative attitudes. Therefore, students should be taught to be respectful in classes and female teachers should be empowered to deal with situations present in their classrooms.

7.2 Limitations of the Study

The current study had some limitations. First of all, the results cannot be generalized due to the type of sample, as it was a convenience sample. The fact of enrolling in an OCF course implies that the teachers had a certain interest in the topic, which indicates positive attitudes towards the "new teaching technique". Therefore, participants' enrolment in the OCF course may have influenced their attitude in the pretest. However, there were not enough number of teachers willing to participate in the OCF training course, so teachers from other institute were invited to participate, so the number was enough to provide some reliable data.

Moreover, there was no in-depth data because the instruments used to analyze data, the questionnaires and journals, provided limited data. Participants did not elaborate on their answers, so data was limited to what they said. Although the instruments were piloted with four teachers, a problem with questions was found after the analysis. There were some questions that were not clear enough for some participants, and were discarded as they did not provide data needed to answer the questions. The questionnaire also needed some more questions to get enough data, but it was too long and participants seemed to be tired of answering all questions and elaborating their answers. The journals also brought some problems. Participants did not provide further information on their teaching practice and most of them summarized the information learned from the session and did not provide details of their practice, although they were asked. There were participants who did not submit the journals weekly, despite of the fact that they were asked to do it. That participants' delayed submission affected the occurrence of certain categories.

Another limitation was the validity of data provided by the participants. Since there were personal experiences, these are filtered by subjectivity (Bertaux, 1997) as people may act as they think it is the way they should do it. Therefore, a person may not tell the truth completely as observed in their inconsistencies throughout the tests and journals.

Observations were planned to be part of data to analyze, but, although participants were asked to submit a video as final project, just a couple did it and there were problems with their audio, so this type of data was not available for this study. Observations should have been carried out by the researcher, but time was another limitation, so the researcher could not carry them out.

7.3 Directions for Further Study

This research study has found that by changing cognitive elements, the other components of attitudes can change. However, teachers' personality is thought to play an important role in the change in dissonant attitude and even in the quickness of the change of that dissociation. Likewise, participants reported concern about students' attitudes. This can be further studied to understand the influence of students' personality when they are being corrected. This may help teachers to understand students' individual differences, so they have more tools to analyze situations requiring OCF.

Moreover, further research on other variables such as teachers' personality should be done in order to understand if they possibly change their attitude. It was not the main focus of the present project, but the researcher noticed that the participants whose previous experience was strongly negative tended to be the shyest and showed more difficulty to share their experiences. They seemed to believe that they would be judged or corrected, which is a negative attitude towards being corrected, despite the fact that the environment of the intervention and the group itself were friendly. As a result of this, observations are necessary in order to verify the consistency of what teachers do with what they say.

As this study model of analysis did not have neutral attitudes, I suggest a change in the model used in other studies. Furthermore, because this study had a limited number of experienced teachers, I recommend that a change in the methodology should be done to understand whether teaching experience is a variable of attitude change. For example, case studies can be done in order to analyze the impact on the OCF training program on experienced teachers and new teachers. A factorial design with two experimental and two control groups, one with experienced and one with new teachers, may help determine if this variable actually affects.

8. References

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Appendix

Appendix 1: Questionnaire

Diagnóstico

Name: _____ Edad _____ Género _____ Años de experiencia en aula _____

1. ¿Qué entiende por retroalimentación correctiva oral (RCO) (en inglés: ¿Oral Corrective Feedback)?
2. ¿Qué función (papel) cree que tiene la RCO en la enseñanza y aprendizaje del inglés?
3. ¿Qué factores (nivel de lengua, emociones, actitudes de los estudiantes, sexo, edad, ambiente en el aula, tipo de tarea o actividad, propio conocimiento de estrategias de RC, efectividad de estrategias, etc.) considera que afectan la manera en qué proporciona RCO a sus estudiantes?
4. ¿Considera haber tenido una experiencia significativa que haya influido en su estilo de trabajar la RCO en clase? ¿**Cuál fue**?
5. ¿Cómo su experiencia previa (por ejemplo: haber sido corregido por el profesor cuando era estudiante, desmotivar a los estudiantes, crear ansiedad en los estudiantes, aprender de los errores) considera que ha influido en el modo en que trabaja RCO a sus estudiantes?
6. ¿Qué tipo de errores corrige en clase?
7. ¿Cómo determina qué errores corregir?
8. ¿Cómo afecta el tipo de actividades que hace en clase en su manera de corregir errores?
9. ¿En qué momento prefiere usar la RCO (al principio o final de una clase o actividad, etc.)?
10. ¿De qué manera la actitud del estudiante influye sobre el momento en que usted proporciona la RCO?
11. ¿Quién realiza la RC en su clase?
12. ¿Cómo determina si un estudiante puede corregir a su compañero?
13. ¿De qué manera el nivel de inglés de los estudiantes influye para que promueva la autocorrección o la corrección entre pares?
14. ¿De qué manera la actitud del estudiante influye en el uso de la autocorrección o corrección entre pares?
15. ¿Qué estrategias de RCO conoce?
16. ¿Qué estrategias de RCO prefiere utilizar? ¿**Por qué**?
17. ¿Cuáles estrategias evita utilizar? ¿**Por qué**?
18. ¿Cómo determina la efectividad de una técnica de RCO (si funcionó o no)?
19. De las estrategias que utilizas, ¿cuáles son efectivas?
20. ¿De qué manera el nivel de inglés de los estudiantes influye sobre su preferencia de estrategia de RCO a utilizar?
21. ¿Los estudiantes corrigen después que les proporciona RCO?

22. ¿De qué manera la actitud del estudiante influye en su preferencia sobre el uso de determinada estrategia?

23. ¿Considera que la actitud del estudiante cambia según el nivel de inglés?

24. ¿Considera que la actitud del estudiante es determinante para aplicar RCO?

25. ¿Cuál es su actitud hacia la RCO?

26. ¿Considera que es útil aplicar la RCO en clase? ¿Por qué?

27. ¿Cuál ha sido su experiencia con el uso de la RCO?

28. ¿Considera que su actitud hacia la RCO pueda cambiar?

Translated Questions for the analysis.

1. Name
2. Age
3. Gender
4. Teaching experience
5. In what way did your previous experience influence on your way of correcting errors?
6. What kind of errors do you correct?
7. What is your criterion to correct errors?
8. Does the type of activities you use in class affect your way of correcting errors?
9. When do you prefer correcting students' errors?
10. In what way does students' attitude influence the moment in which you correct their errors?
11. Who corrects in your class?
12. What is your criterion to allow a student to correct another student?
13. In what way does students' English level influence your decision of fostering self and peer-correction?
14. In what way does students' attitude influence your decision of fostering self and peer-correction?
15. What OCF strategies do you know?
16. What strategies do you use? Why?
17. What strategies do you avoid? Why?
18. How do you determine the effectiveness of a technique used (if it worked or didn't do it)?
19. Which strategies you use are effective?
20. In what way does students' level influence the CF strategies you use?
21. Do the students correct after being corrected?
22. In what way does students' attitude influence the CF strategies you use?
23. Do you think students' attitude changes the higher their level (linguistic competence)?
24. Do you think students' attitude as a determining factor to provide OCF?
25. What is your attitude towards OCF?
26. Do you think that providing OCF in class is useful? Why?

27. How would you describe your experience with OCF?
28. Do you think you can change your attitude?

Appendix 2: OCF-course Program

Semana de taller	Fecha	Tema
1	7 de septiembre	• Presentación del taller • Antecedentes sobre la importancia del error en el aprendizaje • Conceptos de error y retroalimentación correctiva oral • Introducción a los 6 aspectos de la retroalimentación correctiva oral
2	14 de septiembre	• Discusión sobre la corrección de errores: ¿corregirlos o no corregirlos? • Elección de errores a corregir: ¿qué errores comenten los estudiantes? • ¿Cuándo corregirlos? (corrección inmediata vs. corrección postergada, según tipos de actividades)
3	21 de septiembre	• ¿Quién corrige? • Estrategias para corregir oralmente basadas en el modelo de Lyster y Ranta (1990) • La corrección del estudiante
4	28 de septiembre	• Trabajo independiente: ensayo
-	5 de octubre	• Descanso por *Foro de Estudio de Lenguas Internacional*

5	12 de octubre	• La importancia y la eficacia de la retroalimentación correctiva: teoría y práctica
		• Sesión de práctica con videos 1:
		   ○ Errores de los estudiantes extranjeros
		   ○ Errores de los estudiantes hispánicos
		• Reflexión y mesa de diálogo

6	19 de octubre	• Presentación de las actitudes y su papel en el proceso de enseñanza-aprendizaje y en la retroalimentación correctiva oral • Actitudes de los estudiantes hacia la retroalimentación correctiva oral

7	26 de octubre	• Actitudes de los profesores hacia la retroalimentación correctiva oral: lo que dice la investigación vs. Lo que muestra la práctica • Comparación de actitudes de estudiantes y profesores
-	2 de noviembre	• Día inhábil
8	9 de noviembre	Ponente invitado: Rosana del Pilar Colli Chulim (experta en programación neurolingüística) • Minitaller sobre la importancia de un cambio de actitudes
9	16 de noviembre	• Trabajo independiente: video
10	23 de noviembre	• Práctica con grupo de estudiantes • Reflexión final