Dedication

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

My parents whose support and assistance have been extremely important.

My beloved siblings who were giving me massages once I finish writing a chapter .and noura who were there in the last minute to help me.

Last but not least , I would like to thank all those family members and friends who helped me to reach my goal.

Acknowlegdement

First and foremost, my sincere gratitude goes to my supervisor Dr.Ali Rabah who has shared her time , experience and knowlegde with me during this year ,

I thank her for being patient in guiding me.

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

Abstract

This study was conducted at the English department of Saida University .Its aim was to investigate students' and teachers' attitude towards peer correction in addition to an over view about error correction in general . To ensure the purpose of this enquiry two research tools were used : teachers' interview , and a questionnaire distributed to second yeah English Language students. The respondents of the study were twenty five students and six teachers of oral and written expression modules. The findings of the survey showed that both of teachers have a positive attitudes towards peer correction and students declared a good impression especially when the teacher succeed in creating and enjoyable atmosphere in the classroom ,this they were interested in this technique because of its effectiveness and positive impact on their learning process. It is recommended that peer correction should be applied in a proper way with a careful monitoring by the teacher .

Index terms: peer correction , learner's attitude , peers' correction effectiveness

List of Abbreviation

ECC : Error Correction Codes

CLT : Communicative Language Teaching

DM : Direct Method

GMT : Grammar Translation Method

CBA : Communicative Based Approach

LG : Language

GTM : Grammar Translation Method

Q : Question

% : Percentage

EFL : English as a Foreign Language

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General introduction

Making mistakes in an important step in the learning process, especially when learning a new language. The moment the teacher knows how to correct his learners and when, the results are going to be satisfying. Considering the fact that the teacher is the main source of the information , which he has various roles to play in his class , correcting his students is the most significant one , and with the development of the teaching methods over time such grammar translation method and communicative language teaching approach , also the way of correcting students has changed , and peer correction has come up .

when you tell learners about something they will eventually forget about it ,however if you showed them the way of doing it they will end up by remembering it ,moreover in case of involving them they will finally learn ; and this explains accurately the idea of peer correction , the use of this method makes the students more involved in the class , in addition to enhancing their interaction and cooperation with their mates . however if the teacher was not able to create a kind and enjoyable classroom atmosphere and a sense of friendly learning community ,some of the students who resent being evaluated and corrected by others will have a negative point of view about it ,hence it will affect their performance . But if it is done well by the teacher, students' motivation is expected to be increased, since they are being corrected away from their teacher.

In this research work , I tend to investigate the attitude of both teachers and students towards peer correction technique , in addition to which extent peer correction can be helpful in reducing students mistakes and increasing their ability to learn and have better results ,thus the research work was conducted to answer the following questions :

1. What is the teachers' and students' attitude towards the use of peer correction   technique in the LMD classes?

2. Does peer correction helps learner to develop their learning abilities?

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

General Introduction

When teachers succeed in creating and enjoyable atmosphere inside their classes and make learners enjoy doing the pair activities a noticeable knowledge is reached, due to the high level of motivation from student's side.

In order to find out answers to the previous questions , and also to confirm the research hypothesis , I have used a quantitative and qualitative research instruments : interview for the teachers to collect data about the effectiveness of peer correction in the end of their class and their own opinion about it , questionnaire aimed to students to father information about their attitude towards the use of the peer correction technique and how they feel when they are corrected by their peers in front of the whole class . In the end of the whole process, I gathered data and analyzed them to conclude and obtain the general conclusions.

This study addressed both teachers and students of Dr. Moulay Tahar university at the level of the English Department , with aim of discovering the attitudes of students when it comes to peer correction and whether it is an effective way which is the alternative method for the enhancement of the students' abilities and skills .

This dissertation was divided into three chapters , which come after the general introduction . The first chapter includes a literature review on error correction in general and peer correction specifically, also a brief review about the communicative language teaching approach since it is used in the LMD classes and due to this approach teachers were introduced to the use of this method openly and easily. The second chapter is about the methodology, instruments used , data collected and its analysis that are presented and discussed , Finally , the last chapter undertakes some of the suggestions and recommendations to best implement peer correction in an English course .

This research work can be significant when it comes to let the teachers have an overview or a close look to how students deal with peer correction in their minds and what they really think of it , and from this angle they will know whether to use it or not , and in case they decided to use it , they should bear in mind what they must be doing before exposing their learners to this technique . also this research work shows the advantages of adapting a learner centered approach in the process of teaching and learning .

CHAPTER ONE

LITERATURE REVIEW

Literature review

1 .1 Introduction

Since with errors students learn more , a great amount of time and efforts are given for the sake of defining and using this matter in a useful and meaningful way . Techniques of error correction will be mentioned in the following sections in addition to how peer correction is related to the communicative language teaching approach.

1.2 The distinction between mistakes and errors

Making the distinction between mistakes and error is important due to the fact that analyzing the students' language must be done in an appropriate angle, Corder (2006) introduced the dissimilarity between systematic and non systematic errors unsystematic error occur in one's native language, lorder calls these "mistakes" and states that they are not noteworthy to the process of language learning , he keeps the term "errors" for the systematic ones, which occur in a second language learning (karra,2006) .

A mistake refers to a performances error which is made by language learners while producing a known structure incorrectly which comes out through a slip of tongue on an unsystematic guess (brown;2000). Native and non native speakers are both exposed to making mistakes however the native speakers are more likely to recognize and correct their mistakes which are the opposite of the non-native speakers.

Flow and limitation in the process of producing speech are the reasons of mistakes, not always the incompetence or insufficiency, also these hesitations, slip of tongue random ungrammaticalities and other performance lapses in L1 production also arise in L2 production, which can be self-corrected.

1.3 Oral error correction: when and how to correct

The moment we talk about error correction, it specifies correcting oral and written errors, However, this section will take oral correction, student back speaking skills, of course researchers and linguists differed in point of view when it comes to what, when and how to correct students' errors, for instance, some researchers suggested to correct errors and mistakes in the middle of the conversation, in contrast some did not recommend the interruption of students when speaking in the classroom.

Teachers must know how to correct students establishing a positive effect among students and keep them stimulated when correcting, this positive behavior includes humor, encouragement, personal interest, and a natural us of language, get error correction may deliver the opposite message like discouragement or focusing on the forms instead of content. It is tremendously important to define language's learning error correctly.

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Errors were considered as a bad thing that must be eradicated in the traditional methods of teaching language.

"Typical definitions includes some references to the production of linguistic form which deviates from the correct form" (alright and baily; 1991).

More over the correct form shows that of native speakers' way of speaking whilst in the latest years of progress, it was cleared out that learner's errors are a part of developmental stages of second language learning process. George Yule's (1997) highlights that " an error then is not something which hinders a student's progress, but is probably a clue to the active learning progress behind made by a student as he or she tries out ways of communicating in the new language.".

So making mistakes during the first language acquisition must be expected, as a result the same thing can occur during second language learning also.

1.4: How to correct errors

A french to English translator in the united states, Maria Karra 2006)

Claims that "Errors are significant in 3 ways, firstly to teacher; they show a student's progress secondly to the researchers; they show how a language is acquired and what strategies the learner uses, thirdly to the learners; they can learn from errors.

Teachers should be clever while correcting their students, they should be knowledgeable about the fact that the interruption of specific student while doing mistakes and correct him will inhibit them, instead of helping them to be fluent and encouraged.

Correction is the feedback that the teachers give to students while using the language, all teachers agree that it is difficult to correct oral errors or written ones, the teachers have to consider many issues for instance, whether it is an error or mistake, when the teacher should correct, how much error correction should be made, especially how the learner can be corrected without being demotivated, and this is exemplified when the teacher point out or give hint when something is done wrong and see if the learner can correct himself, and the teacher must be able to distinct between that error either it was global or local, researchers have categorized error in various ways, burt (1975) classified errors into two categories: <u>global</u> errors and <u>local</u> errors, global errors refer to those mistakes that inhibit or prevent communication "such as wrong word order, missing words wrong or misplaced sentence connectors" (p-56). However ,"local errors affect single elements in a sentence but do not usually hinders communication significantly such as errors in noun and verb inflection, articles and auxiliaries." (P 57). Burt argues that high frequency errors are the ones that that should be corrected by the teachers.

From another perspective, Mackey et al. (2000). Categorize four (4) types or errors in their analysis of second language interaction. So these four types that encouraged or elicit the

usage of corrective feed back of the teacher were phonology, morphosyntax, lexis and semantics.

1. Phonological errors were non target like pronunciation.
2. Morpho syntactic errors were omitted plural-s and the proposition in .
3. Lexical errors were inappropriate lexical items.
4. Semantic errors were incorrect meanings or expressions

5. **1.5: Defining correction, corrective feedback and its categories**

Schegloff et al. (1977) define the term correction as "the replacement of error or mistake by what is correct" (P.363). Chaudron (1977) defines correction as "Any reaction of the teachers which clearly transform, disapprovingly refers to or demands improvement of the learner's utterance" (P.31). and this is the most common conception employed by researchers. Also Light brown and Spada (1991) define corrective feedback as "any indication to the learners that their use of target language is involved" (P.171).

Teachers can provide corrective feedback in 2 ways either explicit or implicit feedback, like correcting without interrupting the learner while speaking (implicit feedback) or mentioning the error or mistake and emphasis it here It's (explicit). Long and Robinson (1998) make the distinction between negative and positive feedback : negative feedback shows the learners that their language or speech is wrong and faulty in some way. Yet every other feedback that is not negative is of course positive.

The teacher must understand the source of errors so that he can decide the method of treatment. Harmer (1998) suggests 3 steps to be followed by the teacher when errors occur. Firstly the teacher listens to the students, then recognize and identify the problem then in the end correct it in the most functional way. Lyster and Ranta (1997) developed six types of corrective feedback used by teachers as a response to learners errors:

1) Explicit correction shows or means the explicit giving of the correct form, the teacher while correcting the learners he or she clearly mention that what the student said is incorrect (e.g.;"Oh, you mean, «you should say").

2) Repeating what the student said or just a part of the utterance with an adjustment of the mistake.

3) the teacher asks the learner to repeat the speech because was not well understand or it was ill formed some way, the learner will reformulate his speech, this is called a clarification request and it includes "pardon me?".

4) metalinguistic feedback that includes comments, information, or question concerning the ill formed utterance of the learners like asking (eg : "Can you find your error ?") thus without giving him the correct form.

5) Elicitation, it's a way that teachers use to directly derive the correct form from the learner, the teacher uses fill in the blank method.

6) Repetition and adjusting the intonation of the teachers so the learner notices where the error is by the highlighting of the teacher.

However since there is no teacher who has time to deal with every error in the classroom a system of correction was determined to correct the errors according to their nature and significance, therefore in this system the priority should be given to the kind of errors which affect the communication and cause misunderstanding, if the teacher have knowledge about these things, he can direct himself correspondingly.

For instance, Brown (2000) suggests that local errors as in the coming example is clear and correction will just interrupt a learner while he is producing a flaw of communication utterance.

(eg, I gave she a present)

From another hand , global errors has to be treated in different manner because the message is not understood clearly. (example, Daddy my car happy tomorrow buy)

As a result of the previous paragraphs we conclude that errors in using articles, tenses, pluralization and so on are not very important comparing the errors of word order, the placement and choice of using correction in order to clarify the sentence, hence it is rated that the priority in error correction should be given to global errors in order to develop the students' communication skills, so the knowledge of error analysis helps the teacher to regulate and adjust errors from this king and being careful.

1.6: methods of error correction

Because errors are expected in the language Learning process, teachers must have on hand a way to deal with errors.

   1) **the indirect method**

It is true that the teacher is the first responsible of correcting students when they do an error , yet he is not the only source of that, he cannot be in control of the error correction all the time, so if the student discovered his own errors, a lot of work would be avoided.

Also there is another source of correcting errors which is the other members of the classroom, his peers it' is beneficial because it develop the student's ability to recognize errors, hence in some way it helps them to pay more attention to their utterance and reduce the amount of mistakes consequently, however there is a disadvantage in this point which is if the teacher does not handle the peers correction carefully, the students who were been corrected will feel inferior, demotivated and harmed.

2) the direct method

This method comes after the ineffectiveness f the first indirect method. It is used mostly when dealing with semantic errors, because is deals with the meanings of the statements and bearing in mind that the semantic order between 2 languages have no analogy or match.

What makes a not précised analysis of student problems after an assignment analysis of student problems after an assignment is the fact that teachers does not return papers to students with charts of error type. Henderickson (1978) said that error charts are helpful not only for analytical purposes, but also for developing individualized teaching materials and for establishing a system of error correction priorities.

1.7:Teachers attitude towards errors

The behaviourist's model of learning believe that language can be learnt by repeating it in its correct form and they consider repeating the wrong forms harmful, this is why some teachers are noticed to be afraid when learners commit errors and repeat them.

However, it is known today that this is wrong, language cannot be learnt this way, and trying a new language and making some errors is totally normal thing, it is actually inevitable pair of the process, because it is a system of rules that a learner had to acquire progressively, Doff (1993) stated that learners are applying rules from their mother tongue and then apply rules that they have internalized but they are in some way intermediate between their nature languages (L1) and target language (L2).

This attitude is wrong, the teacher should see this a sign of what he has reached, and it shows the development of the learner and what remained o be taught.

1.8: Students attitude towards errors

In page 60 of Corder 1967), said hat teachers care more about how dealing with error rather than what is the cause of them, they think that if their techniques in learning were adequate, errors would not be committed s a result we see teachers correcting immediately their students and trying by every mean to inhibit them, because they also believe that in this way students will not repeat their mistakes after recognize them.

In contrast, other teachers believe that constant correction of the learner can raise the level of anxiety and discouragement (Krashen ,1982). Yet it is found that students like to be corrected every now and then, because they believe in the efficiency of correction in improving their target language

Cathcart and Olsen (1979) show that students desire to be corrected especially in their oral errors, in a study of second language student writers, Leki (1991) finds that 100% of these students wanted all their written errors corrected, on the other hand, in oral speech some of

students finds it discouraging annoying and distracting to be corrected continuously, but they appreciate it when it is apparent and worthy of the correction; some of them stopped participating in the class because of unwanted correction. Since the difference between students' attitude and teachers' they both should find a reasonable approach or solution to fix and adjust the problem of error correction effectively.

1.8: Errors qualification

Of course, errors are not always bad, they have some positive deductive and constructive parts, peter james (201) highlights that, "the learners know they make mistakes, but , of course they do not know where the mistakes are, they don't know the importance of their mistakes, and even when this is explained, they repeat them". So he wants to say that mentioning mistakes then correct them is not enough, they need to give an explanation both for mistakes and errors.

This will help them develop their learning of language by their own errors, also by these errors students can distinguish between correct and incorrect form of language.

Errors help out the teacher to know how much his learner has absorbed the new language thus he will prepare future lessons accordingly. (Phillips and Walters et Al; 1995).

Undoubtedly, students in the process of producing the language they are learning, they like to be understood and corrected, yet they do not realize that they are doing the errors especially when it comes to grammatical errors, vocabulary errors and mispronounced words, these can affect their ability to be understood, so they basically need a feedback from their teachers to increase their awareness.

Allwright and Baily (1999) explain how the mistimed error treatment result a major problem in students and that is called fossilization.

1.10: Fossilization

This means for instance some of the advanced levels of learners have the habit of incorrect language and they cannot correct it easily.

Even good and active learners have some permanent syntactic and lexical errors; there is this phenomenon which called fossilization, which means keep saying on making the mistake over and over. Brown (alwright and baily; 1999) stated that :" the internalization of the incorrect form happens through the same learning process as the internalization of the correct form yet the latter is called learning while the former is called fossilization." Thus, fossilization is the constant use of the incorrect forms of the language, in another meaning, it could be defined as it is the adaptation of incorrect form of a second language (Brown 2000). And if the learner is aware of his problem he could avoid them after memorizing them, makeover if he cannot overcome his errors in an early age, it cannot be eradicated regardless of the great amount of explanation and guidance they get.

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Since the occurrence of fossilization is unknown, .Brown ,Vigil and Oller (alwright and bailey 1999) claims that it takes place due to the type of feedback that second language learners receive and they are two types, the first is cognitive feedback that tells an information about language a learner is using, the second one is affective feedback, that is the emotional reaction of the teacher toward the learners' utterances and their desire to continue communicating here below are the types and levels of feedback:

Affective feedback

Positive: when saying "yes alright, I'm listening continue".

Neutral: I'm not sure that I want to know to maintain this conversation.

Negative: this conversation is over.

Cognitive feedback

Positive: I understand your point, it is clear.

Neutral: I do not know if I understand you correctly.

Negative: it is not clear what are you saying.

Vigil and Oller (in allwright and Bailey :1999) state that a clear cognitive information that the teacher give to his students about their problems helps them to restrain fossilization.

When it comes to how to deal with fossilization there are some ways like making a counsellor to talk with students after knowing their problem, despite that is does not seem feasible to make time for each student yet it is tremendously important, in the end the student must be explained about his errors and be awarded unless this issue will not be resolved.

1.11: Techniques of error correction

Errors are the sign of learning and correcting them is the process of teaching, so ,errors are not taken as an ill learning result, however it is viewed as an outcome of the natural development in the learning process of the L2. As it is mentioned before, students are also able to correct themselves; and give their feedback , in this point the teacher acts as a fossilization only who let the learners get engaged in the process of correcting errors.

(Edge;1997) and(Harmer ;2007) explain that social interaction is crucial for the development of students' writing skills, moreover they mention the coming correction techniques in writing

1) **Whole class correction:** it has advantage and disadvantages for both students and learners, (Edge ;1997) and (.Harmer ;2007) claims that teaching skill can be challenging but it is practical, it can be difficult for learners since they do not know a lot about the writing

process but when making mistakes the teacher can find it easy to write on board the incorrect text and correct it with his learners, they will find this amusing and safe somehow , especially if the students do when working together hence the teacher loses control over his class, also some students become passive because they need the direct and focused feedback from the teacher to understand the difficulty of the writing skill.

2) self correction

Here the student must be active in the classroom, discovering his own errors after receiving some hints from the teacher. "Self correction allows students to learn how to learn" (Wenden;1998;50). Here the learning process becomes meaningful and independent due to developing some effective comprehension monitoring strategies of their own.

1.12: Types of corrective feedback

1) Explicit correction: mentioning in a clear way that the student's speech is incorrect then the teacher gives the correct form.

2) Recast: the opposite of the previous one, the error is not direct, and eventually the teacher relay the utterance with its correct form.

3) Clarification request: here the teacher uses some expressions to express that he did not understand such as "excuse me? Or I do not understand what you have just said" and he wants repetition.

4) Metalinguistic clues: for this one the teacher asks questions or gives comments about the incorrect utterance of the learner, but without providing him the correct form, he let it find it by himself, for instance: Do we say this word like this? or this is not how we say it in English......

5) Elicitation

The teacher pauses and let, the learner complete what he wants to say or asking the student to reformulate his utterance by asking him to say again his sentence, these elicitation questions differs from metalinguistic question in that they require more than a yes or no answers.

6) Repetition

Changing the intonation when repeating the sentence and saying the ill formed structure or words this will help him to recognise his error

1.13: Different opinions about the correction of mistakes

In Saida University Grammar translation, direct method and communicative language teaching method (CLT) are the used methods in teaching (L2) second language and

sometimes a combination of these methods in used to a better explanation for the learners, below there will be some more explanation about the importance of errors correction is done when following these methods:

1) Grammar translation method

Using method facilitate for students to have the right usage or answer of the linguistic forms of the (LG) language, self correction is not found in here but the teachers help them when they do not know the correct answer.

2) Direct method: a usage of many techniques of error correction is noticeable in this method as result learners will be aware in many forms of these errors and they can self correct themselves whenever it is possible.

3) Communicative language teaching (CLT)

Penney Ur (2002) explains in communicative language teaching method that "Not all mistakes needs to be corrected the main aim of language earning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim nor on inaccuracies of usage".

In this method, global errors and errors of form are considered as a natural outcome of the development of communication skill, it is remarked that learners of this method are successful communicative but with a limited linguistic knowledge English schools and even Algerian schools agreed ....that with this method teaching of a second language can be effective, because it is not difficult to give a corrective feedback while students makes mistakes and errors due to the use of the communication-based activities.

This research aims to investigate the attitude of students toward peer correction technique and its effectiveness, and the research tool used is a questionnaire to second year English student in the writing skill

1.14: Communicative language teaching method

This method appeared right after the total physical response , due to this communicative language method , teaching process became more communicative and interactional , because the main idea after this method is to aid students to communicate in a correct and effective way so it helps them in the realistic situation that they would find themselves in .

This method focuses mainly on the general structure of the passages ,for instance giving suggestions , invitations , complaining in addition to asking for directions and names .

As reported by Wikipedia, the free encyclopedia " the communicative language approach is a method used for the aim of teaching foreign languages , that affirm that interaction and communication are basically the means and goals of learning a language besides it is referred

to as "communicative approach to the teaching f foreign languages " in fact it is more considered as an approach instead of method .

Communicative competence indentifies the capability of using a language correctly in a given social context , and different circumstances (English for today , class11,12,2001 page -33) .

Communicative language teaching approach , mentions that the focus is on the usage of language in place of structure of the language , its concentration in mainly on how language is spoken , in spite of the importance of the spoken form , yet listening , writing and training of pronunciation , intonation and stress is necessary ingredient , on that account the objective of the students is communicative competence more than linguistic competence , (teaching quality improvement in secondary education project ,module 1-2006) communicative language teaching makes some of the most common real life situation that students may encounter and that needs communication , all of this is prepared by the teacher , it is the contrary of the audio – lingual method in learning which is only about reputing what the teacher say and a lot of drills .

The usage of communicative language teaching approach can let students thrilled and in suspense as to the results of the exercises of the classroom , which will be different each time according to the students 'reactions and responses .

The realistic situations changes every day and learner's motivation is derived from their own will and desire to communicate in a meaningful way , about meaningful subjects .

In a nutshell , what could be said about communicative language approach is that is teachers learners in the most effective way how to communicate with people around the world , it gives them a hint about what they would face in real life situation

1.15 History of communicative language approach

It has been developed in the 20th century in Europe , in lasted for three decades in England and certain western countries .

Communicative language teaching approach was produced and modified by some linguists and educators who were not satisfied with the previous teaching methods and approaches , such as grammar translation method and audio – lingual method , due to the fact that students were not being introduced to a realistic and social language environment , hence they are not learning enough as they should be (Barman , sultana and Basu, 2006) for this reason they started working on developing this communicative style teaching in the 1970s , center its attention on real usage of language in the classroom , where students interact with real communication with each other (Barman , sultana and Basu ,2006)

The concept of communicative competence was brought first by Hymes in the mid 1960s then after him al ot of researchers showed interest and gave help for the sake of developing theories and practices for this approach with their great contributions .

1.16   The Goal of communicative language approach

As every other teaching method , communicative language teaching approach has some highlighted goals , for instance the aim of Grammar translation method is to teach learners while translating everything , the aim of the Direct method is to teach the language directly with the assistance of the teacher , From another side the ultimate goal of communicative learning teaching is to reach a high level of competence in communication , and this means to be capable of using the language appropriately in a certain social context , the teacher plays the role of facilitator for his students while learning and almost all what is done in the class have an intention of communication (Larsen –Freeman, 1986) the aim of this method in not only acquiring a mastery of structure but reaching the point where students can communicate effectively and meaningful in real life situations because after all , people who study English as a second language they basically want to communicate with it , in the society whether with a native speaker or just a colleague , also they want to use it in case of tourism or emigration , this is the basic goal of studying any foreign language , it has always relation with capability of communication .

1.17 Basic features of communicative learning teaching

Communicative language teaching cannot be defined simply because it is an approach and not method that can be easily and clearly explained with a set of practices , however it is illustrated with a list of features and among them are these five features by David Nunan (1991) .

1. Interacting in the target language is what this approach focus on .
2. Including authentic texts in learning.
3. Providing the learners with opportunities to focus on both language and learning management process.
4. It is a header to attach the classroom learning and teaching of the language with the language activities that can be outside the classroom.
5. Encouraging and improvement of the experience of the learner as important contributing elements classroom learning.

1.18   The role of teachers and the students in communicative learning teaching

Teacher's role :

the teacher is a guide and facilitator of the learning of his students , in a addition to his many other roles such as manager of the activities in the classroom , it means e finds situations that create an air of communication , in the mean while of his activity he act as an advisor , answering and guiding his learner's performance , also he can communicate actively with his learners (Littlewood 1981).

Communicative language teaching approach requires an eclectic teacher with many role-plays in his mind . he must have knowledge about when it is the exact time to switch from one role to another.

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According to Breen and Candlin (1980,p99) the teacher's roles are described as follows :

- Facilitator : when he make it easy to communicate in the classroom .
- Resource : give information and organize the activities and their resources.
- Independent participant : he includes himself in the participation of learning –teaching group.
- Researcher : the teacher is still a researcher who gathers appropriate knowledge and an observer of how new activities and experiences works .
- Monitor : of course students need to be guided , and their performance needs a feedback, it is necessary to their teaching –learning process .

Student's role

Students are first of all, communicators , they are active and fractioned of the language while negotiating meaning in order to make themselves understood ,in spite of the incomplete language . they are responsible of their own leaning management and process , (Larsen – Freeman 1986) also he says that even though the teacher is who create the activity , he cannot be always included in it , he can be a co-communicator from time to time ,yet a provider of situations of communicators from time to time yet a provider of situations of communicators to his learners.

The students will not use their native language in the communicative approach , only target language msut be used in every step from explaining activities to doing them to giving them a homework .It is noticeable that students learn in a better way that the target language is not an object to be studied . while the teacher evaluates both their fluency and accuracy , in informal way when he plays the role of co-communicator while giving them advices in addition to the formal way in tests of communication . The teacher will basically listen more than he speaks .(Larsen –freeman , 1986).

The communication class is not quiet at all , because all of students who do the talking and the practices , they are so active .

When speaking of the roles of the learners in the communicative language teaching approach ,we are speaking of varied roles such as :

- Negotiator for meaning : the negotiation here is between the learner , his joint negotiator and the objective of learning within the classroom .
- Communicator : learners need to share ideas and opinions and communicate in the classroom .
- Discoverers : step by step , learners will eventually discover ways to improve their learning .(Nunan 1991).

1.19: Motivation and CLT

Another important component in learning a new language , which is motivation , especially in the communicative language teaching approach .

According to what is said in Wikipedia , motivation is the reason for people's actions and goals .

Motivation is simply the motive or the reason why people act in a certain way and as much as it increase in the person the results of his actions will be better than if it was less . It is needed for any kind of work , school or daily life situations .

Motivation is derived into two categories : first of all ,extrinsic motivation ,its has relationship with everything that is external such as having a job , getting promoted , all what includes motivation from the exterior world . However secondly , the intrinsic motivation that comes within the person or the learner .

It is the responsibility of the teacher to create motivation between the students.(teaching quality improvement in secondary education project , module -1.2006) .

It is obvious that the desire and the want to learn comes from the learner himself , yet the teacher is the responsible of keeping the level of motivation high , using his personal cleverness .

The teacher's personality matters in this case , in addition to his behaviors and attitudes play an important role , for instance if the teacher was fun in his classroom , and provider of interesting subjects and activities he will eventually be liked by his students hence , they will get more involved with him , especially if he treats them all equally the good students and the weak ones ,if it is the opposite of this , the results would be a boring class and unmotivated learner , which will lead to a failure . so motivation after all comes from both the teacher and the student .

1.20 Teaching procedures and classroom activities

As it was mentioned before the activities that are used in the classroom and the ways of teaching in addition to the application of the right procedures are the main reason why the communicative language teaching approach succeed , thus the inappropriate application of classroom activities by the teacher will lead to an uncomfortable and boring class with unimproved students .

There are many kinds of activities that the teacher can use them such as interview , games , language exchange , pair work , group work , role-play.

There options are not obligatory in each class , the learners also can suggests new things to do , or to take grammar quizzes .

According to Richards and Rogers "The communicative activities are divided into two kinds "

CHAPTER ONE- Literature Review

First one is : Pre-communicative activities , the saying of 'learn to walk before you run' applies perfectly in here .

It is all about mastering the first simple rules of structure and the order of words ,for instance the place of verb , noun and adjective in the sentence , to how to convert an adjective to an adverb by simply adding 'ly' at the end .

So by focusing on such rules through doing lots of relevant drills will be tremendously important for the learner fluency , when he reach the stage that he will not be stressed with thinking too much about what comes first before writing or saying the expression and here the teacher can say that he taught his learners the target skill in the target language .

In a nutshell , the teacher keeps for himself some of the knowledge that compose communicative ability and provide the learners with a chance to do the practice in a separate way . Different structures of target language are taught through pre-communicative activities .

However, in communicative activities the learners have to include and associate their own pre-communicative knowledge and skills for the sake of using them for communication , this means that the teacher gives them activities where they will have to practice all of the communicative skills that they were taught in the best way possible with the help of the resources they got .

The best activities are , as a first , the information gap , this is a pair work or group work ,each person has a piece of information which they must communicate or negotiate for the sake of finding the information that is missing . then the teacher also can ask them to write a letter for a company for instance , or responding to a customer who were complaining about something , also letting the learners listen to a speech or a song or specific passage then ask them to write a report about it . This helps to improve their listening skills .

To resume , the learner at the beginning learn about grammatical accuracy then on he output or make a meaningful speech that is appropriate according to society for a specific situation and relationship .

This following is a representative diagram to what just have been said :

This methodological framework can be represented diagrammatically as follows:

Communicative Activities
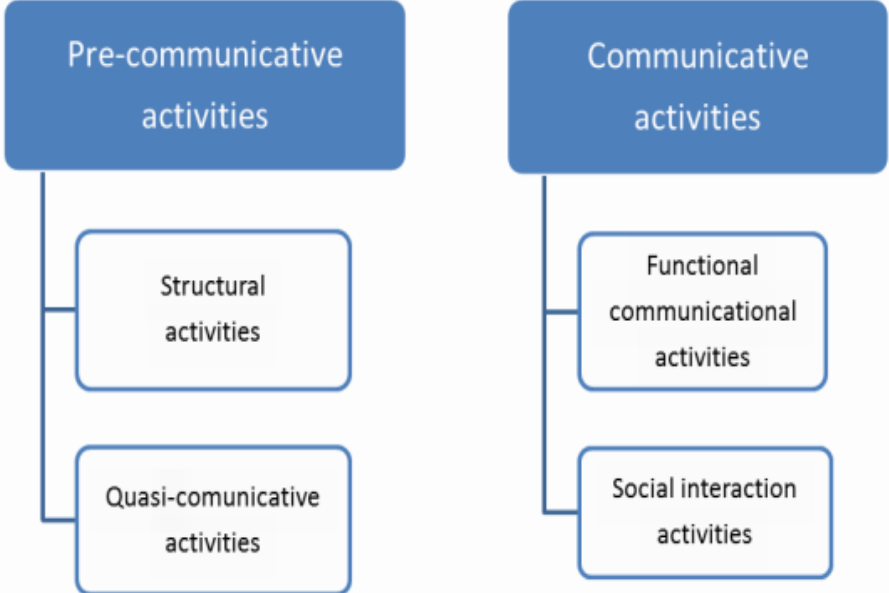
(Richards and Rodgers 2001,p.171)

(Richard & Rodgers 2001,P.171)

1.21: Syllabus of CLT

The syllabus of communicative language teaching approach have a necessary and important role , considering that it has the due dates for exams and homework , assignments , the system of grading , policy of attendance in addition to a brief description of the course , the syllabus also contains an outline and a summary of what the learner should be able to do in the end of the class which is the objective .

As it was mentioned in the page about the communicative language teaching method is that the approach of this syllabus organizes the teaching process according to the notional and functional categories of language rather than according to its structures , is focuses on the following :

1. Interactions : using language to communicate .
2. Tasks : using the language to perform meaningful subjects.
3. Learner : it is a learner centered approach where the needs of the learner is put in front .

One of the features of communicative language teaching approach are the group work and pair work activities including accuracy and fluency in addition to error correction and the important hidden role of the teacher .

It is clear that pair work activities help learners in a different way from a different source than the teacher , this means they learn from each other .

1.22 Peer correction and error correction as a part of CLT

Thompson (1996) highlighted the idea of language output amount is way better when students are among them rather than when they are in a teacher-centered activities . due to the fact that their motivational level increase as well as the opportunity to develop a fluency skill without any pressure from their teacher .

There are lots of things that the teacher can ask his students to do among them without or without his interaction , and what will be tackled more in the coming section will be about peer correction .

Peer correction helps learner to practice their ideas in the safe zone before going public with it . This leads to a raise of their self esteem and confident which is a great factor in producing a good language learner . Moreover , the practice of peer correction is likely helping students to complete each other's skills and knowledge . and as a result of this , a great feedback and improvement in the ground work of task-based process.

As Larsen – Freeman (1986) claimed students will be discouraged if the teacher focused so much on their errors while speaking however if a classmate did , it may appear less discouraging . Also students may still be average or good at communication when errors are more tolerated even if they have a limited linguistic knowledge .

The source of error correction can be an issue , so instead of the direct and explicit correction from the teacher , he can just push his learners , after giving them some clues to establish a meaningful connection in their brains to correct each other in an effective way , this way it would be easier to remember the correct form and it would be encouraging .

When speaking precisely about error correction techniques , it is seen that there are basically 4 ways of correcting learners , either by the teacher himself , self-correction , group correction or the peer correction .

This learner –centered and the communicative language approach has made a very active participant when it comes to language learning . The use of peer correction is popular tool among learners , they value it as a learning gadget in educational environment for the reason that it encourage them to participate in addition to its effectiveness the teacher correction is more supportive , less threatening and less authoritarian .

This learner-centered technique leads students to an independent participating , it enhance their awareness of their weaknesses and strengths therefore, it changes the traditional classroom from teacher-centered to learner centered class.

However , some students will hesitate or refuse to correct their mates because of the fear of losing their relationship with them , considering that the corrected students will feel inferior to their peers , so they want to be gently corrected by the teacher .

It is tremendously important to make this technique works in a positive atmosphere and a cooperative one in order to avoid all possible misunderstanding whether between students themselves or the students and teacher , hence the self esteem of learner will not be underestimated .

1.23: conclusion

This chapter has focused on the background knowledge regarding error correction in general and peer correction in specific that is linked to communicative language teaching method in English as a foreign language classes that helps engaging students in a frequent activities which they have an active role where they can develop their critical thinking and be more dependent on themselves as it keeps them motivated too which is an essential thing when learning a new language because they become autonomous and able to improve their learning by they own and relying on them selves

CHAPTER TWO
DATA ANALYSIS AND DISCUSSION

CHAPTER TWO – Data Analysis and Discussion

Introduction

This chapter is concerned with the analysis obtained after having applied the data collection instruments : teachers' 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 attitude of both teachers and students while implementing this peer correction technique in an academic English class and the effectiveness of this technique also .

Methodology

This research work is a quantitative research that includes a students' questionnaire and teacher's interview , the main objectives of this dissertation are to look for the teachers and students attitude towards peer correction in addition to its effectiveness after the implementation .

the aim of teacher's interview

This teacher's interview aims to explore the different points of view about using peer correction technique in the communicative language teaching approach , in addition to which extent this method is effective and what would be considered as a negative point while implementing it .

Description of teacher's interview

The interview questions were basically five questions , they were generally focusing on how often teachers uses this technique , also they were asked about its effectiveness in addition to what are the obstacles and difficulties that they have faced in the process of implementing it .

Question one : do you use I very often in your classes especially with the 2nd year students ?

First teacher's answer : yes , nearly , am using peer correction .

Second teacher's answer : I use it regularly when I teach writing and speaking skills at the university .

Third teacher's answer : I sometimes do use peer correction in oral sessions with students of 2nd year and they like it , they feel motivated to correct and show each other's mistakes .

Fourth teacher's answer :

I encourage all my students to correct each other .

 Question number two : Does peer correction affects the relationship between mates ?

First teacher's answer :Sometimes it does yes ,but it is my role to help them get over it , and see it from another angle .

Second teacher's answer : like any other strategy , it should be used with cautions and the teacher holds the responsibility of telling his learner how to provide feedback o one another without offending their peers or hurting their feelings .

Third teacher's answer : some of the student get offended when others correct them , it depends on their attitude and their acceptance to others' opinions .

Fourth teacher's answer : yes it does , and this is why we as teachers have to make the students aware right from the beginning of the year that a mistake is a part of learning and correcting the mistakes is also part of learning . Hence in this way we prepare students to feel at ease when making mistakes and when being corrected .

Question three : what do you think about peer correction in general ? what is your attitude towards it ?

First teacher's answer : I use different methods to correction my students , but what I use most of the time is self correction , because it is better when the students detects his own mistakes this will help him be more confident of his capacities ,rather than making his mate correct him . but generally I like to use peer correction too from time to time as a new activity but not all the time .

Second teacher's answer : like any strategy , it should be used with caution , and the teacher holds the responsibility of telling his learners how to provide feedback to one another without offending their peers or hurting their feelings.

Third teacher's answer : I think it is a means o get students familiar one with another , but as a teacher a lot of work needs to be done , it is not easy .

 Fourth teacher's answer : it helps students improve in their learning , especially in developing their writing skills and abilities , because they will be correcting themselves without the help of their teacher , also when being corrected by a mate who has the same level , it will help to be memorized in their minds , and they will remember to avoid it in future learning .

 Question four : is it easy for you to use this technique ? what are the obstacles that you have face before ?

First teacher's answer : yes it is easy for me to use this technique in some modules only , not all of them , for instance written , oral expression , listening vs speaking .

The obstacles are plenty , such as the student's anxiety about working in peers , and not knowing how to handle things , in addition to students do not exchange their knowledge in the appropriate way , as a result the classroom atmosphere becomes noisy and this interrupts me .

Second teacher's answer : learners should be provided with some training on what to look for , how to address it , how to interrupt their peers and how to provide their feedback . one of the main obstacles are the large number of students in one class ,for example 50 or 40 in one class , this makes it hard to use this technique very often .

Third teacher's answer : it is not always easy to introduce such tasks to students because they are still stuck in negative attitudes and they hate when someone else correct them , so what I consider as an obstacle is the different kind of personalities , for example an introvert person would find it hard from one hand to participate in pairs ,and from another hand it would prevent him from being active or accepting of the other person's opinion .

Fourth teacher's answer :in the beginning students feel ashamed and do not accept to be corrected , but when we make them aware of the importance of mistakes in learning , they look forward to be corrected when making mistakes .

Question five : what do you recommend the novice teachers about this technique ?

First teacher's answer : use it from time to time in appropriate time , and help students among them .

Second teacher's answer : it is an effective technique when it is done correctly , they should incorporate it into their practice and use it strategically to enhance the learning experience of their students .

Third teacher's answer : I wish if everybody were cooperative and helpful to innovate the methods of teaching and come to our students needs , unfortunately one hand cannot clap .

Fourth teacher's answer : my recommendation for the novice teachers is to make students aware of the importance of mistakes in their learning process , and thus peer correction becomes a normal activity as any other activity in their learning process .

To sum up teachers of English department of Dr , Moulay Tahar university use peer correction techniques frequently among the other strategies of correction which they see it as an effective method , only when it is done accurately and correctly , and if the learners are taught the basics of this technique from the beginning of the year , it would be considered as normal and accepted activity just like the other ones , also the students personality and attitude matters , when they are open minded human beings who accepts other's opinion and believe in communication , the use of this technique would be more fruitful since they will accept each other's mistakes and correction .

Description of the questionnaire

Section one : learner's attitude towards peer correction

The objective of section one is to identify learner's attitudes and thought when using the peer correction technique , the following tables summarize the pieced of information which were extracted from the questionnaire .

CHAPTER TWO – Data Analysis and Discussion

Question one : when I correct my friends' writing I feel

Students' attitude	Frequency	Percentage
Confident	2	10%
Excited	18	90%
Worried	0	0%
Total	20	100%

table one : correcting a classmate

This table shows the attitude of learners while after correcting their peers , learners knows already that in the process of learning they are exposed to making mistakes ,just like their peers ,and during the process of learning they notice their peer's mistakes that are similar somehow to their own mistakes . According to the obtained results students have generally a very positive attitude such as excitement and confidence right after correcting their peers mistakes .

CHAPTER TWO – Data Analysis and Discussion

Question two : when my friend correct my mistakes I feel

Students' attitude	Frequency	percentage
Confident	3	15%
Worried	4	20%
Unconfident	13	65%
total	20	100%

Table two : being corrected by another classmate

Table two display the students attitude when their classmates correct their mistakes whether in writing or in oral expression , the results where a little bit different from the results of table one , despite of some of them showed confidence , most of them expressed either uncomfort or worries , but still some of them showed positive feeling such as confident .

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

Frequency	Always	sometimes	rarely
It is hard for me to notice my own errors	14	4	2
Percentage	70%	20%	10%

Table three : being enable to find their own errors

It was cleared out that the majority of the learners find it always hard to notice their own errors while writing or speaking by themselves , and some of them showed that they face difficulties sometimes only in deducing their errors but in the end they find it , and a small percentage only from those who rarely find it hard to discover their own errors , generally these are among the first good students .

CHAPTER TWO – Data Analysis and Discussion

Question four : I find the use of this peer correction technique useful and effective .

Student's opinion	Frequency	Percentage
Always	9	45%
sometimes	8	40%
Not at all	3	15%
Total	20	100%

Table four : The students opinion about the use effectiveness of this technique .

The previous table shows a very positive opinion when it comes to the use of the peer correction technique , due to the fact that the vast majority either find it always effective or sometimes , however only 1% of the students cleared out that they do not find it effective at all , so students basically like this technique and believe that it helps them in their learning process , yet the other half of the majority are not totally aware of its effectiveness .

CHAPTER TWO – Data Analysis and Discussion

Question five : Do you like to be corrected by your peers ?

Students' opinion	frequency	percentage
Yes	12	60%
No	3	15%
Maybe	5	25%
Total	20	100%

Table five : Students' reaction about correction

In this table , the opinion of the students about their desire to be corrected in the future , most of them declared a positive answer , they fully accepted to be corrected in the future , however small number of them were not sure if they want to be corrected or not in both speaking and writing sessions , in the end few percentage of them answered negatively about it , and refused to be corrected in the future .

The objective of the these questions of section one of the questionnaire was to discover the learner's attitude and opinion towards both , correcting their peers and being corrected by their peers ,and whether students are able to deduce and correct their own errors , in addition to their comments about how the use of this technique especially in a difficult activities such is better than just doing it alone , they added that they would like to be corrected more in future and the other half of them was not so sure about it .

Section two : The effectiveness of peer correction

This section contains eleven items which goal is looking for the benefits and effectiveness of peer correction in English courses , and the students' comprehension when they find them selves facing a comment of their mates .

Item one : I want to correct my friends' mistakes
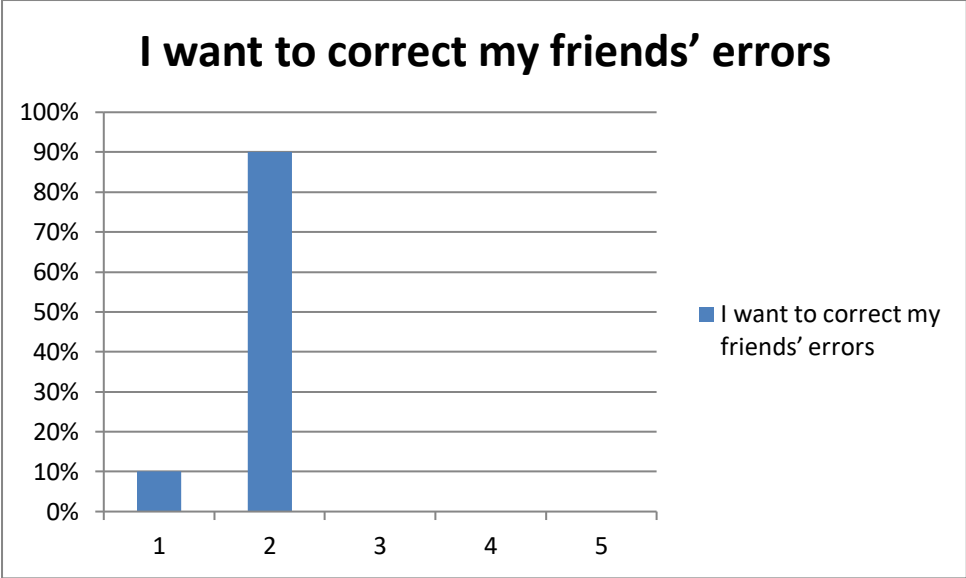
Graph 2.1 : students opinion about correcting their friends' mistakes

This item of I want to correct my friends' error explains how strongly students likes and enjoy this technique , they feel so excited and motivated , a 90% agreed on it , and the other left 10% strongly agreed to it ,however none of them shower either disagreement or strongly disagreement .

Item two : I want my friends to correct me infront of the class
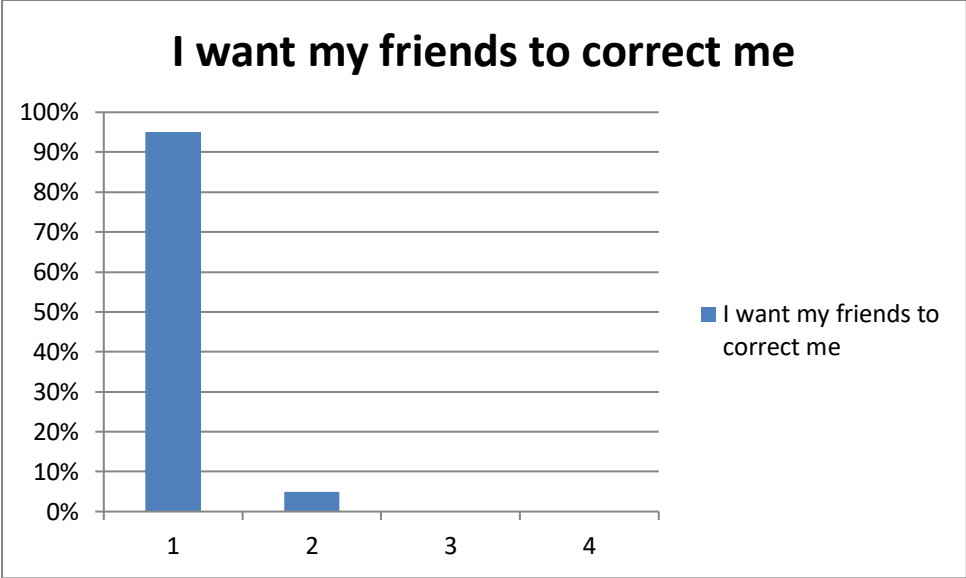
Graph 2.2 : students' opinion about their friends correcting their mistakes

The findings of the this second graph shows clearly that students likes to be corrected by the friends that they already have corrected them in first place , they showed a positive attitude and none of them has disagreed .

Item three : I appreciate it when my friends correct me infront of the whole class
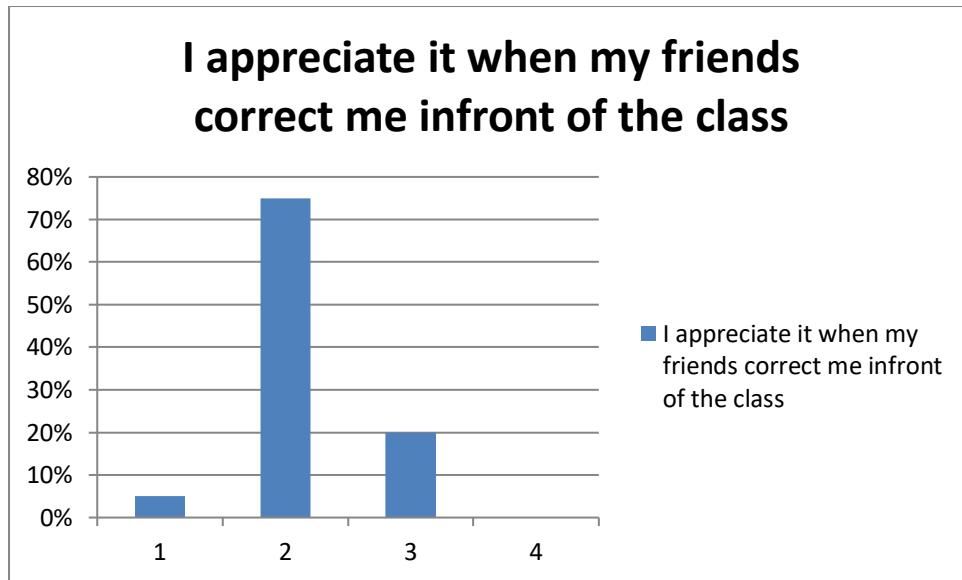

Graph 2.3 : Students' opinion about being corrected by their mates infront of the whole class

On this particular item 75% of the students liked to be corrected infront of their classmates , 5% strongly agreed ,however 20% of them disagreed to be corrected infront of the whole class eventhough they agreed to be corrected by their mates in private .

Item four : I think it is better if my mates corrected me rather than my teacher
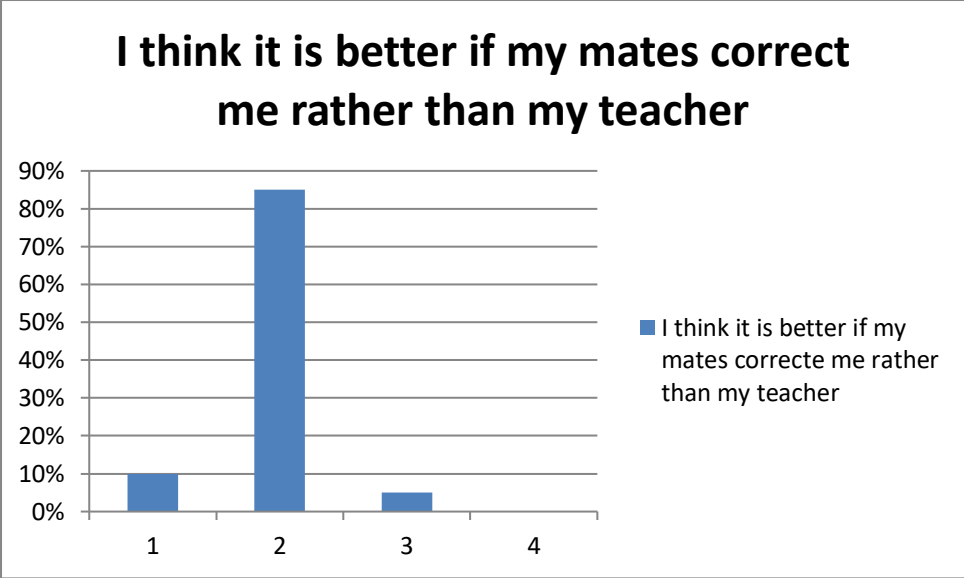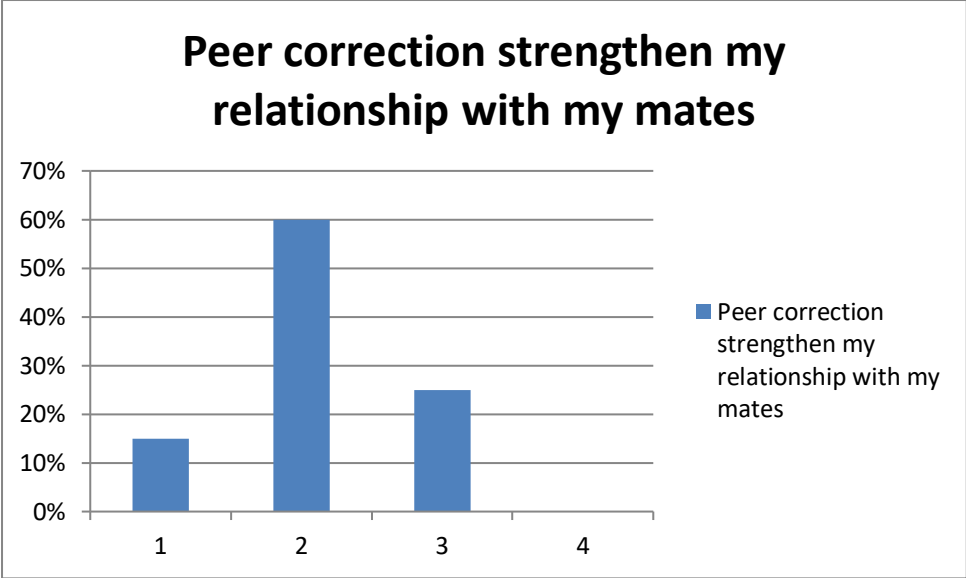

Graph 2.4: comparing the teacher's correction and peer correction

It is noticeable that the vast majority of the students wanted and agreed to their friends correcting them rather than their teacher , the other 10% strongly agreed to this , yet the 5% left disagreed to this idea .

Item four : I think it is better if my mates corrected me rather than my teacher

Item five : peer correction strengthen my relationship with my mates

Peer correction strengthen my relationship with my mates

Graph showing percentages: category 1 at 15%, category 2 at 60%, category 3 at 25%, category 4 at 0%. Legend: Peer correction strengthen my relationship with my mates.

**Graph 2.5 : does peer correction really strengthen the relationship between mates ?**

60% of the students believed that error correction have a positive effect on them , 15% strongly agreed that this technique helps them to get along and holds their relationship outside and inside of the classroom , however 25% of the students disagreed and claimed that it has a negative effect onn their relationship between their mates .

Item six : Peer correction create problems between me and my classmates

Peer correction create problems between me and classmates
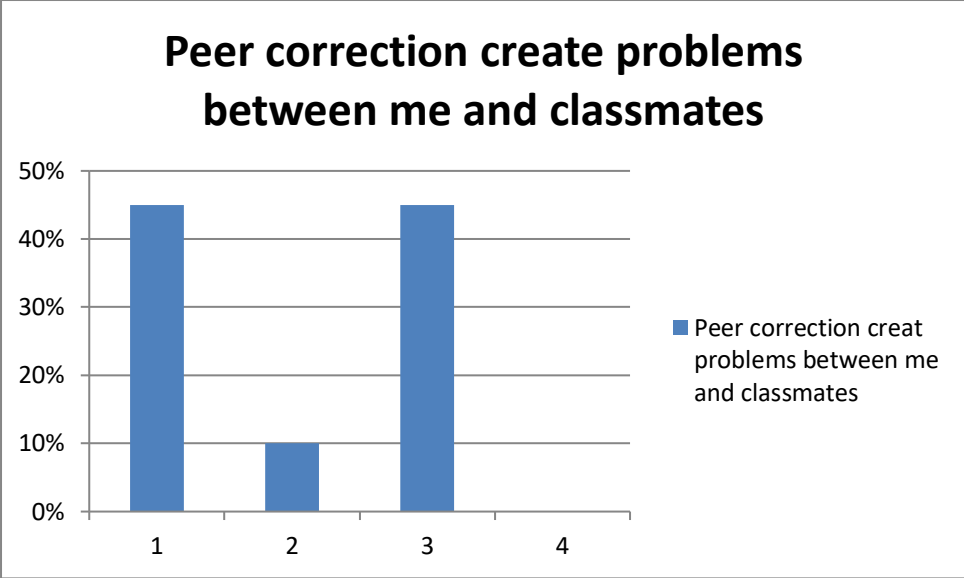
Graph2.6 : Peer correction creating problems between classmates

45% the students strongly agreed that peer correction sometimes creates problems between mates , also the other 45 % claimed it does not creat serious problems between them , however the other 10% percent agreed that it creat some superficial problems .

Item seven : Peer correction enhance my awareness of my weaknesses and strength
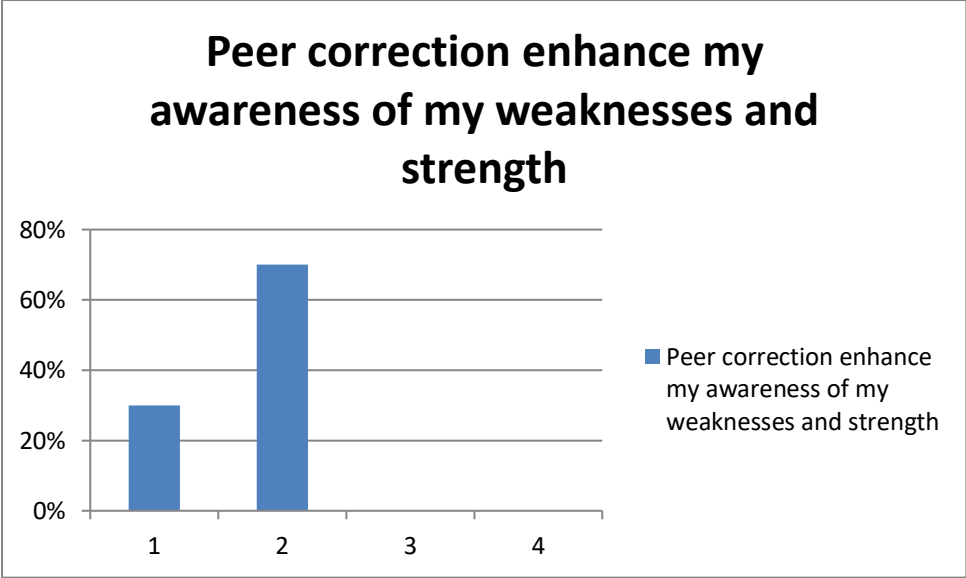
Graph 2.7 : Peer correction enhancement of the student's awareness of his weaknesses and strength

The collected data shows a very good and positive opinion about this point ,due to the fact that the majority of students agreed to that , and the other 25% left strongly agreed on this point , as a result it is concluded that peer correction indeed inhance the awareness of students about their weaknesses and strength .

Item eight : I can learn better using this technique
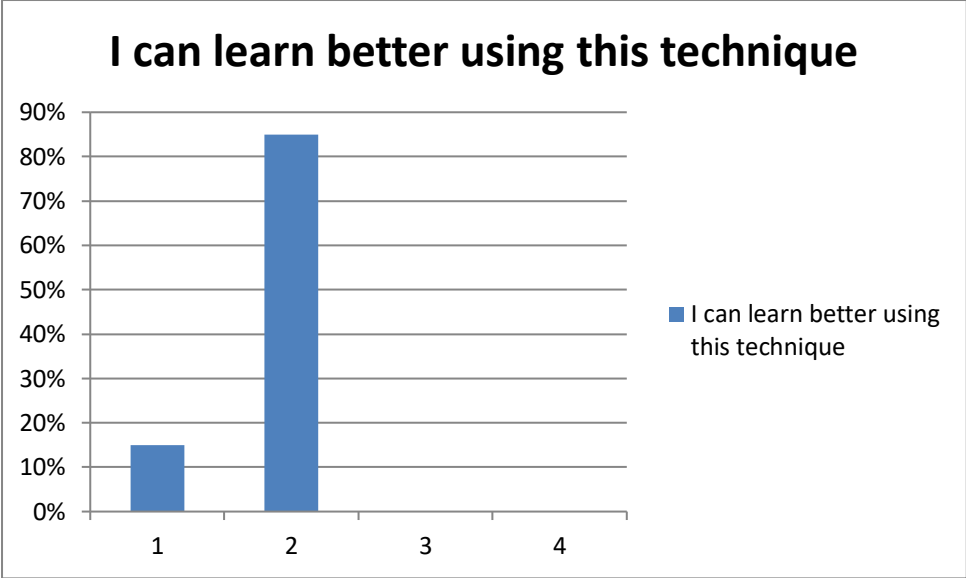
Graph 2.8 : Students opinion about the use of this technique while their learning process

   85% of the students agreed that they can learn better when using this technique , and the other 15% strongly agreed to it , and none of them either disagreed or strongly disagreed .

Item nine : This technique helps me improve my learning abilities
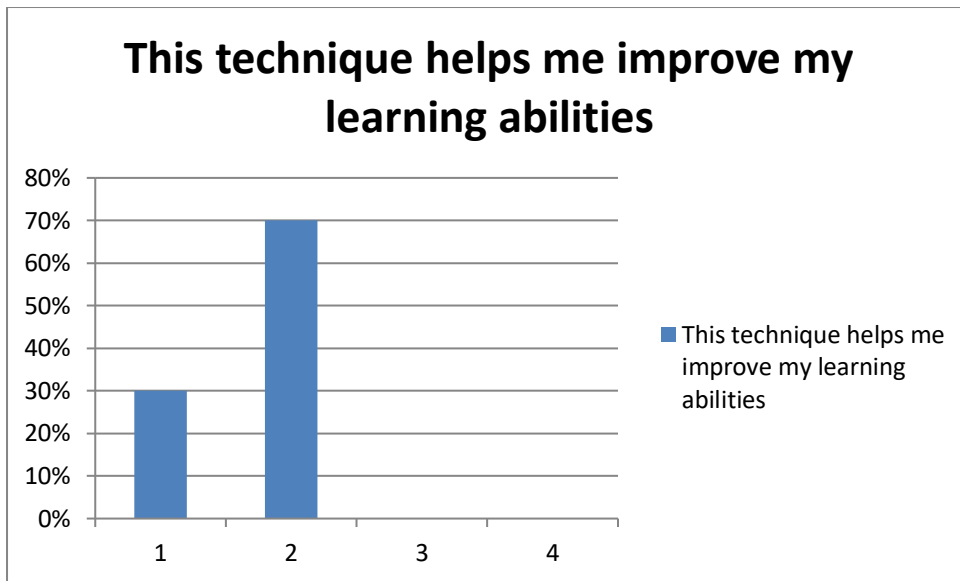
Graph 2.9: The help of this technique to improve the learning abilities of students

In this graph it is remarkable that 70% of the learners agreed that this technique helps them to improve and develop their skills while learning and the oter 30% left strongly agreed to that .

Item ten : I like my mates to correct my writing passages
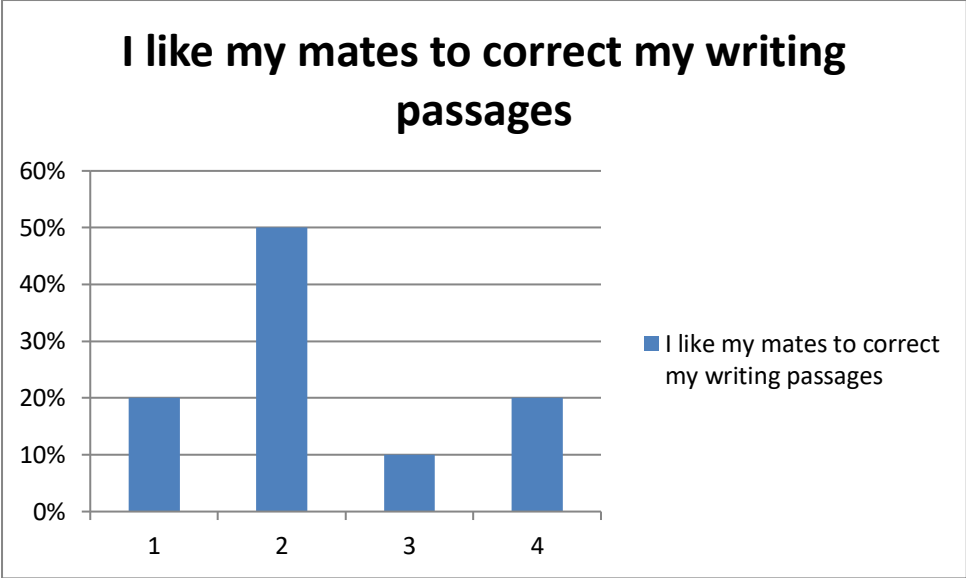
Graph 2.10 : Students opinion about their mates correcting their writing passages

Here in this graph 50% of the students agreed to this suggestion , and the 20% of them strongly agreed also, however another 10% disagreed and 20% strongly disagreed that their writing passages would be corrected by their mates .

Item eleven : I like my mates to correct me when I'm speaking
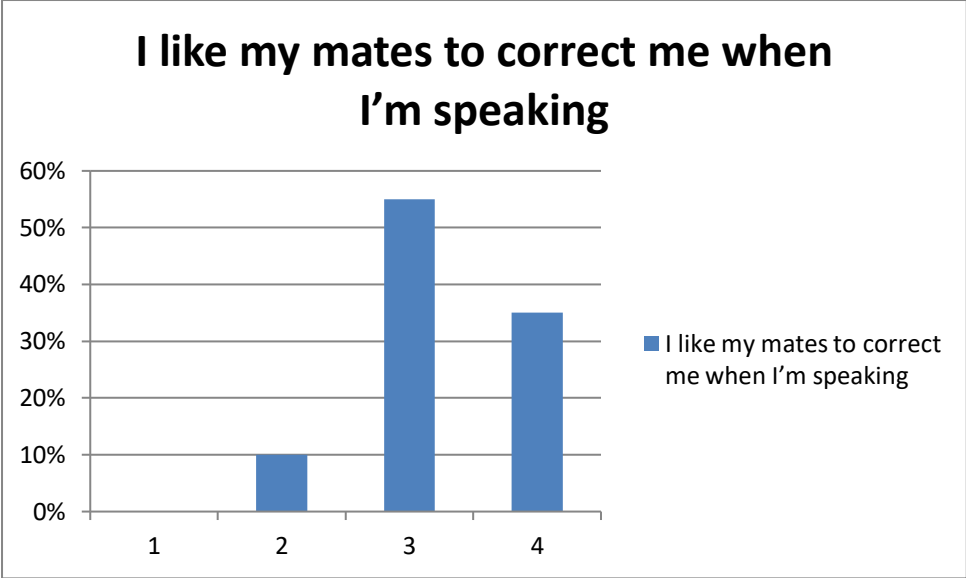
Graph 2.11 : Does students liket to be corrected when they are speaking ?

Apparently that 55% of the students which is the majority of them completely disagreed that they get corrected by their mates when they are speaking eventhough they like to be corrected in writing , in addition to 35% of them strongly disagreed to it , however only 10% showed an agreement .

Conclusion

As it is mentioned above , the main concern of this study was to investigate the opinion and attitude of students towards the use of the peer correction technique , and whether it is effective or not , in addition to the side effects that it may cause them during the class between the mates , as a result , the students had a tendacy to feel comfortable and positive about correcting their mates ,and even being corrected by them yet not all of them wanted to be corrected in the classroom infront of the whole class and also huge percentage of them did not accept to be corrected while they are making a speech or speaking in general .

Moreover the students seemed to be satisfied with each other's correcting them rather than when their teacher does it .

In a nutshell the results shows that peer correction is significant more than it was expected , due to the positive attitude that was found among both , teachers and students , it all depends on the teacher and how he present it to them in first place , because when students understand it better and get familiar with it, results will be satisfying and the mission of using this acitivity will be accomplished .

CHAPTER THREE

SUGGESTIONS AND RECOMMENDATIONS

CHAPTER THREE – Recommendation and Suggestion

Introduction

This chapter gives a few suggestions about how both teachers and students use peer correction and promote their language skills based on the studies that are reported in the previous chapters of this research work .

Preparing students for peer correction

Teachers in first place , are the ultimate responsible of students' first impression on peer correction , thus researches offer some guidelines that help EFL students to be more prepared for this technique . The guidelines are organized into four categories : affective , cognitive , socio-cultural , and linguistic . This is how mainly teachers attempt to prepare their students , by following the recommendations included in each category .

Affective

1. *Teacher is responsible for creating a comfortable and enjoyable atmosphere ,hence students will establish a peer trust .*
2. *Support and encourage the idea of pair work .*
3. *Give students sufficient time to get familiar and used to the varied procedures and format of this technique .*

Cognitive

1. *Elaborate more about the purpose of peer correction , so the teacher makes sure of that this technique is based on correcting each other not offending each other .*
2. *Focus n the importance of peer response for revision by the use of drafts to demonstrate the effects of this technique on revision.*
3. *The teacher gives a concrete guidelines based on peer correction.*
4. *Practice asking questions that encourage negotiation of meaning between them*

Socio-cultural

1. *Raise their awareness of the nature intercultural communication in group work .*
2. *Encourage students to use their own perceptions and own experiences when it comes to peer response work .*
3. *Highlights some of the peer responses strategies such as turn-talking , interaction , and showing respect to their peers when they are expressing their opinions .*

Linguistic

1. *Introduce pragmatic and useful experiences in peer correction.*
2. *Illustrate with examples to mention when something inappropriate had been done in peer response.*

3. *Instruct students in asking the right questions.*

The successful implementation of peer correction

it should be bear in mind before any attempt to start the use of this technique that ideas such as learner's autonomy and collaborative learning are originated from the Western countries and with time they have come to us , thus applying them blindly is not a wise move . Before the adaptation of these ideas we have to understand that our society do not have the same background as theirs in learning or teaching because our learners are brought up and thought in a different setting than theirs . Therefore to gain the benefits of a useful technique such as peer correction , teachers first of all have to prepare learners . Some suggestions are given that the teacher might take into consideration while preparing learners for collaborative learning.

- *Mostly the English language learners are foreigners and not ready for the peer feedback practice , hence it is the teacher's responsibility to train them by using other technique , for instance he can apply pair work and group work in the classroom , he can shape the whole process show examples , give guidelines that help in the explaining to students what is the objective and what to look for in addition to how to give an oral and written comments . Also the teacher can give his students home work and teach them in the same time how to send it via email , here the results would be doubled when it comes to the use of technology , students need to learn how to write an email too , this activity would be the best at this matter . Even though the task in class room is more productive since they can negotiate with each other and learn how to discuss and make a debate.*
- *Another responsibility that the teacher must take is the effort of making the classroom a safe environment where his students feel comfortable and safe , in addition to assure that students value their peers' feedback , and this of it as something reliable and useful .*
- *Students must be trained and oriented before the implementation of this technique, due to the fact that untrained students will cause an invalid and unreliable feedback .*

To ensure that the peer correction is implemented successfully in EFL classes , many ways are suggested by researchers , for instance using a check list or providing guidelines that are designed by teachers , however these guidelines needs to be explained for the students so they will be knowledgeable about its use . When it comes to writing (Ferris and hedgecock ,2005) recommended that the teacher lead the peer review discussion in the classroom , similarly they highlighted that teachers must be very carefully when dealing with peer review in their EFL writing classes , they argued that peer response works best when it is fully controlled by the teacher where this latter guide and lead his students on how to evaluate their peers' tests .

CHAPTER THREE – Recommendation and Suggestion

Another important matter which is teaching students the mistakes they have to focus on so they know the difference between mistakes that are worthy of correcting and the mistakes that are not .

Peer correction will have a positive effect if these procedures were followed , because it improves students' self confidence ,it gives them the ability to be reliable on themselves and their knowledge as it helps them to know more about their weaknesses in the varied skills .

Another thing that may facilitate peer correction is Code correction .

Error correction codes (ECC) they are some symbols that indicate type of and location of students' mistakes . the application of this method is easy , it is done when the teacher is for instance reading a passage then come across with a mistake so he underline it then use some codes to make the students focused on the type of mistakes they have made . Coding techniques are based on using signs or symbols which are called also minimal marking . as Bright and McGregor (1970,p156) have highlighted "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"

This means that in the first sessions the teacher gives them a list of symbols with their meanings so they will not find It hard to understand what type of mistakes they have committed. This technique is considered as less threatening and if learners learned to use it among each other it will be funnier and easier since the correction looks less damaging , Thus students will consider writing as a skill that can be improved .

The potential challenges for implementing peer correction

This technique contains many challenges that may affect the credibility of peer correction . Firstly , the relationship between students , they will ignore their best friends' mistakes and become picky when it comes to other mates that they do not like . Secondly , you cannot be sure that the correction it self is correct , when a dominant or a strong personality student claim that x is the right answer the other mates will follow even if it was wrong, and here where we ask the presence of the teacher to lead the correction . Thirdly , if the teachers have a negative attitude towards this technique they will not be able to implement it a good way and as a result students will have a negative attitude themselves and a negative results . finally , students' and teachers' background does not help to have an enjoyable atmosphere .

When taking these mentioned challenges into consideration , it is found that several things can be done to ensure the fact that peer correction is an alternative strategy that works well for both teachers and learners such as :

- *Increasing the comfort and openness among the classmates , so the students feel at ease when asking questions ,correcting their mates and work through serious problems in an environment that is free from class ridicule .*
- *Provide an extra materials that shows how peer correction should be utilized for teachers of EFL classes .*

CHAPTER THREE – Recommendation and Suggestion

- *Teacher needs to work on the improvement of the interpersonal skills and raise students' confidence , and learning to accept each other's mistakes , this will help them to be more open and acceptable to the others' opinion.*
- *Give more explanation on how peer correction matter should be shared*

It is likely that peer correction can be effectively used and EFL classes where the adoption of this technique will be good for both teachers and students if these steps are taken.

Conclusion

Since peer review and peer negotiation involves writing and speaking skills , it could be said that peer correction have an important pedagogical implication for EFL classes , in addition to the exchanging of feedback in the form of negotiation improves the development of reasoning and critical thinking which does not have to be restricted to one skill only , in addition to the students' tolerance is raised to listen to their peers which makes the task more authentic and communicative . For that the current chapter was devoted to some suggestions and recommendations from the part of the researcher to both ; teachers and students to provide a better impression about peer correction method .

General Conclusion

General conclusion

 EFL learners often feel anxious and worried when learning a new language which cause their main problem in learning . so the use of this technique reduces the level of stress while learning which as a result cause a more relaxed and confident students . Researchers and language teachers gave solutions to help students minimize their mistakes especially in writing because it is impossible for each teacher to read and correct all students' compositions .

Peer correction is significant when it comes to motivating learners to read and comment on their peers' work , it is considered to be as a vital part on the process of teaching .

 This study was carried out to discover teachers and students from the english department at saida university attitudes and point of view towards the use of peer correction technique in English foreign language classes ,as it attempts to reveal whether this technique helps learners to develop their learning abilities only when teachers are able to create a positive environment inside the classroom ,it is highly suggested that the students' attitude towards this technique will be also positive . And when it comes to the development of students' abilities after using this technique, we found that this method is helpful and motivating .

 This dissertation has been divided into three main chapters , It started with a review of related literature about the general concept of error correction and the use of the communicative language teaching approach then I have diverted to the main point which is the concept of peer correction which I dealt specifically with the attitude and feelings of both teachers and students when it comes to the implementation of this technique . All the information and data gathered were analyzed and discussed . in the last chapter some recommendations and solutions were presented in the sake of best implementing this teaching technique , which helps both the teachers and the learners .

 After gathering data ,through the use of two instruments;questionnaire for students and an interview which was carried out with six teachers from the english department at saida university. As to the interpretation and the analysis of the information adopting both qualitative and quantitative methods .it became possible to make some general conclusions about the attitude of teachers and learners towards peer correction in English classes , even though this study does not investigate the link between peer correction and language acquisition ,but it does suggest that learners believe that it helps them to acquire language more . Also this study clears out that students have a positive reaction when dealing with peer correction and enjoy it .

 This research could be regarded only as a tentative due to the fact that there were several weaknesses in it , the coming conclusions have been drawn from the study . students affirms that to improve their skills they need different sources of feedback other than their teacher , also they feel pretty safe when they are corrected by their peers yet controlled by the teacher from time to time . the majority of the students enjoys the peer correction when it is done

respectively and accurately in addition to considering it as a reason that they become more communicative in the classroom , so students value the opportunity of sharing ideas and knowledge in general thus correction .

Appendices

APPENDIX A : Students' Questionnaire

Dear students ,

This questionnaire aims to identify English language learner's attitude and opinion towards peer correction in english course .

Please read the instruction carefully and chose your answers , this data will be used only for an academic purpose .

Section one : learner's attitude towards peer correction

Please read the questions carefully and tick your answer , you can chose more than one answer .

1) when I correct my friends' mistakes I feel :

a- confident   ☐   *b- excited*   ☐   *c- worried*   ☐

2) when my friend correct my mistakes I feel :

a- confident   ☐   *b- worried*   ☐   *c- unconfident*   ☐

3) it is hard for me to notice my own errors :

a-always   ☐   *b-rarely*   ☐   *c-never*   ☐

4) I find the use of this peer correction technique usefull and effective :

a- always   ☐   *b-sometimes*   ☐   *c- not at all*   ☐

5) do you like to be corrected by your peers in the future ?

a- yes   ☐   *b-no*   ☐   *c-maybe*   ☐

Section two : The affectiveness of peer correction

Appendices

Items	Strongly agree	Agree	Disagree	Strongly disagree
I want to correct my friends' errors				
I want my friends to correct me				
I appreciate it when my friends correct me infront of the class				
I think it is better if my mates correcte me rather than my teacher				
Peer correction strengthen my relationship with my mates				
Peer correction creat problems between me and classmates				
Peer correction enhance my awareness of my weaknesses and strength				
I can learn better using this technique				
This technique helps me improve my learning abilities				
I like my mates to correct my writing passages				
I like my mates to correct me when I'm speaking				

Thank you for your cooperation.

Appendices

APPENDIX B : Teacher' Interview

Dear teachers ,

i would be very thankful if you would answer the following questions about the opinion and attitude of you teachers toward the use of peer correction in your classes , especially when using communicative language teaching approach .

Section One : teachers' point of view about using peer correction

Q1 : Do you use it very often in your classes especially with the second year students ?

………
………
………………………………………………………………………………………………

Q2: Does error correction affects the relationship between mates?

………
………
………………………………………………………………………………………………

Q3: What do you think about peer correction in general? What is your attitude towards it ?

………
………
………………………………………………………………………………………………

Q4: Is it easy for you to use this technique? What are the obstacles that you have faced before?

………
………
………………………………………………………………………………………………

Q5: What do you recommend the other novice teachers about this technique ?

………
………
………………………………………………………………………………………………

thank you so much for your time .

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