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Faculty of Literature, Languages and Arts

**Department of Literature and English Language**



**Peer Correction in English Language Classroom**

**The case of second year students of English**

**at Saida University**

Thesis submitted in partial Fulfillment of the Requirements

For the Master Degree in Didactics

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## *Dedication*

*In the name of God, I dedicate this modest work to:*

*My parents whose support and assistance have been  
extremely important.*

*My beloved sisters Meriem and Yasmine.*

*Hatem for his support and encouragement.*

*Last but not least, I would like to thank all those who helped  
me to reach my goal.*

## *Acknowledgement:*

*First and foremost, my sincere gratitude goes to my supervisor Dr. Sellam Latifa who has shared her time, experience, and knowledge with me during this year, I thank her for being patient in guiding me.*

*I wish to express my special thanks to my parents and sisters whose support and assistance have been extremely important.*

*I would like also to acknowledge all the people who have helped, encouraged, and supported me*

### *Abstract*

This study was conducted at the English department of Saida University. Its aim was to investigate students' attitudes towards peer correction technique as well as its effectiveness. To ensure the purpose of this enquiry three research tools were used: classroom observation, teacher's interview, and a questionnaire distributed to second year English language students. The respondents of the study were twenty two students and a teacher of written expression module. The findings of the survey showed that students have positive attitudes towards peer correction and that most students were interested or enjoyed this technique because it is effective and it has a positive impact on their learning process. It is recommended that peer correction should be applied in a proper way with the teachers' careful monitoring.

***Index terms:*** peer correction; learners' attitudes; peers' correction effectiveness

## *List Of Abbreviation*

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### **List of abbreviation**

**EFL:** English as a Foreign Language

**GTM:** Grammar Translation Method

**DM:** Direct Method

**CLT:** Communicative Language Teaching

**%:** Percentage

**Q:** Question

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# *General Introduction*

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## *General Introduction*

Among the various roles that language teacher plays, correcting students' errors is one of the most significant. With the shift in methods from Grammar Translation Method to Communicative Language Teaching, teacher's role as feedback provider has also changed. In the early methods of language teaching, the teacher was considered to be the sole source of knowledge. Therefore, he was the only responsible for correcting students' mistakes. But the recent methods and approaches have emphasized a lot on learners' cognition and their autonomy. With such a change, a student-oriented technique such as peer correction has come up.

The idea of peer correction is a harmony with the saying "Tell us we forget; show us we remember; involve us we learn". Peer correction is involved in classrooms to enhance learner autonomy, cooperation, interaction, and involvement. Moreover, it may bring about significant improvement in students' writing skill. Correcting mistakes by mates does not only enable students to be more aware of their peers' mistakes, but it also promotes their level in academic writing. Students' motivation is expected to be increased when they correct themselves away from their teacher.

In this enquiry, I tend to investigate the extent to which peer correction has an impact on reducing students' mistakes, and what changes in their attitudes towards this technique are. The research was conducted to seek answers to the following questions:

1. How can peer correction help EFL learners develop their writing abilities?
2. How do students react towards the use of peer correction?

Based on the questions mentioned above, the following hypothesis was drawn:

Knowledge can be best acquired through noticeable interactions. When teachers initiate activities then urge their students to expend their activities through working in groups or pairs leads to a higher level of motivation from the students' side.

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To find out answers to these questions and to confirm the research hypothesis I used both quantitative and qualitative research instruments: classroom observation to notice how peer correction can take place in an English written course. Teacher's interview as a tool to gather information and collect data about the effectiveness of peer correction, in addition to students' questionnaire to investigate their attitudes when they receive correction from their peers. At the end of the whole process, I gathered information obtained, the data was interpreted and analyzed in order to obtain general conclusions.

This study addressed both teachers and students of Dr. Malay Tahar University at the level of the English Department with a practice and a theory, with the objective of discovering students' attitudes about peer correction and the effectiveness of this technique as an alternative way to improve students' writing skill. From this idea, students are not only expected to develop their writing abilities but they are also able to correct their peers' mistakes and provide them with constructive comments.

This dissertation was divided into four chapters, which come after the general introduction and aim at giving reasons behind the study. The first chapter includes a review of literature on peer correction in an English writing course, as it gives a general idea about the main aspects of peer correction, which are the cooperative learning, and learners' autonomy. The second chapter is concerned with writing and error correction and its impact on reducing students' mistakes and improving their level at writing. In the third chapter, the findings and the data analysis are presented and discussed. Finally, the last chapter undertakes some recommendations and suggestions to best implement peer correction in an English writing course.

This enquiry can be significant. Firstly, teachers are expected to have a better view of learners' abilities and attitudes towards peer correction. Secondly, it will help teachers to decide about whether to use this technique or not in their English writing course. Thirdly, this study is expected to be one of the references for other researchers in the same field to explore more deeply about learners attitudes towards peer

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correction and its effectiveness. As it may also show benefits of adopting student-centered approach in the process of teaching and learning.



**CHAPTER ONE**

**Peer Correction in English Writing Class**

## **Chapter One: Peer correction in English Writing Course**

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## ***1.1: Introduction:***

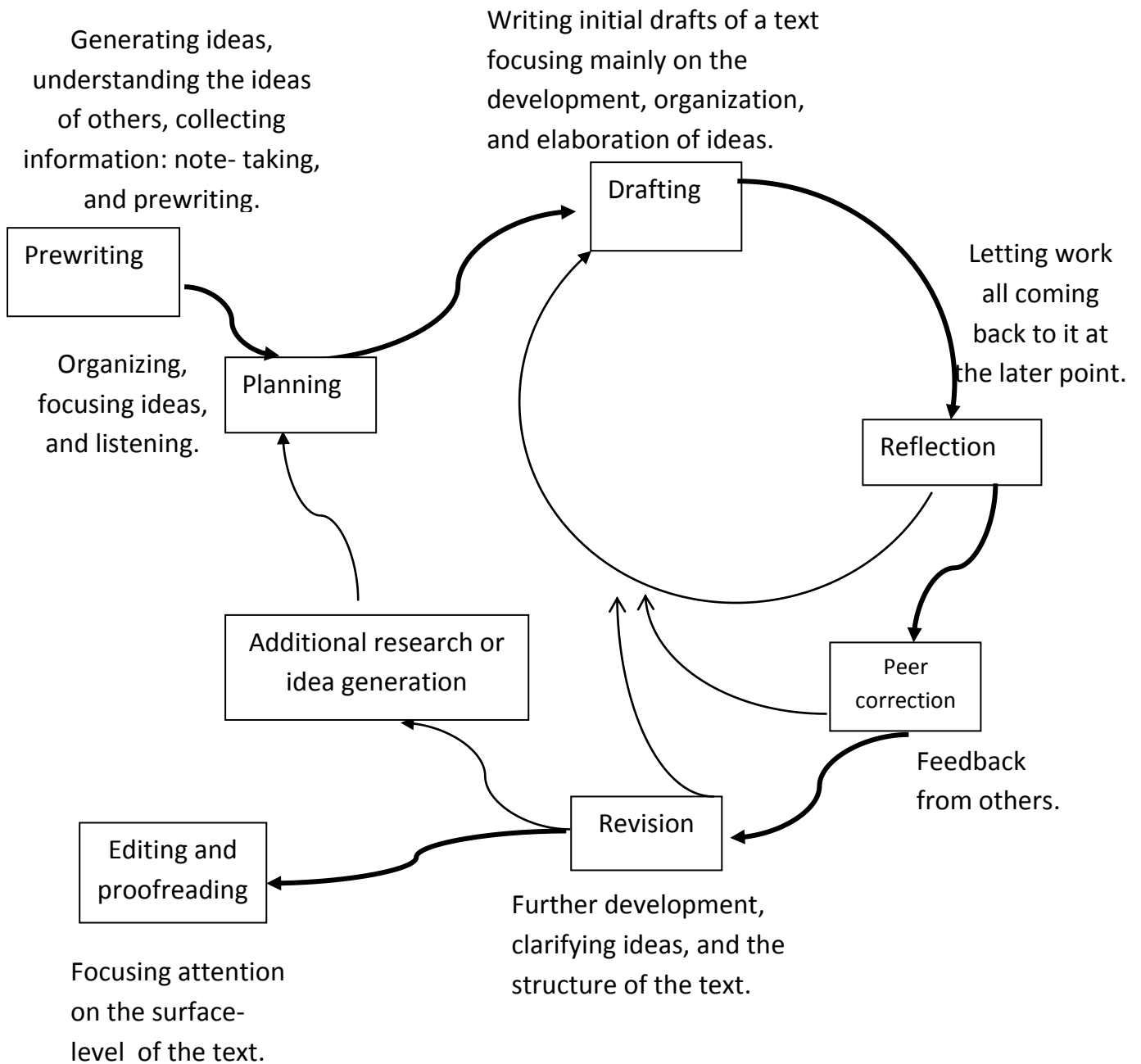
Peer correction is important in English writing courses. It helps students become accountable for their own learning; it encourages students to work on their weaknesses. Moreover, it helps students know if they have learned the material, as it helps them reflect on their own writing skill. Therefore, it is of a great importance in the writing process.

## ***1.2: Defining peer correction***

The only dominant type of feedback for the production of the writing process cannot be the teacher feedback, it can be peer correction, it is also called peer evaluation, peer feedback or peer review. (Luis and Hansen, 200:01) defined peer correction as “*the learner use of sources of information and interaction for each other in a way that learners take responsibilities in commenting on each other’s drafts in the process of writing*”. It can be also defined as the process of "integrated activities" in which students are socially involved in "responding to each others' writing " In doing so, students as evaluators use different forms of evaluation (checklists) generally set by the instructor and give feedback according to a given criteria about their peers' writing for further improvement( Johnson and Roan, 1989). This peer evaluation process calls for a number of interactive skills “reading, writing, speaking, listening, and thinking” in which student are set in real communicative context to practice the language. Peer correction has many forms; it can be a small group response in which students receives feedback from “supportive audience” .A pair response, in which two students exchange their writing and feedback with each other, or a whole group response, when all members of a group provide feedback to the student speaker, especially in seminar discussions or group conferencing. The following figure explains how peer correction can be used in an English writing course.



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*Figure one: peer correction in writing*

## 1.3: Philosophy behind peer correction

With the emergence of learner-centered beliefs in language teaching, the practice of peer feedback has become considerably more frequent in language classrooms. As a correction technique, it has been backed by a lot of theories of language teaching such as: communicative language teaching, and learner-centered teaching.

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According to ( Paul Rollinson ,2005), the principles behind applying this technique are:

1. Peer feedback is less threatening than teacher feedback. Because students are more comfortable with their classmates and therefore, getting corrected by own friends evokes less anxiety. In this way students can gain confidence since they express and negotiate their ideas in a free way.
2. When correction comes from the teacher, it reinforces teacher's authority. In traditional language class, the teacher is the authoritative figure and he/she is considered the sole source of knowledge. Students play the role of just passive receiver of information. But through the practice of peer feedback, the classroom becomes less dominated by the teacher.
3. The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier.

One more significant issue of classroom teaching comes up with peer correction. It is now acknowledged by most of the practitioners that students' involvement in classroom should be enhanced to better learning, (Gower et al, 1995). Hens, it has a positive impact on students' learning process.

According to ( Edge,1997) peer correction has certain advantages:

- .It helps the learner to practice the target language: English when they have to correct each others' mistakes.
- .It allows students to be less dependent on the teacher.
- .It helps students to develop the ability to find their own mistakes.
- .It encourages pair discussions and contributes to students' oral fluency.
- .It reduces students' writing anxiety, promotes their motivation and self-esteem, and increases their willingness to take risks and try new tasks.
- .It contributes to peers' social relations, intellectual improvement, and progressing of creative and critical thinking.

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.It provides immediate feedback. Hens, students have the chance to ask for clarifications and questions and discuss the responses instantaneously.

.It has also social benefits.

### ***1.4: Problems with peer correction***

Though peer correction is largely welcomed for its cognitive, social, and effective value, many of teachers as well as students still doubt the benefits of it. Thus, it can be self-defeating when it does not suit the students or when it is not put into practice properly. Therefore, it must be carried carefully. (Harmer, 2004) raises some problems of peer correction. He argues that:

.Students may just listen negatively to mistakes.

.Students may find it very difficult to exchange their ideas.

.Students may not accept the idea of being criticized by people who have no right to criticize them, since they have the same level.

.Students may feel that the teacher is not doing his job properly. Hens, in this sort of atmosphere, peer correction is not useful if not damaging.

### ***1.5: Peer correction among young and adult learners***

Apart from the nature of peer correction, the acceptability and the validity of peer correction can also be different based on students' age. Peer correction has several psychological issues related to it. As young learners grow up as adults, their self-esteem and self respect develop, and they become more aware of themselves as individuals. As a result, sometimes peer correction is not welcomed by adult learners. Equally true is the opinion that adult learners, with age and maturity learn to adapt better with people around them. They learn to provide constructive criticisms as well as to tolerate or accept criticisms. On the other hand, young learners are more dependent on the teacher. They may not be as conscious as the adults are, but the value that they attribute to peer correction might not be worthwhile. For the very young

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Learners, teacher is the ultimate source of knowledge and correction should always come from the teacher.

One more issue regarding learners' age is related to the validity of peer correction. As a technique, peer correction attributes a lot of responsibilities on students' part. Adult learners, after the required training are able to practice this type of correction fairly well but the same might not be the case with young learners. As ( Paul Rollins, 2005) notes "*The age of students may constrain the extent to which the response activity can safely or profitably be left in the hands of students*".

### ***1.6: Peer Discussion and Linguistic Explanation***

It is widely accepted that conversational interaction in a foreign language plays an important facilitative role in foreign language learning. Based on the idea of Vigosky that individual mental resources are developed through collective behavior. Researchers have further sustained the role of collaborative discussion, understood as a conversation in which learners sort out linguistic problems together and in doing so, they are at the same time co-constraining mental linguistic knowledge.

The effect of collaborative discussion has been usually investigated by analyzing learners' language related episodes as interactions in which students talk about the language production.

Linguistic production provides learners with partial insights into learners' thoughts, it has also been claimed that it pushes the learners towards a deeper level of attention. ( Rose and O'Neill, 1999) have found that learners demonstrating a higher level of awareness performed significantly better than those with a lower level of awareness on both recognition and written production of the targeted formed.

In conclusion, reformulation and peer correction integrate written output, peer discussion and linguistic explanations facilitate learning foreign languages. On the other hand, reformulation offers a type of feedback which pushes learners to notice the gap while self-correction offers no feedback at all.

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### ***1.7: Teacher and peer correction***

Peer and teacher correction might be very helpful in the teaching and learning processes in the four skills, specifically in the writing skill. However teachers should not interrupt the students' speech to point out their errors. Any intervention may hinder communication. A good classroom practice is for teachers to keep recording students' mistakes during activities. Mistakes should be dealt with later, after the activity has ended, it is a good idea for teachers to focus on errors without indicating who made them and asking students to rectify the errors. However, peer correction works with a friendly and cooperative atmosphere. Otherwise, remedial work may lead to learners' lack of self esteem and cause more damage than gain.

### ***1.8: Peer and Electronic Correction***

The use of peer correction in English writing classrooms has been generally supported as a valuable aid for its cognitive, effective, social, and methodological benefits. The effective advantage of peer response over teacher response is that it is less authoritarian, less threatening, and more supportive.

Electronic correction has drowned researchers' interest for more than two decades. Incorporating e-feedback along with face to face modes has been shown to yield the best result in terms of quality of feedback and impact on revisions. This technique involves student learning preferences, which have positive influence on learning. English teachers should deal with a balance of enthusiasm and caution because adopting new trends without careful planning can negatively influence student performance.

### ***1.9: Peer Assessment and its Impact on Improving Student Writing Skill***

Peer assessment is a process in which students edit, react, and respond to the writing of their peers (Weeks and White, 1982). By implementing peer assessment in English classroom, students could practice writing and be provided with immediate feedback and interaction from their peer editors. Sometimes being criticized by a peer is more accepted and effective than by a teacher ( Strenski,1982 ). In responding

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to peers suggestions, students make their writing more clear as they restructure it based on the suggestions (Elbow,1973 ). Trough training and practice, peer editors will develop critical thinking and reading skills as they will realize the value of writing and revising what they write.

In order to students improve their writings, they must have an opportunity to practice and receive constructive feedback on what they write. Peer assessment encourages students to take more responsibility for their own work while giving them practice in mastering essential skills ( Strenski, 1982).

Peer assessment program can be a key to an effective writing that provides a plenty of practice in an English writing classroom.

### ***1.9.1: Benefits of Peer Assessment***

When students write for the teacher who is regarded as a limited audience, they do not experiment with different writing styles, they write to fulfill the expectations of the teacher; therefore, there writing is often bored ( Pianko and Radzik, 1980, ).

Peer assessment gives students the opportunity to write for a variety of persons. When they write for a wider audience, they develop a greater awareness of the complexity of writing and they need to develop their thoughts (Pianko and Radzik,1980 ). Peer assessment reinforces the writer’s obligation not just to express himself but also communicate meaningfully (Cooper, 1986).

Another benefit of peer assessment is developing the confidence in detecting one’s own errors. Correcting and evaluating another paper helps the students to be more critical of their own and peers’ paper ( Pasternack,, 1981 ). Students enjoy the opportunity to critique peer papers, they appreciate the opportunity to work together, thus they value the response from their peers and consider their judgment to be accurate ( Pianko and Radzik, 1980 ).

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### *1.9.2: The Implementation of Peer Assessment*

Setting up a peer assessment program in a classroom is difficult; however, if it is done properly, problems will be solved and minimized. Developing peer assessment in students is long term process ( Collins, 1984 ). The implementation of the program begins by writing specific comments about the content of students' essays, then teachers begin to model the assessment process for the students.

The first thing is getting students divided into groups. In this way students are encouraged to make suggestions and comments for improvement. Teachers can elicit positive responses by raising specific suggestions and illustrating how suggestions improve their writing. When the class is divided into small groups, in each group there will be an assessment and revision of ideas. The teacher then helps and guides the assessment process. Students focus on certain aspects in assessing their peers including: grammar, word order, and organization of ideas ( Guinagh and Birkett, 1982 ). Students could also read their own papers for their peers, this could involve the students in self-editing and provide the peer editor with additional information from which comments are made.

To avoid the fear of writing criticism, the instructor should set the steps of the writing process, this would help students to involve the thinking process in their writing.

Once peer assessment is implemented into the writing program, the teacher decides which works best group or pair work. Students should be aware of the quality of their assessment and comments.

To conclude, the successful completion of these steps for using peer assessment in the English writing classroom improves students' writing. Through peer assessment students are able to have a meaningful understanding of writing. When this is achieved, students can better improve their writings.

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## 1.10: Distinction between Assessment and Correction

Educators use two distinct processes to help students build their learning: assessment and correction. Assessment focuses on learning, teaching, and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and teachers. It informs teachers how well their students are learning what they are teaching. The information is used by the instructor to make changes in the learning environment, and is shared with students to assist them in improving their learning and study.

Correction focuses on the grades and levels of students and may reflect course components rather than course content and mastery ( discussion, interaction, cooperation, and verbal ability ).

In the table bellow ( Angelo and Cross,1993: 427) summarize the key differences between assessment and correction

<b>Dimension of Difference</b>	<b>Assessment</b>	<b>Correction</b>
<b>Content</b>	Formative: ongoing to improve learning	Summative: final quality of the product
<b>Orientation</b>	Process oriented: how learning is going	Product oriented: what has been learned
<b>Findings</b>	Diagnostic: identify areas of improvement	Judgmental: arrive at an overall grade

*Table one : the distinction between assessment and correction*

To sum up, these two processes are complementary and necessary in education.

## 1.11: Collaborative learning

The term collaborative learning refers to an instruction method in which students at various performance levels work together in small groups towards a common goal.



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The students are responsible for one another's learning as well as their own. Thus, the success of one student helps another student to be successful. The active exchange of ideas within small groups not only increases interest among participants, but also promotes critical thinking. According to (Johnson and Johnson,1986) there is persuasive evidence that cooperative teams achieve at higher level and retain information longer than students who work as individuals, take responsibility of their own learning and thus become critical thinkers.

### ***1.12: Cooperative learning***

Cooperation is working together to accomplish shared goals. The term cooperative learning refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and to all the other group. Cooperative learning is the instructional use of small groups so that students work together to develop their own and each others' learning. It may be contrasted with competitive (students work against each other to achieve an academic goal ). In the ideal classroom, all students would learn how to work cooperatively with others, complete for fun and enjoyment, and work autonomously on their own.

#### ***1.12.1: Criteria that make cooperative learning***

The success of cooperative learning depends on the nature and organization of group work. This required a structured and careful designed program of learning so that learners interact with each other and are motivated to increase each others' learning. ( Oslan and Kagan, 1992) proposed five key elements of successful group-based learning in cooperative learning. The first element is “positive interdependence” which occurs when group members feel that what helps one member helps all the group, and what hurts one member hurts the whole group. By the structure of cooperative learning tasks and by building a spirit of mutual support within the group.

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For (Johnson et al, 1984) positive interdependence means that students' goals want be achieved if they work interdependently, if they do not divide the material studied, and if not each one of them does not take the role of the group. (Johnson and Johnson ,2005) suggest that positive interdependence includes mutual goals and source interdependence (each group member has different resources that must be combined to complete the assignment). The second element is “individual accountability” for mastering the assigned material, which means that everyone has to participate in the work, to be responsible and each group member is assigned a specific role. Johnson et all state that the importance of individual accountability is to provide students with an incentive to help each other and to encourage each other to put forth maximum effort. The third element is “social skill” which determines the way students interact with each other. The interaction between students cannot be fulfilled without practicing the activities in small groups. When working together in groups, students have to be socially skilled and motivated to use their social skills when working with others. The forth element is “structuring and structures” which refers to ways of organizing students' interaction. It gives to students the chance to support each other academically and personally. The last element proposed by (Johnson and Johnson , 2005) is “grouping processing” where students take some time to discuss how well they are achieving their goals and maintain effective working relationship among members through controlling and managing their improvement, actions, problems, and solutions.

Many researchers emphasize the importance of these elements, but the most important ones are “positive interdependence” and “individual accountability”. (Slavin , 1995) states that these two characteristics are the only two among many other factors that are shared between all the activities and models of cooperative learning.

### ***1.12.2: Benefits of cooperative learning***

When cooperative learning takes place, learners are involved in many strategies either direct or indirect such as: explaining, negotiating, and arguing, these are meta-cognitive strategies. If cooperative learning is well planned, students become

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responsible for their individual learning and group learning, which make all the learners autonomous and responsible.

Cooperative learning produces greater students' achievement than traditional learning methodologies. According to (Hymes, 2007) using cooperative group activities would help students achieve their academic goals because they are involved in “comprehensible output” and, at the same time receiving “comprehensible input”.

( Slavin, 1984) argues that students who work individually must compete against their peers to gain praise or other forms of reward and reinforcement. However, when learning situations are structured cooperatively rather than competitively, they promote greater perceptions and greater competences of critical thinking.

Cooperative learning has social benefits as well as academic. It provides respect for others and cooperation between students. Moreover, when learners help their peers and feel helped by others, they start to build and strengthen their relationship with them. In addition, cooperative learning experiences promote linking among students regardless differences in ability level, gender, and social class. Cooperative learning does not only affect relationships with other students, but it also affects their relations with adults like the teacher.

According to (Brown, 2001), the use of cooperative learning makes learners feel secure from criticism, this feeling has a great effect on the effectiveness of cooperative learning.( Johnson and Johnson, 2005) state that the feeling of committed learners have when they are involved in cooperative work will decrease their “disruptive” and “off-task behavior”. In other words, students develop considerable commitment and caring for each other no matter what their impression and attitudes towards each other are.

### ***1.12.3: Motivation and its relation to cooperative learning***

Motivation is defined as one the crucial variables that affect the learning process. (Johnson and Johnson, 1989) find that, when students become more engaged in their

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learning, their motivation upgrades. They also state that students in order to be motivated they need enough opportunity to interact with each other, in other words by assessing students to groups and by giving them tasks which require interaction, students will be motivated by the team effort and by seeing their contribution accepted by others.

### ***1.13: The difference between collaborative and cooperative learning***

There has been a split regarding the difference between collaborative and cooperative learning. Collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem. Whereas, cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together. Another believed difference is that cooperative learning is used for children because when they use it they understand the foundations of knowledge while collaborative learning applies to adult learners because it is used to teach non-foundation of learning. These approaches are further distinguished by the instructor's role. In cooperative learning, the instructor is the center of the authority in the class with the group tasks usually more close-ended and often having specific answers. In contrast, with the collaborative learning the instructor abdicates his authority and empowers small groups who are often given open-ended questions and complex tasks.

To conclude, both are group learning mechanisms for learners to obtain a set of skills or knowledge.

### ***1.14: Learner autonomy***

There are many definitions given by experts and methodologists for the concept of “learner autonomy” because it is considered as the main objective in education. (David Little,1999) states that “*autonomy is essentially a matter of the learner's psychological relation to the process and content of learning*”. Learner's autonomy is affected by the psychological side of the learner and his reactions according to the learning situation

## *CHAPTER ONE – Peer Correction in English Written Course*

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in itself. (Leslie Dicknson, 1999) suggests that “*autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementations of those decisions*”. Learner’s autonomy means taking the whole responsibility in directing once own learning.

There is a general agreement to refer to autonomy as the independence of the learner from the teacher’s constant control and authority. It tends to be the student’s ability to learn by himself relying on his own efforts, skills, and capacities. It is the self-regulation and management of the learner’s work.

Learner autonomy is a matter of making decisions for one’s self. In other words learner’s autonomy in EFL and language learning in general is a positive thing that increases proficiency in the target language and develop long life learning. The learner is expected to be involved in the learning process, and to participate in it effectively by operating and using his own competences and efforts.

### ***1.14.1: The importance of learner’s autonomy***

There are many reasons behind encouraging autonomy in educational contexts in general and at universities in particular. (Sara Cotteral, 2000) gives three main reasons to the importance of learner’s autonomy, philosophical, pedagogical, and pedagogical tool.

In the first reason which is the philosophical, she argues that encouraging autonomy comes from the philosophy that believes that learners have the right of making choices and decisions in constructing, and teaching learners to become independent will serve them for effective functioning in society since autonomous learners will grow with the notions of autonomy applying in the real life situations.

The second reason is pedagogical. The autonomous learners are able to make decisions and select what is suitable from the curriculum for their learning, and use appropriate strategies that enhance their learning. By doing so, it will help them

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develop their mental skills. Indeed, they will be able to be satisfied with what they are studying.

The third reason is also pedagogical, it is the teacher and his relation with the learner. The teacher could not in most of time be present to assist and provide the learner with various types of help. This means that autonomy will train the learner to be independent and to rely on his own capacities when the teacher is not available in the sake of reaching proficiency in language learning and along his life.

To conclude, learner's autonomy is less stressful for students and it reduces learners' anxiety. It creates a positive environment in the classroom, as it allows the learning process to spread in good conditions.

### *1.14.2: Autonomy and teacher's roles and strategies*

Teachers are responsible to learn about themselves as teachers, how effective they are and how they look to their students. In addition, they should know more about their learners and what motivate and make them more autonomous. Moreover, they need to judge the effectiveness of certain activities, taking into consideration styles and the influence and any step they take on promoting learner's autonomy.

In the learning process, learners need their teachers to help them to become autonomous and encourage practicing self directed learning. Teacher's role can have a great influence in developing learners' autonomy and abilities. The roles of the teachers are as follow:

**Controller:** teachers act as controllers when students work on their own in groups or by individuals. Teachers need to possess the ability to inspire their students through their knowledge and charisma. This also encourages learners' autonomy through giving opportunities and self confidence to the ones who have not the chance to express their ideas and work freely.

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**Organizer:** one of the most important roles that teachers have to perform is organizing students to do various activities including giving them information, explaining what they are going to do, how, and for what purpose, putting them in pairs or groups to teach them how to use strategies independently. The most important thing that the teachers have to do when organizing students is to get them involved, engaged and ready.

**Assessor:** the teacher has to be the guide and the assessor of his students by offering feedback. An important point that the teacher has to consider is that they teach their students why they are being assessed in order to make them measure themselves and know the right way to direct their learning by their own.

**Promoter:** the role of the teacher in promoting his students comes when they become unable or not sure how to proceed productively because of the lack of vocabulary. In this case, the teacher can help his students by stimulating them to think creatively rather than having them rely on every word he says.

**Resource:** teachers are the most important source for their students who may need to ask about information. Teachers offer guidance and encourage students to look for resources and to use material sources for themselves what can make them independent on their learning language instead of answering all their questions.

**Participant:** when the teacher plays the role of a participant in the activity with his students by sharing his views and suggestions, students will enjoy having their teacher with them and it can give them more confidence to express in an autonomous way.

**Observer:** observing students is very important for teachers as it makes them know more about their learners' level and how well they are doing. Through the observation, the teacher can judge the material and activities. By being an observer, it will help him to know the suitable way of enhancing his learners' autonomy and facilitate both teaching and learning processes.

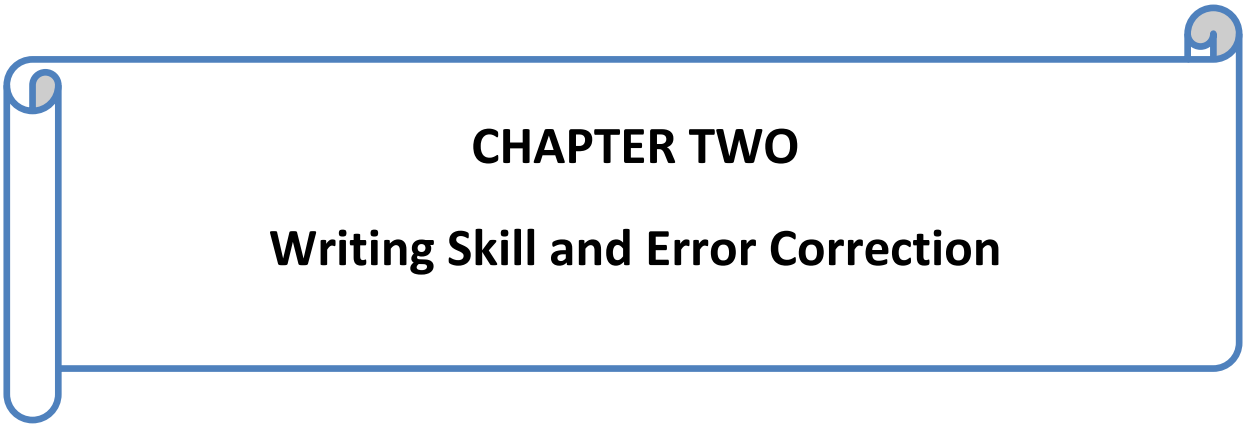
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### ***1.15: Conclusion***

To conclude, the peer correction process engaged students in frequent activities in the four skills especially in writing, it develops their critical thinking, helps them manage their leaning, and increases their motivation and joys to writing. Moreover, peer correction gives to students the opportunity to be involved in the leaning process in a cooperative and collaborative way, hence they become autonomous and able to improve their learning by themselves





## **CHAPTER TWO**

### **Writing Skill and Error Correction**

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## ***CHAPTER TWO – The Writing Skill and Error Correction***

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### ***2.1: Introduction***

Writing is one of the most important skills of learning a new language. It is a productive skill. For (Nunan,1989: 36) “*writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks*”. Similarly, (White and Arndt ,1991:03) take “*writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right, it is a permanent record as a form of expression and as a mean of communication*”. From the above citations, writing is a complex process that requires many skills like mental, psychological, and critical. So writing is an activity to improve our understanding of any subject. It is not only putting ideas from mind to paper, but also generating more meaning and making ideas clear. Therefore, integrating writing into ESL and EFL classes is essential. The writing skill is an important tool for learners because it is the primary basis upon which their learning process is evaluated. Thus, writing is a skill that is learned and practiced as it requires students to be motivated.

### ***2.2: Defining Writing***

Writing is a process delivering meaningful messages and including its own specific goal. This process requires students to work hard. In language learning and teaching process (Terrible,1996: 3) defines writing as "*a language skill that involves not only graphic presentation of speech, but the development and presentation of thoughts in a structured way*". This means that writers need to arrange their ideas logically and systematically. Academic writing is writing for academic purposes because it examines some aspects of knowledge. It is the type of writing that is required in colleague or at university; it differs from other types of writing such as personal, literary, or business writing. Its difference can be explained by its special audience, tone, and purpose. Thus, academic writing is used in academic contexts. Academic writing that is used by university students is often considered as a challenging task to achieve, writing in English is difficult for most students, but writing academically is more difficult and complex.

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### ***2.3: Approaches to writing***

A number of approaches have emerged to develop practice in writing skill. The application of one skill or another depends on what the teacher wants the learners to do: whether he wants them to focus on the product of writing than its process, whether he wants to encourage the creative writing, either individually or cooperatively.

#### ***2.3.1: Product approach***

It can be a traditional method of writing which stresses more on the final outcome of the writing process as well as grammar, usage, and form of the composition. In this approach, students are often asked to write a similar paragraph based on the model. After that, the teacher will correct students' language errors. Therefore, students find difficulties to know why and how they made errors to avoid repeating them on the next tasks that is why it is regarded as a traditional method.

Over the last years, there has been remarkable interest in the writing process. There are many researchers and educators suggesting language teachers that they should pay attention to the writing process instead of the final version.

#### ***2.3.2: process approach***

Good writing is essential for success; it is a complex combination of skills which is best taught by breaking down the process. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. According to ( White and Arndt,1991:11-37), the process of writing involves stages which are interrelated and interdependent. Prewriting, drafting, revising, editing and proofreading, publishing and conferencing. In fact, different researchers give different names and definitions to the phases of the writing process, and most of them agree on the four first stages mentioned above. However, White and Arndt consider publishing and conferencing as further steps that writers go through to end up the whole process of writing.



*Figure two: steps on the written process*

**Prewriting:** or idea generation is the first step writers engage in before starting the act of writing. It embraces such activities that a writer go through before writing actually begins. The aim of these activities is to stimulate students’ thinking and they include selecting topics, brainstorming, and planning.

**Drafting:** or putting ideas down into form, is the act of structuring the idea by taking it beyond notes, diagrams, and corrections that writers have already explored in the previous stage. After they completed their first draft, their writing begins to take a shape. The next step in writing is organizing thoughts in a cohesive and coherent way in order to achieve the intended meaning.

**Revising:** rethinking and rewriting is the third phase of the writing process. It is the process through which writers decide on what to expend, modify, or retain in their pieces of writing. ( Gardner, 2005:119) thinks that good writers do not revise their pieces once; rather he considers revision as “re-vision” that is rethinking and reshaping

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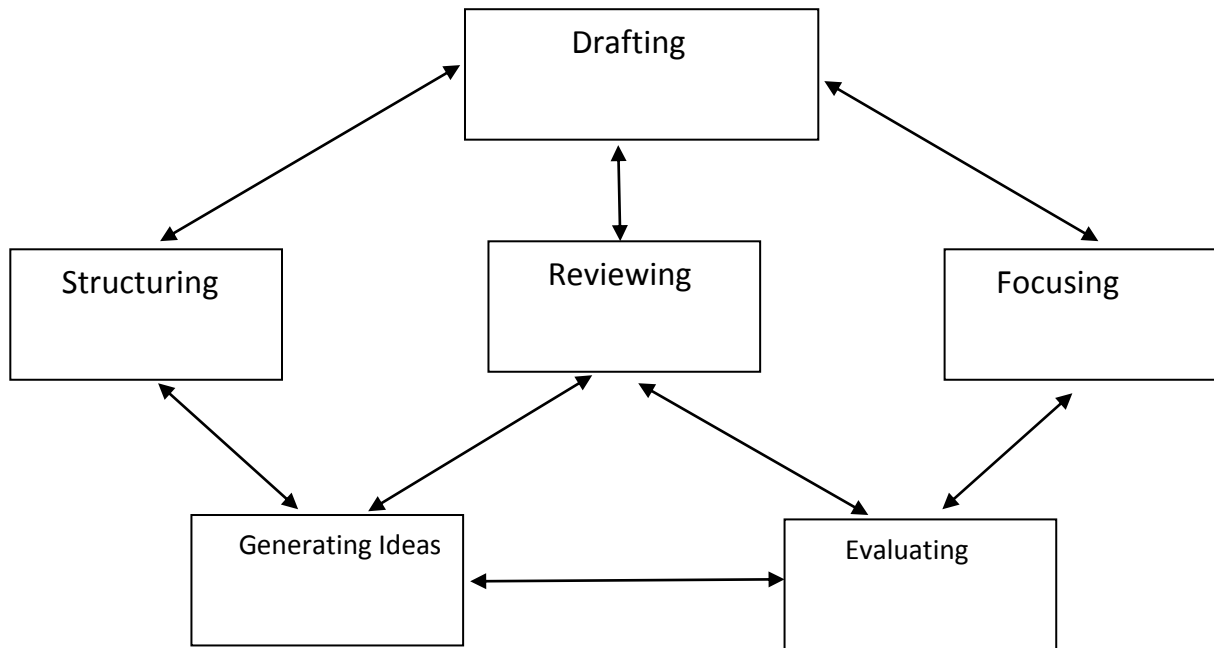
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the content of structure of a draft to improve it at all levels: word, sentence, paragraph, and essay. Thus he sees revision as a whole process during which writers revise their work at different levels in order to improve it. The aspects that require improvement include content, clarity, unity, coherence, development, and organization of ideas.

***Editing and proofreading:*** or giving reader feedback, are aspects of the revision process. (Gardner, 2005) defines editing as a further step in revision during which student writers undertake the latter after significant revision has already taken place. They advice that when student edit, they should pay attention to things like: rhythm, word choice, accuracy, and sentence and paragraph structure.

***Conferencing and publishing:*** or getting reader feedback, gives students the chance to share their writing with others and get feedback from them. Thus both student and teacher conferencing are essential components of the writing process. However, if peer conferencing is not guided by the instructor, it can be destructive rather than constructive for students' progress. Therefore, it is important that writing instructors provide instructions for their students about the criteria of peer evaluation in order to exchange constructive feedback.

(White and Arndt ,1991:4) identified six non linear procedures or processes when writing. Figure one on the following page shows these procedures and how they inter-relate.



*Figure three: Procedures involved in a written composition*

(Reid ,1993) claims that when students exchange their writing draft is an effective way to foster their writing autonomy and help them become alert readers when proof reading their partners ' written tasks. As a result, they also have critical thinking when they read their own papers to find and correct themselves their mistakes, thus their writing ability can be developed.

### ***2.3.2.1: Comparison between product and process approaches to writing***

A wide variety of researchers criticized both approaches, they stated that none of the two approaches is considered as the appropriate approach to writing. Their criticism is based to the fact that each approach tends to emphasize a specific aspect, thus, they neglect the interaction between the four elements in the writing: writer, reader, text, and context (Silva, 1990), and (Raimes ,1991).

Product approach	Process approach
<ul style="list-style-type: none"><li>-Emphasis on finished product.</li><li>-Focus on objective outcomes.</li><li>-Regard for global meaning.</li><li>-Priority of formal course design.</li><li>-Concern for long-term objectives.</li></ul>	<ul style="list-style-type: none"><li>-Emphasis on learning process.</li><li>-Focus on student' experience.</li><li>-Regard for form and structure.</li><li>-Priority on students' interaction.</li><li>-Concern for immediate tasks, activities, and brainstorming.</li></ul>

*Table two: major dichotomies in writing*

### ***2.2.3: The genre approach***

The genre approach to teaching writing attempts to get learners aware of the different elements of writing: the topic and the context in which it will be read and by whom. In the genre writing learners need to have sufficient knowledge about the writing genre and then starting practicing on it. If learners are asked to write a narrative essay they have to study its components, the structure, and the language items and then use these collected information and write a narrative essay.

At the beginning learners are asked to imitate a given written genre so they can master it and after the mastery of how to write such genre they are free to write without referring to the original.

### ***2.2.4: The cooperative approach***

Cooperative learning method is when the teacher gives a written task, the members of the groups work together towards certain shared learning goals. They help each other during the process of drafting the writing. They plan, translate and review the work together. They monitor and evaluate their writing. They try to gain appreciation of their group ( Mandel : 2009).



( Harmer ,2006) believes that writing in groups is effective. Students find the activity motivating when they embark on the research, discuss about the topic, and peer evaluate and achieve the group goals.

( Mariam and Napisah, 2005) said that when peer interaction was incorporated in learning writing, the students generated ideas and construct sentences together. Thus, this will lead to a better understanding of the topic that they required to write on. The students will also be able to write concrete, accurate and creative peace of writing.

### ***2.4: Motivation in writing***

( Hayers and Fower , 1980) showed that writing is a complex activity involving not only cognitive and meta-cognitive processes but also affective components. They also identify that the most early cognitive model of writing processes include motivation only as an element of the writing task environment. They state also that writing is an activity that is much emotional as cognitive. Emotional factors influence all the stages of the writing process. Hence, motivation with its noticeable influence is among the important effective factors.

### ***2.5: Writing in relation to other skills***

Writing is an activity that can usefully be prepared in relation to other skills like speaking and reading. ( Rivers, 1968:244) stated that “ *it is only by hearing and reading a great deal of language as it is spoken and written by native speakers can be the foreigner acquire that feeling for the appropriate use of language forms and combinations which is basic to expressive writing*”

#### ***2.5.1: Speaking and writing***

Speech and writing are different at many levels: linguistic, cognitive, physical, psychological, and socio-cultural. These distinctions can be summarized in the table bellow:

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<b>Levels</b>	<b>Speaking</b>	<b>Writing</b>
Linguistic level	-In speech, we are not much concerned with the explicitness in the expression. If needed a further explanation would be suitable according to the reactions and of the listener.	-Written statement should be constructed more carefully, concisely and coherently.
Cognitive level	-Speech develops naturally and early in the L1. -Acquisition of speech is ego-building activity. When speaking learners build their personality and their knowledge through discovering their skills and capacities.	- Writing develops slowly in the L1. Writing is learned via guidance and rules, it acquired at birth. - For many learners, learning writing is ego-destructive. When learning to write learners feel some frustrations and my stop writing.
Physical level	-Speech is spoken sounds passing through the air. -Producing spoken sentences is a physical activity that implies the use of the muscles of the moth.	- Writing is visible symbols on paper or screen. -Producing written sentence is a physical activity that implies the use of the hand, fingers using a pen or a keyboard.
Psychological level	-It is the first aspect of language and occurs most	It is a solitary act since learners write alone.

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	of time. It implies some form of interaction between individuals. It has a situational context.	
Socio-cultural level	-Speech may be used in academic and non academic contexts, as it can be in different forms of language.	-Writing normally uses a general acceptable standard variety of language. It is more academic.

**Table three: Difference between speech and writing**

Writing and speaking are inter-related skills, since they are used by humans to communicate.

### **2.5.2: Reading and writing**

According to ( Davison and Dawson ,1998:126) reading and writing affect each other in distinct directions; either reading stimulates writing “read-to-write” or writing initiates reading “write-to-read”. In the first direction which is reading influence writing. They pointed out that “*The content of material we read can also be important in stimulating writing, and reading provides models for writing, by suggesting forms, conventions and structures which we can choose to adopt, modify or change*”. This means that if learners are asked to write a given topic they have to read materials for additional ideas and information.

The second direction which is about the influence of writing on reading, ( Davison and Dawson ,1998:127) argue that “*writing contributing to the development of reading include writing to a particular genre to gain insights into the problems that constructing a particular kind of text presents, which may inform later critical analysis*

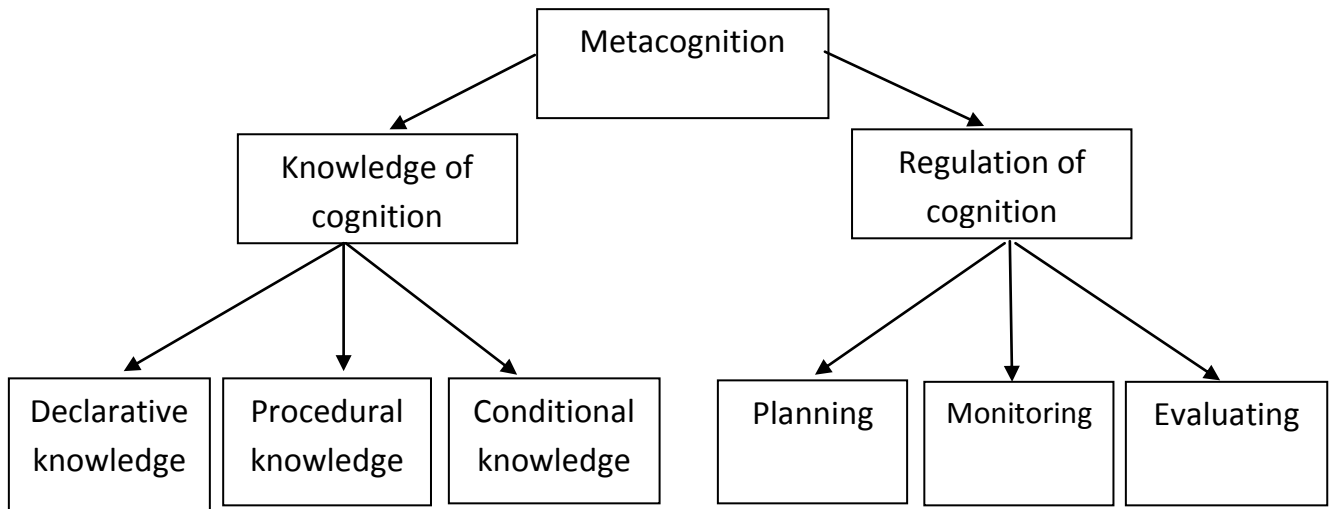
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*of similar texts*”. This means that better writers tend to be better readers, and that they tend to produce more systematic writing.

### ***2.6: The concept of meta-cognition in the writing process***

Meta-cognition plays a crucial role in second language teaching and learning in general and in EFL writing in particular. Originally, the notion of meta-cognition as a human ability reflects on one’s knowledge and thinking “thinking about thinking” (Anderson, 2002:01). According to (Schraw ,2001:03), the concept of meta-cognition has two components: knowledge of cognition and regulation of cognition. Firstly, knowledge of cognition encompasses declarative, procedural, and conditional knowledge. Declarative knowledge refers to knowledge of oneself as a learner and what factors influence one’s performance. Procedural knowledge is a knowledge about doing things. Conditioned knowledge refers to the knowledge about the “why” and “when” aspects of cognition (Schraw, 2001:03). Secondly, regulation of cognition consists of three essential skills which enable students to control their learning, these skills are: planning, monitoring, and evaluating. Planning is the skill of selecting proper ideas, strategies, and resources that affect performance. Monitoring means one’s knowledge about understanding and performing a task. Evaluating means appraising the products and efficiency of one’s learning. In general, these meta-cognition skills are actual strategies being utilized to control and regulate cognitive activities. In order to give an overall view about the concept of meta-cognition, the two components are summarized based on Schraw’s 2001 description.



***Figure four: Components of meta-cognition***

### ***2.7: Feedback and error correction in the writing process***

Feedback plays an important role in writing and it is essential for both students and teachers when responding to students texts. Feedback focuses on giving students support in organizing their ideas rather than only correcting students' language errors in writing, it can be either oral or written as it may be given by the teacher or by another student. It allows students to have critical opinion about their works.

Error correction is also important for students to improve their writing ability, it emphasizes on the correction of grammatical and lexical errors such as spelling, mechanism, and punctuation. Error correction focuses more on the form rather than the content.

#### ***2.7.1: Direct and Indirect Corrective Feedback***

Error correction can be divided into terms of direct and indirect feedback. Assuming that written corrective feedback is effective in helping learners improve the accuracy of their writing and in facilitating the acquisition process. A range of studies have investigated whether certain types of written corrective feedback or combination of different types are more effective than others. These studies have most often

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categorized feedback as either direct (explicit) or indirect (implicit) (Bitchener and Knoch, 2009:198)

One of the constant debates among researchers is whether or not teacher should give their learners direct or indirect feedback on their written errors. As a substantial amount of teacher research is concerned with error correction, such as types and extent of error feedback and their effects on students' accuracy. The only problem with direct feedback might be the fact that it does not engage and challenge learners. Therefore, it may not contribute to language acquisition. Researchers assert that direct feedback is used when teachers feel the error in question is complex and beyond students' ability to self correct. On the other hand, indirect corrective feedback promotes learners' autonomy, so teachers assume that indirect feedback should always be used since it requires learners to monitor their own errors and try to fix the errors on their own. Furthermore, indirect written corrective feedback is able to allow greater cognitive engagement.

### ***2.7.2: Types of errors***

Feedback may be defined as information supplied to learners concerning one aspect of their performance on a task, by a peer or a teacher, with a view of improving language skills .It includes not only correcting learners, but also assessing them. Both correction and assessment depend on mistake being made, and class activities. In linguistics, the definition of “mistake” and “error” are rather diverse. According to (Anker, 2000), a mistake is a performance error that is either a random guess or slip, it is a failure to utilize a word correctly, and an error is a noticeable deviation from the language of the native speaker.

According to (Hendrickso ,1978) errors can be either global or local; he notes that we will be able to realize which error is global or local because errors can be regarded as communicative or non-communicative ones. Global errors such as over generalization or simplification have an effect on the whole structure of the sentence.

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However, local errors just affect a single factor in a sentence, i.e. words, phrases, or grammatical morphemes. (Burt and Kiparsky, 1974) claim that global errors have higher hierarchy than local ones. Hens, global errors seem to be corrected more than local ones because local errors can be considered as minor ones and they are frequent in EFL classes.

However, ( Hedge, 1989), points out that mistakes are divided into three types: slips, errors, and attempts. “*Slips*” are mistakes that students can correct themselves; “*errors*” are mistakes that students cannot correct themselves; “*attempts*” are students’ intentions of using the language without knowing the right way.

### ***2.8: Feedback and its impact on reducing errors***

"*Knowledge can be best acquired through noticeable actions*", thus mistakes are regarded as part of learning. According to Richard et al, peer correction is an activity in the revising stage of the writing process in which students receive feedback about their writing from other students their peers. Typically, students work in pairs or small groups, read each others' compositions and ask questions or give comments or suggestions.

Some other researchers of EFL writing state that feedback plays an important role in the process of writing because through teachers or classmates' feedback , students can know what kind of mistakes they made and how to cope whit those mistakes? Peer correction can help many students to have diverse perceptions about their topics as well as foster the ideas and make them more clearly in the EFL writing. Therefore, researchers believe that “peer correction can have a positive effect on classroom dynamics and can help to train the learners in skills they need to become autonomous” (Spratt et al ,20050:157).

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### ***2.9: Back ground of error correction in writing***

Over time, the role of both teachers and students have changed because teaching and learning have suffered through time , hens the methods of error correction and error feedback have also changed . In this section the most popular language teaching method will be analyzed. First, the Grammar Translation Method. Second, the Direct Method, and the Communicative Language Teaching.

#### ***2.9.1: Grammar Translation Method***

It is an old or traditional method originally used to teach dead languages. It focuses more on the written form; its main concern is to teach students the correct form. In this method error correction plays an important role, it not important if the learner makes the meaning clear, the only important thing is grammar. In GTM, it is very important that the student gets the correct answer, when the student makes a mistake or when he does not know the answer, the teacher provides him/her with the correct answer. Thus, it is a teacher centered approach, the role of the student is passive, and he only imitates the teacher and does what he says.

#### ***2.9.2: Direct Method***

It is sometimes called "natural method", it is a method of teaching foreign language directly establishing a direct or immediate association between experience and expression, between the English word phrases and idioms and its meaning through demonstration without the use of mother tongue. It believes that second language learning is an imitation of first language acquisition. Although the procedures and methods used in this method are different from the ones used in GTM, the role of the teacher remains the same. The teacher is still the main authority in the classroom. It focuses more on the oral production, simple vocabulary, correct punctuation and grammar.



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### **2.9.3: Communicative Language Teaching**

It is a learner centered approach, where fluency and accuracy are given priority. In this method, language is created by students through errors. In the CLT, teachers are regarded as assistants, guides, counselors, and group process managers. In this approach, the teacher is no longer the only person responsible for correcting students' works. Students are expected to interact with each other rather than with the teachers, they focus on discovering ideas, working collaboratively, and sharing successes (Ferris, 2005). In this respect, (Akhter, 2007:03) states that " *errors are now seen as reflections of inner language development*". It means that errors are regarded as step of improvement he also argues that errors are indicators of natural progress in the learning of L2.

### **2.10: Techniques of error correction**

Errors are no longer looked as a result of “non learning” rather it is viewed as the “outcome” of natural development in language learning. So in this process the teacher does not always correct errors he/ she just acts as facilitator so that students themselves can be engaged in the process of correcting errors.

There are different ways in which the teacher can make feedback happen in classroom, the obvious technique that comes in mind is teacher correction. In a traditional classroom, teachers as well as students expect the teacher to correct students' errors. Since the teacher is thought to be the one from whom knowledge flows to the students, it is only natural that he/she will decide whether students have learnt or not. Additionally, ( Edge, 1997) and ( Harmer, 2007) agree that the role of social interaction is important to develop students' writing skills. They mention the following new correction techniques in writing:

#### **2.10.1: Whole-class correction**

This correction technique has advantages and disadvantages for both students and learners. According to ( Edge , 1997) and (Harmer, 2007) teaching a writing skill can be very challenging, but it also can take the class more practical. Writing classes can

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be difficult for students. It is hard for them to understand how the first writing process works. Another difficulty students may suffer is when they make errors in their work. Therefore it may be easier for the teacher to explain the common errors in front of the whole class. In this respect according to ( Edge, 1997) and ( Harmer, 2007) error correction has many advantages as such: It allows the teacher to use one of student's texts to explain the mistakes to the whole class, as it is much easier for student to share emotion like happiness and amusement. Moreover, it is less time consuming than peer and group correction.

### ***2.10.2: Group correction***

Organizing correction groups allows the teacher to put students in large groups to carry out tasks where pair work is inefficient or inappropriate ( Edge, 1997) and (Harmer, 2007) propose that groups should be around five students because it provokes greater improvement and participation than larger groups. Group correction has advantages because on one hand it allows students to practice the oral production while giving opinions and ideas. On the other hand, it promotes learners' autonomy by allowing students to make their own decisions in groups.

By contrast, group correction has also a negative side. First, teachers may lose control of the class because it is noisy. Second, not all students enjoy it since they prefer to be the focus of the teacher's attention rather than working with classmates. Third, some students may be passive, this means that students need the necessary feedback in order to understand the complexity of the writing process; this may demand the intervention of the whole class to support each others' ideas.

### ***2.10.3: Self-correction***

Self-correction is a process that allows the learners to discover and correct their mistakes. The new role of the student is to be “active participant in the classroom rather than passive recipient of feedback”. Self-correction allows students “to learn how to learn” (Wenden: 1998:50). It allows students to be autonomous and to make the learning process meaningful it is affirmed that students gain independence by developing effective comprehension- monitoring strategies of their own

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### ***2.11: Learners' Attitudes towards Error Correction***

Since the dawn of time, learners have been taught that mistakes and errors are clear indication that they are not good enough and smart enough. Writing is a personal activity and learners' motivation and self-confidence as writers are affected by the feedback they receive. In order to get the best of error feedback it is crucial to investigate how learners perceive it and whether they believe that they benefit from their written work. To put it on another way, learners' perception of themselves as writers is shaped by their experiences in writing classes. According to (Kasper and Patrello,1996 : 178) most learners are not confident in their English writing skill because they have been conditioned to expect failure, so they have difficulty in writing and they tend to evaluate themselves as they write, which is a habit that only aggravates anxiety and inhibits the generation of idea.

Since many teachers do not see errors as a valuable tool for learning, learners tend to be ashamed of their errors in the learning process. In order for teachers and experts to see how valuable error feedback is, learners need to express their attitudes towards error correction practice.

A variety of recent studies have began to look at EFL writing and learners' attitudes towards error correction. On the negative side, error correction does not stimulates learners to think that their communication competence is sufficient for conveying most meaning in most situations, so they may be less motivated to eliminate errors. Indeed, the more assistance the teacher offers, the less responsibility the students need to take (Reid,1994:287).

Nevertheless, many researchers suggest that error correction can be beneficial to learners because errors produced by an EFL learner improve their foreign language proficiency more. For the most part, learners are responsible for their own learning. Therefore, there is an obvious need to understand their views of corrective feedback. Many studies examining learners' perception of feedback have shown that learners have strong opinion on both the amount and types of feedback given and they want their written work to be corrected because they believe that error correction is helpful.



## **CHAPTER THREE**

### **Data Analysis and Discussion**

**Chapter Three: Data Analysis and Discussion**

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## ***CHAPTER THREE – Data Analysis and Discussion***

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### ***3.1: Introduction***

This chapter is concerned with the analysis obtained after having applied the data collection instruments: classroom observation, teacher's interview, and students' questionnaire. For each of the instruments, the findings were analyzed to find answers to the research questions; the results were divided into two categories which are the effectiveness of peer correction when the teacher uses it in an academic English written course and the attitudes of students when using this technique.

### ***3.2: Classroom observation***

#### ***3.2.1: Aim of classroom observation***

This instrument was chosen in order to obtain first hand information. Observation provides reality check (Morinson, 2007:396). This means I could observe what really happens in the classroom. Observation is defined by (Potter ,1996:98) as:

*“a technique on gathering data about direct contact with an object- usually another human being. The researcher watches the behavior and documents the properties of the object. It is a very important method of data collection used by both qualitative and quantitative researchers.”* This means that applying this instrument, the information collected are related to the attitudes and perceptions of the participants.

#### ***3.2.2: Description classroom observation***

After observing the English writing course three times with second year level at the English Department of Saida University in the sake of carrying out this research, I noticed the way the teacher used peer correction in her class. To begin with, the teacher explained to her students the lecture step by step as she asked them from time to time if they have any ambiguity to be simplified and re-explained. In this phase, students acted as receivers of knowledge and the teacher is the only one who makes knowledge flows in her class.

## *CHAPTER THREE – Data Analysis and Discussion*

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Since time wasn't sufficient to deal with the lecture and the practice at the same time, the teacher divided her course into two sessions, the first session was devoted to the explanation of the lecture in which she went deeper and explained the smallest details, and the practice when she gave to them the opportunity to exercise what they saw and she checked their understanding as well as evaluating them.

During the practice course, students were asked to work individually; the activity was about writing a letter of application giving much more importance to the shape. However, I noticed that students work in pairs and groups, they interpret their ideas, so they work collaboratively in the sake of following the norms of writing a letter of application and applying what was explained by their teacher.

By doing so, peer correction occurs in the classroom and it creates a suitable atmosphere because students were more autonomous and analytical.

### ***3.2.3: Interaction between the teacher and students***

During the observations, I observed that the teacher gave clear instructions, in this way students were able to understand everything that she said. Another aspect that I noticed was that while students work together, the teacher kept control over her class, by doing so students create a positive environment where both the teaching and learning processes occur. I also observed that from time to time the teacher gave feedback to her students; students seemed to connect with the teacher and feel comfortable.

### ***3.2.4: Interaction between student and student***

I observed that students have the same level on what concerns the writing skill. I could also notice that all students were really committed to working on the question of their teacher; a few were doing something else: chatting, using their phones. When students were working in pairs, most of them seemed to be comfortable in correcting and being corrected by their mates. They were orally making suggestions to their peers, giving comments and ideas.

## ***CHAPTER THREE – Data Analysis and Discussion***

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### ***3.2.5: Students' attitudes:***

During the classroom observation, I could observe the behavior of students when they were working together, they were using peer correction spontaneously, at the same time they developed their writing, speaking, and listening skills. Even if sometimes, they used some Arabic words, it was not a problem because the goal was to exchange ideas about the subject matter. Thus the use of Arabic words was a useful way to facilitate their learning process.

### ***3.3. Teachers' interview:***

#### ***3.3.1. Aim of teacher's Interview***

Teachers' interview aims at exploring teachers' view point about the implementation of peer correction in English writing course as well as its effectiveness. According to (Goodwin, 2012:01) “an *interview is a conversation, usually between two people. But it is a conversation where one person: the interviewer is seeking responses for particular purpose from the other person: the interviewee*”

#### ***3.3.2. Description of teacher's Interview***

The interview questions have been divided into two sections. The first one contains three questions which gather general information about the teaching the writing skill at the University. The second section consists of three questions also; it deals with the teacher's view point about the use of peer correction in English written course and its effectiveness.

#### ***Section one: General information of teaching the writing skill***

*Question one: which approach do you use in teaching the writing skill?*

- a- Grammar translation Method*
- b- Direct Method*
- c- Communicative Language Teaching*



## *CHAPTER THREE – Data Analysis and Discussion*

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First teacher's answer: I use the Communicative Language Teaching approach because it is both teacher and learner centered approach. The two above approaches are traditional.

Second teacher's answer: I use the Direct Method during the explanation of the lecture because in this step the learner needs to receive information from the teacher, but when it comes to the practice I use the Communicative Language Teaching because the learners need to practice and apply what was explained.

*Question two: How do you evaluate learners' level at writing?*

First teacher's answer: There are many ways to evaluate their level, because students do not share the same level, so the way of evaluation differs from one student to another.

Second teacher's answer: This question is wide, but what is noticeable is that the majority students have difficulties and are weak at writing.

*Question Three: Do you think that learners ameliorate their level when they exchange ideas and work collaboratively?*

First teacher's answer: yes indeed, it is effective because students practice the four skills. Moreover, when students interact with each other and receive comments they feel at ease and more comfortable.

Second teacher's answer: yes for sure collaborative learning is useful, however students do not exchange knowledge in the appropriate way, sometimes the classroom atmosphere becomes noisy and this interrupts me.

### ***Section two: Teacher's view point about using peer correction:***

*Question one: Do you use peer correction as a teaching technique? Why?*

First teacher's answer: yes I do use it but not frequently, most of time I use self correction because it is better if the student detects his mistake by himself rather than by his mate, so that he tries to correct that mistake and be confident of his capacities.

## *CHAPTER THREE – Data Analysis and Discussion*

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Second teacher's answer: I don't use this technique because most of time I give to my students individual work, but even students are asked to work individually they exchange ideas and correct to each other.

*Question two: In your opinion how can peer correction help learners develop their writing abilities?*

First teacher's answer: peer correction has an important role in developing learners writing abilities because they are able to know their mistakes without being in need to their teachers' help and correction. In addition, when the mistake is corrected by a mate who has the same level it will be memorized in students' minds and they will avoid it in their future learning carrier. So, sometimes peer correction works better than teacher correction.

Second teacher's answer: Peer correction helps learners develop not only their writing abilities but also the other three skills (reading, listening, and speaking) because students often feel that there is a kind of limits with their teachers and they do not express themselves at ease, so they prefer receiving feedback from their peers and this helps them a lot in developing their learning as a whole not only the writing skill.

*Question three: What attitudes do you usually observe in students towards the use of peer correction in the classroom?*

First teachers' answer: it seems to me, when they have their work in their friends' hands, they look at their texts with new eyes; they discuss the mistake that they have found and sometimes ask me questions about how to correct them.

Second teacher's answer: I usually notice that students have positive attitudes on what concerns peer correction because they work together and correct each other even on what has to do with simple activities and individual work.

*Question four: The use of peer correction creates a suitable atmosphere in the writing class?*

## ***CHAPTER THREE – Data Analysis and Discussion***

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First teacher's answer: yes there is a good atmosphere in the writing class that motivates learners, as it improves their self confidence and their critical thinking.

Second teacher's answer: for me peer correction creates a suitable atmosphere when students work in pairs, but when they work in groups the environment in the class becomes no more suitable and the learning process does not occur because of noise.

To sum up, teachers of written expression module of the English Department of Dr, Moulay Taher University use different strategies to correct their students' mistakes, among these strategies peer correction which they see that it is effective and has a positive impact on students' learning process.

### ***3.4 : Students' Questionnaire***

#### ***3.4.1 : Aim of the questionnaire***

The aim of the questionnaire is to know learners' opinions about the practice of peer correction and its effectiveness in developing their writing abilities. The questionnaire was divided into two main sections: The first section was about learners' attitudes when using peer correction, and the second section was about the effectiveness of this teaching technique. Second year English language students were selected to be the participant of this study. The main aim of choosing this level is that students have dealt with this module in the first year as they have knowledge about it.

Thus, in the second year they share what they learnt in the previous year, so they need to work collaboratively to develop their learning abilities.

#### ***3.4.2: Focus group***

Additionally, a focus group was used because the group where the study was conducted was too numerous. Hence, focus group was regarded as the suitable instrument to collect data of the present study. (Morinson and Manion 2007:376) define focus group as “a *specific chosen sector of population to discuss a particular given theme or topic*”. Where the interaction with the group leads to data and outcomes”

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### 3.4.3: Description of the questionnaire

#### 3.4.3.1. Section one: Learners' attitudes towards peer correction

The objective of section one is to identify learners' attitudes and perceptions when using peer correction. The tables bellow summarize the information obtained from the questionnaire.

*Question one: When I correct my friends' writing I feel*

Students' attitudes	Frequency	Percentage
Excited	11	34.37%
Interested	08	25%
Confident	04	12.5%
Enthusiastic	07	21.87%
Bored	02	6.25%
Worried	00	00%
Total	32	100%

*Table four: Correcting a classmate*

Table one shows learners attitudes when they correct a classmate paper. Students mentioned that as they are in the process of learning they could notice mistakes that their peers had made which are most of time similar to their own mistakes. From the result obtained, it can be concluded that when learners have to correct their friends' writing most of them have positive attitudes such as excitement, interest, and confidence.

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*Question two: When my friends correct my writing I feel*

Students' attitudes	Frequency	Percentage
Excited	06	18.75%
Interested	11	34.37%
Confident	04	12.5%
Ensure	06	18.5%
Bored	03	9.37%
Worried	02	6.25%
<b>Total</b>	<b>32</b>	<b>100%</b>

*Table five: Being corrected by a classmate*

Table two shows students attitudes when their writings are corrected by their peers. The results presented show that when the learners had to be corrected by their friends, results are little bit different from those of table one. Although most students were either excited, interested, or confident some of them show them opposite. But still most of them have positive attitudes such as excitement, interest, and confidence.

*Question three: It is hard for me to notice my own errors*

Statement	Frequently	Sometimes	Rarely
It is hard for me to notice my own errors	07	17	08
Percentage	21.87%	53.12%	25%

*Table six: Students' inability in finding their own errors*

The vast majority of students find it hard to observe their own errors by themselves; 53.12% of them sometimes face difficulties in deducing their errors, and 21.87% face this problem frequently. However, only 25% of students are good at

## CHAPTER THREE – Data Analysis and Discussion

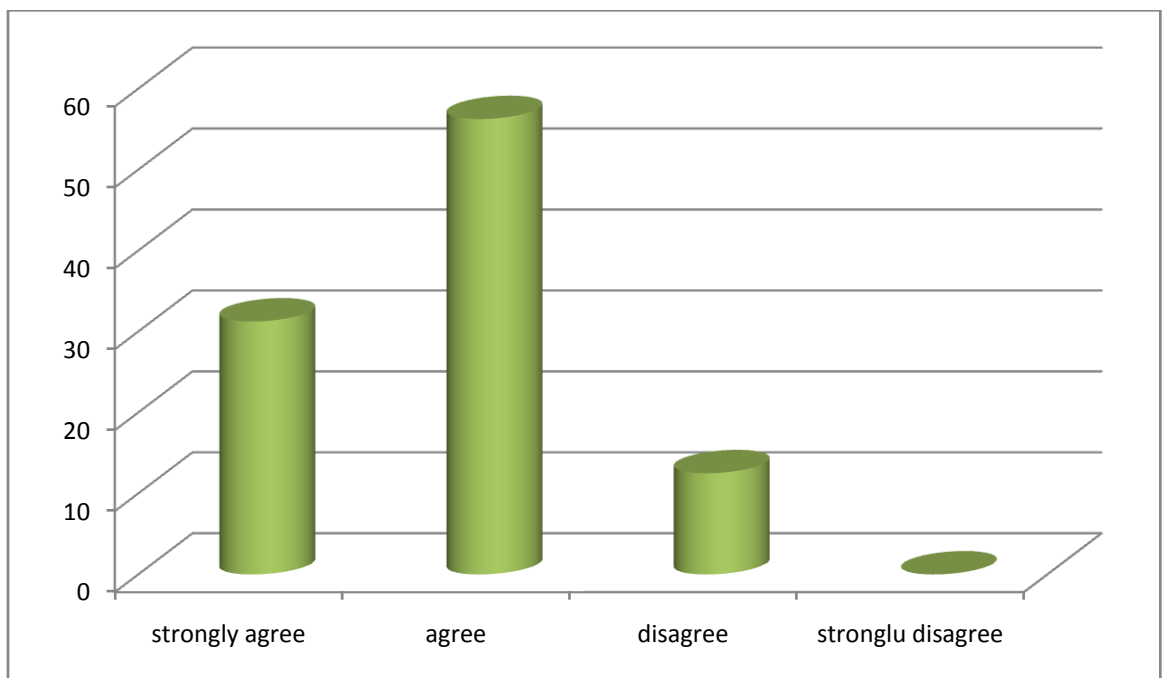
writing and do not face this problem all the time. This means that the majority of students consider English writing course as a hard activity.

The main aim of these questions of section one of the questionnaires was to discover learners' attitudes about either correcting a classmate or being corrected by a classmate, and students' ability to deduce and correct their own errors. Students' responses can be summarized in: When they were corrected by a peer they felt more comfortable. They also mentioned that obtaining suggestions and comments from a classmate gave them a more perspective and new ideas about their own work. They commented also that by using this technique they become more autonomous. This means that working with a peer during a difficult activity is better than do it alone.

### 3.4.2.2. Section two: The effectiveness of peer correction

This section contains eleven items which aim at looking for the effectiveness of peer correction in English writing course, and students' perceptions when they receive comment from their mates.

*Item one: I want to correct my friends' mistakes' in writing*



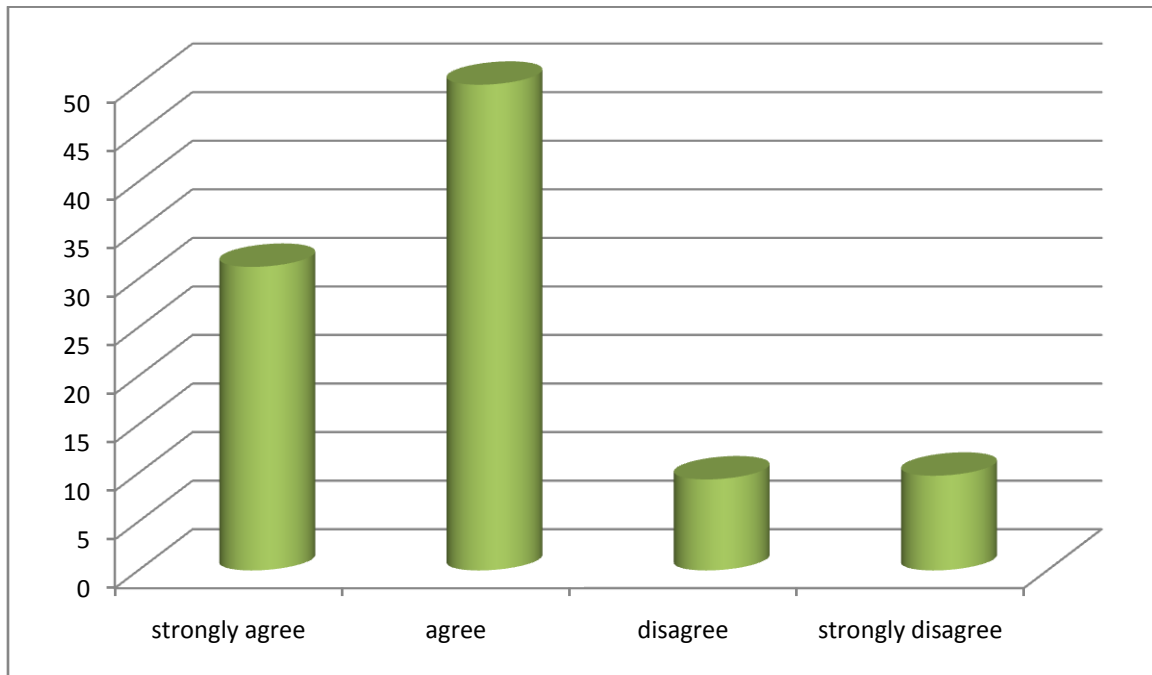
**Graph one: Students' opinions when they correct their friends' writing**

## CHAPTER THREE – Data Analysis and Discussion

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In response to the item *I want to correct my friends' mistakes in writing*, 31.25% were strongly agreed, 56.25% showed their agreement, and 12.5% of respondents disagree. However, none of them showed their strongly disagreement.

*Item two: I want my writing to be corrected by my friends*



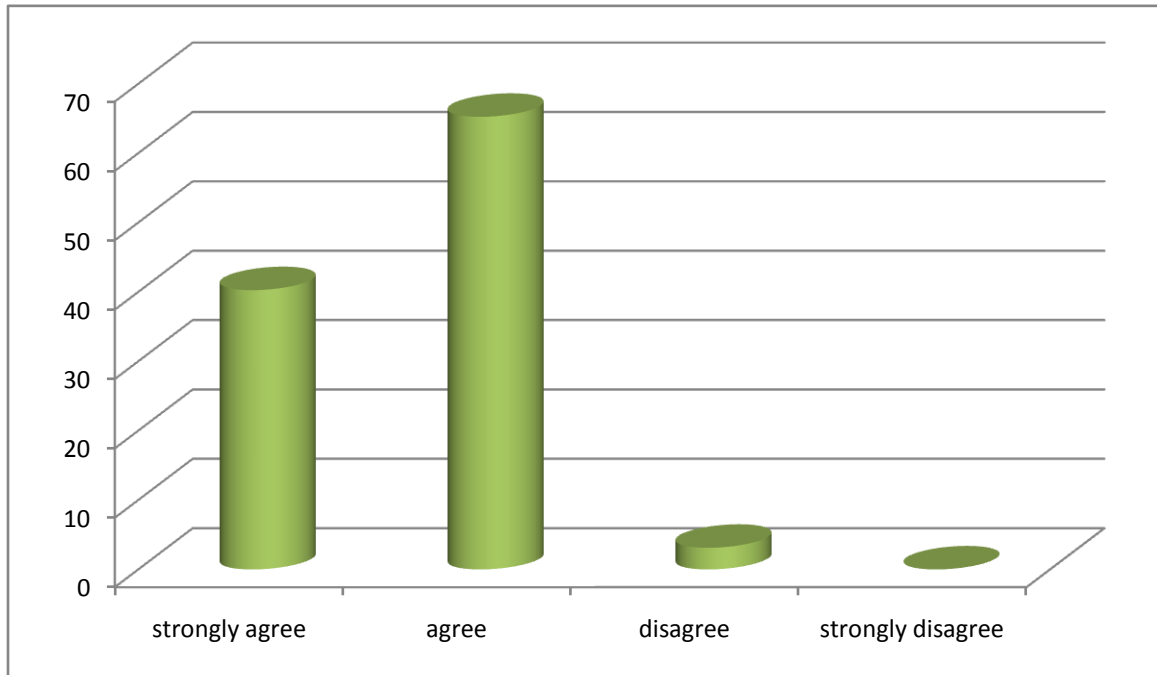
**Graph two: Students' opinions when their friends correct their writing**

Results shown in graph two, in response to the item *I want my writing to be corrected by my friends*, 31.25% of the subjects strongly agree, and 50% were agreed, 9.37% of the respondents were disagreed, and 9.75% were strongly disagreed.

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*Item three: I appreciate my friends' correction in my writing*

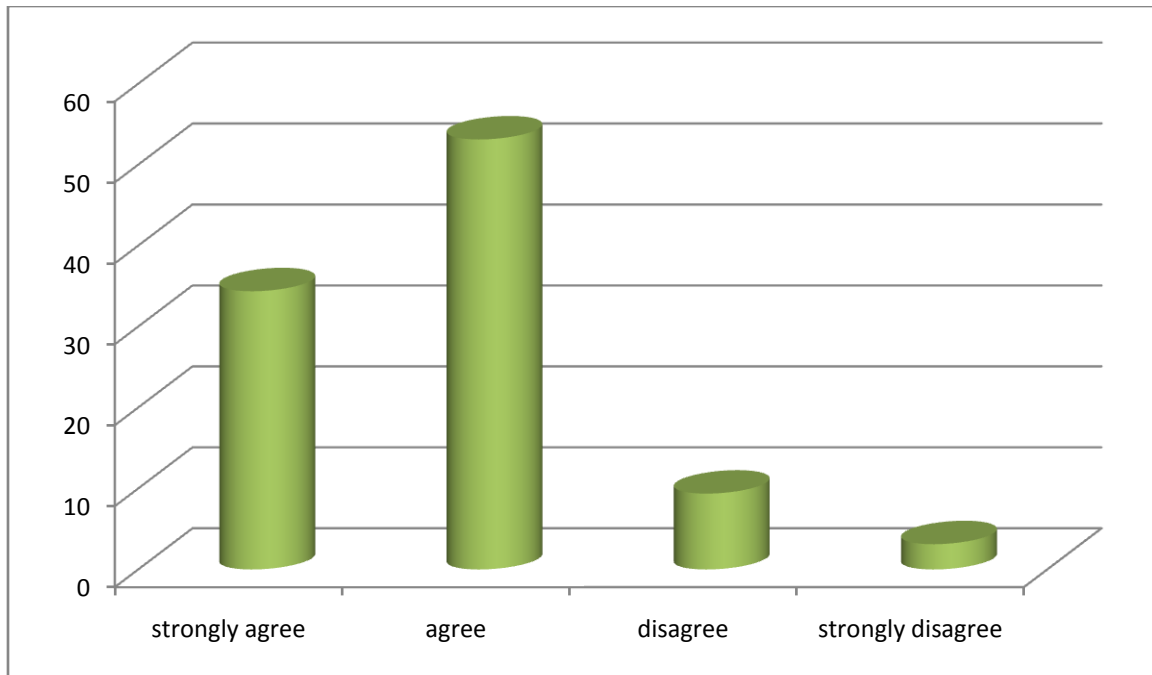


**Graph three: Students' opinions when their writings are corrected by their mates.**

On the item *I appreciate my friends' correction in my writing*, 40.26% of students showed their strongly agreement, 56.25% of learners agreed, and 3.12 disagreed. However, any one of them showed his strongly disagreement.



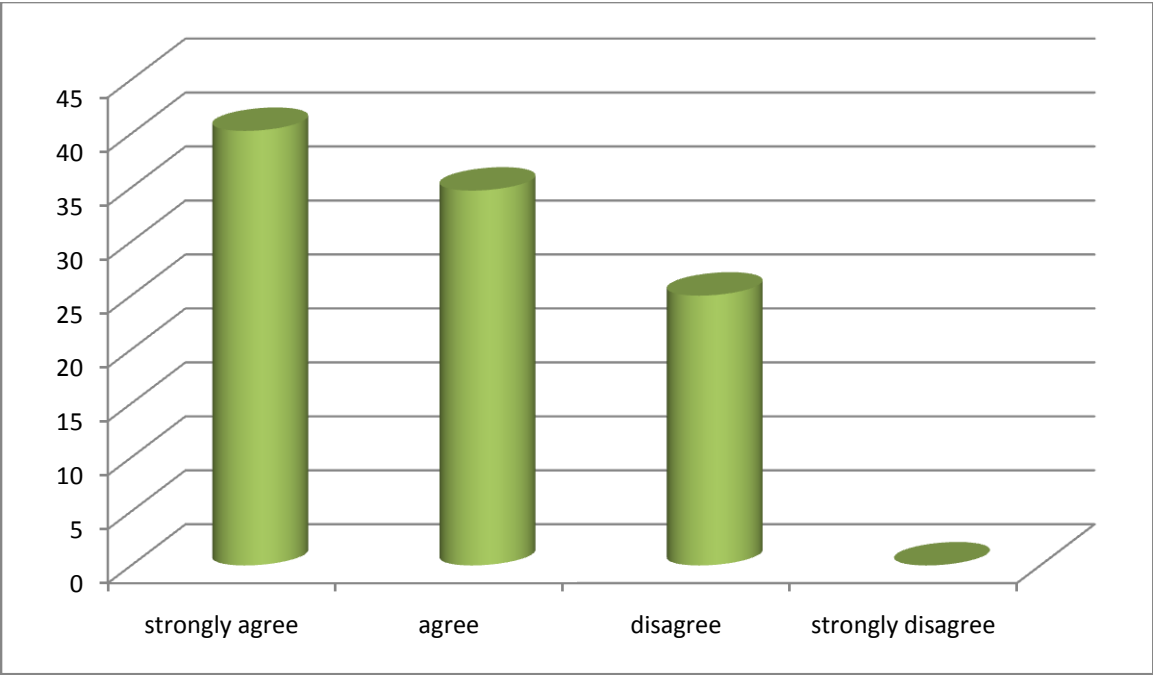
*Item four: I think it is better if my friends correct my mistakes rather than my teacher*



***Graph four: Comparison between teacher correction and peer correction***

The item, *I think it is better if my friends correct my writing rather than my teacher* obtained 34.37% of students' strongly agreement, and 53.12% of students' agreement, 9.37% disagreed, and 3.12% strongly disagreed.

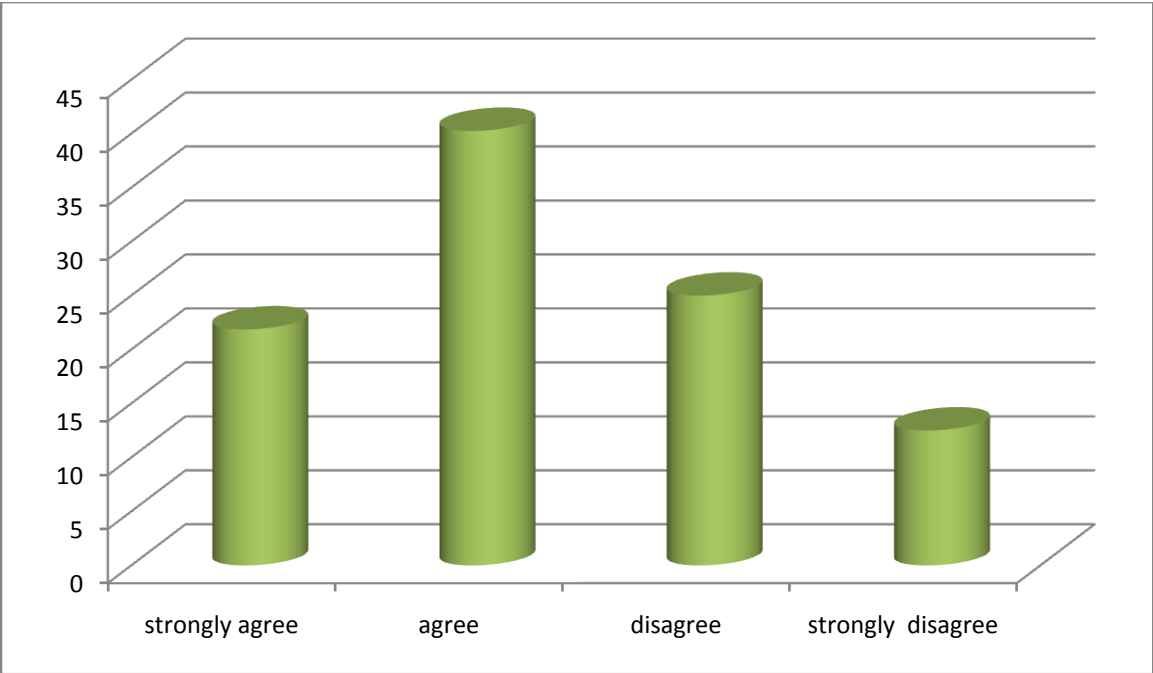
Item five: *I think I can give more comments for my friends' writing*



**Graph five: learners' ability on giving comments to their mates.**

40.26% believed that they can give good comments for their friends' writing, they strongly agreed. 34.37% agreed on this item, while about 25% showed opposite responses which are their disagreement.

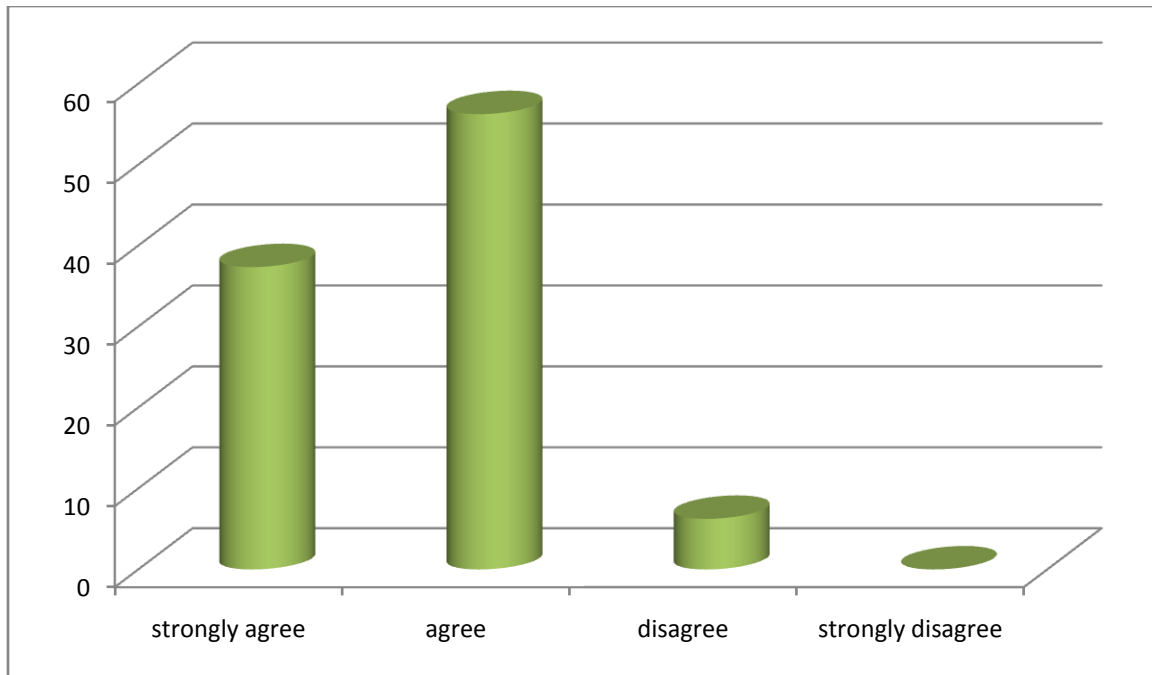
Item six: *I think I can improve my writing after correcting my friends' writing*



**Graph six: Improvement of learners' writing after their friends' correction.**

About 21.87% of the subjects strongly agreed on the item *I think I can improve my writing after correcting my friends' writing*, 40.26% agreed on this item. By contrast, 25% disagreed and 12.5% strongly disagreed on this item.

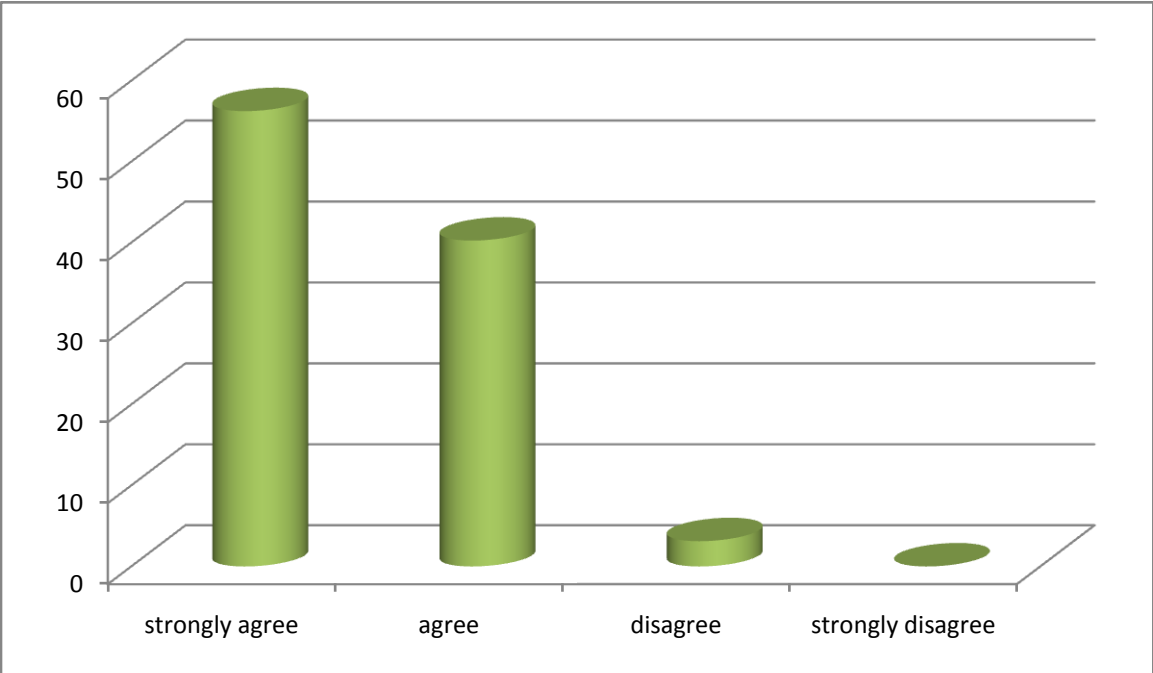
*Item seven: Peer correction strengthens my relationship with my course mates:*



***Graph seven: Peer correction and its impact on course mates ‘rapport***

*Peer correction strengthens students’ relationship with their course mates, 37.35% of participants strongly agreed on this item, 56.25% agreed on the item. However, 6.25% disagreed.*

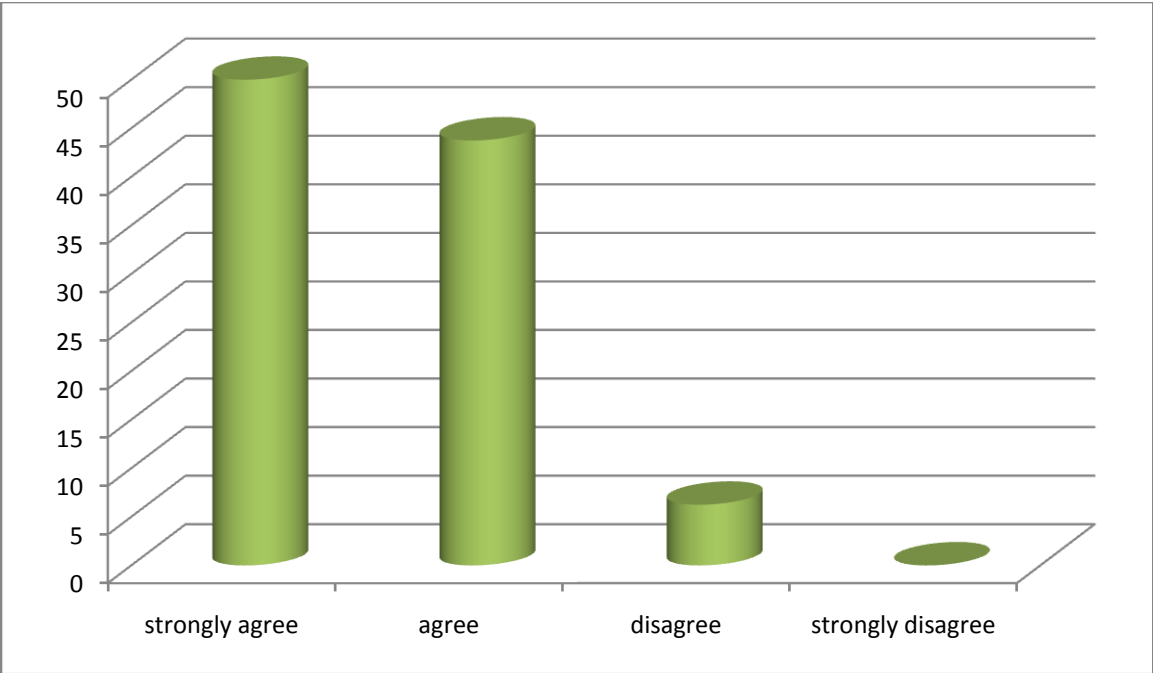
Item eight: Peer correction enhances autonomous learning among my class mates



**Graph eight: Enhancing learners’ autonomy through peer correction**

56.25% of respondents declared that *peer correction enhances autonomous learning* and they strongly agreed on this item, 40.26% were agreed. 3.12% of them showed their disagreement.

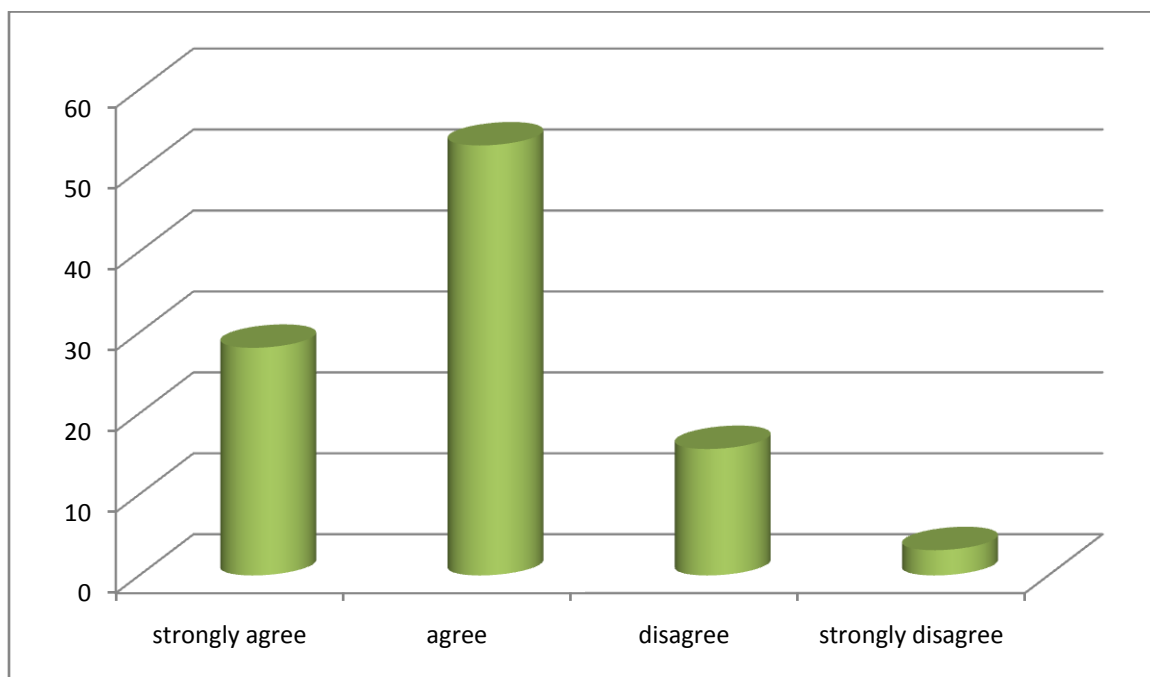
Item nine: *I think I can learn from my friends' mistakes*



**Graph nine: students' learning process from their peers' mistakes**

About 50% thought that they can likely learn from their friends' mistakes, 43.75% agree on this item. However, 6.25% showed their disagreement.

*Item ten: I become more aware of my friends' mistakes*



**Graph ten: Students' awareness about their writing mistakes**

Students showed 28.12% of strongly agreement on the item *I become more aware of my writing mistakes*, 35.12% of learners showed their agreement. By contrast, 15.26% showed their disagreement and 3.12% strongly disagreed.

### **3.5: Conclusion**

As mentioned above, the main concern of this study was to investigate the effectiveness of peer correction at Saida University. The general conclusions that can be drawn from the findings based on the research instruments are: attitudes towards peer correction were positive, the attitudes of participants are so similar when they were correctors or were corrected by others. However, the learners had a tendency to feel more positive when they correct their friends' writing; but few of them felt worried when they were corrected by peers. Therefore, students are more willing to be involved in the process of learning from others and being a source of knowledge for their mates.

With regard to students' attitudes towards this technique, results of the study showed a significance positive change in the subjects' attitudes towards using peer

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correction in their writing compositions. This means that when teaching and learning process shifts from teacher-centered approach to learner-centered approach, the whole environment becomes more enjoyable and interesting. Hence, students' motivation is raised and they do like activities and tasks as they become more persistent till they accomplish the mission.





## **CHAPTER FOUR**

### **Recommendation and Suggestions**

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### **4.1. Introduction**

This chapter suggests how peer correction can be used to promote the writing level of university students based on what was reported in the previous chapters of this plan paper.

### **4.2. Preparing Students for Peer Correction**

Researchers offer guidelines that will prepare EFL students for peer correction. The guidelines are organized into four categories: affective, cognitive, socio-cultural, and linguistic. Teachers can prepare students for peer review by following the recommendations included in each category.

#### **4.2.1. Affective**

1. Create comfortable atmosphere to assist students in establishing peer trust.
2. Encourage peer support.
3. Establish the role of peer response in classroom.
4. Allow sufficient time to familiarize students with peer response procedures and format.
5. Give peer comments before those from the teacher.

#### **4.2.2. Cognitive**

1. Highlight the purpose of peer response.
2. Stress the importance of peer response for revision by using drafts and peer response to demonstrate the effects of peer response on revision.
3. Use task specific peer response sheets catering to the needs of learners at different proficiency levels.
4. Provide concrete guidelines bases on peer responses.
5. Practice asking questions that encourage negotiation of meaning.

#### **4.2.3. Socio-cultural**

1. Increase the awareness of the nature of intercultural communication in group work.
2. Invite students to work from their own experiences and perceptions toward peer response work.

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3. Introduce peer response strategies such as turn-taking, interaction, and showing respect to peers.

### **4.2.4: Linguistic**

1. Introduce pragmatic and useful experiences in peer response.
2. Use examples to show what is inappropriate in peer response.
3. Instruct students in asking the right questions.<sup>3</sup>

### **4.3. The Successful Implementation of Peer Correction**

Ideas like learners' autonomy and collaborative learning have come to us from the Western countries and before we blindly adopt those we have to understand that we do not stand on the same platform. Our learners are brought up and though in a setting which is very different from theirs. Therefore, in order to receive the benefits of a useful technique like peer correction, teachers need to prepare learners. Several suggestions have been listed down here that the teacher might take into consideration while preparing learners for collaborative learning or exercising elements of it.

1. Since English language learners are foreigners, they are not yet ready for practicing peer feedback; the teacher has to train them. One way of doing this along with peer correction, practicing other techniques which foster learners autonomy. For example, the teacher can apply pair work and group work in class, he can model the whole process, show examples, explain and provide guidelines, explain to students what to look for, and how to give oral and written comments. Students can be assigned group take-home projects. Classroom material can be negotiated between the teacher and the learner. Classroom interaction can be enhanced through discussion and debates and so on. Continual practice of all these collaborative techniques will introduce the learner with the ideas of autonomy and gradually the students will learn to take responsibilities for their own learning rather than only receiving input from the authority.
2. For practicing peer correction, the teacher has to create a safe environment in class where students' faces are saved. Also he/she must assure the students that feedback from their peers is valuable, reliable, and useful.

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3. Before peer correction can be implemented, students must be trained, especially when it comes to applying it in writing. Engaging untrained and non oriented students in the correction process yield to invalid and unreliable feedback.
4. Peer feedback should not be exercised in the sole way of providing feedback. Because even if students welcome this technique, it should not be taken for granted that students always provide correct feedback.
5. Above all, learners have to be oriented to have new roles of a learner which is not one of a receiver but of an active participant. This kind of orientation can take place only when teachers themselves believe in this. Both teachers and learners have to live the idea that effective and meaningful learning takes places only when students actively contribute to the learning and negotiate constantly in terms of creating meaning.

There are several ways that teachers can ensure that peer correction is implemented successfully in EFL writing classes. Some of the suggested ways include the use of check list or guidelines designed by teachers. However, students would need to be guided in how to use the guidelines. A teacher would also need to show students what to look for in the peers' written paper.( Ferris and Hedgecock, 2005) recommended that the teacher lead the peer review discussion in the classes. Similarly, they stated that teachers need to be careful when administering peer review in their EFL writing classes, they argued that peer response works best if it is used under best controlled circumstances, peer correction offers a process by which teachers lead and guide students on how to evaluate their peer written tests.

Following these procedures, peer correction will have a positive effect on EFL students written classes in several ways. For example, it improves students' self confidence; it makes students accountable for their own learning, as it helps students know about their written weakness.

Another issue that may facilitate peer correction is Code correction.

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### **4.4: Correction codes**

Correction symbols refer to the indication of types and location of students' mistakes through the use of correction codes such as those suggested by ( Oshima and Hogue,1997). The application of the correction codes is normally done by underlining the mistake and using some codes to focus on the attention of students on the kind of mistake they have made. So coding technique consists of using a number of different codes to refer to the different aspects of language such as word order, spelling, verb, tense etc. Correction symbols are also called minimal marking. Using correction codes as a convenient way of giving learners information on where they have gone wrong ,and “ *it is convenient to have a system of signals to the learners in order to help him to know what he is looking for before he has acquired much proof-reading skill*” Bright and McGregor (1970,p.156) . In addition, this technique makes correction less threatening and helps students to find and identify their mistakes. As it makes correction looks less damaging. It also has the advantage of encouraging students to think about their mistakes, so that they can correct themselves. Correction codes encourage student to look at writing as a skill that can be improved, and train them in looking for areas of improvement. Students can therefore correct their mistakes because their mistakes occur in a conversation where there are many things to get right. The learner knows the right form, but produces the wrong one” (Johnson, 2001: 335)

#### **4.4.1. Its Impact on Students**

The use of error codes to help students correct their writing has also been propounded in the literature as an effective method to facilitate error correction. It is believed to be a useful method of helping students to correct their own errors. As both (Albright,1975) and( Long, 1977) point out, it is important for teachers not to correct learners' errors or give the right answer to them immediately. This will further active their linguistic competence.

( Lee,1997) did carry a study on students' performance in error correction with ESL learners; she found that error feedback with the help of error codes must be handled

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with care. Thus, coded feedback was effective for weak students. As it is useful to help English learners correct their errors successfully.

### ***4.5. Potential Challenges for Implementing Peer Correction***

There are several challenges that may affect the utilization of peer correction. Firstly, teachers may not be familiar with the effective ways of implementing peer correction in their EFL classes. Secondly, teachers may have a negative attitude towards implementing peer correction in EFL writing classes. Thirdly, students may have difficulties reviewing each others' written papers. Finally, students may have negative attitudes towards the use of peer correction in EFL classes.

Bearing in mind the above mentioned challenges, there are several things that can be done to ensure that peer correction is an alternative teaching strategy that works well for both teachers and learners. The following steps may be needed in the case there are challenges regarding peer correction use in EFL written classes at Saida University.

1. Teacher program on the use of peer correction would need to be conducted.
2. Extra material containing how peer correction should be utilized, should be provided to teachers of EFL writing classes.
3. Sample texts need to be provided to students for references.
4. Teachers need to take the lead in how peer correction is provided in their EFL writing classes.
5. More explanation on how peer correction matters should be shared.

If these steps are taken, it is likely that peer correction can be effectively introduced and used in EFL writing classes both students and teachers would benefit from the adoption of peer correction.

### ***4.6. Conclusion***

To conclude, peer correction can have important pedagogical implication not only for EFL writing, but also for speaking and cooperative learning since peer review and peer negotiation involves all these activities. It also offers peer feedback as a variable alternative to teacher-centered classes with high number of students were class management can be an issue. EFL writing teachers can hold their students accountable

## *CHAPTER FOUR– Recommendation and Suggestion*

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for what they are expected to learn. Exchanging feedback in the form of negotiation can be enabling practice for EFL learners to practice critical argumentation which does not have to be restricted to writing classes. It can also increase learners' tolerance to listen to their peers which makes the task authentic. It also pushes them to speak and improve their output.



## *General Conclusion*

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### ***General conclusion***

Teaching the writing to EFL learners is more complex than teaching any other communicative skill. Although EFL learners have to learn harder to have good compositions, they have made variety of errors and mistakes when writing. In other words, EFL learners often feel anxious and stressful when writing a foreign language. Consequently, language teachers and researchers have made an effort to know what they can do to help students to minimize their mistakes in their writing because it is impossible for each teacher to read and correct all students' compositions.

Peer correction with its advantages can be a helpful way to encourage students to read and give comments and suggestions together for enrichment of their peers' writing.

Peer correction works as a vital part on the process of teaching because it helps students realize their demands for enhancement of writing ability.

Henceforth, in this study I tend to investigate learners' attitudes towards peer correction in English writing course at Dr. Moulay Taher University as well as its effectiveness.

This study aimed to find answers to the following research questions:

1. How can peer correction help EFL learners develop their writing abilities?
2. How do students react towards the use of peer correction technique?

This study was carried out based on the following hypothesis: knowledge can be best acquired through noticeable interactions. Students receive feedback about their writings from others.

This dissertation has been divided into four main chapters. It started with the review of related literature were all the previous studies, which dealt with the same topic have been mentioned. In the second chapter, I dealt with the writing skill and error correction. In the third chapter, all the information and the data gathered were analyzed and discussed. In the last chapter, some recommendations and solutions were

## *General Conclusion*

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presented in the sake of best implementing this teaching technique, which helps both the teachers and the learners.

After gathering data, interpreting, and analyzing all the information obtained based the research tools, it was possible to make some general conclusions about learners' attitudes towards peer correction in an English written course. Even though this study does not investigate the link between peer correction and language acquisition, it does suggest that learners pay attention to it and believe that it helps them in language acquisition. This study shows that learners react positively to peer correction and pay a lot attention to it.

Due to the several weaknesses in the research, the result can only be regarded as tentative. The following conclusions have been drawn from the study. Learners believe that in order to improve their writing skill, it is necessary to receive feedback from their peers. Similarly, some learners find the correction of the teacher is beneficial to their language acquisition as they expect to improve their writings and learn more when their teachers highlight their errors and correct them. However, the majority of students prefer peer correction since correcting errors collaboratively is surely more motivating for learners rather copying correct forms from the teacher. In general, learners agree that they find peer correction motivating and useful and show that they value the opportunity of sharing knowledge, comprehension, and correction.

# Appendices

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## APPENDIX A: Students' Questionnaire

DEAR STUDENTS,

This questionnaire is a tool that aims to identify English language learners' attitudes towards peer correction in English language writing course at Saida University.

Please read the instruction carefully and choose your answers. Your answers and data will be used only for the purpose of study.

### Section one: Learners' attitudes towards peer correction

Please read the questions carefully and tick your answer. You can choose more than one answer.

1/When I correct my friends' writing I feel:

- a- Excited     b- Interested     c- Confident     d- Ensure   
e- Bored     f- Worried

2/When my friends' correct my writing I feel:

- a- Excited     b- Interested     c- Confident     d- Ensure   
e- Bored     f- Worried

3/It is hard for me to notice my own errors:

- a- Frequently     b- sometimes     c- rarely

### Section Two: The effectiveness of peer correction:

Items	Strongly agree	Agree	Disagree	Strongly disagree
I want to correct my friends' mistakes in writing.				
I want my writing to be corrected by my friends.				

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I appreciate my friends' correction in my writing.				
I think it is better if my friends correct my mistakes rather than my teacher.				
I think I can give more comments for my friends' writing.				
I think I can improve my writing after correcting my friends' writing.				
Peer correction strengthens my relationship with my course mates.				
Peer correction enhances autonomy learning among my class mate.				
I think I can learn from my friends' mistakes.				

*Thank you for your cooperation.*

# Appendices

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## APPENDIX B: Teacher' Interview

Dear teacher,

I would like your help by answering the following questions on what concerns peer correction in English writing course.

### Section One: General information of teaching the writing skill

**Q1:** Which approach do you use in teaching the writing skill?

- a- Grammar Translation Method
- b- Direct Method
- c- Communicative Language Teaching

**Q2:** How do you evaluate learners' level at writing?

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.....  
.....

**Q3:** Do you think that the collaborative work is useful in teaching the writing skill?

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**Q4:** Do you think that learners ameliorate their level when they exchange ideas?

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.....  
.....

### Section Two: Teachers' viewpoint about using peer correction

**Q1:** Do use peer correction as teaching technique? Why?

- a- Yes
- b- No

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.....

## Appendices

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**Q2:** In your opinion, how can peer correction help learners develop their writing abilities?

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.....  
.....

**Q3/** What attitudes do you usually observe in students towards the use of peer correction?

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**Q4:** The use of peer correction creates a suitable atmosphere in the writing class?

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.....

*Thank you very much for your help*

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