UNIVERSIDAD MAYOR DE SAN ANDRES
HUMANITIES AND EDUCATIONAL SCIENCES FACULTY
LINGUISTIC AND LANGUAGES DEPARTMENT

STUDENTS´ ATTITUDES TOWARDS TEACHERS´ CORRECTIVE FEEDBACK AT AN UNDERGRADUATE ENGLISH PROGRAM IN THE LINGUISTICS DEPARTMENT OF UNIVERSIDAD MAYOR DE SAN ANDRES.

Thesis presented to obtain the "Licenciatura" degree

SUBMITTED BY: ANA LAURA PASTRANA VASQUEZ

ADVISOR: MSc. GERMÁN VELÁSQUEZ

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UNIVERSIDAD MAYOR DE SAN ANDRES
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Submitted by: Ana Laura Pastrana Vasquez

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It was:………………………………………………………

DIRECTORA a.i.:   ………………………………………
        Lic. Maria Virginia Ferrufino Loza

ADVISOR: ………………………………...
        MSc. Germán Velásquez Flores

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        PhD. Elizabeth Viñolas Ibañez

TRIBUNAL: ……………………………….
        MSc. Regina Bautista Quisbert

La Paz, **N**ovember 12th, 2020.

This thesis is dedicated to:

My dear father and mother for all their effort, support and love throughout my life to make me the person I am today.

To my dear father Ángel Pastrana, because in the process of doing my thesis he passed away that´s why I felt weak and disappointed but since he always encourages, demonstrates and advises me to study to be a better person, I could continue.

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ABSTRACT

The main purpose of this research is to know the students´ attitudes towards teachers´ corrective feedback at undergraduate English program in the Linguistic Department at Universidad Mayor de San Andrés. The present study describes the relevance of students' reactions, feelings and beliefs towards teachers´ corrective feedback in the 4th English levels of Linguistics department because those levels show if students are competent or not to enter to the English specialty. The learner is no longer seen as a passive receiver of the language, whereby they generate and evaluate various assumptions about their target language learning. Therefore, this research focuses on students´ attitudes when they receive corrective feedback in their English language classroom at Linguistic and languages department.

In order to explain all aspects mentioned so far in detail, this thesis is divided into six chapters. The first chapter describes the Research Problem, based on this, the research questions, hypothesis, objectives and the justification are established. The second chapter presents the contextual framework in which the geographical location and the sociolinguistic aspects are described in detail. The third chapter covers the theoretical framework where it is discussed and determined some important matters about attitudes, their components, their theories, the important role that attitudes play in the learning process and types of corrective feedback teachers use in classes. The fourth chapter explains the research methodology, it is mentioned the type of investigation, type of design, population, sample, variables, instrument and procedure. The fifth chapter shows the results achieved and their respective interpretation. Finally, the sixth chapter presents the conclusions not only about the objectives, but also about the hypothesis of the research, and the recommendations for teachers and future researchers.

Keywords: students´ attitudes, corrective feedback, target language, attitude´ components.

RESUMEN

El objetivo principal de esta investigación es conocer las actitudes de los estudiantes hacia las correcciones que los docentes ejercen en los 4 niveles de inglés en el Departamento de Lingüística de la Universidad Mayor de San Andrés. La presente investigación describe la importancia de las reacciones, sentimientos y creencias de los estudiantes hacia las correcciones de los docentes en los 4 niveles de inglés ya que esos niveles revelan si los estudiantes son competentes o no para ingresar a la especialidad de inglés. El alumno ya no es visto como un receptor pasivo del lenguaje, por lo que genera y evalúa varios supuestos sobre su aprendizaje de un nuevo idioma o lengua objetivo. Por lo tanto, esta investigación se centra en las actitudes de los estudiantes cuando reciben correcciones en su clase de inglés en el departamento de lingüística e Idiomas.

Para explicar todos los aspectos mencionados en detalle, esta tesis se divide en seis capítulos: El primer capítulo describe el problema de investigación, en base a esto, se establecen las preguntas de investigación, hipótesis, objetivos y la justificación. El segundo capítulo presenta el marco contextual en el que se describe en detalle la ubicación geográfica y los aspectos sociolingüísticos. El tercer capítulo cubre el marco teórico donde se discute y determina algunos asuntos importantes sobre las actitudes, sus componentes, sus teorías, el papel importante que desempeñan las actitudes en el proceso de aprendizaje y los tipos de retroalimentación correctiva. El cuarto capítulo explica la metodología de la investigación, se menciona el tipo de investigación, tipo de diseño, población, muestra, variables, instrumento y procedimiento. El quinto capítulo muestra los resultados obtenidos y sus respectivas interpretaciones. Finalmente, el sexto capítulo presenta las conclusiones sobre los objetivos y la hipótesis de la investigación, así también las recomendaciones para futuros docentes e investigadores interesados en el tema.

Palabras claves: actitudes de los estudiantes, retroalimentación correctiva, lengua objetivo, componentes de una actitud.

INTRODUCTION

Corrective feedback (CF), also known as error correction, is a crucial strategy adopted by teachers to pay attention to learners' errors in second language (L2) classroom. The role of error correction and feedback not only depends on the teacher but also on the student. While looking at when and how correct the errors, it is also important to look at how the students feel and react to the corrections and feedback. While some students may want corrections others may feel unmotivated or embarrassed. By analyzing students´ errors, teachers raise their awareness of whether students understood or not any instruction or information given in the classroom.

For decades, there have been controversial arguments about the role of error and corrective feedback. Questions about error correction in second language acquisition (SLA) have been debated, giving birth to a great deal of theoretical and empirical research. A significant question is whether to provide learners with only positive evidence or to expose them to negative evidence as well. The term negative evidence is often used mutually with the terms negative feedback and corrective feedback to refer to any erroneous utterances of language learners (Gass, 1997).

Some schools of thought like Behaviorism considered errors as taboos in their discourse and believed that they should be immediately corrected by the teacher (Brown, 2007; Freeman, 2000; Richards & Rodgers, 2001) while others claimed that error correction was not only unnecessary, but also harmful to language learning (Krashen, 1981). With the emergence of communicative approaches, error correction experiences a radical change (Nicholas, Lightbown, & Spada, 2001).

Communicative Language Teaching (CLT) created a balance between what Audiolinguist and Cognitivist suggested that an error must be viewed as evidence of learners' linguistic development, not as a sin to be avoided. CLT recognized the need for fluency and this allows teachers to leave some errors uncorrected. Nevertheless, CF is an indispensable

part of mastery the language (Lee, 1990) currently researchers strongly believe in corrective feedback and they think it has potential in learning.

In the last years, errors were seen as something that had to be prevented as much as possible because if students made a lot of mistakes teachers were looked as incompetent in the area but today the presence of it helps teachers to recognize the problems that students are facing, it will improve teacher's way of teaching, and way of thinking about some methods. Therefore, teachers can help the students to overcome those errors and greatly improve language teaching skills. Related to this, students´ attitudes are significant because they are the most important part of the teaching and learning process, their opinions, feelings and responses to the corrective feedback will show students´ eagerness or demotivation to learn.

The learner is no longer seen as a passive receiver of language, whereby they generate and evaluate various assumptions about their target language learning. Therefore, this research focuses on students´ attitudes when they receive corrective feedback in their English language classroom at Linguistic department.

In order to explain all aspects mentioned so far in detail, this thesis will be divided into six chapters. The first chapter describes the Research Problem, based on this, the research questions, hypothesis, objectives and the justification will be established. The second chapter presents the contextual framework in which the geographical location and the sociolinguistic aspects are described. The third chapter covers the theoretical framework where it is discussed and determined some important matters about Attitudes, their components, their theories, the important role that Attitudes play in the learning process and types of corrective feedback. The fourth chapter explains the research methodology in order to reach the established objectives. The fifth chapter shows the results achieved. Finally, the sixth chapter presents the conclusions and recommendations of this study.

CHAPTER I

RESEARCH PROBLEM

I.1. STATEMENT OF THE PROBLEM

Linguistics and Languages Department´s objective is to form excellent professionals with critic, reflexive and productive reasoning in teaching, translation and research of languages. The Department offers different languages to study (Spanish, English, French, Aymara and Quechua), in the third year students specialize in one of those 5 languages and all the subjects have to be thought in that language, students have their preferences at the moment of choosing the language of specialty or even the language of the extracurricular choice. Most of the students choose to study English and after the students make the decision of the specialty, they have four levels in order to study the language. Considering this situation, linguistic students need to be corrected and evaluated in accordance to their level of instruction, the correction has to be taken with responsibility because in the future they will be professionals in the language, and most of them will teach other people.

Students are considered the central part of teaching and learning process. Therefore, in this process teachers play a crucial role and it is better to see teachers as facilitators that provide information to construct students´ own knowledge. The teachers´ knowledge has to be share in order to help students comprehend the information, and between this processes there is an essential part of learning that is making mistakes, because with mistakes teachers can see if students understood the information given. To correct students´ mistakes is significant and it has to be taken with responsibility, besides mistakes are part of the learning process.

The problem of this study is focused on students' reactions, feelings and beliefs towards teachers´ corrective feedback. The author of this research studied corrective feedback in the 4th levels of undergraduate English program at Linguistics department because when

she was studying those levels; she found that sometimes teachers didn´t correct pronunciation and grammar mistakes as if they didn't matter. Those levels are very important in the Linguistics department because they reveal if students are competent or not to enter to the specialty where students have all their subjects in English language such as syntax, morphology, semantics, and so on; and if teachers don't correct students in a significant way in those previous levels, they will repeat those mistakes in advanced levels or even in the specialty.

For any second language learner, corrective feedback is considered very important because correcting students´ errors appropriately is an essential part to improve the learning experience. In addition to this situation, the attitudes that students acquire are vital because they manifest the way they think and the motivation they have about learning the English language. The Likert scale show the students´ attitudes; it can vary between strong agree, agree, neutral, disagree to strongly disagree. This scale helps the researcher to find out students´ agreement or disagreement about the importance of corrective feedback for them. Teachers should be very careful in giving feedback and correction to the linguistic students because their performance in the specialty will show an efficacy or deficiency in the way they receive feedback and corrective feedback in previous courses.

According to Pradas (2010), teacher's behavior and actions are guided by their perceptions about their own process of learning. Future teachers will show their own experience of learning in their classroom, in this way, linguistic students must have a meaningful process of learning in previous and advanced levels of the specialty. Thus, this research is mainly focused on the study of students´ attitudes towards teachers´ corrective feedback at undergraduate English program in linguistic department of La Paz city.

I.2. JUSTIFICATION

The use of corrective feedback (CF) in education contributes to effective language use, and make students discuss how well they achieved their communicative goals and contribute to get a better personal level. This input is useful because learners view it as

one of the most crucial parts of their learning experience. Therefore, an important contribution is to make teaching motivating and effective; these aspects are really important in education.

Consequently, the use of CF in education could generate different attitudes, necessities, perceptions, opinions, points of view, and requirements in people who study the language, and this is more important to the people that study English to be future teachers or professionals working with it, this is the case of the linguistic students, these students have 4th levels of the undergraduate English program; when they finish those levels they can enter to the specialty subjects, where they have all the subjects in that language, they must learn the language in a significant way in the previous levels before entering the English specialty, because then they will have difficulty in developing the rest of the subjects. In view of that situation, this research focused on those 4th levels of the undergraduate English program.

Reviewing the literature in the Linguistics department, it was found that there is a lack of studies related to Feedback and Corrective Feedback in our context. This situation was the main motivation for developing this current research. In this sense and considering that most studies are based on different issues, the necessity of studying this kind of topics could be positive and helpful in order to have information about corrective feedback and the students´ perceptions in the department. Summarizing, it can be said that the theoretical value of this research is to fill the gap of absence of current studies about feedback and corrective feedback in the Linguistics department.

This study contributes in generating current information about students´ attitudes toward teachers´ corrective feedback, this information will let the teachers know the students' points of view about the way they receive it and how much they care about it before they enter to the English specialty in the Linguistics Department.

The information that this research generates is important because it would allow creating and implementing new ways of giving corrective feedback, also with the methodology used in the questionnaires; future researchers will have an instrument to use in other

studies focus on CF and attitudes, it will motivate professors to have a current tool for teaching English in an efficient and accurate way.

On the other hand, this research may also be useful for the improvement of other English educational institutions because they can take this research as an example of how the students´ attitudes are toward Corrective Feedback and how it is developed and faced in the Linguistics department, that is the most important place where students learn to be teachers and professionals in the English area.

This study has also a practical application because the findings, conclusions, and suggestions will help the Linguistics Department understand the current situation of whether linguistic undergraduate students have positive or negative attitudes towards corrective feedback in the 4th levels of English language. Therefore, the findings will be useful to many teachers in the area because students´ perceptions are very important to be taken into account in the classroom. In addition, it will help institutions or people who want to prepare and give specialized courses in relation to English language teaching.

I.3. RESEARCH QUESTION

What is the students´ attitude towards Teachers´ corrective feedback in the 4th English language levels from Linguistic Department?

I.4. HYPOTHESIS

H = Linguistic students' express positive attitude towards teachers´ corrective feedback in the four English language levels from the Linguistic Department.

I.5. OBJECTIVES:

I.5.1. GENERAL OBJECTIVE

- To identify students´ attitudes towards teachers´ corrective feedback in the four English Language levels from Linguistic Department.

I.5.2. SPECIFIC OBJECTIVES

- To analyze the results of attitude components: cognitive, affective and behavioral expressed by students towards Teachers´ corrective feedback.
- To determine which men or women students´ show higher positive attitude towards teachers´ corrective feedback.
- To determine the age of linguistic students´ that show higher positive attitude towards teachers´ corrective feedback.
- To describe which English level from linguistic department show higher positive attitude towards teachers´ corrective feedback.
- To find out students´ preferences towards types of Corrective Feedback presented in the classroom.
- To find out which students opinions´ show higher positive and negative attitude towards teachers´ corrective feedback.

I.6. VARIABLES

Students´ attitudes

Teachers´ corrective feedback

I.6.1. CONCEPTUAL DEFINITIONS

Students´ attitudes: it refers to students' beliefs, emotions and behaviors towards teachers corrections in English classroom.[1]

Perceptual or cognitive component: It has to do with beliefs, values and stereotypes that students express towards teachers´ corrective feedback.

Emotional or affective component: It is related to students´ feelings or emotions towards teachers´ corrections.

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[1] Moreno, F. (1998). Principios de Sociolinguistica y Sociologia del Lenguaje. Ariel. Barcelona.

Connative or behavioral component: It refers to speaker's reactions or actions towards the presence of teachers´ corrections in English classroom.

Teachers´ corrective feedback*:* it plays an important effect on students learning needs. It is used to indicate students´ incorrect use of language, it can be implicitly or explicitly given. In this respect, teachers must use more than one method to correct errors according to students' needs. Feedback is a tool for giving explanations in order to regulate student's assessment and progress. This is part of teaching and learning process in order to have a meaningful learning.

Types of Oral Corrective Feedback:

Recast: "A recast is a reformulation of the leraner´s erroneous utterance that corrects all or part of the learner´s utterance and is embedded in the continuing discourse". (Sheen, 2011)[2]

Explicit Correction: The correct form is provided by the instructor. Sheen (2011) indicates that phrases such as "It's not X but Y", "You should say X", "We say X not Y" usually accompany this treatment.

Metalinguistic Explanation: The correct form and a meta-linguistic comment on the form is provided.

Repetition: the wrong utterance is repeated (partially or entirely). It is suggested that this repetition is generally accompanied by some intonation change emphasizing the error or in a question form.

Elicitation: a repetition of the learners' erroneous utterance up to the point when the error occurs.

Metalinguistic Clues: a meta-linguistic comment by the corrector, but the correct form is not provided. Self-correction is then encouraged.

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[2] SHEEN, Y. 2011. Corrective feedback, individual differences and second language learning. Springer Netherlands publisher. Vol. 13: 180p.

Clarification Request: when the learner's utterance has an error and a clarification is requested: "Sorry?", "Pardon me?" I don't understand what you just said.

Body Language: the teacher uses either a facial expression or a body movement to indicate that what the student said is incorrect. A frown, head shaking, or finger signaling "no" can be observed. (Richards and Lockhart, 1997)[3]

Written Corrective Feedback: also called error correction or grammar correction, refers to the "correction of grammatical errors for the purpose of improving a student's ability to write accurately". (Truscott, 1996)[4]

None: this approach is when the teacher ignores the student's error completely. The disadvantage is that the student does not realize that he has made an error and will therefore go on using the incorrect form without knowing that it is wrong.

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[3] RICHARDS, J. and LOCKHART, C. 2007. Reflective Teaching in Second Language Classrooms. Vol. 15. Cambridge, New York. Cambridge University press. 215 p.

[4]TRUSCOTT, J. 1996. The Case against Grammar Correction in L2 Writing Classes. Language Learning. Vol. 46 (2): 327-369 p.

I.6.2. VARIABLE OPERATIONALIZATION:

Variable: Students´ Attitudes

Teachers´ corrective feedback

VARIABLE	DIMENSIONS	SUBDIMENSIONS	INDICATORS	SCALES
Students' attitudes	Affective	Emotional responses to corrective feedback in English classroom.	- Feeling Motivated - Feeling comfortable - Feeling frustrated - Feeling embarrassed - Feeling grateful - Feeling sad	Strongly disagree Disagree Neutral Agree Strongly agree
		Self-Affirmation	- Maintain self-integrity - The importance of being intelligent, rational, independent, autonomous, and exerting control over important outcomes. - Self-defensive	

Students' attitudes	Cognitive	Beliefs and perceptions about corrective feedback in English classroom.	- Beliefs about something - Give opinions - Defend your opinion - Reasoning, logical way of thinking - Judgments, the way you understand and perceive the world.	Strongly disagree
		Cognitive Dissonance	- Two opposite cognitions, two different ways of thinking with the same issue. - Give justification to do things, making people think the way you act was correct.	Disagree Neutral Agree
		Self-Affirmation	- Maintain self-integrity. - The importance of being intelligent, rational, independent, autonomous, and exerting control over important outcomes. - Self-defensive	Strongly agree

		Reasoned Action	- Intention to perform an action - Acceptable and Proper behavior according to a social group (norms). - Influence of what other people think - Person´s subjective probability	Strongly disagree
Students' attitudes		Self-Perception	- Interpret individual´s own behavior and observation of others´ actions.	Disagree Neutral
		Predisposition to act in accordance to corrective feedback.	- Show frustration - Produce better ideas - Clear doubts about the use of English - More participation in class - Value teachers work - Express Gratitude	Agree Strongly agree
			- Intention to perform the behavior	

Students' attitudes	Behavioral	Planned Action	- Behavioral control (Opportunities and Resources). - Motivation to do things.	Strongly disagree
		Self-Affirmation	- Maintain self-integrity - The importance of being intelligent, rational, independent, autonomous, and exerting control over important outcomes. - Self-defensive	Disagree
		Cognitive Dissonance	- Two opposite cognitions, two different ways of thinking about one issue. - Give justification to do things, make people think the way you do things are correct.	Neutral Agree
		Reasoned Action	- Intention to perform an action - Acceptable and Proper behavior according to a social group (norms).	Strongly agree

			- Influence of what other people think	
			- Person´s subjective probability	
		Self-Perception	- Interpret individual´s own behavior and observation of others´ actions.	

VARIABLE	DIMENSIONS	SUBDIMENSIONS	INDICATORS	SCALES
Teachers´ corrective feedback	Oral Corrective Feedback	Recast	Reformulation that corrects all or part of the learners' incorrect utterances.	Strongly disagree Disagree Neutral Agree Strongly agree
		Explicit correction	Explicit correct form	
		Metalinguistic explanation	Correct form and a meta-linguistic comment	
		Repetition	Wrong utterance is repeated	
		Elicitation	Elicit the correct form, self-correction is promoted.	
		Metalinguistic clues	Meta-linguistic comment, the correct form is not provided	
		Body language	Facial expression or a body movement to indicate the error.	

		Clarification request	A clarification of the errors is requested.	
	Written Corrective Feedback	……………………………..	Grammatical, sintax, spelling errors, etc.	
	None	…………………………..	Ignored errors.	

CHAPTER II
CONTEXTUAL FRAMEWORK

II.1. GEOGRAPHICAL LOCATION

The location of the research is at Linguistics and Languages Department of Universidad Mayor de San Andres (UMSA). It develops its educational activities in La Paz city. Nowadays, La Paz city is officially known as Nuestra Señora de La Paz, is the administrative capital of the Plurinational State of Bolivia, La Paz has a metropolitan population of more than 2.883.000[5] people according to Instituto Nacional de Estadistica (INE) estimation. Located in west-central and it is the third largest city in Bolivia. The most widely spoken languages are Spanish and Aymara. This city has the second-oldest University from Bolivia; it is one of the most prestigious higher academic centers in the country. The UMSA has around 80,434 registered students, making it the University with the largest student body in Bolivia.

Linguistics and Languages Department is part of the Humanities and Educational Sciences Faculty from UMSA and it is located at Sopocachi neighborhood. Their educational activities are developed in different schedules. In this Department, there are four levels of language (level I, level II, level III and level IV), students can enroll for Spanish, English, French, Aymara and Quechua languages to study and it is needed four semesters in order to complete those levels.

The Linguistics Department teaches five languages (Spanish, English, French, Aymara and Quechua) that can be chosen for specialty after finishing studying some common subjects (Plan Común) that are given in Spanish for all students. Those common subjects are taught in the first four semesters that goes with the four levels of language. Those levels of language are very important at the moment of choosing a specialty because that means students handled the language and they are prepared for the last three years of

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University taught in the language they have chosen. Regarding that situation, correct students when they make some errors or mistakes in the four levels of language is an indispensable part of learning, avoiding the repetition of errors in the specialty. Therefore, all the problems and corrections must be overcome in those levels.

The Linguistics and Languages Department[6] was created and projected as an academic institution of high level that knows and understands the linguistic since 1993, cultural and social reality. Its vision is also related to developing researches, disseminating scientific knowledge and offering solutions to issues related to the language. Among the objectives of the Linguistics and Languages Department are the following:

- To form excellent professionals with critic, reflexive and productive reasoning in teaching, translation and research of languages. The educational, scientific, technological and cultural work has to answer to the necessities of the development and transformation of our country.

- To form linguistic professionals in English, French, Aymara, Quechua and Spanish languages.

- To form professionals in translation of English, French, Aymara, Quechua and Spanish languages.

- To form researchers in the Linguistic Science.

II.2. SOCIOLINGUISTIC ASPECTS

The Linguistic Department has students that come from many places from La Paz city, but it could be said that half of the students are from El Alto city, which is one hour far from La Paz city. In spite of students´ Aymara heritage, they prefer studying foreign languages because they think is more prestigious, superior and complete than studying a native language. The career offers different languages that are really good option for

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[6] http://linguistica.umsa.bo/

students that don't have the resources to study in private institutions (eg.CBA, First Class, CETI, Goethe, Alianza Francesa, etc.). There are a variety of students from different social classes (the majority includes the middle class), ages, stereotypes and ways of thinking, because the Department offers different languages (Spanish, English, French, Aymara and Quechua), there are many students interested in learning those languages, they have their preferences at the moment of choosing the language of specialty or even the language of the extracurricular choice.

This has to do with the recognition and validation of the different languages that students have. At each moment of our lives we make value judgments about people, objects, feelings, etc., and being the language, one of the objects we live with every day, it cannot get to be exempt from being judged. Since there are a wide variety of languages, speakers do not remain neutral. Therefore, it is no wonder that students have different ideological considerations about them. From this point of view, students in general thinks: On one hand, there are languages that are cultured, scientific, superior, etc.; on the other hand, there are languages that are inferior, without grammar, primitive, and so on. However, these attitudes of acceptance or rejection are not purely linguistic basis because it is also important to see the different factors that influence students´ attitudes: the family, direct instruction, prejudices, personal experience, means of communication, educational and religious institutions, economic status and occupations.

The situation in the Linguistic department is that half of the students choose the English language, the other half goes with Spanish, French and the minorities choose native languages (Aymara and Quechua). The students only take the English language in the career while they are coursing the first semesters (Plan Común) and if they don't have a good teacher that corrects, explains and interests enough in them, they cannot give any complaint when they will be coursing the specialty, they have to be adapted to any situation even if they don't understand something in a good way in the previous levels. There are students from different ages: on the one side, younger students choose English because it is trending in social media, for chatting with people around the world, for

listening to music, watching movies, etc. and on the other side, older people choose it because they see many jobs that require English language and also for researching some interesting articles in depth. Regarding this situation, the students' attitudes that go in hand with gender, age, socioeconomic level, linguistic ideals, and stereotypes in relation to the language learning and corrective feedback are going to be a crucial part of this research.

CHAPTER III

LITERATURE REVIEW

III.1. PREVIOUS STUDIES RELATED TO THE RESEARCH

The current studies related to the research topic about Attitudes have been analyzed in the Linguistic department, there are many people that were interested in studying attitudes towards different perspectives but there is a lack of studies about feedback or corrective feedback; there were only one thesis that is kind of related and it talks about error correction.

Some of the studies in the Linguistic Department will be presented in the following paragraphs:

- "Social Attitudes in 1st grade high school students from Don Bosco school show towards English and Aymara language learning." (Aldazosa Ruiz-Heber Fidel, 2014)

This research investigated the students' attitudes towards English and Aymara languages and how these attitudes are responsible, to some extent, for success or failure in language learning. The research has been developed within the field of Sociolinguistics particularly Macro-Sociolinguistics which is the area of Sociolinguistics that concentrates on the study of society in relation to language.

- "Teachers´ Error Correction and Students´ Spoken Performance at an advanced level at the CBA foundation in La Paz" (Aduviri Delgado-Jose David, 2006)

The purpose of this thesis is to describe the relevance of teacher´s role when treating spoken mistakes in the classroom and to find out suggestions to both teachers and students overcome the treatment. This study is specially about the relationship that exists between

Teachers´ error correction and Students´ spoken performance. This study was carried out at "Centro Boliviano Americano" of La Paz city.

- "Students' language attitudes towards Aymara as L2 at Mcal. Antonio José de Sucre – A, high school located in the Chicani community, La Paz" (Mayta Mallqui- Gladys Marilin, 2014)

The main purpose of this thesis is to determine students' language attitudes towards Aymara as a second language, and to find out the important role that attitudes play on students' learning towards this indigenous language. This study was carried out at "Mcal. Antonio José de Sucre – A" high school located in the Chicani community, La Paz.

Some of foreign studies related with the topic will be presented in the following paragraphs:

This study was carried out with the purpose of researching the professors´ attitudes toward the use of information and communication technologies (ICT), professors´ self-perceptions about their current level of ICT competence and frequency of use of information and communication technologies in the teaching of English at the Linguistics and languages Department of Universidad Mayor de San Andrés.

- "Giving Feedback and Correcting Errors in ESL Classroom"
  Department of English and Humanities. BRAC University, Dhaka, Bangladesh
  (Akhter - Tahera, 2007)

The aim of this study is not to take a narrow view on any particular way of error correction but to highlight some key areas including what is error and feedback, types of errors and feedback, attitude towards errors and some ideas for correcting errors. This study also deals with the experience about how to implement the theories of oral correction of errors in the classroom of the researcher´s internship.

- "Corrective Feedback and Teacher Development"

  Shanghai International Studies. University of Auckland

  (Ellis - Rod, 2009)

This study examines a number of controversies relating to how corrective feedback (CF) has been viewed in SLA and language pedagogy. These controversies address whether CF contributes to L2 acquisition, which errors should be corrected, who should do the correcting (the teacher or the learner him/herself), which type of CF is the most effective, and what is the best timing for CF (immediate or delayed). In discussing these controversies, both the pedagogic and SLA literature will be drawn on. This study concludes with some general guidelines for conducting CF in language classrooms based on a sociocultural view of L2 acquisition and will suggest how these guidelines might be used for teacher development.

- "Teachers' and Students' Attitudes Toward Error Correction in L2 Writing"

  Urmia University, Iran

  (Alizadeh, Maghsoud & Sadeghi, Karim – 2015)

This study wants to determine the extent to which teachers' preferences and attitudes towards corrective feedback and features of language were emphasized while giving feedback and techniques of error correction, and the degree of overlap (agreement or disagreement) with the views of students.

- "Oral corrective feedback in second language classrooms"

  Cambridge University, England

  (Roy Lyster, Kazuya Saito & Masatoshi Sato – 2013)

This research is focus on oral corrective feedback (CF) in second language (L2) classrooms. Various types of oral CF are first identified, and the results of research revealing CF frequency across instructional contexts are presented. Research on CF reveal

a tendency for learners to prefer receiving CF more than teachers feel they should provide it, there were assessed different types of CF but students preferred recasts and CF provided by learners and the potential benefits of strategy training for strengthening the role of CF during peer interaction are highlighted.

- "An Analysis of College Students' Attitudes towards Error Correction in EFL Context" Changzhou University. Jiangsu, China
  (Zhu, Honglin – 2010)

This study is based on a survey on the attitudes towards error correction by their teachers in the process of teaching and learning and it is intended to improve the language teachers' understanding of the nature of error correction. Based on the analysis, the study expounds some principles and techniques that can be applied in the process of EFL teaching.

III.2. Attitudes

The concept of attitude is complex and many authors have proposed diverse ways to describe its meaning. First of all, less than a century ago, the word attitude was considered as an abstract mental concept. Previously, it was only considered as something physical to describe the people's pose. (Baker, 1992) From a psychological point of view, attitude is a mental state of readiness to respond to something based on experiences. Social psychologists have paid careful attention to understand how attitudes are formed and how they can influence our everyday life.

It is difficult to imagine a world without attitudes because people have the ability to think in terms of "good" and "bad", "desirable" and "undesirable" or "approach" and "avoid". As a result, all the people have attitudes towards many things of their environment, such as, attitudes towards social groups, towards speakers of other countries, towards political and economic facts, towards cultural phenomena, towards religion facts, towards philosophical ways, etc. (Fazion & Olson, 2003)

An attitude is a psychological tendency, something internal to the person and that can have a short or long duration of time which is not directly observable, but it would be inferred (Gilbert et al 1998). Adding to this, these authors say that the positive or negative evaluation of any attitude toward something or somebody is expressed according to favorable or unfavorable responses which show the approval or disapproval, like or dislike of something or somebody in which a favorable attitude is expressed by favorable responses toward a person or an object. Contrary to this, the negative responses show the person´s unfavorable attitudes.

There are differences among most definitions of attitudes. Summarizing, most of these definitions emphasize the notion that an attitude involves an evaluative judgment about an object which can mean to make decisions about liking and disliking or approval versus disapproval to a particular situation, object or person. This reflects the way we behave or react towards that situation, positively or negatively. These authors define attitude as an overall evaluation of an object that is based on cognitive, affective and behavioral information.

III.2.1. Positive Attitude

Positive attitudes refer to thinking, feeling and behavior which are in favor towards a specific person, object, situation, etc. (Albarracin, 2010). Regarding language, positive attitudes establish disposition to learn in an enthusiastic way.

III.2.2. Negative Attitude

Negative attitudes refer to unfavorable thinking, feelings and behaviors towards a specific object, situation or person. Students may show a disposition, feeling, or way that is not constructive, cooperative, or optimistic to learn the language.

III.2.3. Indifferent Attitude

As indifference is a term that may have different meanings depending on its context of use, in this research it refers to be considered 'neither good nor bad', ethically or otherwise evaluative neutral, it just don't make any difference, and therefore it is entitled to be

ignored. The term 'indifference' means a lack of interest and attention; this being a matter of someone's having or not certain attitude or orientation towards something. (Zamperini, 2013)

III.2.4. Components of Attitude

Pratkanis (1989) establishes that the internal structure of attitudes can be described in terms of three components which are: cognitive, affective and behavioral. It is important to include the three components to measure it appropriately. These three components are related to thinking, feeling and acting in certain situations. Similarly, Matos (2010) establishes that attitudes consist of cognitive, affective and behavioral components:

"Attitudes are cognitive because they entail beliefs about the world, such as French is a useful language to know, or English people are refined. Attitudes are affective because they involve feelings toward an attitude object, such as a passion for Irish poetry, or an awful taste in the mouth of Georgians when speaking Russian. And lastly attitudes are behavioral because they are encouraging certain actions, such as enrolling in a Japanese language course, or hiring a prestige accent speaker for a job…" (Matos, 2010)[7]

III.2.4.1. Cognitive Component

Attitudes are formed on basis of cognition which refers to individual's beliefs towards an object, for instance, cognitive component regards always positive or negative opinions towards an object. (Kresh, 1972) In addition, Albarracin (2010) establishes that cognitive component has to do with the speaker's beliefs, values and stereotypes towards a particular language or language variety. Likewise, Gardner (1985) argues that cognitive component refers to the speaker's beliefs and opinions towards a language. Thus, all agree that Cognitive component considers that knowledge about somebody or something influences the formation of attitudes (eg. Beliefs about something, opinions, defending your opinion,

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[7] MATOS, T. (2010). Actitudes Lingüísticas Hacia el Francés como Lengua Extranjera. Universidad de los Andes Facultad de Humanidades y Educación Escuela de Letras Maestría en Lingüística. Venezuela.

reasoning, logical way of thinking, judgments, understanding and perception of the world, etc.), and these attitudes affect the perception of individual's opinion about new information, and it gives positive or negative attributes associated with an object. The cognitive component is the storage section where an individual organizes the information. (Oerter 1975)

III.2.4.2. Affective Component

The affective aspect of an attitude is related to emotions and feelings toward some pleasant or unpleasant objects (Kresh et al 1972). Adding to this, Gilbert et al (1998) explain that this affective component is linked to some experiences that people have had and make them feel, believe or have certain moods or emotions toward a person or a thing. Consequently, based on those experiences, people make a decision about certain responses toward something or somebody which can be positive or negative responses.

This component represents a person´s emotional response (eg. feeling motivated, comfortable, frustrated, feeling embarrassed, feeling grateful, feeling sad, etc.) and it is considered by many authors as the core of the attitudes, this happen because an individual's attitude towards an object cannot be determined by simply identifying its beliefs about it, the reason is that an emotion works simultaneously with the cognitive process about an attitude object. Attitudes are generally more linked to feelings and emotions than rational stances toward an object.

III.2.4.3. Behavioral Component

Gardner (1972) gives the name of connative component that regards to the speakers' tendency to behave towards a language or any object. Behavioral component involves all determinant ways to react towards an object. For instance, a person keeps a favorable attitude towards an object, he feels disposed to maintain it, and finally he will take actions to accept it. (Kresh, 1972) According to Albarracin (2010) Behavioral component refers to favorable or unfavorable actions towards the language usage or linguistic variety.

Summarizing, the behavioral component is connected to the tendency or predisposition that somebody has in order to act in a particular way toward a person, object, and situation. In this study, the students can show different actions: show frustration, produce better ideas, clear doubts about the use of English, participate in class, value teachers´ work, express Gratitude, etc.

III.2.5. Attitude vs. Behavior

David Kresh (1972) identifies behavior as the reactions of the people towards an object. These reactions are mainly based on the individual´s feelings and evaluations of the object; in other words, his attitudes. He also explains that "An individual´s behavior is highly influenced by certain psychological factors like attitudes; the circumstances and his knowledge"[8], these three factors interrelate harmoniously to come out with certain kind of behavior.

According to Baker (1992) attitude is defined as a mental state of readiness to respond to something based on experiences.

The next table show the difference between Attitude and Behavior (Surbhi S., 2017)[9]:

BASIS FOR COMPARISON	ATTITUDE	BEHAVIOR
MEANING	Attitude refers to a person's mental view, regarding the way he/she thinks or feels about someone or something.	Behavior implies the actions, moves, conduct or functions of an individual or group towards other persons.
BASED ON	Experience and observation	Situation

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[8] Krech, D. 1972. Psicología Social. Madrid Biblioteca Nueva.
[9] Surbhi S (2017). Difference between Attitude and Behavior. 2nd ed. Washington D.C. taken from https://keydifferences.com/category/general

TRAIT	Human	Inborn
WHAT IS IT?	A person's mindset.	Outward expression of attitude.
REFLECTS	What you think or feel?	What you do?
DEFINED BY	Way we perceive things.	Social Norms

Summarizing the points of view analyzed. On the one side, it is concluded that behavior is a set of reactions, which can be internal or external, voluntary or involuntary, conscious or subconscious that an individual shows to his or her environment (the atmosphere or the individuals in the classroom) at different times. These reactions reflect the individuals´ attitudes; that is to say, his/her position towards the object or the individuals in the classroom. On the other side, attitude is a predisposition to respond in a settled way to a person, event, opinion, object, etc. Education, experience, and environment are the major factors that affect a person's attitude; it has a strong impact on decisions, actions, stimuli, etc.

III.2.6. Attitude Functions

Katz (1960) and Smith et al. (1956) conceptualized five attitude functions: utilitarian, social-adjustive, value-expressive, ego-defensive, and knowledge.

III.2.6.1. Utilitarian attitudes

The models of utilitarian attitudes are consequentialist theories: which creates different acts with their consequences (Miller, 1990). It refers to theories of right action whereas the right act to choose in any situation is the one that will achieve the highest balance of pleasure over pain for all affected beings. Many attitudes serve as utilitarian function by serving to amplify rewards and reduce the punishments attained from objects in the

environment (Katz 1960, Smith et al., 1956). The human beings need to discriminate between objects that produce pleasure/increase task efficiency and those that produce pain/decrease task efficiency (Carpenter et al., 2013). An individual with a utilitarian attitude concerns with how an object will help in improving their quality of life.

III.2.6.2. Social-adjustive attitudes

A person with a social-adjustive attitude concerns with status, popularity, and how they are viewed by others and will seek objects that help in developing their desired social image (Carpenter et al., 2013). Social-adjustive functions are those which regulate relationships and enable people to climb the social ladder displaying status which are theorized to make the person more attractive or popular in the eyes of valued groups. This promotes the ability to connect with appropriate social group members and to impress or attract others.

III.2.6.3. Value-expressive attitudes

The value-expressive functions help in the outward expression of innate values. Central values tend to establish identity and gain social approval thereby showing who we are, and what we stand for. Some attitudes are meaningful to a person because they articulate beliefs that are intrinsic to that person's self-concept (i.e. their ideas about who they are). The attitude is, consequently, 'part of who they are' and the expression of it communicates important things about that person to others (Carpenter et al., 2013).

III.2.6.4. Ego-defensive attitudes

Ego-defensive attitudes allow people to avoid accepting unpleasant aspects of self in the external world. This function involves psychoanalytic principles where people use defense mechanisms to protect themselves from psychological harm. It can advocate conserving one's own self-esteem, which is held to protect oneself from threatening or undesirable truths (Bazzini & Shaffer 1995).

III.2.6.5. Knowledge attitudes

Individuals with a knowledge attitude seek to understand occurrences out of the desire to know, not because it is immediately relevant to their needs, but because they simply want to understand (Carpenter et al., 2013). Attitudes influence information processing, this type of attitudes is more accessible and it is based on more elaborate knowledge. Attitudes that serve a knowledge function has an important process: attention, perception, storage and memory. (Katz, 1960).

III.2.7. Attitude´s Theories

III.2.7.1. Theory of Reasoned Action

The Theory of Reasoned Action (TRA) is a model that finds its origins in the field of social psychology. This model developed by Fishbein and Ajzen (1975) defines the links between beliefs, attitudes, norms, intentions, and behaviors of people. This model suggests that external stimuli influence attitudes by modifying the structure of the person's beliefs. According to this model, a person's behavior is determined by its behavioral intention to perform it. Behavioral intention is also determined by the subjective norms that are themselves determined by the normative beliefs of an individual and by his motivation to comply to this norms. Fishbein and Ajzen (1975, p. 302) define the subjective norms as "the person's perception that most people who are important to him think he should or should not perform the behavior in question"[10]. Subjective norms are also one of the key determinants of behavioral intention and refer to the way perceptions of relevant groups or persons such as family members, friends, and peers may affect one's performance of the behavior. People develop certain beliefs or normative beliefs as to whether or not certain behaviors are acceptable. These beliefs shape one's perception of the behavior and determine one's intention to perform or not the behavior. However, subjective norms also take into account people's motivation to comply with their social circle's views and

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[10] Ajzen, I. & Fishbein, M. (1975). The prediction of behavioral intentions in a choice situation. Journal of Experimental Social Psychology, 5, 400.

perceptions, which vary depending on the situation and the individual's motivations. To summaries, this theory follows the next equation: Behavioral Intention = Attitude + Subjective norms.

III.2.7.2. Theory of Planned Behavior

The theory of planned behavior is an extension of the theory of reasoned action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) as in the original theory of reasoned action, a central factor in the theory of planned behavior is the person's intention to perform a given behavior. Intentions captures the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior. Although some behaviors may be influence by the intention, it is also important to take into account the non-motivational factors as availability of requisite, opportunities and resources; e.g., time, money, skills, cooperation of others, etc. Collectively, these factors represent people's actual control over the behavior. To the extent that a person has the required opportunities and resources, and intends to perform the behavior, he or she should succeed in doing so. In order to conclude, perceived behavioral control plays an important part in the theory because it causes an impact on the intentions and actions of the person, it refers to people's perception of the ease or difficulty of performing the behavior of interest. Intentions would be expected to influence performance to the extent that the person has behavioral control, and performance should increase to the extent that the person is motivated to try. In fact, the theory of planned behavior differs from the theory of reasoned action in its addition of perceived behavioral control.

According to the theory of planned behavior, perceived behavioral control, together with behavioral intention, can be used directly to predict behavioral achievement. At least two rationales can be offered for this hypothesis. First, holding intention constant, the effort expended to bring a course of behavior to a successful conclusion is likely to increase with perceived behavioral control. For instance, even if two persons have equally strong intentions to learn to ski, and both try to do so, the person who is confident that he can

master this activity is more likely to persevere than is the person who doubts his ability. The second reason for expecting a direct link between perceived behavioral control and behavioral achievement is that perceived behavioral control can substitute for a measure of real control depends on the accuracy of the perceptions. Perceived behavioral control may not be particularly realistic when a person has relatively little information about the behavior, when requirements or available resources have changed, or when new and unfamiliar elements have entered into the situation. Under those conditions, a measure of perceived behavioral control may add little to accuracy of behavioral prediction. However, to the extent that perceived control is realistic, it can be used to predict the probability of a successful behavioral attempt (Ajzen, 1985).

III.2.7.3. Theory of Cognitive Dissonance

The central proposition of Festinger's theory (1957) refers to a situation involving conflicting attitudes, beliefs or behaviors. A cognition (also called a cognitive element) is broadly defined as any belief, opinion, attitude, perception, or piece of knowledge about anything - about other persons, objects, issues, oneself, and so on (Aronson, 2004 p.78). The term cognitive dissonance is used to describe the feelings of discomfort that result when your beliefs, opinions or perceptions run counter to your behaviors and new information that is presented to you. People tend to seek consistency in their attitudes and perceptions, so when something produces mental discomfort or lack of agreement it is eliminated to restore balance. Festinger imagined a number of methods for dealing with cognitive dissonance: altering the importance of the issue or the elements involved; changing one or more of the cognitive elements; adding new elements to one side of the tension or the other; seeking consistent information, and distorting or misinterpreting dissonant evidence (Littlejohn & Foss, 2005, p. 78; O'Keefe, 2002, p. 79). Cognitive dissonance phenomena can generally be arranged into four groups: selective exposure to information, post decision dissonance, minimal justification (induced compliance), and hypocrisy induction. In order to conclude, dissonance results when an individual must choose between contradictory attitudes and behaviors. It can be eliminated by reducing

the importance of the conflicting beliefs, acquiring new beliefs that change the balance, or removing the conflicting attitude or behavior.

III.2.7.4. Theory of Self-Affirmation

Claude Steele originally popularized self-affirmation theory in the late 1980s. Self-affirmation theory begins with the premise that people are motivated to maintain the integrity of the self. Integrity can be defined as the sense that, on the whole, one is a good and appropriate person. Cultural anthropologists use the term ''appropriate'' to refer to behavior that is fitting or suitable given the cultural norms and the salient demands on people within that culture. Consequently, the standards for what it means to be a good person vary across cultures, groups, and situations. Such standards of integrity can include the importance of being intelligent, rational, independent, and autonomous, and exerting control over important outcomes. Such standards of integrity can also include the importance of being a good group member and of maintaining close relationships. Threats to self-integrity may thus take many forms but they will always involve real and perceived failures to meet culturally or socially significant standards (Leary & Baumeister, 2000). As a result, people are vigilant to events and information that call their self-integrity into question, both in their own eyes and in the eyes of others. In such situations, people try to restore the integrity of the self. In fact, the goal of protecting self-integrity, and the impact of that goal on psychology and behavior, becomes apparent when integrity is threatened. (Aronson et al., 1999; Sherman & Cohen, 2002; Steele, 1988)

There are three categories of responses that people deploy to cope with such threats. First, they can respond by accommodating to the threat. That is, they can accept the failure or the threatening information and then use it as a basis for attitudinal and behavioral change. However, to the extent that the threatened domain concerns an important part of one's identity, the need to maintain self-integrity can make it difficult to accept and to change one's attitude or behavior accordingly. A second response is defensive in nature, it involves dismissing, denying, or avoiding the threat in some way. We refer to these responses as defensive biases (see Sherman & Cohen, 2002). Although a defensive bias

can restore self-integrity, the rejection of the threatening information can lessen the probability that the person will learn from the potentially important information. The last alternative enables both the restoration of self-integrity and adaptive behavior change. People can respond to threats using the indirect psychological adaptation of affirming alternative self-resources unrelated to the provoking threat. Such ''self-affirmations'' include reflecting on important aspects of one's life irrelevant to the threat, or engaging in an activity that makes salient important values unconnected to the threatening event. Whereas defensive psychological adaptations directly address the threatening information, indirect psychological adaptations allow people to realize that their self-worth is not link on the evaluative implications of the immediate situation.

III.2.7.5. Theory of Self-Perception

Self-perception theory (SPT) is an account of attitude formation developed by psychologist Daryl Bem (1967). This theory describes the process in which people, lacking initial attitudes or emotional responses, develop them by observing their own behavior and coming to conclusions about what attitudes must have driven that behavior. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviors rationally in the same way they attempt to explain others' behaviors.

Self-perception theory is contradictory. Common knowledge would have us assume that a person's personality and attitudes drive their actions; however, self-perception theory shows that this is not always the case. In simple terms, it illustrates that "we are what we do." According to self-perception theory, we interpret our own actions the way we interpret others' actions, and our actions are often socially influenced and not produced out of our own free will, as we might expect. The theory suggests that people look at their actions just like an outsider would observe a character and make conclusions on why they were motivated to do what they did.

The self-perception theory was developed as a substitute for the cognitive dissonance theory. Experiments used to test the theory have been questioned because the participants

had not been told the pre-experiment attitude of the observed subject. It, however, makes sense that prior attitudes do not hold much significance after one observes their behavior in a more recent setting. Bem agrees that the experiments are not conclusive representations of the theory. It is easy to manipulate the result of the experiment depending on the information given to the observer. He also holds that it is possible to derive multiple interpretations from a single case.

III.3.The Role and importance of Attitudes in Second Language Learning

Attitudes play an important role on second language learning, because if speakers have positive attitudes, they will tend to acquire this language quickly. (Pausada, 1991) Likewise, if students´ attitudes are positive towards second language learning, the experience with language will be pleasant, and students will be encouraged to continue. Thus, positive attitudes tend to cause favorable experience. However, if attitudes are negative, the experiences will be perceived unfavorably. (Gardner, 1985)

The importance of attitudes in education could be specifically related to understand certain attitudes that the participants in the process of teaching and learning can have which can be linked to their performance. The study of attitudes in the field of education can be useful in order to discover if there are positive attitudes which have to be encouraged or motivated or there could be negative attitudes that affects the students´ performance which have to be modified or corrected. Because of this situation, the study of attitudes is necessary in order to understand why sometimes the teacher´s efforts are well rewarded, and other efforts are useless or futile.

Gairin (1990) considers that attitudes have an important role in education as they can influence students´ performance in the process of learning, specifically when students have negative attitudes, they can find the process of learning, very difficult. On the contrary if the attitudes are positive, learning is seen as something accessible and simple. He also points out that the connection between education and attitudes is not only because of the interest that it has in attitudes, but also because of the power that education has

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toward attitudes can contribute to characterize better the educational phenomenon, it can also be an instrument that characterizes the efficacy of the educational process. Education is an important element in the creation of permanent attitudes because of the close relationship among information received, the knowledge students will get and the way of thinking they will have.

III.4. Definition of Feedback and Corrective feedback

Meaningful feedback is conscientious. Gibbs and Simpson (2004) claim feedback can "correct errors, develop understanding through explanations, generate more learning by suggesting further specific study tasks, promote the development of generic skills by focusing on evidence of the use of skills rather than on the content, promote meta cognition by encouraging students, reflection and awareness of learning processes involved in the assignment and encourage students to continue studying" (pp. 20-21)[11].

There are many authors that talk about feedback. Wiggins, Reynolds, Hattie, Lightbown, show the differences and also similarities about the definition of feedback and corrective feedback. Feedback is the information or explanation given to describe, evaluate and advice students´ strengths and deficiencies about their use of the target language.

Knight & Yorke (2003); Poulos & Mahony (2008) contribute with a different point of view of this concept. They think that Feedback can have different functions depending on the learning environment, the needs of the learner, the purpose of the task, and the particular feedback paradigm adopted. Feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as "the most powerful single moderator that enhances achievement"[12], the author states that feedback is a significant tool that regulates students´ success in their performance. (Hattie 1999)

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[11] Gibbs, G. and Simpson, C. (2004) Conditions under Which Assessment Supports Students' Learning. Learning and Teaching in Higher Education (LATHE).
[12] Hattie, J 1999, Influences on Student Learning. Inaugural Lecture: Professor of Education, University of Auckland.

Lightbown (2000) incorporates the concept of Corrective Feedback (CF). CF is an indication for the students that their use of the target language is incorrect. CF is part of feedback that students face in classroom, it includes both explicit and implicit. Teachers can provide corrective feedback without interrupting the flow of conversation (implicit feedback) or overtly with an emphasis on the ill-formed utterance (explicit feedback).

Ellis, Loewen and Erlam (2006) stated that: "Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these." (p. 340)

Summarizing these concepts, it can be said that corrective feedback, play an important effect to students learning needs. On one side, it is part of feedback that is used to indicate students´ incorrect use of language, it can be implicit or explicitly given. On the other side, feedback is a tool for giving explanations in order to regulate student's assessment and progress. Both are part of teaching and learning process and they necessarily work together in order to have a meaningful learning. All these definitions include the learners' and teacher's participation, and thus, a classroom as the setting where CF takes place, this can also occur in naturalistic settings where native or non-native speakers can provide it.

III.4.1. Types of Corrective Feedback

Sheen (2011) and Yao (2000) classifies CF between oral and written.

III.4.1.1. None

This approach is when the teacher ignores the student's error completely. The disadvantage is that the student does not realize that he has made an error and will therefore go on using the incorrect form without knowing that it is wrong. The only small but relevant advantage for this method is that the student avoids the embarrassment of having their utterance corrected in front of his peers.

III.4.1.2. Oral Corrective Feedback:

III.4.1.2.1. Recast

According to Sheen (2011), "A recast is a reformulation of the leraner´s erroneous utterance that corrects all or part of the learner´s utterance and is embedded in the continuing discourse"[13]. On the other hand, the conversation takes place when there is a breakdown in communication, and the corrector reformulated to verify if he comprehends what is intended. For example:

    S: I have 20 years old.

    T: I am.

III.4.1.2.2. Explicit Correction

The correct form is provided by the instructor. Sheen (2011) indicates that phrases such as "It's not X but Y", "You should say X", "We say X not Y" usually goes with this treatment. Example:

    S: She go to school every day.

    T: It's not "she go", but "she goes".

III.4.1.2.3. Metalinguistic Explanation

The correct form and a meta-linguistic comment on the form is provided. Let us see the following example:

    S: Yesterday rained.

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[13] Sheen, Y. (2011). Corrective feedback, individual differences and second language learning. Dordrecht: Springer.

T: Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather. (Sample taken from Sheen, 2011)[14]

III.4.1.2.4. Repetition

In order to elicit the correct form, the wrong utterance is repeated (partially or entirely). It is suggested that this repetition is generally accompanied by some intonation change emphasizing the error or in a question form. Example:

S: I eated a sandwich.

T: I EATED a sandwich?

III.4.1.2.5. Elicitation

This strategy takes place when there is a repetition of the learners' erroneous utterance up to the point when the error occurs. This way self-correction is promoted. Example:

S: When did you went to the market?

T: When did you...?

III.4.1.2.6.Metalinguistic Clues

This strategy is similar to "explicit correction with meta-linguistic explanation" to some extent, but it differs in that there is a meta-linguistic comment by the corrector, but the correct form is not provided. Self-correction is then encouraged. Example:

S: There were many woman in the meeting.

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[14] Sheen, Y. (2011). Corrective feedback, individual differences and second language learning. Dordrecht: Springer.

T. You need plural.

III.4.1.2.7. Clarification Request

When the learner's utterance has an error and a clarification is requested: "Sorry?", "Pardon me?" I don't understand what you just said. Example:

S: How many years do you have?

T: Sorry?

III.4.1.2.8. Body Language

Jack C. Richards and Charles Lockhart (1997) say that a gesture can trigger the students' mind to correct their mistake immediately. The teacher uses either a facial expression or a body movement to indicate that what the student said is incorrect. A frown, head shaking, or finger signaling "no" can be observed. Example:

S: She doesn't can swim.

T: Mmm. (T. Shakes her head= no).

III.4.1.3. Written Corrective Feedback:

Written Corrective Feedback (WCF), which is also called error correction or grammar correction, refers to the "correction of grammatical errors for the purpose of improving a student's ability to write accurately" (Truscott, 1996, p. 329)[15]. WCF is regarded as a normal way of improving students' writing accuracy and a necessary part of the writing curriculum (Hendrickson, 1978, 1980; Truscott, 1996).

WCF can be categorized into three types: The first type is about whom should give feedback, i.e. teacher feedback or peer feedback. The second type is related to how to give

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[15] https://books.google.com.bo/books

feedback, i.e. indirect feedback or direct feedback. The third type is about the extent to which feedback is given, i.e. focused feedback or unfocused feedback as well as treatable or untreatable errors. Teacher feedback means that teachers are responsible for providing WCF to students in L2 writing classes while peer feedback refers to the comments provided by learners' peers.

III.5.The Role of Corrective Feedback in Second Language Learning

The role and importance of CF in SLL can vary from teacher to teacher. This may depend on their previous education and training, teaching experience, and their own experience as language learners, among others. CF is a very controversial issue in this regard.

The Input Hypothesis proposed by Krashen (1982 and 1985) denies that corrective feedback has an effect on second language acquisition. This hypothesis said that if teachers provide learners with input that is just beyond their competency level, then they will pick up the underlying structures. Therefore he suggests that oral competency does not have to be taught directly, but rather it will emerge once the learner acquires enough input so as to produce comprehensible input. This argument against the use of corrective feedback when learning a second language is the main argument against the effectiveness of using corrective feedback in classrooms. Other arguments include Ellis et al. (2001) commented in their study saying that the uptake of student-initiated form was higher than the teacher-initiated form because the forms that teachers place attention on may not reflect the gaps in the learner's knowledge of the target language. Although it must be noted that this argument is not against the provision of feedback entirely, since Ellis is a champion of corrective feedback, the findings of this study are merely intended to suggest that teachers should be more cautious when providing feedback to their students. This means that although it can be seen the advantages of error correction in second language learning, there is reason to say that correction in some cases may not be helpful. In a case where the correct form provided by the teacher is not the form that the student intended, the student will get confused.

Sociocultural theory argue in favor of corrective feedback´s effectiveness because it reflects a real need to the learner. What is being said is that if the learner can self-correct, then corrective feedback is not needed. Sociocultural theory also claims that one type of corrective feedback is not inherently more effective than another type. It must be highly flexible and adaptive to individual learner needs if it is to be useful at all. Seeing as it is adaptable to learner's needs in the way that there are various ways in which correction can be given to the learner. Error correction plays a big part in the role of the interlanguage of the learner because it helps them to reconsider about certain forms in the target language. (Selinker, 1972)

Perspectives toward errors have gone from the extreme of non-acceptance and preventing them at all cost, to more permissive perspectives in which errors are seen as part of the language development. It is important to consider that too much correction can sometimes have a negative effect on the learners' attitudes or performances; whereas too little CF can also be perceived by learners as a restriction for efficient and effective language learning. Finding the right balance as regards the amount of CF is, therefore, not an easy task.

III.6. Difference between Error and Mistake

The word "error" and "mistake" are considered to be synonymous, but Penny Ur (2002) made a difference between these terms. Errors are consistent and based on "mis-learned" generalizations. On the other hand, mistakes are occasional, inconsistent slips. Language teachers perceive that both mistake and error done spontaneously by the student. Again, according to Brown (2000) a mistake refers to a performance error, which is made by language learners while producing a known structure incorrectly and comes out through a slip of tongue. He also referred to it as an "unsystematic guess". Mistakes can be self-corrected by native or non-native speakers but errors cannot be done so because the mistakes do not occur from insufficiency or incompetence, whereas, errors occur for incompetence in the language.

III.7.The importance of making errors in EFL context

Errors play an important role in the learning process. Learners' errors tell to the teacher if they undertake a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn (Corder, 1981). From the analysis of the learners' errors, teachers are able to infer the nature of their knowledge at that point in their learning and discover what they still have to learn. By describing and classifying their errors, teachers may build up a picture of the features of the language which cause them learning problems. Dulay and Burt (1974) stated that error making is inevitable and that it would seem necessary and crucial to language learning. On one hand, it is a clear sign to show language learner actually develop and internalize the rules of the language. On the other hand, learner's errors provide to researchers evidence of how language is learnt and acquired, what strategies or procedures the learner employ in his discovery of the language. In fact, errors are essential to the learner himself and it is a method the learner uses to test his hypotheses about the nature of the language he is learning.

Teachers can gain much benefit from error analysis and description because errors provide them with feedback on the effectiveness of their teaching materials and their teaching techniques; with that information, the teacher modifies his teaching procedures or materials, the pace of the progress, and the amount of practice that he plans at any point of time. In addition, errors enable teachers to decide whether they can move on to the next item they have been teaching and they provide the information for designing an improved syllabus or a plan of improved teaching.

CHAPTER IV

METHODOLOGICAL FRAMEWORK

The purpose of this chapter is to explain the methodology used to complete the study. The chapter is divided into the following sections: research approach, research design, research type, population, sample, research instruments and technique and finally the procedure to apply the instrument (pilot study, instrument reliability, implementation of the final questionnaire).

IV.1. Research Approach

The research presents a quantitative approach because it collects data in order to validate a hypothesis. This approach is based on the numeric measure and the statistical analysis to establish patterns of behavior and finally validate theories. (Hernandez *et al*., 2014) Thus, this study used a quantitative approach because it helps to validate or deny the established hypothesis about students' attitudes teachers´ towards corrective feedback. The results have statistical measurement; they are most commonly reported in the form of statistical tables or graphs describing the sample.

IV.2. Research Design

The design of the investigation is non-experimental. The variables of this study are handle deliberately; it consists on observing phenomena within their natural context in order to analyze it later.

In addition, non-experimental design can be classified into two groups: on one hand, longitudinal design that collects data along periods of time in order to make inferences of changes and consequences by individuals. On the other hand, cross sectional design collects data in a specific time in order to describe and analyze variables and interactions in a given time by individuals without manipulating the object of study. (Hernandez *et al*.,

2014) For that reason, this study considers cross sectional design this to collect information at one point in time.

IV.3. Research type

There are different types of research such as: exploratory, descriptive, correlative and explicative studies. Three main purposes of this research are to describe, test, and validate findings. This study is the descriptive type which aims to specify properties, characteristics, and profiles of people, groups, communities, processes, objects and any other phenomenon that is analyzed. (Hernandez *et al*., 2014)

This study is based on descriptive research because it collects detailed information that will demonstrate students´ attitudes towards teachers´ corrective feedback and it describes the characteristics and/or behavior of the population in the world as it exists.

IV.4. Population

Population refers to a group of elements that agree with a series of specifications, in other words, all objects, phenomena or situations that can be joined due to one or more characteristics. The population of this research is focus on 70 linguistic students between male and female that are coursing the four levels of undergraduate English program at linguistic department from Universidad Mayor de San Andres in La Paz city. (Hernandez *et al*., 2014)

IV.5. Sample

A sample refers to the group of elements that are taken from a population in order to; after its study, achieve valid conclusions about the population (Hernandez *et al*., 2014). The sample is non-probabilistic, that is, a subgroup of the population in which the selection is informal. Since these levels have more than one course for each one, every English course level has its parallel A B C, it is taken only one course randomly of the four levels of

undergraduate English program of the linguistic department, each course has from 16 to 24 students. The next chart below describes in detail this sample:

English Level	Male	Female	Total
I	5	19	24
II	2	14	16
III	3	11	14
IV	2	14	16
	12	58	70

IV.6. Research Instrument

According to Hernández (2014, pág.98); "The instruments of a research are the main and most important tools in order to have success to get relevant information and data to find out the possible answers to the main question and the research hypothesis…".[16]

The research Instrument of this study is the questionnaire of Likert Scale. This is the most widely used for studies in the social area. Likert scales have emerged as the most popular scaling technique in contemporary research. This measurement tool consisted of asking a sample of participants to rate whether they agree or disagree with a collection of statements concerning the attitude under investigation giving a classification of five points (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). For instance, this study assigned a numerical value such as: 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree". When responding to a Likert item, in which 5 and 4 show positive attitude, 3 is indifferent and finally 2 and 1 are negative attitudes, it tests propositions about students´ attitudes taking into account a symmetric agree-indifference-disagree scale for a series of statements. Thus, the range captures the intensity of their attitudes for a given item. The items contain 44 propositions that express positive, indifferent and negative ideas towards Teachers

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[16] Hernández Roberto, Collado Carlos & Baptista María del Pilar, 2014. Metodología de la investigación. McGraw-Hill, México, D.F. ed 6.

corrective feedback with a clear vocabulary. So, students do not get confused or find ambiguity.

The research questionnaire based on Likert scales consist on two parts. The first part designed to obtain a preliminary overview of each respondent like gender, age, language level, etc. The second one designed to know the attitudes of the students in relation to teacher's corrective feedback. This is presented in five sections: affective component, behavioral component, cognitive component, types of corrective feedback and attitude´ theories.

The first three sections of the instrument is related the three components of attitudes: cognitive, affective and behavioral (Pratkanis, 1989). Firstly, affective component shows five items which refer to students´ affective answers, this uses key words that express feelings. Secondly, behavioral component shows five items related to students´ behavioral answer that uses key words expressing feelings. Finally, cognitive component displays seven items which refer to students´ cognitive answers using key words that involve thinking.

The last two sections are concerned to types of corrective feedback and attitude´ theories. First, the section D allows students show their attitudes according to ten different types of corrective feedback shown in the English classroom. Sheen (2011) and Yao (2000) classified Corrective feedback in: None, Recast, Explicit Correction, Metalinguistic Explanation, Repetition, Elicitation, Metalinguistic Clues, Clarification Request, Body Language, and Written Corrective Feedback. And finally, attitude´ theories designed to know students´ preferences according to the different five attitude´ theories presented: TPA (Theory of Planned Action), TSA (Theory of Self-Affirmation), TRA (Theory of Reasoned Action), TSP (Theory of Self-Perception) and TCD (Theory of Cognitive Dissonance).The section E displays in 17 items the last part of the questionnaire.

IV. 7. Procedure to apply the Instrument

The steps followed to apply the instrument are described below:

IV. 7. 1. First Stage: Pilot Study

A pilot study is a mini piece of research which is used to make sure that questions set are answerable and the tools actually work. For that reason, to get the final questionnaire, it was necessary to apply two pilot tests in order to confirm that the items are understandable and correct. The researcher personally visited and administered the questionnaires and respondents were requested to give their suggestions freely for the improvement of the final questionnaire.

On the one hand, the 1ST pilot test was applied to 19 students in IV Level of English at Linguistic Department, where 13 students were women, and 6 were men. This questionnaire was divided in two parts: the first one includes 17 measurement questions that consists of asking a sample of informants to rate whether they agree or disagree with a collection of statements concerning the attitude under investigation giving a classification of five points (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). For instance, this study assigned a numerical value such as: 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree". In case of negative items, the rating system can be reversed. It took around fifteen minutes to be answered. The other part of the 1st pilot test has three opened questions that were made to specify students' beliefs, feelings and behaviors towards teachers´ corrective feedback in classroom.

On the other hand, the 2nd pilot test was applied to 26 students in Level II of English. It was more structured because it was divided into five important sections: Section A is related with the Affective component, section B is related to Behavioral component, section C is related with Cognitive component, section D is related to types of corrective feedback and finally the section E is related with the Attitude´s theories. This pilot test only took closed questions because in the 1st pilot test the opened answers caused

confusion, it took more time to finish and some of the students did not answer, some of the handwriting was also difficult to understand. In spite of this situation, the opened answers helped to add more statement in the different sections according to the requirement of the research.

In order to conclude, during the piloting study the students were explained what the research would be about, and then they were interviewed and asked about their opinions of the questionnaire. When students finished they talked about relevant and important information such as teachers' performance and behavior when they are correcting errors, the students´ and teachers´ motivation, and classroom management. Both of the pilot tests were of high importance to the research because they helped to improve and to elaborate the final questionnaire, the most important and relevant statements were added in order to have clear and more understandable questions and also answers for a better understanding for the facilitator and respondents.

IV. 7. 2. Second Stage: Instrument Reliability

To get to the final questionnaire with the characteristics mentioned earlier, the questionnaire was applied in two different times in order to confirm the clarity of the affirmations, verifying whether they were able to show the students' attitudes towards teachers´ corrective feedback. Also, it was used the SPSS[17] program version 10.0 for Windows that has allowed doing the charts and percentages that describe the final results. What is more, the bivariate reliability coefficient was applied to check the questionnaire discrepancies which is of high reliability.

IV. 7. 3. Third Stage: Implementation of Final Questionnaire

After having designed the final questionnaire, it was applied to the sample. For this, the questionnaire was applied to the 70 linguistic´ students in different days of the week because they have different schedules and different parallels (A, B, C and D) in each level (I, II, II, and IV), it took between 10 and 15 minutes each course. It does not have the same

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[17] Statistical Package for Social Science Program

quantity of men and women in each group because it was taken randomly and in their natural context. The levels show small quantity of male students in the linguistic Department.

IV. 7. 4. Fourth Stage: Final Data collection and Processing

The questionnaire was divided in two parts: The research questionnaire consists of two parts. The first part designed to obtain a preliminary overview of each respondent, this information helps to classify students´ gender, age, language level and if students assist or not to an English Institute before.

The second part uses the Likert Scale principles. It contains 44 closed items related to students´ attitudes towards teachers´ corrective feedback. This second part is subdivided into five sections: affective component, behavioral component, cognitive component, types of corrective feedback and attitude´ theories.

This scale was created following the principles of Likert scale, where the reviewers choose between the following answers: 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree". When responding to a Likert item, in which 5 and 4 show positive attitude, 3 is indifferent and finally 2 and 1 are negative attitudes, it tests propositions about students´ attitudes taking into account a symmetric agree-indifference-disagree scale for a series of statements. Next, attitude components, types of corrective feedback and attitude´ theories were separately analyzed in order to get data about which one is the most frequent on students' attitudes. Finally, the results were processed through the computer program SPSS (Statistical Package for Social Science).

CHAPTER V

DATA ANALYSIS AND INTERPRETATION

V.1. DATA ANALYSIS

This study aimed to investigate students´ attitudes towards teacher´s corrective feedback at English language levels from linguistic department. The questionnaire consists of two parts. The first part designed to obtain a preliminary overview of each respondent like gender, age, language level, etc. The second one designed to know the attitudes of the students in relation to teacher's corrective feedback. The analysis and results of the study are presented in five sections: a) AFFECTIVE COMPONENT which refer to students´ affective answers towards corrective feedback in English Classroom, b) BEHAVIORAL COMPONENT related with students´ behavioral answers towards corrective feedback in English Classroom, c) COGNITIVE COMPONENT which refer to students´ cognitive answers of corrective feedback in English Classroom, d) TYPES OF CORRECTIVE FEEDBACK which allows students show their attitudes according to the different types of corrective feedback. And finally, e) ATTITUDE´ THEORIES designed to know students´ preferences according to the different attitude´ theories.

The questionnaire was designed with 44 closed questions that expressed the options measured by scales from 1 to 5; being 5 = "strongly agree ", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree" and 1 = "strongly disagree"; in which 5 and 4 show positive attitude, 3 is indifferent and finally 2 and 1 are negative attitudes . This Likert Scale questionnaire was administered to 70 students, going from minimum 10 to maximum 26 students for each of the four English levels, who indicated their grade of agreement or disagreement towards teacher´ corrective feedback at English classroom.

V.2. STUDENTS GENERAL OVERVIEW

The following graphs below describe in percentages students' responses of the first part of the test, they show variables of gender, age, language Level, school of precedence and also if students studied or not in an English Institute.

FIGURE 1
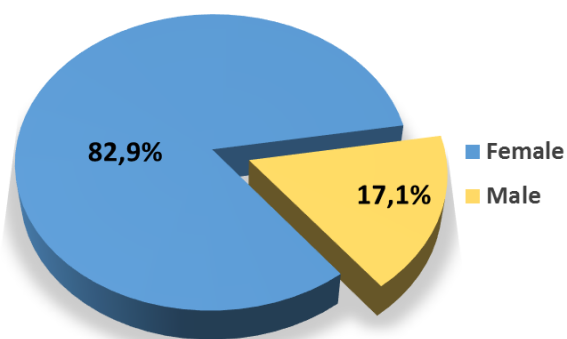
Gender	Frequency	Percentage
Female	58	82,9%
Male	12	17,1%
Total	70	100

(Table N° 1)

According to the data obtained regarding gender of English students at the Linguistics and Languages Department, the graph shows that the majority of the students in the 4th levels of English language belongs to the female gender with 82,9%, while the male gender is represented by 17,1% making a total of 100% (70 participants in total).

FIGURE 2
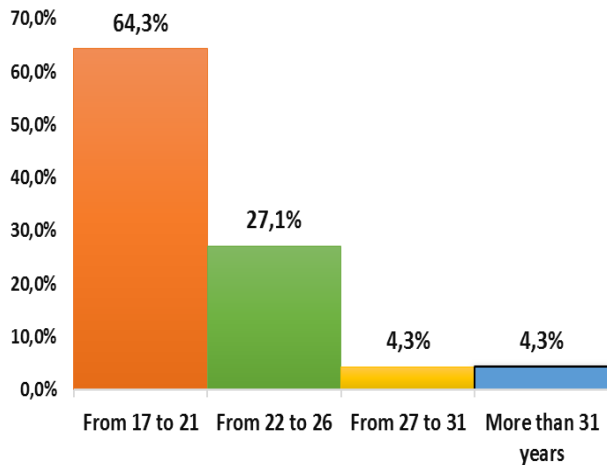
Age	Frequency	Percentage
From 17 to 21	45	64,3%
From 22 to 26	19	27,1%
From 27 to 31	3	4,3%
More than 31	3	4,3%
Total	**70**	**100%**

(Table N°2)

In relation to Linguistic' students age, it can be said that the majority of the English students in the 4th levels between the ages 17 and 21 with 64,3%. Then, the students from 22 to 26 have 27,1%. And finally, there are few students that have more than 31 years old with 4,3%.

FIGURE 3
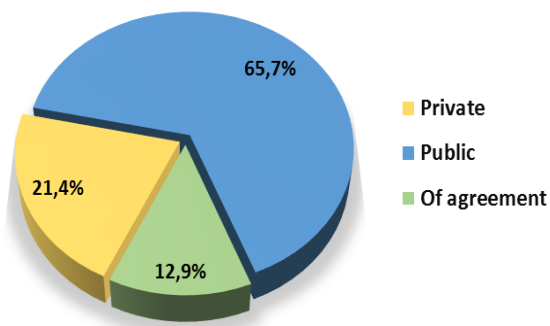
In which school did you study?

School	Frequency	Percentage
Private	15	21,4%
Public	46	65,7%
Of agreement	9	12,9%
Total	**70**	**100%**

(Table N°3)

Regarding school of precedence, the graph shows that the majority of the Linguistic' students studied in Public schools with 65,7%, then it is shown that private schools had the second place with the 21, 4% and finally the schools of agreement with the 12,9%.

FIGURE 4
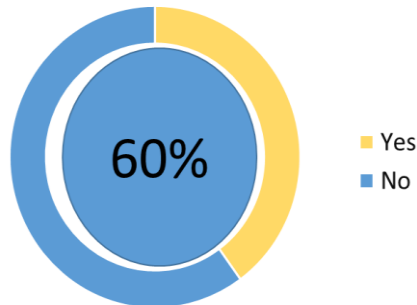
Did you study English in an Institute?

(Table N°4)

Answer	Frequency	Percentage
Yes	28	40%
No	42	60%
Total	**70**	**100%**

Regarding the Institute, the graph shows that the majority of the Linguistic students' didn´t study in an English Institute with 60% and the minority with 40%. So, it can be concluded that the most of the students learned English for the first time in the 4th levels of the Linguistic Department.

FIGURE 5
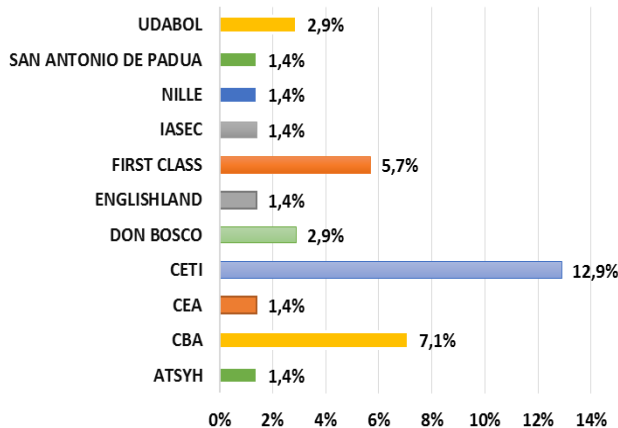
In which Institute did you Study?

(Table N°5)

Institutes	Frequency	Percentage
ATSYH	1	1,4%
CBA	5	7,1%
CEA	1	1,4%
CETI	9	12,9%
DON BOSCO	2	2,9%
ENGLISHLAND	1	1,4%
FIRST CLASS	4	5,7%
IASEC	1	1,4%
NILLE	1	1,4%
SAN ANTONIO DE PADUA	1	1,4%
UDABOL	2	2,9%
Total	**28**	**100%**

There were so many options about the English Institutes in which Linguistic students studied, but the three options in which students choose to study the most; the first place is CETI Institute with the 12,9%, the second place is CBA with 7,1% and in the third place First Class with the 5,7%

V.3. RESULTS OF STUDENTS' ATTITUDES TOWARDS TEACHERS' CORRECTIVE FEEDBACK (COGNITIVE, AFFECTIVE AND BEHAVIORAL)

FIGURE 6

The following graph shows the frequency of favorability, indifference or unfavorability of students towards teachers´ corrections, this graph displays the three components of students´ attitudes together; cognitive, affective and behavioral. Each one of these numbers is represented as follow: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree. The results obtained show that students are indifferent, but the frequency goes between indifferent and favorability, this means that not all the students think, feel and behave in a negative way when they receive corrections at English classes on 4th levels of Linguistic´ department.
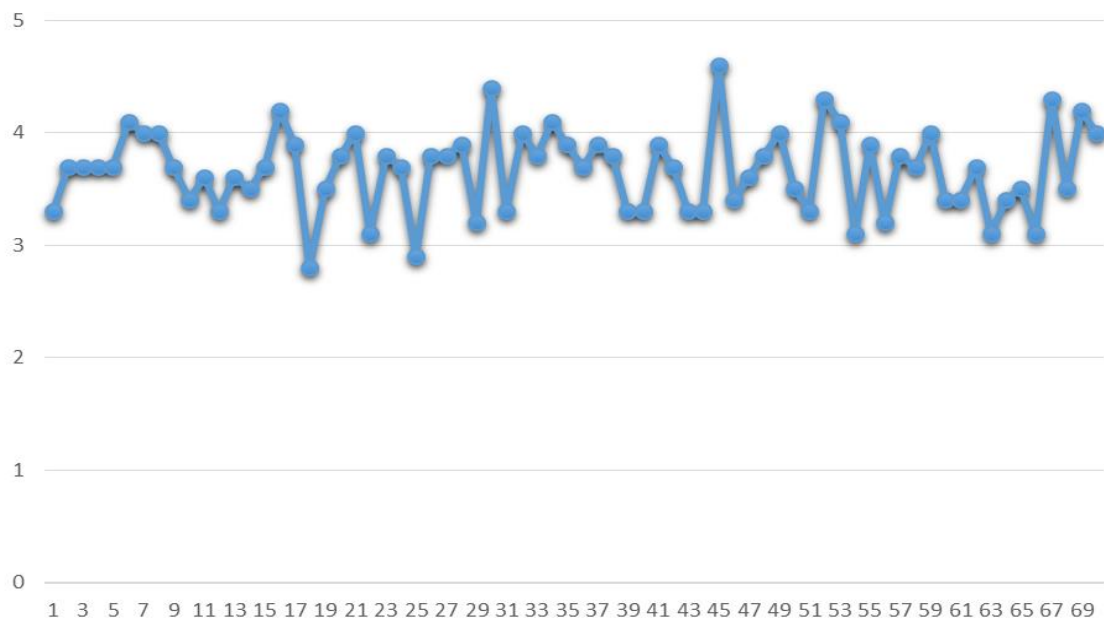
FIGURE 7

STUDENTS´ ATTITUDE TOWARS TEACHER´S CORRECTIVE FEEDBACK
(Affective, Behavioral and Cognitive)

Attitudes in Section A,B and C

Attitudes	Frequency	Percentage
Negative	12	17,1%
Indiferente	45	64,3%
Positive	13	18,6%
Total	**70**	**100%**

(Table N°6)
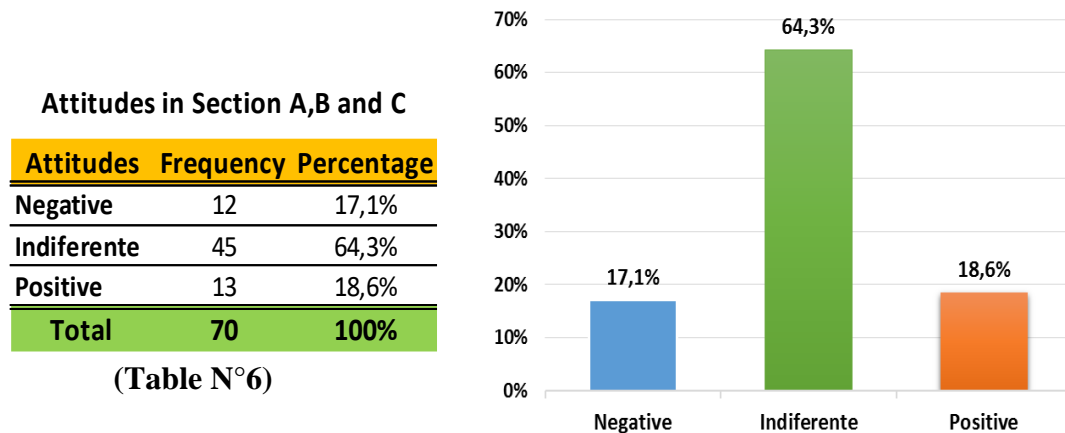
The following graph is related to the second part of the questionnaire showing in percentages the results of attitude components together (section A, B and C): cognitive, affective and behavioral attitudes towards teachers´ corrective feedback.

The questionnaire, in general, shows that students are indifferent towards corrections with 64,3%, and then 18,6% have positive and finally 17,1% have negative attitudes. Even though corrections are very important to make a progress in learning, students in the 4th levels of English language display indifference towards it. This kind of attitude means that students consider Corrective Feedback to be neither good nor bad, evaluative neutral, impartial, without interest or concern. This was carried out with the purpose to determine how students think, feel and behave towards correction in the English classroom.

FIGURE 8

STUDENTS´ AFFECTIVE ATTITUDE
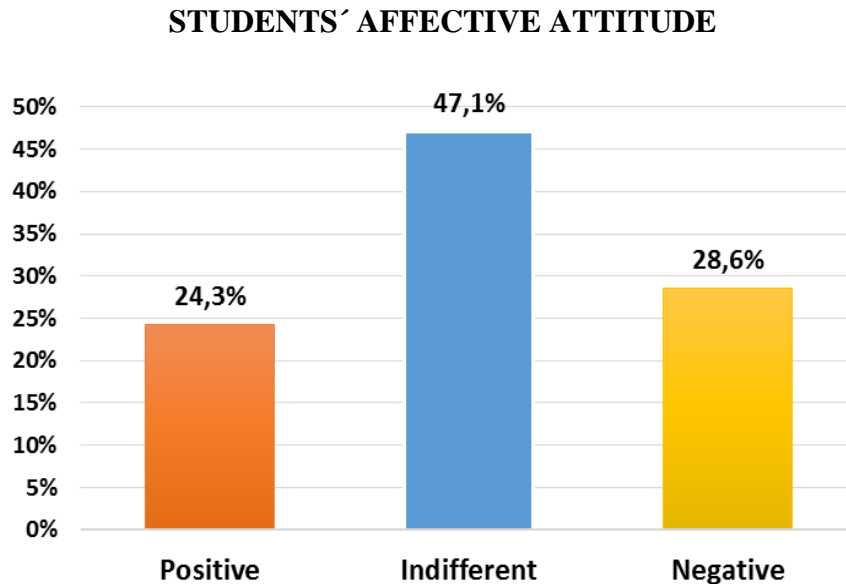
The first section of the test, from number 1 to 5 of the questionnaire, has statements related to affective component i.e. students' feelings towards teachers' corrective feedback in the classroom. The group consists of the following items:

- Las correcciones motivan al estudiante.
- El estudiante siente vergüenza cuando se le corrige.
- Las correcciones causan frustración en el estudiante.
- Las correcciones producen agradecimiento en los estudiantes.
- La corrección de los errores provocan tristeza en el estudiante.

Statements were grouped for simplicity of analysis in different sections for each of the attitude components, this part is about students' feeling towards teachers' corrections. The graph above illustrates that a major group of students (47,1%) show indifference. Then, more than one quarter of participants (28,6%) have negative attitude. Finally, the other group (24,3%) has positive attitudes towards teachers' corrective feedback.

Linguistic´ students demonstrate impartial and neutral feelings or emotions towards teachers corrective feedback with the highest percent (47,1%) in this section.

FIGURE 9

STUDENTS´ BEHAVIORAL ATTITUDE
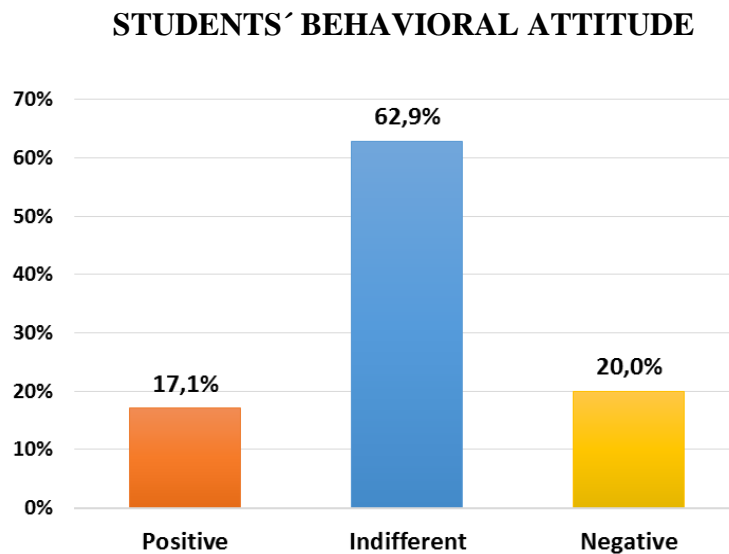
The second section of the test, from numbers 6 to 10 of the questionnaire, has statements related to behavioral component i.e. students' actions towards teachers' corrective feedback in the classroom. The group consists of the following items:

- El estudiante es indiferente ante la corrección de errores del docente.
- Las ideas se conectan de mejor manera cuando el docente no corrige al estudiante al escuchar algún error.
- La corrección de errores ayuda a despejar dudas acerca del uso de la lengua.
- El estudiante valora que el docente vea lo positivo que realizo más que se enfoque solo en sus errores.
- El estudiante demuestra frustración cuando el docente corrige mucho en clases.

Statements were grouped for simplicity of analysis, this section is about students' actions towards teachers' corrections. The graph above illustrates that a major group of students

(62,9%) show indifference. Then, less than one quarter of participants (20%) have negative attitude. Finally, the other group (17,1%) has positve attitudes towards teachers' corrective feedback.

Linguistic´ students demonstrate neither good nor bad tendency to act when teachers correct them in classes with the highest percentage (62,9%) of this section.

FIGURE 10

STUDENTS´ COGNITIVE ATTITUDE
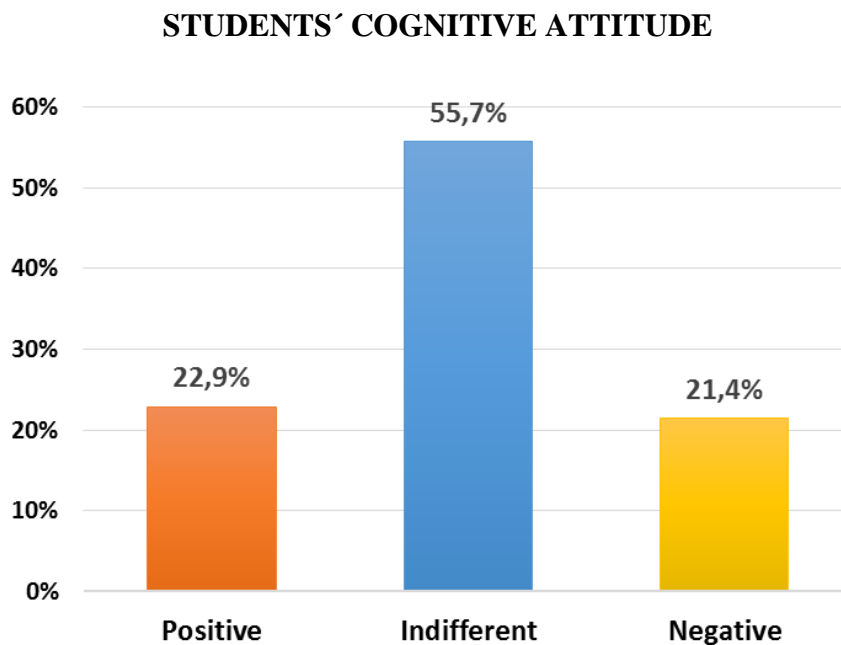
The third section of the test, from numbers 11 to 17 of the questionnaire, has statements related to cognitive component i.e. students' beliefs and opinions towards teachers' corrective feedback. The group consists of the following opinions:

- El docente debe corregir al estudiante en el momento que cometió el error.
- La corrección de los errores se deben realizar al finalizar la clase.
- Todas las habilidades lingüísticas (listening, speaking, reading and writting) tienen que ser corregidas con la misma importancia.

- Corregir el habla del estudiante en el idioma inglés es indispensable para que pueda expresarse de manera satisfactoria.
- La corrección de errores es muy importante para la adquisición de una lengua extranjera.
- La corrección de errores daña la autoestima de los estudiantes.
- Los docentes deben tomar con mucha responsabilidad la corrección de errores.

Statements were grouped for simplicity of analysis, this part is about students' opinions towards teachers' corrections. The graph above illustrates that a major group of students (55,7%) show indifference. Then, the rest of the participants have almost the same percentage in positive (22,9%) and negative (21,4%) attitudes.

Linguistic´ students show neutral and impartial beliefs or opinions towards teachers´ corrective feedback with the highest percentage (55,7%) of this section.

FIGURE 11

STUDENTS´ ATTITUDES IN RELATION TO GENDER
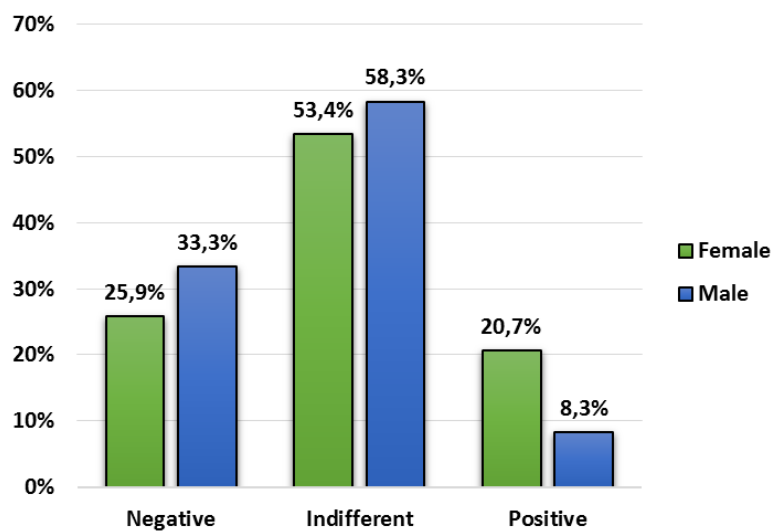
Regarding students´ gender and their attitudes in relation to teachers´ corrective feedback, the graph shows that 58,3% of men are more indifferent than women 53,4%. Then, men

show more negative attitudes 33,3% than women 25,9%. Finally, women have more positive attitudes 20,7% than men 8,3%.

Linguistic women students are less indifferent and they have more positive attitudes than men towards teachers´ corrective feedback.

FIGURE 12

STUDENTS´ ATTITUDES IN RELATION TO SCHOOL OF PROCEDENCE
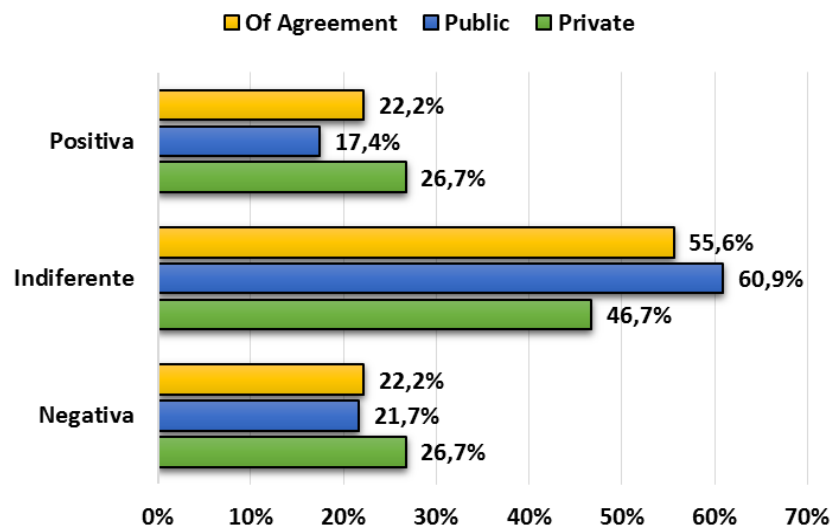
Regarding students´ attitudes towards teachers´ corrections in relation to school of precedence, the graph shows that students that study in public schools 60,9% are more indifferent than schools of agreement 55,6% and private schools in the last place with 46,7%. Then, students from private schools 26,7% have more positive attitudes than students from schools of agreement 22,2% and public schools 17,4%. Finally, students from private schools 26,7% have more negative attitudes than students from schools of agreement 22,2% and public schools 21,7%.

FIGURE 13

STUDENTS´ ATTITUDES IN RELATION TO PREVIOUS ENGLISH PREPARATION IN AN INSTITUTE
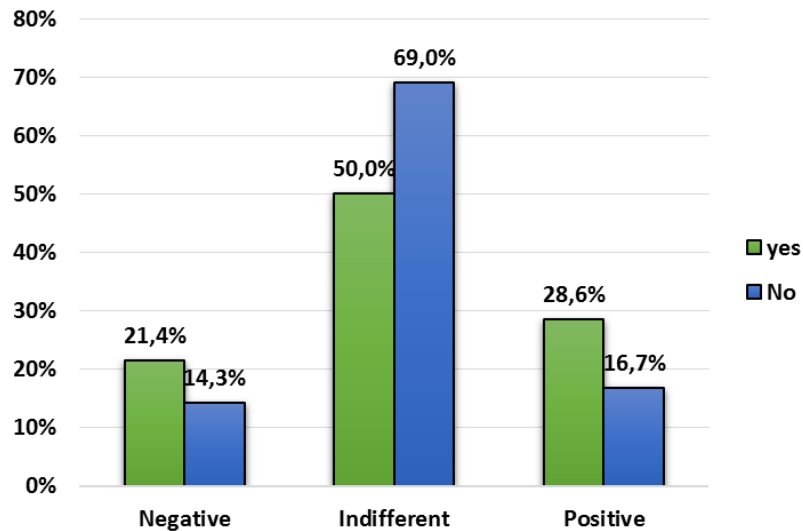
Concerning students´ attitudes in relation to previous English preparation in an institute, 69% of students that didn´t study in an Institute display indifference towards teachers´ corrections and the students that study in an English Institute before entering to the 4th levels are 50% indifferent. In the part of positive attitudes, students that studied in an Institute have more positive attitudes 28,6% than the ones that didn´t attend an Institute 16,7%. In relation to negative attitudes, students that study in an Institute 21,4% show more negative attitudes than students that didn´ t assit to an Institute with 14,3%. To conclude, linguistic students´ that assist to an English Institute and the one that didn´t assist, in general demonstrate indifference with 61,4% towards corrections.

According to positive attitude, Linguistic´ students that studied in an Institute demonstrate better predisposition than the ones that didn´t attend an Institute. This means that students that attend an Institute before are more comfortable with teachers´ corrections because they feel corrective feedback was productive and helpful to improve in the English language.

FIGURE 14

STUDENTS´ ATTITUDES IN RELATION TO ENGLISH LEVELS
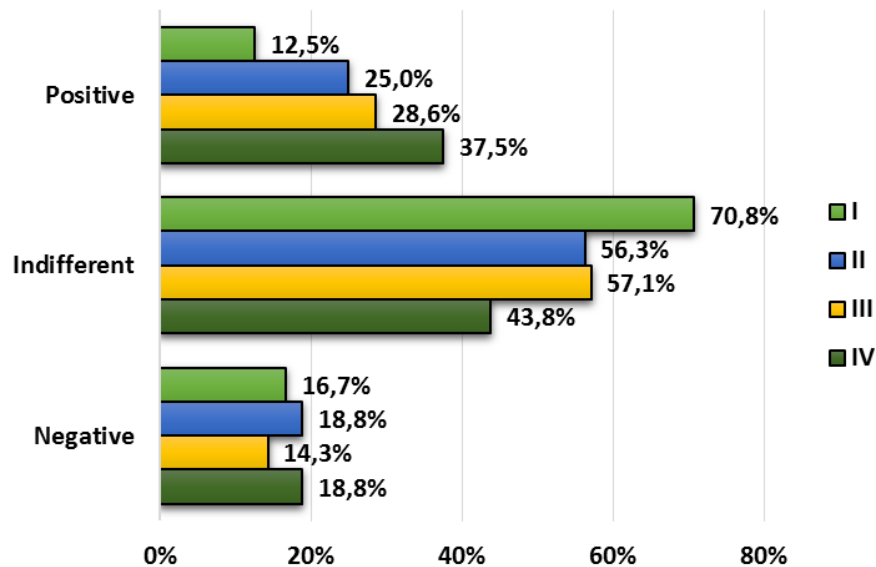
The graph above show the students´ attitudes towards teachers´ corrections in relation to English Levels. On the one hand the positive attitude, the level IV 37,5% displays more positive attitude than the levels III with 28,6%, level II with 25,0%, and level I with 12,5%. On the other hand the indifferent part, the level I 70,8% displays more indifference than the levels II with 56,3%, level III with 57,1%, and level IV with 43,8%. Finally the negative attitude, the levels II and IV both show more negative attitude with 18,8% than level I with 16,7% and level III with 14,3%. In order to conclude, the level IV shows positive attitude 37,5% than the other levels, the level I shows indifference 70,8% and the level II shows negative attitude 18,8% towards teachers´ corrective feedback.

Linguistic´ students of the level IV demonstrate better predisposition to corrective feedback than the other levels, this means that in the previous levels they recognize its value and in order to get to the English specialty without hesitation and mistakes, they accept teachers' correction with a positive attitude

FIGURE 15

STUDENTS´ PREFERENCE TOWARDS TYPES OF CORRECTIVE FEEDBACK
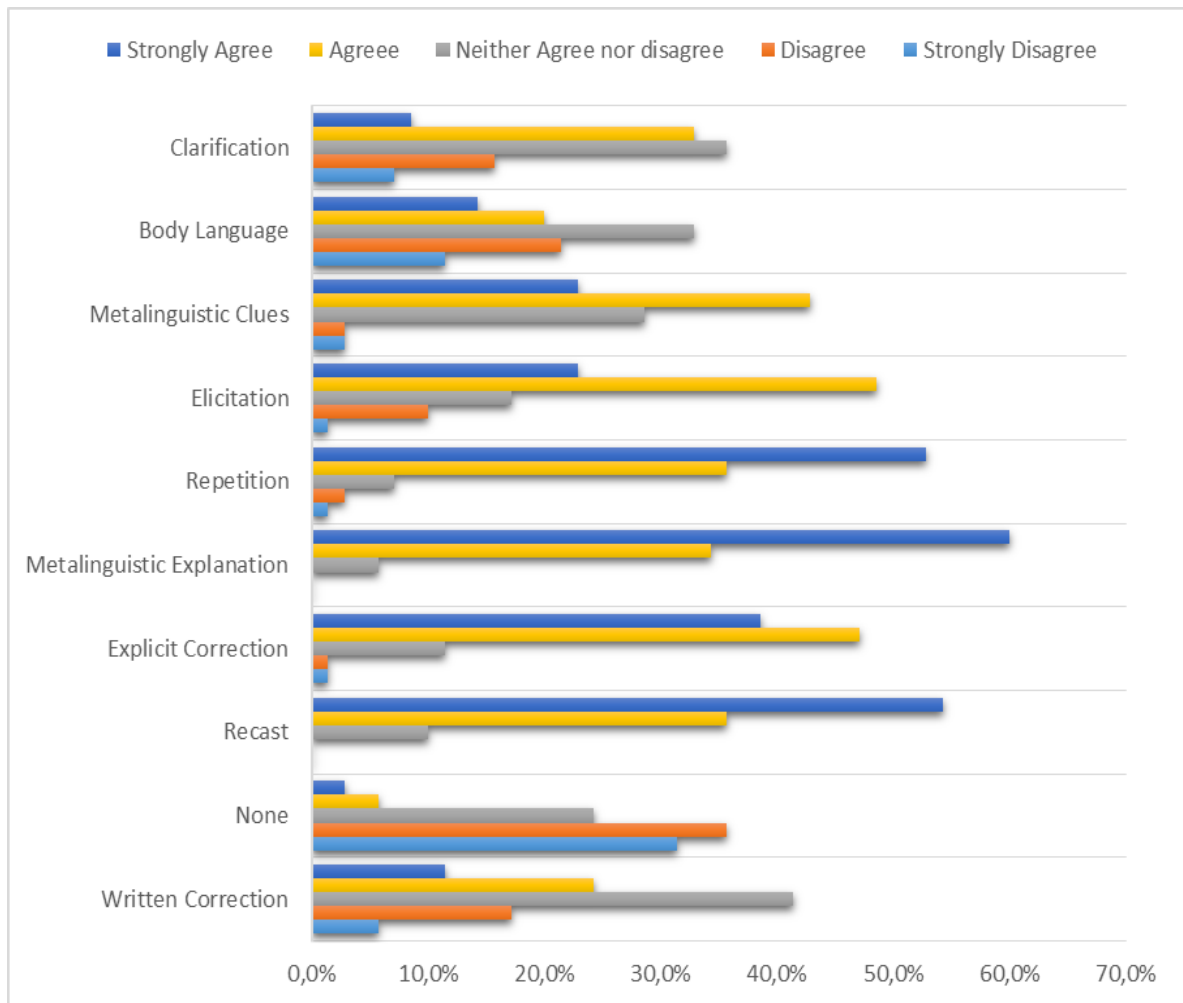
The section D of the test has 10 statements related to the types of Corrective Feedback, from the numbers 18 to 27 of the questionnaire, the graph above presents in percentages the opinion of the students in the 4th levels of the linguistic department.

The first three places of the types of correction in which students show positive attitudes (strongly agree and agree) are:

First of all, the type of correction that has the majority of percentage in positive attitude is metalinguistic explanation with 94,3%, this means that linguistic students prefer to be corrected directly by being explained the part of the grammar structure in which they were wrong. In second place, the type of correction called Recast with 90,0%, in this case the students prefer to be corrected by reformulating the sentence in which the error was found. In the third place, Repetition with 88,6%, in this kind of correction the teacher repeats the part in which the student made the mistake emphatically.

On the other hand we have the types of corrections in which students have negative attitudes (strongly disagree and disagree), these are:

First, the type of correction in which students show the majority of negative attitude is the one that is called None with 67,1%, that is when the teacher ignores the student's error completely. The disadvantage is that the student does not realize that he has made an error and will therefore go on using the incorrect form without knowing that it is wrong. Second, Body Language with 32,8%, this type of correction occurs when the teacher corrects through gestures or body language to the student. Third, we have another type of correction called Clarification with 15.7%, in which the teacher asks the student for a clarification of what he/she said so the student realizes the error.

Summarizing section D, it is also shown the indifferent part, the type of correction that shows more indifference is the Written Correction with the 41,1%, because even this kind of correction is more comfortable than being corrected orally is the less important and revised by students.

V.5. ANALYSIS AND INTERPRETATION

The present section was made with the purpose of having more clarity with the results in relation to research questions, hypothesis, general objective, and specific objectives in the same order as it was established.

V.5.1. ANALYSIS AND INTERPRETATION OF THE RESEARCH QUESTION AND GENERAL OBJECTIVE

The first part of the interpretation goes with the answer of the research question that works together with the general objective:

R.Q.: What is the students´ attitude towards Teachers´ corrective feedback in the four English language levels from Linguistic Department?

G.O.: To identify students´ attitudes towards teachers´ corrective feedback in the four English Language levels from Linguistic Department.

Attitudes in Section A,B and C

Attitudes	Frequency	Percentage
Negative	12	17,1%
Indiferent	45	64,3%
Positive	13	18,6%
Total	**70**	**100%**

This part of the analysis is the most important section of the research because it shows what the researcher expect to achieve in general terms.

In order to answer the research question and achieve the general objective, it is necessary to explain what an attitude is, attitudes represent the evaluations, preferences or rejections based on the information people receive. In this case the evaluations, preferences and rejections students´ have about Teachers´ corrective feedback in the classroom, the attitude can´t function separately from its ABC components, It is a generalized tendency to think (Cognitive) or act (Behavioral) in a certain way in respect of some object or

situation, often accompanied by feelings (Affective). It is a learned predisposition students have to respond in a consistent manner with respect to teachers´ corrective feedback.

In order to achieve the general objective and to answer the research question, the table above shows the results of attitude components together (section A, B and C): cognitive, affective and behavioral. The questionnaire, in general, shows that the 70 Linguistic´ students of the four levels show indifference towards correction with 64,3%, then 18,6% have positive and finally 17,1% have negative attitudes towards teachers´ corrections. Even though corrections are very important to make a progress in learning, students in the four levels of English language have the predisposition to behave, think and act in an indifferent way towards it. Based on the theory, as indifference is a term that may have different meanings depending on its context of use, in this research it is discussed referring to things that just don't make any difference, and students are therefore entitled to ignore teachers´ corrections; this kind of attitude performs the utilitarian function by serving to amplify rewards and minimize the punishments attained from teachers´ corrections, they prefer to reduce the pain it produces by taking corrective feedback to be neither good nor bad, evaluative neutral, impartial, without interest or concern (Katz 1960, Smith et al., 1956).

V.5.2. ANALYSIS AND INTERPRETATION OF THE HYPOTHESIS

H: Linguistic students' express positive attitude towards teachers´ corrective feedback in the 4th English language levels from the Linguistic Department.

The hypothesis of the thesis will be proved if the majority (more than 51%) of the 70 surveyed students of the four language levels, answer in a positive way in each of the three sections of the questionnaire; a) Affective Component, b) Behavioral Component and c) Cognitive Component. It is necessary to explain what a positive attitude is, Positive attitudes refer to thinking, feeling and acting which are in favor towards a specific person, object, situation, etc. (Albarracin, 2010). Regarding language, positive attitudes establish predisposition to learn in an enthusiastic way.

The statistical operations used to check the hypothesis formulated were the percentages´ calculation for each of the three sections, as well as the 17 questions divided into the three respective sections, those questions are related to attitudes and their components, this was made to obtain the values that will help the verification of the hypothesis.

Affective Attitudes

Attitudes	Frequency	Percentage
Positive	17	24,3%
Indifferent	33	47,1%
Negative	20	28,6%
Total	70	100%

(Table N° 7)

According to the first section of the test, it shows five questions about the affective component that talks about students' feelings and emotions towards teachers' corrections in the classroom, the group consists of the following items:

- Corrective Feedback motivate to the student.
- The student feels ashamed when he/she is corrected.
- Corrective Feedback cause frustration in the student.
- Corrective Feedback produce gratitude in students.
- Correcting mistakes causes sadness in the student

Those statements were grouped for simplicity of analysis, the table above illustrates that a major group of students (47,1%) show indifference. Then, more than one quarter of participants (28,6%) have negative attitude. Finally, the other group (24,3%) has positive attitudes towards teachers' corrective feedback. In this section the positive attitude displays the lowest percentage with 24,3%.

Behavioral Attitudes

Attitudes	Frequency	Percentage
Positive	12	17,1%
Indifferent	44	62,9%
Negative	14	20,0%
Total	**70**	**100%**

(Table N°9)

In regard of the second section of the test, behavioral attitudes, it consists of the students'
tendency to behave in a particular way toward teachers´ corrections. It refers to that part
of attitude which reflects the intention of the students in the short-run or long run. This
part of the test has five affirmations that consists of the following items:

- The student is indifferent towards teachers´ correction.
- Students connect their Ideas better when teachers don´t correct them when hearing
  an error.
- The correction of errors helps to clear doubts about the language use.
- The student appreciates when teacher looks for the positive aspects rather than
  focusing only on their mistakes.
- The student shows frustration when the teacher corrects too many times in the
  class.

Those statements were grouped for simplicity of analysis and the table above illustrates
that a major group of students (62,9%) show indifference. Then, less than one quarter of
participants (20%) have negative attitude. Finally, the other group (17,1%) has positive
attitudes towards teachers' corrective feedback. In this section, the positive attitude shows
the lowest percentage with 17,1%.

Cognitive Attitude

Attitudes	Frequency	Percentage
Positive	16	22,9%
Indifferent	39	55,7%
Negative	15	21,4%
Total	70	100%

(Table N° 10)

The third section of the test talks about Cognitive attitudes that refers to the beliefs, thoughts, and attributes that students would associate with teachers' corrections in the classroom, the group consists of the following students´ opinions and beliefs:

- The teacher must correct the student at the time he/she made the mistake.
- The teachers must correct the students´ errors at the end of the class.
- All language skills (listening, speaking, reading and writing) have to be corrected with the same importance.
- Correcting the student's speaking in the English language is essential for him/her to express satisfactorily.
- The correction of errors is very important for the acquisition of a foreign language.
- Correcting mistakes hurts students' self-esteem.
- Teachers must take with responsibility corrective feedback in the classroom.

Those statements were grouped for simplicity of analysis and the table above illustrates that a major group of students (55,7%) show indifference. Then, the rest of the participants have almost the same percentage in positive (22,9%) and negative (21,4%) attitudes. In this section, the negative attitude shows the lowest percentage with 21,4%.

The results obtained express that the hypothesis was not verified since the linguistics students manifest that most of the positive percentages of the Cognitive (22,9%), behavioral (17,1%) and affective aspects (24,3%) were under 51%. In the final count of the three components, it was demonstrated that linguistic´ students were indifferent with 64.3% towards corrections, this can be seen in figure 7 of the data analysis, this means

that the students do not have a positive or negative attitude towards teachers´ corrective feedback, they do not feel that CF has the necessary importance to be taken into account in English classes.

V.5.3. ANALYSIS AND INTERPRETATION OF THE SPECIFIC OBJECTIVES

S. O. 1: To analyze the results of attitude components: cognitive, affective and behavioral expressed by students towards Teacher´s corrective feedback.

The first specific objective works with the analysis of the three components of attitudes. Pratkanis (1989) establishes that the internal structure of attitudes can be described in terms of: cognitive, affective and behavioral. It is important to include the three components in order to measure attitudes appropriately. These components are related to students´ thinking, feeling and acting towards Teachers´ corrective feedback (CF).

In view of attitudes´ internal structure, this study analyzed separately its components. Even though most of the students are indifferent towards teachers' corrections, the highest percentages of positive and negative attitudes take place in this analysis.

Regarding affective component, students show high percentage of negative attitude (28,6%). It is considered by many authors as the core of the attitudes, this happen because the student's attitude towards teachers corrections cannot be determined by simply identifying their beliefs about it, the reason is that an emotion works simultaneously with the cognitive process. In this affective component, the questionnaire show high percentage in the affirmation 2 and 3 of the section A; "The students feel ashamed when teacher correct them" with 30,6% and "The correction in the classroom frustrate students" with 21,3%. This negative affective attitude performs the ego-defensive function because it allows people to avoid accepting unpleasant aspects of self in the external world. Linguistic´ students use defense mechanisms to protect themselves from psychological harm that produces teachers´ corrections (frustration, shame, etc). It can advocate conserving students´ own self-esteem that´s why they demonstrate negative attitude to those feelings. (Bazzini & Shaffer 1995)

Regarding behavioral component, the highest percentage shows students' negative attitude towards teachers´ corrections with 20,0%. This means that students´ actions (verbal or nonverbal) show negative responses towards corrections. The affirmations 7 and 10 of the questionnaire in the section B shows the majority of the students´ behavior, "The students demonstrate frustration when teachers corrects constantly in the classroom" with 28,5% and "When teachers´ correct students, they cannot connect their ideas in their participation" with 19,4%.

Regarding cognitive component, it has 22,9% of positive attitude and it considers that knowledge and opinions that linguistic´ students have about Teachers´ corrections show good perception of it in the classroom and therefore students display positive cognitive attitude. Besides students have negative feelings and actions when teachers correct them, in general they think corrections are important and it is supported by the next affirmations 13 and 15 from the questionnaire in the section C; "All the Linguistic´ competences (listening, speaking, reading and writing) have to be corrected with the same level of importance" with 35,4% and "The Teachers´ corrective feedback is vital to acquire a L2" with 23,7%.

The analysis of the three components make, the researcher, to examine that linguistic students manifest two attitude theories: Self-affirmation and Cognitive Dissonance. Linguistic´ students show negative feelings and actions as frustration, shame and lack of participation in class because they are not feeling comfortable with teachers´ corrective feedback. This feelings and actions influence their behavior since they are being confronted with information that contradicts or threatens their sense of self (intelligence, rational, exerting control, etc.), this theory suggests that when students are being confronted and their integrity is threatened, they practice self-affirmation with their core values because it is beneficial for improving their performance (Steele C., 1980). But on the other side, linguistic´ students demonstrate dissonance showing contradiction between their thinking, feeling and acting towards CF, they try to eliminate this contradiction by

reducing the importance of their feelings and actions when teachers corrects, instead students acquire the balance in their thinking, demonstrating that CF is vital to acquire a new language and looking to its benefits (Festinger, 1957).

S. O. 2: To determine which male or female students´ show higher positive attitude towards teachers´ corrective feedback.

The second specific objective is related to gender and students´ preferences at the moment of receiving corrections, it is a very important factor because male and female have different way of thinking about learning language and different predisposition to corrective feedback.   **(Table N° 11)**

Gender		Attitudes			Total
		Negative	Indifferent	Positive	
Female	Recount	15	31	12	58
	%	25,9%	53,4%	20,7%	100%
Male	Recount	4	7	1	12
	%	33,3%	58,3%	8,3%	100%
Total	Recount	19	38	13	70
	%	27,1%	54,3%	18,6%	100,0%

The table above show that 58,3% of men are more indifferent than women 53,4%. Besides the indifferent part, talking about negative attitudes men (33,3%) show more negative attitudes than women (25,9%); and talking about positive attitudes, women (20,7%) have more positive attitudes than men (8,3%). It means that female linguistic students have better predisposition to teachers´ correction in the four English language levels from the Department.

S. O. 3: To determine the age of linguistic students´ that show higher positive attitude towards teachers´ corrective feedback.

The third specific objective is related to the students´ age. Age is considered an important factor in learning preferences and outcomes. Researchers have characterized younger students (from 17 to 25 years old) as comfortable with technology, prefer interactive

classrooms with individual feedback, peer collaboration, multi-task with ease, collaborative databases and demonstrate intolerance for traditional lecture style teaching. Adult learners (from 26 to more than 31 years old) tend more toward independence, autonomy, self- directed and goal oriented (Carlson, 2005). These findings highlight the significant difference between learners age, the next table will show the different ages linguistic students have and their attitudes towards corrections in classroom:

Age	Attitudes			Total
	Negative	Indifferent	Positive	
Between 17 to 21 (Youth)	22,20%	53,30%	24,40%	100%
Between 22 to 26 (Young Adult)	21,10%	68,40%	10,50%	100%
Between 27 to more than 31 (Adult)	33,30%	59,80%	6,90%	100%
Total	25,50%	60,50%	13,90%	100%

(Table N° 12)

The table above explains that linguistic students´ varies between 17 to more than 31 years old; on the one hand, linguistic students (from 22 to 26) show higher indifferent attitude with 68,4%. On the other hand, students from 17 to 21 years old displays higher positive attitude with 24,4%. Finally, the students from 27 to more than 31 years old show the higher percentage of negative attitude with 33,3%. This means that younger students demonstrate, according to the percentages, better predisposition to teacher´ Corrective Feedback than older students. Because younger students are motivated to learn by their mistakes, there are not afraid of receiving corrections, they participate more because they have enough energy to learn and they want to discover new things about the language.

S.O. 4: To describe which English level from linguistic department show higher positive attitude towards teachers´ corrective feedback.

The fourth specific objective is related to language levels of the linguistic department and the attitudes students display in each level. The following table will demonstrate the results: **(Table N°13)**

English Level		Attitudes according to English level			Total
		Negative	Indifferent	Positive	
I	Recount	4	17	3	24
	%	16,7%	70,8%	12,5%	100%
II	Recount	3	9	4	16
	%	18,8%	56,3%	25,0%	100%
III	Recount	2	8	4	14
	%	14,3%	57,1%	28,6%	100%
IV	Recount	3	7	6	16
	%	18,8%	43,8%	37,5%	100%
Total	Recount	12	41	17	70
	%	17,1%	58,6%	24,3%	100%

Concerning the table above, on the one hand, level I 70,8% displays more indifference than the levels II with 56,3%, level III with 57,1%, and level IV with 43,8%. On the other hand, the level IV 37,5% displays more positive attitude than the levels III with 28,6%, level II with 25,0%, and level I with 12,5%. Finally, the levels II and IV both show more negative attitude with 18,8% than level I with 16,7% and level III with 14,3%.

Summarizing, level IV shows positive attitude 37,5% than the other levels, the level I shows indifference 70,8% and the level II shows negative attitude 18,8% towards teachers´ corrective feedback. Most of linguistic students in the four language levels, in general demonstrate indifference with 58,6% towards corrections. But besides that part; the higher percentage of positive attitude goes to the level IV with 37,5%. This means that the last level of the language levels have better predisposition to teachers´ corrections because in this level students know the importance of being corrected in order to be competent to English specialty.

S. O. 5: To find out students´ preferences towards types of Corrective Feedback presented in the classroom.

The fifth specific objective of the Research is related with the section D of the test, it shows 10 types of corrective feedback with staments from numbers 18 to 27 of the questionnaire. Sheen (2011) and Yao (2000) classified Corrective feedback in 10 types that are used in the classroom.   **(Table N° 14)**

CORRECTIVE FEEDBACK	NEGATIVE	INDIFFERENT	POSITIVE	Total
Written Correction	22,80%	41,4%	35,70%	100%
None	67,10%	24,3%	8,60%	100%
Recast	0,00%	10,0%	90,00%	100%
Explicit Correction	2,80%	11,4%	85,70%	100%
Metalinguistic Explanation	0,00%	5,7%	94,30%	100%
Repetition	4,30%	7,1%	88,60%	100%
Elicitation	11,40%	17,1%	71,50%	100%
Metalinguistic Clues	5,80%	28,6%	65,80%	100%
Body Language	32,80%	32,9%	34,30%	100%
Clarification	22,80%	35,7%	41,50%	100%

The table above displays in percentages the students´ preferences about different types of corrective feedback. First of all, the types of correction that students prefer and that has the majority percentage of positive attitude (strongly agree and agree) are metalinguistic explanation with 94,3%, this means that linguistic students prefer to be corrected directly by being explained the part of the grammar structure in which they were wrong; and Recast with 90,0%, in this case the students prefer to be corrected by reformulating the sentence in which the error was found. This preferences demonstrate planned behavior and reasoned action in their attitudes because students like to have behavioral control towards their mistakes, with those types of corrections students know were the mistakes are, therefore they accept the correction and feel motivated to change those, knowing that they have the adequate capacity to improve with every corrected mistake. (Fishbein & Ajzen, 1975)

On the other hand, the types of corrections in which students have negative attitudes (strongly disagree and disagree), these are: None with 67,1%, that is when the teacher ignores the student's error completely, and Body Language with 32,8%, this type of correction occurs when the teacher corrects through gestures or body language to the student.

The students demonstrate that they prefer to be corrected more by being explained the part of the grammar structure in which they were wrong, and they show negative attitudes when teachers ignore their errors because they don´t realize they have made an error and will therefore still using the incorrect form. The type of correction that shows more indifference is the Written Correction with the 41,1%, because even this kind of correction is more comfortable than being corrected orally is the less important and less revised by students.

S.O. 6: To find out which students opinions´ show higher positive and negative attitudes towards teachers´ corrective feedback.

The sixth specific objective express the linguistic students´ opinions about corrections, the students attitudes´ involves an evaluative judgment about corrections which explains their liking and disliking or approval versus disapproval to this particular situation. Students are no longer seen as a passive receivers of the learning process, the students´ opinions are vital because they manifest the way they think and the motivation they have about learning the English language.

N° Affirmation	POSITIVE	INDIFFERENT	NEGATIVE
28.	84,3%	14,3%	1,4%
29.	40,0%	35,7%	24,3%
30.	94,2%	5,7%	0,0%
31.	90,0%	8,6%	1,4%
32.	80,0%	17,1%	2,9%
33.	87,2%	12,9%	0,0%
34.	17,1%	30,0%	42,9%
35.	47,2%	45,7%	7,1%
36.	85,7%	12,9%	1,4%
37.	85,7%	10,0%	4,3%
38.	97,1%	2,9%	0,0%
39.	92,8%	7,1%	0,0%
40.	90,0%	10,0%	0,0%
41.	42,8%	41,4%	15,7%
42.	80,0%	15,7%	4,3%
43.	42,9%	42,9%	14,3%
44.	67,1%	28,6%	4,3%

(Table N° 15)

This objective will reflect linguistic students´ opinions towards teachers´ corrections in the English classroom, the percentages were taken from the affirmations of the last section of the questionnaire from number 28 to 44:

- The teacher must clearly explain the mistake the student made even if it bothers him.
- The teacher must correct the student at the end of the class in a personalized way.
- The correction of errors is important for studying in the English specialty´ subjects.
- The correction of errors in the 4 levels of language will prevent the repetition in the English specialty´ subjects.
- The freedom to express yourself in the English language is important in despite of mistakes.
- The student progresses in the English language when he/she learns from their mistakes.
- Participation in English classes is more active when the teacher does not correct.

- The student accepts the correction of mistakes, although sometimes it limits the participation in the English classes.
- Error correction is vital to learn a language.
- The student shows that he is a mature person when he accepts the teacher's corrections.
- Learning from your own mistakes is basic to learn English language.
- The correction made to a classmate helps for personal self-examination.
- Being corrected by the teacher, as many times as necessary, helps to improve.
- The student accepts better when teacher corrects others than himself/herself.
- The student progresses when he corrects his mistakes himself.
- The student is not affected by the corrections made when using English.
- Studying English in an Institute before going to four language levels of the Linguistic department and having previously received corrections, predisposes the student to receive them without any problem in the language course.

Linguistic students in the 4th levels of English language have different opinions about corrective feedback but in order to get the specific objective, firstly, the higher percentage of positive attitude is shown in the next affirmations: "Learning from your own mistakes is basic to learn English language" (q.38) with 97,1%; "The correction of errors is important for studying in the English specialty´ subjects" (q. 30) with 94,2% and "The correction made to a classmate helps for personal self-examination" (q. 39) 92,8%. Self-perception theory explains that people interpret their own actions the way they interpret others' actions, and their actions are often socially influenced and not produced out of their own free will (Bem, D., 1967). According to this theory, Linguistic students interpret their behavior rationally in the same way they attempt to explain others´ behavior (in this case classmates and teachers), they analyze the corrections made to classmates in order to check their own mistakes and also students look at their experience with corrective feedback like an outsider would observe a character and conclude that they agree with correction in their language learning because it helps to improve their level before going

to the English specialty. This means linguistic´ students guide their positive attitudes towards teachers CF on their previous experience and on what others do in order to analyze their own behavior.

Secondly, the higher percentage of negative attitude is shown with the next affirmations: "The students´ participation is more active in classroom when teachers don´t correct" (q. 34) with 42,9%; "The teacher must correct the student at the end of the class in a personalized way" (q. 29) with 24,3% and "The student accepts better when teacher corrects others than himself/herself" (q. 41) with 15,7%. Cognitive dissonance theory explains that dissonance results when an individual must choose between attitudes and behaviors that are contradictory. It can be eliminated by reducing the importance of the conflicting beliefs, acquiring new beliefs that change the balance, or removing the conflicting attitude or behavior. (Festinger's 1957) Linguistic´ students demonstrate cognitive dissonance because, on one side, they think teachers should correct students at the end of the class and they are more comfortable when teachers correct their classmates. But on the other side, they think correction affects the participation in classes, those beliefs show a feel of mental discomfort leading to a lack of agreement towards CF. This means that in order to reduce the discomfort, students tend to seek consistency in their attitudes and perceptions, so as corrective feedback produces mental discomfort, one of the beliefs has to be eliminated in order to restore balance demonstrating positive attitude towards correction in front of the class and showing comfort when teachers corrects at English classes.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and interpretation of the results, in this chapter, firstly, the respective conclusions are presented. Secondly, limitations and recommendations are outlined based on the findings which were described in the previous chapter.

VI.1. CONCLUSIONS

In order to achieve the research objectives, this thesis provided evidence enabling the researcher to arrive to the following conclusions and directions for future researches. The conclusions of the current research were developed according to general and specific objectives of the research. Finally, there are also conclusions in relation to the proposed hypothesis in the first chapter.

VI.1.1. Conclusion on the General Objective

- To identify students´ attitudes towards teachers´ corrective feedback in the four English Language levels from Linguistic Department.

First of all, this study was conducted to identify students´ attitudes towards teachers´ corrective feedback in the four English Language levels from Linguistic Department, finding out that more than a half of students are indifferent with 64,3%, and then 18,6% have positive and finally 17,1% have negative attitudes towards teachers´ corrections. Based on the theory, as indifference is a term that may have different meanings depending on its context of use, in this research it is discussed referring to things that just don't make any difference, and students are therefore entitled to ignore teachers´ corrections; this kind of attitude performs the utilitarian function by serving to amplify rewards and minimize the punishments attained from teachers´ corrections, they prefer to reduce the pain it produces by taking corrective feedback to be neither good nor bad, evaluative neutral, impartial, without interest or concern (Katz 1960, Smith et al., 1956). Even though

corrections are very important to make a progress in learning, students in the 4th levels of English language think, feel and behave in an indifferent way towards it.

VI.1.2. Conclusions on the Specific Objectives

- **First Specific Objective:** To analyze the results of attitude components: cognitive, affective and behavioral expressed by students towards Teacher´s corrective feedback.

According to Pratkanis (1989), it is important to include the three components of attitudes (cognitive, affective and behavioral) in order to measure it. These three components are related to students´ thinking, feeling and acting towards Teachers´ corrective feedback. This study analyzed separately students' attitude components. Even though most of the students are indifferent towards teachers' corrections, the highest percentages of positive and negative attitudes took place.

On one hand, the cognitive component shows the higher percentage in positive attitude with 22,9%. It considers that knowledge and opinions that linguistic´ students have about Teachers´ corrections show good perception of it in the classroom and therefore students display positive cognitive attitude.

On the other hand, this part is about students' feeling or emotions towards teachers' corrections, the affective attitude illustrates high percentage in negative attitude with 28,6%, this means linguistic´ students don´t show good feelings towards corrections.

And finally, the behavioral component demonstrates the higher percentage in negative attitude with 20,0%. This means that students´ actions (verbal or nonverbal) show negative responses towards teachers´ corrective feedback.

Thus, based on the outcomes achieved, students show more positive attitude into cognitive (22,9%) than affective (28,6%) and behavioral (20,0%) components. As a result, linguistic´ students demonstrate dissonance showing contradiction between their thinking, feeling and acting towards CF, they try to eliminate this contradiction by reducing the importance of their feelings and actions when teachers corrects, instead students acquire

the balance in their thinking, demonstrating that CF is vital to acquire a new language and looking to its benefits (Festinger, 1957). In order to conclude, linguistic students´ in the four levels display dissonance in the relation of the three attitude´ components.

- **Second Specific Objective:** To determine which male or female students´ show higher positive attitude towards teachers´ corrective feedback.

Gender is a factor that cannot be eluded when dealing with attitudes because women and men think, feel and behave in different ways towards teachers´ corrective feedback. Gender refers to "the psychological, social and cultural differences between males and females". (Romaine, 2000)

This study allowed determining the relationship between gender and attitudes towards teacher's corrections; according to the percentages, women (20,7%) show higher positive attitude than men (8,3%). It means that female linguistic students have better predisposition to teachers´ correction in the four English language levels from the Linguistic Department.

- **Third Specific Objective:** To determine the age of linguistic students´ that show higher positive attitude towards teachers´ corrective feedback.

Age is considered an important factor in learning preferences and outcomes. The findings highlight the significant difference between learners age, the percentages explains that, on the one hand, linguistic students (from 22 to 26) show higher indifferent attitude with 68,4%. On the other hand, students from 17 to 21 years old displays higher positive attitude with 24,4%. Finally, the students from 27 to more than 31 years old show the higher percentage of negative attitude with 33,3%.

The findings determined that younger (between 17 to 21 years old) linguistic students´ have better predisposition with 24,4% than the young adult (between 22 to 26) and adult (between 27 to more than 31) students to corrections in the classroom because they are

more patient and see Corrective Feedback as something very important in their progress in the English language .

- **Forth Specific Objective:** To describe which English level from linguistic department show higher positive attitude towards teachers´ corrective feedback.

There are four language levels in the Linguistic Department, this levels help student learn the language and get sufficient knowledge to get to the English specialty, in each level students display different attitudes in relation to learning a language. But in this specific case, it is related to students' attitudes towards teachers' corrective feedback.

The percentages describe that level IV displays the higher percentage of positive attitude with 37,5%. This means that the last level of English language has better predisposition to teachers´ corrections, the last course have more difficulty in the different language learning competences (speaking, listening, writing and reading) and it has to be taken with responsibility by teachers also by students. So, in order to get to the specialty students are more comfortable with corrections because they get socialized with corrections in the previous levels and they see its importance.

- **Fifth Specific Objective:** To find out students´ preferences towards different types of Corrective Feedback presented in the classroom.

Sheen (2011) and Yao (2000) classified Corrective feedback (CF) in 10 following types that are used in the classroom: None, Recast, Explicit Correction, Metalinguistic Explanation, Repetition, Elicitation, Metalinguistic Clues, Clarification Request, Body Language, and Written Corrective Feedback.

The study allowed determining three higher percentages of students´ preferences towards types of corrective feedback: firstly, Metalinguistic explanation with 94,3%, this means that linguistic students prefer to be corrected directly by being explained the part of grammar structure in which they were wrong. Secondly, Recast with 90,0%, this means students like to be corrected by reformulating the sentence in which the error was found. And finally, Repetition with 88,6%, this means teachers repeat the wrong utterance

(partially or entirely) accompanied by some intonation change emphasizing it in order to get students notice it. This preferences demonstrate planned behavior and reasoned action in students´ attitudes because students like to have behavioral control towards their mistakes, with those types of corrections students know were the mistakes are, therefore they accept the correction and feel motivated to change those, knowing that they have the adequate capacity to improve with every corrected mistake. (Fishbein & Ajzen, 1975)

- **Sixth Specific Objective:** To find out which students opinions´ show higher positive and negative attitudes towards teachers´ corrective feedback.

The students' attitudes involves an evaluative judgment about corrections which explains their liking and disliking or approval versus disapproval to this particular situation. Students are no longer seen as a passive receivers of the learning process, the students´ opinions are vital because they manifest the way they think and the motivation they have about learning the English language.

The percentages find out the next conclusions; the major percentages of positive attitude goes to the next opinion: "Learning from your own mistakes is basic to learn English language" (q.38) with 97,1%. And the major negative attitude goes with the next opinion: "The students´ participation is more active in classroom when teachers don´t correct" (q.34) with 42,9%. In order to conclude, linguistic students in the four language´ levels believe that learning from their own mistakes is basic to learn a new language, it helps them to improve their level and to evaluate their progress. In spite they are learning from their mistakes, they don´t demonstrate active participation when teachers correct at English classes. According to Festinger (1957), students think correction affects their participation in classes, those beliefs show mental discomfort leading to a lack of agreement towards CF. This means that in order to reduce this discomfort, students tend to seek consistency in their attitudes. So, in order to restore balance they demonstrate positive attitude towards correction in front of the class and show comfort when teachers corrects at English classes.

VI.1.3. CONCLUSIONS ON THE HYPOTHESIS

- The question that guided the current research was:

What is the students´ attitude towards Teachers´ corrective feedback in the four English language levels from Linguistic Department?

- The hypothesis suggested for the question was:

H = Linguistic students' express positive attitude towards teachers´ corrective feedback in the four English language levels from the Linguistic Department.

Based on the result and answering the general question, it can be concluded that the hypothesis was not accomplished because the percentages show that linguistic students in the four language levels of the linguistic department express indifferent attitude with 64.3% towards corrections. It was demonstrated because most of the positive percentages of the Cognitive (22,9%), behavioral (17,1%) and affective aspects (24,3%) were under 51%. So, in the final count of the three components linguistic´ students do not have a positive or negative attitude towards teachers´ corrective feedback, they do not feel that CF has the necessary importance to be taken into account in English classes.

V. 2. RESEARCH LIMITATIONS

The most important limitations found in this study were:

- Little information on similar studies in Humanities and educational and social sciences library, the researcher found more foreign information about this topic on internet.
- The difficulty of finding an instrument for this specific study, the researcher created the instrument based on the theory found with foreign information and also with different pilot tests.

- The number of students that made up this sample were not as many as the researcher expected because at the time the tests were taken, there were some political conflicts in the country.
- The political conflicts, because of the elections, stopped the normally flow of English classes and it was difficult to get the permission to take the tests.

V. 3. RECOMMENDATIONS

This study makes the following recommendations for teachers or future researchers to bear in mind:

- Although there were interesting findings from the present study, it cannot be generalized on the basis of small sample size. It is recommended that further studies take larger sample so it may be able to see if there are any similarities between the findings of this study and the findings of other studies done with larger sample.

- It is recommendable, as well, to research deeper this topic focused on specific skills such as speaking, reading, etc., because it is necessary to understand the problems that teachers could face in the future if there is a lack of corrective feedback of each of this skills.
- It might be important to investigate more about reasons behind the students´ choices towards certain kinds of corrective feedback. This way, it would be able to see if there is any correlation between why the students prefer certain types of corrective feedback and why they prefer being corrected by their teacher or why they prefer to be corrected immediately.

- It could be a good idea to know the opinions of teachers from the linguistic department about the use of Corrective Feedback in the classroom. There is a need

to carry out a similar study involving the teachers in order to incorporate their views and how important is this topic to them.

- Corrective feedback is an integral part of teaching, but teachers are often unsure how to treat it. According to the findings, the following suggestions might be helpful: Not to over correct the errors, avoid giving negative feedback to decrease student's self-motivation, provide very clear corrections without using too much body language or ambiguous answers, say something good students do in the classroom before giving corrections, provide sufficient independent practice to overcome their errors and re-teach the material when necessary.

- Finally, for further research it could be interesting to replicate this research in other areas of the Linguistics and Languages Department such as French, native languages (Aymara o Quechua) or in other educational institutions, this in order to expand the results, conclusions and design strategies for appropriate and effective use of corrective feedback.

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ANNEXES

ANNEX A
FIRST PILOT TEST

CUESTIONARIO
PRUEBA PILOTO

El siguiente cuestionario ayudará a conocer las actitudes de los estudiantes frente a la corrección de errores que los docentes ejercen en las clases de inglés de los diferentes niveles. Por lo cual responde con toda sinceridad las siguientes preguntas marcando con una X la opción de tu agrado.

Sexo: F   M

Edad: **Nivel de lengua:**   I   II   III   IV

	Estoy totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	No estoy de acuerdo	Estoy totalmente en desacuerdo
1. Me siento cómodo/a y motivado/a cuando el docente me corrige en mis clases de inglés.					
2. No me gusta que el docente corrija mis errores en la clase de inglés.					
3. Aprendo mejor cuando me corrigen en el momento en el que me equivoco.					
4. Me gusta que me corrijan de manera oral, en frente de toda la clase.					
5. Me gusta que me corrijan de manera escrita, explicando bien mi error en el papel escrito.					
6. Es muy importante para mí que me corrijan en clase y más si es una clase de lengua.					
7. Me siento avergonzado/a cuando me corrigen y ya no quiero participar de manera activa en mis clases de inglés.					
8. Prefiero que el docente me corrija al terminar la clase de manera personalizada.					
9. Pienso que es importante ser corregido/a en los 4 niveles de lengua antes de entrar a la especialidad de inglés, ya que el estudio de la lengua en la especialidad es más profundo.					
10. Prefiero que el docente me corrija reformulando la oración en la que tengo algún error. Ej: **S**: I have 20 years old. **T**: I am					
11. Me siento cómodo/a cuando el docente me corrige de manera explícita. Ej:					

S: She go to school every day. **T**: It's not "she go", but "she goes".					
12. Prefiero que el docente me corrija explicándome el uso correcto de la categoría gramatical en la que me equivoco**.** Ej.: **S**: Yesterday rained. **T:** Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather.					
13. Prefiero que me corrijan repitiendo la parte en la que me equivoque de manera enfática, para que yo mismo corrija mi error. Ej.: **S:** I spent all my money in clothes yesterday. **T:** I spent all my money **IN** clothes yesterday?					
14. Prefiero que el docente corrija mi error preguntándome nuevamente si lo que dije esta correcto. Por ej.: **S:** I spent all my money in clothes yesterday. **T:** I spent all my money...? **S:** I spent all my money... on clothes yesterday.					
15. Me gusta que el docente me de pistas del error que tuve en vez de decírmelo directamente. Ej: **S:** There were many woman in the meeting. **T:** You need plural.					
16. Prefiero que me corrijan con lenguaje corporal. Por ej.: mover la cabeza de manera negativa, hacer algún gesto que demuestre que me equivoque.					
17. Me gusta que el docente me corrija de manera explícita, preguntándome: ¿perdón?, ¿no entendí lo que dijiste?, ¿podrías repetirlo?					

RESPONDE:

18. ¿Cuáles de las competencias lingüísticas te parecen más importantes de ser corregidas: ¿producción oral (Speaking), comprensión auditiva (Listening), producción escrita (Writing) y comprensión escrita (Reading)? Y ¿Por qué?

19. ¿Cómo te sientes cuando los docentes te corrigen?

20. ¿Qué tan importante es para ti la corrección de errores en tu clase de inglés?

ANNEX B
SECOND PILOT TEST

CUESTIONARIO
PRUEBA PILOTO

El siguiente instrumento te ayudará a conocer tus actitudes frente a la corrección de errores que los docentes ejercen en las clases de inglés de los diferentes niveles de lengua que presenta la carrera de Lingüística e Idiomas.

Por lo cual te ruego responder con toda sinceridad las siguientes preguntas marcando con una X la opción de tu agrado.

Sexo: F   M

Edad: **Nivel de lengua:**   I   II   III   IV

	Estoy totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	No estoy de acuerdo	Estoy totalmente en desacuerdo
1. Me siento cómodo/a cuando el docente me corrige en mis clases de inglés.					
2. Me siento motivado/a cuando el docente me corrige en mis clases de inglés.					
3. Me siento incómodo cuando el docente corrige mis errores en mi clase de inglés.					
4. Me gusta que me corrijan de manera oral en mis clases de inglés.					
5. Me agrada que me corrijan de manera escrita en mis clases de inglés.					
6. Me siento avergonzado/a cuando me corrigen en mis clases de inglés.					
7. Me siento frustrada cuando me corrigen en frente de toda mi clase de inglés.					
8. Me da igual si el docente me corrige en mis clases de inglés, sólo quiero aprobar el curso.					
9. Conecto mejor mis ideas cuando el docente no interrumpe mi participación en inglés al escuchar algún error.					
10. La corrección de los errores debería de hacerse de manera global al final de la clase de inglés.					
11. Me entristece que mi docente corrija todos mis errores.					
12. Me gusta que el docente le de valor a lo positivo que hice en mis clases de inglés.					

13. Me frustra que mi docente se enfoque solo en lo negativo que hago en mis clases de inglés.					
14. Prefiero que el docente me diga claro en lo que me equivoco aunque me moleste.					
15. Prefiero que el docente me corrija al terminar la clase de manera personalizada.					
16. Prefiero que el docente ignore mis errores en mi clase de inglés					
17. Prefiero que el docente me corrija reformulando la oración en la que tengo algún error. Ej: **S**: I have 20 years old. **T**: I am					
18. Me siento cómodo/a cuando el docente me corrige de manera explícita. Ej: **S**: She go to school every day. **T**: It's not "she go", but "she goes".					
19. Prefiero que el docente me corrija explicándome el uso correcto de la categoría gramatical en la que me equivoco**.** Ej.: **S**: Yesterday rained. **T:** Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather.					
20. Prefiero que me corrijan repitiendo la parte en la que me equivoque de manera enfática, para que yo mismo corrija mi error. Ej.: **S:** I spent all my money on clothes yesterday. **T:** I spent all my money **IN** clothes yesterday?					
21. Prefiero que el docente corrija mi error preguntándome nuevamente si lo que dije esta correcto, omitiendo la parte en la que me equivoque, para que yo mismo me dé cuenta del error. Por ej.: **S:** I spent all my money in clothes yesterday. **T:** I spent all my money...? **S:** I spent all my money... on clothes yesterday.					
22. Me gusta que el docente me de pistas del error que tuve en vez de decírmelo directamente. Ej: **S:** There were many woman in the meeting. **T:** You need plural.					
23. Prefiero que me corrijan con lenguaje corporal. Por ej.: mover la cabeza de manera negativa, hacer algún gesto que demuestre que me equivoque.					
24. Me gusta que el docente me corrija preguntándome: ¿perdón?, ¿no entendí lo que dijiste?, ¿podrías repetirlo?					

25. Es muy importante para mi ser corregido en los niveles de lengua de la carrera antes de entrar a la especialidad					
26. Ser corregido en los 4 niveles de lengua me ayuda no repetir los mismos errores en la especialidad.					
27. Produzco mejor el idioma cuando me siento libre de hacerlo.					
28. Me gusta participar en mis clases de inglés porque sé que nadie me juzgará.					
29. Acepto la corrección de mis errores aunque a veces limite mi participación en mis clases de inglés.					
30. Creo que ser corregido es vital para aprender una nueva lengua, pero igual me siento avergonzado.					
31. Doy una buena imagen de mí cuando acepto las correcciones que el docente ejerce en clases.					
32. Siempre que se comete un error en mis clases de inglés me analizo para mejorar.					
33. Cuando el docente corrige a alguno de mis compañeros me ayuda a autoanalizarme.					
34. Estoy dispuesto a ser corregido las veces que sean necesarias porque sé que lo puedo hacer mejor la siguiente vez.					
35. Acepto de mejor manera que el docente corrija a los demás más que a mí mismo					
36. Cuando mi docente o mis compañeros me dicen algún malo comentario de mi uso del inglés no dejo que me afecte.					
37. Evalúo mi progreso cuando corrijo yo mismo mis errores.					

ANNEX C
FINAL TEST

CUESTIONARIO

El siguiente instrumento ayudará a conocer las actitudes de los estudiantes frente a la corrección de errores que los docentes ejercen durante las clases de inglés de la carrera de Lingüística e Idiomas.

Por lo tanto, pido por favor responder con toda sinceridad las siguientes preguntas marcando con una X la opción de tu agrado.

Sexo: F   M

Edad:…………………..   **Nivel de lengua:**   I   II   III   IV

¿En qué colegio estudiaste?   Particular   Fiscal   De Convenio

¿Estudiaste Ingles en algún instituto?   Sí   No
¿Cuál?...

Lengua que se habla en la familia: Español   Aymara   Quechua
Otro**…………………**

Sección A

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
1. Las correcciones motivan al estudiante.					
2. El estudiante siente vergüenza cuando se le corrige.					
3. Las correcciones causan frustración en el estudiante.					
4. Las correcciones producen agradecimiento en los estudiantes.					
5. La corrección de los errores provocan tristeza en el estudiante.					

Sección B

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
6. El estudiante es indiferente ante la corrección de errores del docente.					
7. Las ideas se conectan de mejor manera cuando el docente no corrige al estudiante al escuchar algún error.					
8. La corrección de errores ayuda a despejar dudas acerca del uso de la lengua.					
9. El estudiante valora que el docente vea lo positivo que realizo más que se enfoque solo en sus errores.					
10. El estudiante demuestra frustración cuando el docente corrige mucho en clases.					

Sección C

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
11. El docente debe corregir al estudiante en el momento que cometió el error.					
12. La corrección de los errores se deben realizar al finalizar la clase.					
13. Todas las habilidades lingüísticas (listening, speaking, reading and writting) tienen que ser corregidas con la misma importancia.					
14. Corregir el habla del estudiante en el idioma inglés es indispensable para que pueda expresarse de manera satisfactoria.					
15. La corrección de errores es muy importante para la adquisición de una lengua extranjera.					

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo.
16. La corrección de errores daña la autoestima de los estudiantes.					
17. Los docentes deben tomar con mucha responsabilidad la corrección de errores.					

Sección D

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo.
18. La corrección escrita que realiza el docente es más provechosa que la corrección hablada para el estudiante.					
19. El estudiante prefiere que el docente no corrija los errores.					
20. El docente debe corregir reformulando la oración en la que el estudiante tiene algún error. Ej: **S**: I have 20 years old. **T**: I am 20 years old.					
21. El docente debe corregir de manera explícita. Ej: **S**: She go to school every day. **T**: It's not "she go", but "she goes".					
22. El docente debe corregir explicando el uso correcto de la categoría gramatical en la que el estudiante se equivoca. Ej.: **S**: Yesterday rained. **T:** Yesterday it rained. (You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather).					
23. El docente debe corregir repitiendo la parte en la que el estudiante se equivoca de manera enfática, para que el mismo corrija el error. Ej.: **S:** I spent all my money on clothes yesterday. **T:** I spent all my money **IN** clothes yesterday?					
24. El docente debe corregir el error preguntando nuevamente si lo que dijo el estudiante es correcto, omitiendo la parte en la que se equivocó, para que el mismo se dé cuenta del error. Por ej.:					

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
S: I spent all my money in clothes yesterday. **T:** I spent all my money...? **S:** I spent all my money... on clothes yesterday.					
25. El docente debe corregir al estudiante dando opciones de corrección al error que tuvo, en vez de decirlo directamente. Ej: **S:** There were many woman in the meeting. **T:** You need plural.					
26. El docente debe corregir a través del lenguaje corporal al estudiante. Por ej.: mover la cabeza de manera negativa, hacer algún gesto que demuestre que el estudiante se equivoque.					
27. El docente debe corregir al estudiante preguntando: ¿perdón?, ¿no entendí lo que dijiste?, ¿podrías repetirlo?					

Sección E

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
28. El docente debe explicar claramente el error que cometió el estudiante aunque a él le moleste.					
29. El docente debe corregir al estudiante al terminar la clase de manera personalizada.					
30. La corrección de errores es importante para cursar las materias de la especialidad de inglés.					
31. La corrección de errores en los 4 niveles de lengua ayudará a no repetirlos en las materias de la especialidad de inglés.					
32. La libertad de expresarte en el idioma inglés es importante a pesar de los errores que se puedan cometer.					
33. El estudiante progresa en el idioma inglés cuando aprende de las correcciones que se le hacen.					
34. La participación en las clases de inglés es más activa cuando el docente no corrige.					

35. El estudiante acepta la corrección de errores aunque a veces limita la participación en las clases de inglés.					
36. La corrección de errores es vital para aprender un idioma.					
37. El estudiante demuestra que es una persona madura cuando acepta las correcciones del docente.					
38. El aprender de los propios errores es básico para aprender inglés.					
39. La corrección que realiza el docente a algún compañero ayuda para el auto examen personal.					
40. El ser corregido por el docente las veces que sean necesarias ayudan a mejorar.					
41. El estudiante acepta de mejor manera que el docente corrija a los demás más que a él mismo.					
42. El estudiante progresa cuando él mismo corrige sus errores.					
43. El estudiante no se ve afectado por las correcciones que le hacen cuando hace el uso del inglés.					
44. El estudiar inglés en algún Instituto previo a los 4 niveles de lengua de la carrera y haber recibido correcciones anteriormente, predispone a que el estudiante los reciba sin ningún problema en la carrera de lingüística.					

ANNEX D

PHOTOS

LEVEL I

LEVEL II

LEVEL III

LEVEL IV