People's Democratic Republic of Algeria
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The Impact of Peer-Correction on written achievements

Among Master Ⅱ Students at Mouley Taher University of Saida

Dissertation submitted as partial fulfilment of the requirements for the degree of
Master in Didactics.

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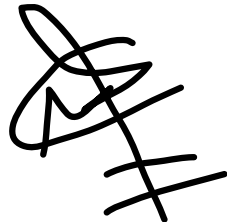|			
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Academic Year: 2019/2020

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I hereby declare that this submission is my work and that it contains no materials previously published or written by another person nor materials which has been accepted for qualification of any other degree or diploma of a university or other institution.

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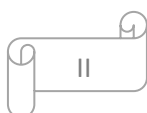
Dedication :

I am proud to dedicate this humble work to my parents.

I dictate this modest work as earnest of respect and acknowledgement for everyone in my family especially my brothers Mohamed, Abdelmonim, Younes , Tayeb, Saleh and Abdenacer also my nephews Manel and Lina ; my friends Djemaa , Linda and my lovely and best companion Yousra. To my uncles Abdelkader, abdeljabar as well as my aunts Aicha, Rekia ,Fatna, Kadidja and Fayza.

I am very grateful to thank everyone who has a visible or hidden mark to help the success of this graduation.
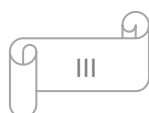
Acknowledgements :

First and foremost, I appreciate Allah who was next to me at what time I need and call him ; Allah who gave me the ability and patience so as to realize this work and without his support, I would have been lost. My thanks go to my supervisor Prof. Dr Sellam.L. for her help in completing this research work.

I would also like to thank the member of committee, Prof Dr.L. Sellam , Dr.M.Bouchefra and Mrs.T.Adnane who have given their time to read and evaluate this humble work.
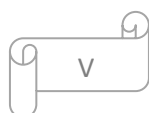
Likewise, I am deeply indebted to prof Boukouleb for the wonderful experience, and most enriching learning journey I have ever had.

Last but not least, I likr to express my regard and blessings to all od those who provided me with support during the complition of this research.

Abstract :

Writing is a sensitive skill that not all the students are proficient in and this makes the teachers in uncomfortable situation because of the gravity of errors made by their students in different levels at Taher Mouley University. Therefore, several methods have been adopted till peer-correction was coined and helps both students and teachers in assignments accomplishment. The objective of this research paper is to prove the effectiveness of peer-correction in developing writing skill that is seen as the suitable solution for making the students conscious about their errors without any anxiety. Both qualitative and quantitative research methods have been used and via the adoption of two tools which are the questionnaire meant for teachers and learners and observation. The study subjects involved 29 students (25 females and 4 males) who were aged between 21 and 27 years old chosen on the ground that they were the most affected category that face great problems in writing their master dissertation with regard to their linguistic competence. The findings reveal that peer-correction is a functional technique that enhances the students' writing skill. Data analysis demonstrated that students have an absolute awareness toward peer-correction and they appreciated its usage.

Key words : writing, peer-correction, errors, affected, functional, perspectives
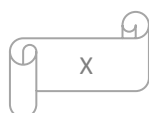
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List of tables:

List of figures:

List of appendices :

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General Introduction:

Writing is the act of transmitting an understandable, clear and well-structured messages to the audience or more accurately the reader using appropriate language, form and structure depending on the type of information used to express. As Broughton (1980) mention ; writing is an individual arrangement directed to readers ; so writing is a personal and social act that demands certain marks like methods, texture and punctuation so as to have a good writing. Nevertheless, the aforementioned skill stands on five contradictory criteria that can be noted in expository, narrative, descriptive, persuasive and argumentative one expressed in various genres like letters, essays, stories, reports, etc. However, writing aims to teach individuals how to translate their thoughts and feelings from their minds to words and sentences in a consistency way by employing the common symbols of writing.

Definitely, the writing skill goes through steps since it was concentrating merely on the grammatical form by adopting such activities where students are asked to transform a certain paragraph from the present to the past tense or from the plural to single form. Then, it moved to focus on the paragraph structure to begun with the topic sentence and conclude with the thesis statement. Afterwards, it emphasized on the punctuation in order to add a kind of comprehension and organization to the paragraph. Hence, the writing skill has actually be a survival

instrument nowadays. This productive skill is a very significant tool in assisting students to maintain and impart unique terms and styles along with its impact on person's academic, official, media, social, cultural and personal settings.

Absolutely, the writing skill is an obscure assignment which includes convoluted operations together with set of tasks which are : regulating the purposes, generating thoughts, arranging data, choosing adequate language, proceeding notes, reading, revising and correct it (Hedge, 2000). This complexity of writing lead students to hold unfavorable attitudes toward it. Actually, this point pushed researchers to suggest an elucidation that solve this problematic which is described in peer-correction.

On the whole, evaluating students' written work with peers instead of the teacher ; is the commonest definition of peer-correction. This method established its status so as to become a dynamic device and relief students to enhance their performances. Peer-correction also develops learners' language competency and give them the opportunity to review their errors with each other rather than reviewing it by themselves (Diad,2010). Additionally, it is considered as a technique which allows learners to feel comfortable and relaxed since they are corrected by their peers only. Peer-correction permits learners to rely on themselves and be

responsible of what they are acquiring without the teachers' assistance, it also creates a competitive atmosphere within the classroom.

Absolutely, no researcher knows about the beginning of peer-correction, however, from what is known as far as the moment, the mentionable method started with the increasing number of classes, the uninteresting and rumbling of the learners because of the difficulty of modules particularly writing. Along with the teachers' complains about their efforts that wasted due to the students' negligence. For that sake, investigators take their time thinking carefully and slowly, applying peer-correction as a technique with their students, noticing and noting down the changes that appear than analyze the note taken until they find it an effective mean that improves learners' ability and adequacy.

Up to the point, writing is a productive skill that is used for communicative purpose through describing and translating utterances from one's mind into written form in a meaningful way which every reader can apprehend. This skill needs from the writer to have some basics that enables him to write ; like mastering the language, having an acceptable vocabulary, etc. This later requires some techniques and strategies to facilitate and refine its construction. One of those methods is peer-correction which is supposed to be the most worthwhile method since it offers the opportunity to exchange ideas and information between

peers, develop unique style, minimize the chances of producing mistakes , diminish students' fear and help them prosper and retrieve their writing skill.

Likewise, pre-writing, drafting, revising, editing and post-writing are in general actions of writing that every writer should go through. This later can either be formal or informal. The formal one is shown in the academic writing that is systematized in particular structure to be used in schools and universities (Oshima, 2007). Particularly, this skill is best performed and accomplished by peer-correction which according to Oshima (2007) is a kind of delivering and receiving feedback about writing between peers. The previous technique has a significant role not only in making the students see their mistakes and make their writing be better, but also in developing their learning process and creating their own strategies as well.

Indeed, students' academic writing and peer-correction are actively corresponded in terms of the more peer-correction is practiced inside the class, the more academic writing is performed ; and this is the crucial function of the recent technique.

On the other hand, many students ignore the significance of the writing skill and neglect the correction of their errors. Therefore, this was the first element that pushes me to choose this topic through which I want

to show that there is a solution which can help those students to increase their chances for having perfect writing as well as minimize the occasions of doing mistakes via using peer-correction technique. The other element which motivates me is the forgetfulness of its importance and role by many teachers and students.

In fact, the present research paper aims to represent the validity of peer-correction as its efficacy among master two students and know the students' perspectives toward this technique as well. In this respect, the following research questions are formulated :

- How does peer-correction influence second year master students' writing skill?

- In which way does this strategy motivate them to write?

It is hypothesized that :

- Students have positive attitudes toward peer-correction as they are interested in and enjoy this learning strategy.
- It helps them to be aware of their own mistakes in a safe atmosphere.

It should be noted that the current research work is divided into four chapters ; the first one deals with the description of population from different aspects whereas the second chapter tackles an overview about

writing and its history as well as the definition of peer-correction. The third part defines the methods used in this research, and the last chapter examines the study findings and future perspectives with regard to peer-correction adoption.

In parallel,, this research paper attempts to give the appropriate definition of peer-correction and supply an ample view on how to solve students to enhance their writing skill using that technique. Most importantly, this topic has been examined by different scholars from different places and countries. Nunan, Harmer, Peter.T. Daniels, Elbow and others who support this research paper with their concrete experiences and were agreed on the point that peer-correction is not beneficial only for students in improving their writing skill, but also teachers gain a kind of entertainment and decrease their latent anxiety.

Chapter One :
Describing the Learning Atmosphere

Chapter one: description of population

1-1. Introduction:

The current part will bend on describing the learning atmosphere in general. This chapter will describe the population of the study from different aspects. Initially, it will focus on how participants behave within the class, the materials they actually use, and the kind of behaviors they adopt with each other as well as with their teachers when it comes to fix a mistake or correct an error.

1.2 .Participants

Second year master didactics students from English department at Mouley Taher University of Saida ; were the chosen population of this study. The participants were 29 students including 25 females and 4 males between the age of 21 and 27 years old. They were selected on the ground that they were the group who found problems in writing their dissertations and they were in need for a solution to help them delivering their work.

Primarily, adopting peer-correction as a method within the classroom urges the participants to hold responsibility for arranging deliverances and willingness to acquire ; which created a better bias towards learning. Besides; the participants' character together with their correlations established the level of topics that were used. Hence, they also had the right to choose topics they want to write about according to

their apprehension and requirements. Indeed, they also conceive their responsibility toward their personal knowledge.

The subjects were permitted to borrow two methods which were asking others and using dictionaries. First, they may encounter difficulties in translating a word or expression to the target language ; enquiring their peer might be useful and helpful to encapsulate each others weaknesses. Therefore, they were obliged to employ an adequate vocabulary to facilitate the explanation for their peers to find the missing idea. For instance, one can say '' my hands are very cold, so I need….'', his friend understood his need and answer '' gloves''. On the other hand, shareholders can help themselves by using the dictionary ; but this was allowed in case that their peers do not know the suitable word.

The participants were obliged to cope with different forms of word*usage to reach the appropriate items related to the given topic. As a rule, they used to grasp the meaning, use, formation and grammar of words as long as word meaning is respected.

The previous idea helped partakers playing with words to form stylistic and thematic expressions as well as being familiar with the figurative language that was the principle element in improving the writing skill. Additionally, suffixes, prefixes and the participle of verbs

and nouns make a radical innovation of its signification which enrich the learners' written work.

Moreover, grammar can also have a role in planning an acceptable closes and reinforcing connotations. All these standards were the essentials that participants ought to know. It should be noted that those participants use their mother tongue which is considered as a magnificent issue for the majority of them and this leads to an anarchy where every participant was not involved in the task.

1-3 Teachers

The teacher acts as a motivator, who stimulates the participants to be more engaged in multiple class-tasks. In spite of that function, pair- work promoted the participants' collaboration and let them make use of language, share learning as well as negotiate with each other which in turn activate the communication competency of participants. It provides also time for participants to work. Though the advantages of pair work, it was hard for educators to correct all learners' papers so they can get their aid to quickly complete the correction.

The correction can be smooth and should be done in a harmless manner that affect participants' feeling and do not demotivate them ''teaching is the process that facilitates learning, the teacher has an

important role to play because he acts as catalyst, actively simulating learning'', according to Farrant's(1966) point of view. This means that teaching is an art of giving feedback in a simplest form so as to assist students grasp it. However, Emund amidon (1967) define it as an interplay among students and their educators within the classroom in a cooperative way. So, teaching is an art of transferring knowledge so as to easily access to the students' mind without any ambiguity.

This later takes all of the teachers' potential and time especially for correcting papers. For this reason, instructors try to use peer-correction as a strategy that has two benefits for both teachers and students in terms of minimizing the exertion and exhaustion for educators likewise enhancing students thinking and preparing them to be good teachers also.

Absolutely, teaching has many strategies that make the class interesting and the students involving in a good learning situations. These methods were shown in reciprocal learning strategy, jigsaw method, pair work ,etc. These would motivate the participants to be more engaged. In spite of that function, pair work promoted the participants' collaboration and let them make use of language, share learning as well as negotiate with each other which in turn activate the communication competency of participants. It provides also time for participants to work. Though the

advantages of pair work, it was hard for educators to correct all learners' papers so they can get their aid to quickly complete the correction.

1.4.Materials :

The materials used in this research were simple, obtainable and accessible for every participant due to their daily usage in the classroom. These materials can be presented in copybook, pen, board, marker and dictionary. Sometimes they need the subject paper so as to refer to the question and not to go out of the topic ; hence the new added material was the video.

In particular, the copybook and book were used by students to write their essays or paragraphs than they exchange them with their peers to correct each other's mistakes. Therefore, participants utilized dictionary because it is seen as a source of words' meaning which will raise their style of writing and understanding. When in fact , the dictionary was divided into bilingual and monolingual ones. However, most participants feel disposed to bilingual ones which were the most closer to their mother tongue to easily and quickly translate words

In reality it were not appropriate to rely on those dictionaries because they did not supply adequate information about the word as it was already mentioned that the meaning of the word differ conforming to

context. In contrast, monolingual dictionaries gave a detail description of a word in terms of its spelling, pronunciation, formation, metaphorical and idiomatic use. Overall, participants were allowed to benefit from dictionaries in order to support them rectifying their peers' writing. Furthermore, the board and marker were employed for the final, correct and perfect sample that was agreed by every participant.

Moreover, the way of teaching has changed from generation to another because of the development of technology that had taken part within education. For that , participants had attempted to create a new version of correction to make teaching and correction better and not get bored. This creation can not be done only with partakers but they need teachers' help ; which was video that was used as a concrete learning support. After the participants had written their essays ; they will read them at the same time the teacher was filming. In the end of the participants' talk ;they will be divided into groups and each group took part of correction either grammatical mistakes, vocabulary problems, word order, ect. Subsequently, they watched the video together and corrected the mistakes.

This later was achieved through stages which were showing incorrectness and using correction techniques. Showing incorrectness was to signify where was the mistake by asking shareholders to repeat the

mistaken sentence and then correct it. Whereas, the correction technique was used when peers corrected each others and the teacher corrected all of them. In most cases, teachers can ask any participant for correction. Additionally, the later do not only help participants in rectifying their errors but to develop their pronunciation skill also especially those who are stressed and nervous .

Additionally, participants should be aware about the content of the subject because it is considered as the first guide that shows them what to the matter is about as what to be written. Correspondingly, they are obliged to read it carefully till they completely grasp it. Then, they also ought to understand the purpose behind their writing, how they explain their ideas how they support them according to the type participants are asked to write about. After defining the objectives ; participants follow some steps so as to facilitate the written task. First, they need to attentively read the subject, think closely about the particular items which are interesting and asking some questions like what does the subject mean ? what precisely the subject is speaking about ? before committing the writing activity in order to have enough data to have better writing achievements. Before participants start to write ; the outline of the essay had to be planned by maintaining the principle perceptions and assume how reasonably organize the suggested perceptions. Later the

completion of the above mentioned steps ; it is recommended to proof-read the first draft prior it is deliver to be corrected.

As far as participants, teachers also took place unless a doubtfulness was found ; his role was dominated in simplifying the items or the idea till all the contributors grasped it. As a matter of fact, error code and error log were also used to determine the type of errors by underlying on it and write either spelling, inappropriate language, pronunciation…etc, or by writing the correct form in the margin.

Regardless the materials cited above, two expressions were said to motivate the participants and boost them to write and never give up. They were ''Excellent, continue working'' for the ones who do an ideal work. On the other hand, the alternative expression could be ''try again you can do better'' that was directed to participants' bad work.

1.5.Design :

Though the experiment had used one subject design to all the partakers, many variables occurs during that experimentation. Those variables might be independent, dependent or controlled ones that varied from one participant to another and had influenced the results.

Age and gender were the variables that impacted the participants' style and preferences as well as their ideas and beliefs because of their

knowledge of writings of others and took an idea of how to align paragraphs together. Since males were less sensitive than females, the variables and comments had affected more females in their ability of writing, level and feeling. Yet, females and males had some correlative points, it did not inhibited the existence of their dissimilarities.

In respect to those variables, this examination was done between peers in order not only to correct peers' mistakes, but to have a look at their way of writing as well as the explanation of their thoughts and articulation of their opinions also.

1.6. Conclusion:

Despite the participants, materials and design, it was known that teachers had an important role in managing the classroom and conceiving a learning atmosphere where everyone was interested. Almost , the activity type will define how teachers' reaction will be since he can not be only an organizer or assessor but as a prompter, resource, participant and tutor also but the most two substantial roles are the controller and facilitator. Finally, these were the most important points of how participants and teachers behaved within peer-correction task where both of them learning, reading, enjoying with each other. Hence, the next chapter will define in details writing and its history firstly, then will move to display peer-correction as a technique.

Chapter Two:
Literature Review

Chapter two: literature review

2-1.**Introduction:**

There are four skills that should be thought in English language; which are listening, speaking, reading and writing. This later has a great importance in enhancing the communicative competences of learning a language. i.e that writing is the transmission of ideas and thoughts into sentences.   Most of the students find difficulties in acquiring a written work because of many reasons. The unawareness of students about the techniques used to have a better writing is one of those reasons. For that sake , teachers try to find solutions in order to diminish this issue. After a lot of experiments and efforts, they find that peer-correction can help to overcome that problem.

This chapter will talk about how peer-correction impacts the development of writing achievements. The first part will deal with the definition of writing and its history. The second part will tackle the difficulties of the writing skill. The meaning of the different corrections in the third part will deal with the types of errors, then the impact of peer-correction in developing the writing skill.

2.2**. Definition of writing:**

The definition of writing varies from one scholar to another. Nunan defines writing as :'' an extremely complex cognitive activity in which

the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text ''(2003). In the same year, he states that writing is productive skill which is a combination of thoughts and ideas in reverse to communication in order to flourish those ideas into sentences that can be understood by the reader ; and this need mental and physical production. However, Harmer(2004) asserts that the precise language use is the target of writing that stands as a barrier for development of students in their writing process.

Moreover, Peter T.daniels (1996) defines writing as those permanent works used to express the speaker in a manner that prohibit his interference by applying more or less retrieved words. Another definition of writing by Elbow (1973) where he claims that the process of eliciting meaning and place it within language are two important paces of writing which symbolize our anticipation due to its emphasis to the mind. Besides, Rivers(1981) claims that writing has to follow one information or expression after another in a series, without any interruption that should be referred to the new language to simplify its access. According

to Steven Roger(2001) no one can give the right definition of writing that can cover its whole ideology .

Based on previous definitions of scholars ; the most appropriate definition of writing can be as follow :

Writing is one of the four skills LSRW (Listening, Speaking, Reading and Writing) that indicates the investment of time and practice to develop it in order to actualize its clarity and effectiveness by its intellectual, innovative and methodological process.

2.3.History of writing :

With the development of human life and the beginning of the emergence of civilized societies and the vogue of trade, it was necessary to invent a mean of coexistence, understanding and preservation of all kinds of products whether intellectual, cultural or even commercial ones.

No one is sure how and when writing appeared accurately but scholars had recognized that the writing was originated in ancient Sumer in Mesopotamia and spread throughout the world. And with the diligence of researchers in this field, they found that writing had independently developed in at least five ancient civilizations ; Mesopotamia (between 3400 and 3100BC) ,Egypt (around 3250BC),China (2000BC),

Misoamerica (by 650BC) and Peru (perhaps as early as 2700BC). Writing was originated through stages which can be summarized in:

2 .3.1.Pictographic stage:

Picture writing appeared in the range of 3200BC where man did not find easier and clearer than the picture to express the things to be written. For instance to write a fish ; paint a picture of it. Unlike the forms that indicated acts like drawing footprints which indicate the movement.

2.3.2.Symbolic writing :

It is called also ideographic stage. It is impossible to express all the ideas and actions that the writers had in mind even the number of those pictures had increased. This was the fact that motivated them to create a new way of expressing their ideas. Hence, they relied on the use of tools and shapes to indicate something. For example ; drawing a picture of a man with his hand in his mouth symbolizes hunger. These signs and symbols simplify the picture alphabet as well.

2.3.3.Phonetic stage :

Although the huge symbols and images that writers had used, it steal stayed as an obstacle behind the spoken words, language and expressions that were in writer's mind. They created a cuneiform language to take care of the sounds that reads the marks without the symbolic meaning it

indicated. As a sample ; the word enemy , they had painted a picture of a bird and a bear and a picture of a rode and speak the sound of these images.

2.3.4.Alphabet stage :

The earliest discovered alphabet was in Sinai, which dates back to 2500BC. They formed the first alphabet which they taught to their contemporaries such as Greek and Chaldean. The merchant fleet and sailing were the most elements that help in the spread of those alphabets and led to the development and variety of those alphabets. It is believed that all the alphabets that comes after followed their principles and origins.

Though the history of writing, but it has a great benefit in man life that is considered as a tool by which society record information consistently. Writing allows societies to transmit messages and share knowledge. Indeed, since the humanity' needs change and differ from contrary to another; the writing skill align with the developments that the world witnesses till it covers all those needs. Besides, todays' life has become so difficult because of the diversities of thoughts, ideas, way of living and so many things like this. However, in order to adapt in these atmospheres plenty of differences, writing improved to become so difficult in some students' point of view.

2.4. difficulties of writing :

Above all, writing has many challenges that hinder the students' writing proficiency. However, these difficulties can be related to different factors and features :

1.language problems.

2.inappropriate use of colloquial language.

3.difficulty with sentence structure and word order.

4.frustration with word, sound, spelling and meaning.

5.troubles reading back what is written.

6.weak arguments and poor vocabulary.

Nevertheless, the most common problems that students face are about how to write and what to be written. Additionally, the effectiveness of the methods and techniques that teachers apply in their courses impacts the students' ability and self-strategies in writing.

Despite those difficulties, learners do many errors and mistakes which are normal in the learning process. Krashen(1982), Krashen and Trerrell(1983), Long(1977) comment that if the learner do an error evidently, he will flourish habitually toward an accurate and appropriate autonomy. Since, this is primitive practicability of language learning that

asserts one point of learners' inter language. Regarding that particular challenges and due to the amount of wrongs, the correction was a must to overcome this phenomenon that has spread in the last few years. Based on those grounds, researchers do several experiments and analysis to come up with solutions that benefits the students and reduces the efforts on the part of the teacher. These solving are represented in : self-correction, peer-correction and teacher-correction that extended in the mid to the late 1980s, and they have rejected till the 1990s that was the year of their renaissance and flourishing.

2.5.Self-correction :

Self-correction also known as self-repair. The previous term was defined as the students' correction of their own when doing a mistake which is a helpful method to activate the learners (Sultana.2009). On the other hand, ''what is missing is fine. Tuning, confirmation of the correct alternative and routine access to it which is achieved through self-correction '', according to Havranek and Cernik's(2001,p.107) definition. In other words, having another form, word, expression or something else in learners' mind is just a result of self- correction. Admittedly, self-correction play a role in the growth of learners' autonomy in terms of correcting findings and lead to better achievement because it is the

evolution itself. '' self- correction is the opposite of other corrections or correcting someone else's output '' as pointed in Krashen(19982,p105).

Moving to the next correction which is teacher-correction that is preferable by many students in the reason that is more applicable because they see the teacher as an umbrella who knows everything. So, what does teacher-correction mean ?

2.6.Teacher correction :

No researcher gave an appropriate or specific meaning of teacher correction, they have only emphasize on the teachers' role. Meanwhile, the errors have to be corrected granted that the learners can not correct their own mistakes. Yet, abundant of researchers as Truscott and Ferris(1999), Chandler(2003) give the priority to the teachers' role in persisting their work that can be presented in supplying their feedback as long as its price even though the students' assumption towards it. Hence, that feedback has a great function which identifies the students' competences in writing skill. The traditional way of teaching prevent the students' apprehension of their weaknesses. Cohen(1987) and Zamel(1985) note that the teacher-correction is not suitable for writing courses. For this reason, Rayoo(2004) had done speculative meditation about 41 Korean university students where they were asked to write an essay about their lives. Nonetheless, they were also required to rewrite

and re-control their essays three times before the final feedback. The conclusion comes up with huge differences that was made in the first and final draft together with the teachers' guidance in directing the students towards accuracy. Alternatively, divers examinations performed to divers students from different countries. One of those examinations that was covered by Nakanishi(2007) with forty Japanese intermediate English Foreign Language learners using four categorize of corrections (self, peer, teacher and peer and teacher correction). Later on and after a hard work with deep analysis ; it was found that peer and teacher-correction took the paramount grade unlike the other kinds.

In short, the students are required to fitness the appropriate moment for correction ; because teachers are not competent persistent to attentively assess the students' errors even though they are cheerful in reverse a situation. For this, it is advisable to diversify these corrections in order to reduce the negatives they lead behind one correction so as to create a learning atmosphere where everyone is involved. So, what is peer-correction ?

2.7.Peer-correction :

it is also known as peer-feedback, peer-review or peer-response. In fact '' correcting written work is time consuming ''(Ur,1999,p.74). Throughout this proclamation, it is deduced that assessing the entire

students' papers and study every single answer is a very complicated activity that can be seen as a nightmare for every teacher. Indeed, Thai Nguyen Uni.Ur(1999) assert that content, organization, style and accuracy which are performed by the critical reading ability as well as the emancipation of time are the obtained features that peer correction can do. Another definition of peer-review that Kamimura and Zeng(2006) have stated that it is about transferring and taking ideas and comments around their writing in distinction to their peers by reason of this approach may promote the students' writing by the contrivances it can suggest. Applying the present technique can be beneficial to ''enhance learner's autonomy, cooperation, interaction and involvement'' (Sultana,2009,p.12). Inasmuch to the validity of peer- response role in enhancing the students' writing competence ; Tran and Phan(2007) have made an investigation in which they have engaged deeper and provide not only learners' stances but also had presented part of prepositions so as to support their preliminary believes towards it.

On the other hand, peer-correction have much emphasis on the answers since this technique go through stages mainly ; responding, evaluating and post-writing. For responding ; it is advisable to examine both teachers and peers' answers for the sake to be familiar with the meaning. Whereas evaluating in terms of giving grades on the part of the

teacher. Unlike post-writing is a role-play between the enterprises that occur following re-writing and when obtaining evaluation (Reid,1993). Hence, Creswell(2000) defines peer-response as the rearrangement of students' preliminary writing. Additionally, he highlights prominent of this methods in supporting the acquirement of self-determination during the analysis of their classmates' assignment. Moreover, in order to assist the students having an excelling comprehension of their ideas, the teacher should deliver an additional time to write and build up responses in distinction to their advisers and companion ; later they rephrase their drafts. As a matter of fact, Moussaoui(2012) claims that two methods are adopted for an expand and extend intelligence and awareness of the students' writing evolution which can be presented in advancing the students analytical rational aptitude as readers together with reviewing their peers' feedback comments will improve their critical thinking as writers ; these two good fortunes are used to contemplate each peers' writing.

Regarding its definition, other scholars stressed on its importance. Distributing knowledge responsibility for students determine the estimation of the learners' views likewise getting ideas and thoughts for littering procedure are the most important advantages of this mode. Notably ; Pishghadam and Kermanshahi(2011) mention that peer-

feedback breaks down the teachers' credible turn by exchanging feedback between peers which is less menacing as it gives a supplementary adjunct within the class. In this respect, Yang(2010) have made a research to establish peers' review credibility and impact ; stating that it constructs valid knowledge society between learners thereby relief them to observe each others' inferences as well as supplying and acquiring boots from their friends.

2.8.Types of errors :

Numerous scholars make a distinction between the provided errors in terms of its structure to motivate the students to revise. These errors are :

2.8.1.Error code :

Error codes are defined as the lexical and grammatical autonomy and capacity unsteady elements. In fact, these errors are trained by correction codes which are materials that accord students to reassess their comprehension of specific items through stretching them with information about their topic. Accordingly, error code equip learners with familiar definite symbols and evident criterion that revolve around what to be revised since they are functional and gainful for both teachers and learners. Moreover, learners can eventually be speculative and

independent in their writing whenever error codes are applied at the same time dealing with peer-correction while teaching writing .

2.8.2.Error log :

Error log are those mistakes that can be classified as verb tense, subject-verb agreement, word choice, punctuation and capitalization which can be stratified

within an accurate report precision. Consequently, learners will be conscious about the required linguistic items to ameliorate onto those errors ; because of recurrence of errors produced in their writing.

2.9.The impact of peer-correction in developing the writing skill :

The role of peer-correction enhances the writing skill. Therefore, bountiful researchers shed light on the importance of peer-review and its impact. Under those circumstances , Richard et al(1992) argue that students inquire questions or contribute explanations and advices during the scanning of other pair's work. As for peer-feedback is an animation of reexamining stage of writing by which feedback is assumed by students with their peers. Moreover, what helps to develop writing is feedback that have a vital aspect in this advance that inspires many English as a Foreign Language writing scholars. Granted that the positive result of peer-

review close to students' recapitulation and writing skill, it is advisable for teachers to depend on learners' accountability of personal writing attainment as well as their peers' writing. Whenever students achieve a ''productive feedback'' through exchanging annotations and recommendations among them, it is beneficial to understand the forms of mistakes they have contributed in addition to the awareness of how to manage those errors(Keh,1990).

Eventually, Zamel(1987) and Hefernik(1983) stress on the significance of peer-response stating that students entertain twain elements as writers and readers that teachers can not do though they use multiple techniques to help students control their mistakes. All else being equal, being a good writer at the subject matter can be actualized during the refine of written draft upon peers' comments (Mendonca & John1994 ;Ralison1998). Yet, Caulk (1994) supplement that the actions of comparing others' work is practical and entails further aspects rather than instructors feedback since learners have higher acquirement on those actions. ''Peer-feedback can have a positive effect on classroom dynamics and can help to train learners in skills they need to become autonomous '' (Sparatt et all,2005,p.157).

Upon this reference, multiple investigators including Joyce, Wong, Kyrt and Atay done a study in which they prove the impact of peer-correction in improving the writing skill. Initially, Joyce's research (1997) differentiate between the students' answers before and after the use of peer-review in order to survey principle planning behind this type. After twelve-week period, via the analysis of the first and the third writing model, the study reveals a highly increasing on writing adequacy. Another meditation done by Wong(1999) investigates the qualitative data to facilitate the practicability in the determinants of English as a Foreign Language writing that can be grammar rules, concept meaning, and emotional elements. Wong advocates the usage of his mode so as to explore its appropriateness and certainty where his observation present the desire and acceptance of the majority of the students in handling this technique in the future. However, the last inquiry was arranged by Kurt and Atay(2007) test 86 Turkish prospective teachers of English where they were separated within ; the empirical group are asked to write a written discourse and get peer-feedback, all the same for the command group in which they receive just teacher-feedback. The later inspection come to an end that is actually a deliberate conclusive antecedent of teachers feedback hence peer-feedback aids those teachers decreasing writing anxiety.

2.10 Conclusion :

In sum, regardless peer-correction benefits, it has also a defect. Tsui and Ng(2000) reclaim that peers may often supply more broad and vague responses. Nevertheless, the instructors rely only on the students' capacity interior their participation. So, learners can not acquire or comprehend the delivered knowledge ; as a consequence this process can not be valuable. Therefore, to establish the exactness of this research ; a set of methods that depended on them are shown in the following chapter.

Chapter Three: Research methods, Analysis and recommendations

Chapter three: research methods, analysis and recommendations

3.1. Introduction

Chapter three represents the core of this research study, since it displays actual learning situations and authentic material to be analyzed. It will focus on students' interactions and negotiations. In parallel, it will analyze in numbers the collected data from both questionnaires and observation. At the end, it will recommend some methods to better consider peer-correction.

3.2. Students' questionnaire :

3.2.1. the sample :

Twenty-nine Master 2 students at English department of Dr.Mouley Taher University of Saida , are the chosen population from the entire number of English students who are aged between 21 and 27 .The selection was based on the consideration that they were more aware about this technique ''peer correction'' ; since they will be future teachers and it is supposed to use it with their students .

3.2.2. the questionnaire design :

The questionnaire in hand consists of nine questions that are systematized in a reasonable form (see the appendix) . These questions are dissimilar in terms of requiring open-ended questions with the justification of the students' answers or close questions in which they are

asked to select the appropriate answer and cite other options if it is available together with the explanation of their choice .

This questionnaire is divided into three sections. The first one deals with the learners' attitudes toward writing. However, the second section is about learners' attitudes toward correction whereas the third section comprises the learners' attitudes toward peer-correction .

3.2.3.Analysis of the questionnaire :

Learners' gender :

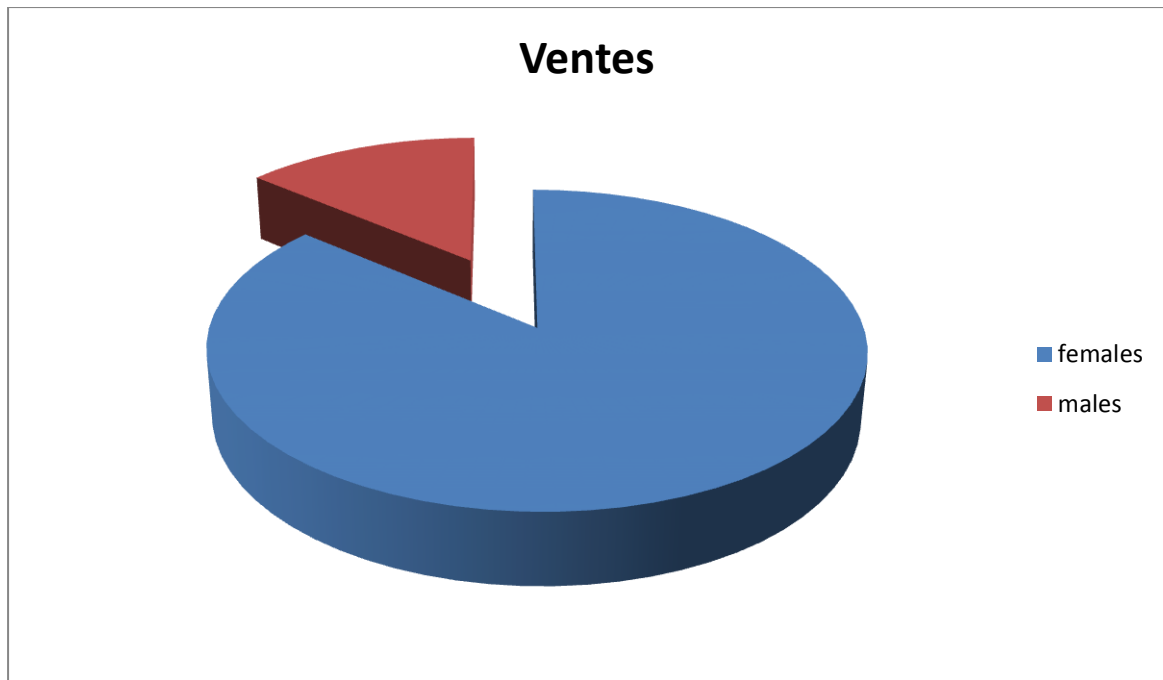|	Number	percentage
Male	4	13,79%
Female	25	86,20%
Total	29	100%

Table1 :students' gender

Ventes

Figure1 : students' gender

The table and pie-chart above show that the females (86,20%) participate more than males (13,79 %).

Section one :Learners' Attitudes Toward Writing

Q1 : how do you find the writing skill ? why ?

Explanation	Important skill	Difficult	Enjoyable	Good
Total	44,82%	17,24%	6,82%	6,82%

Table 2 : students' perspectives toward writing
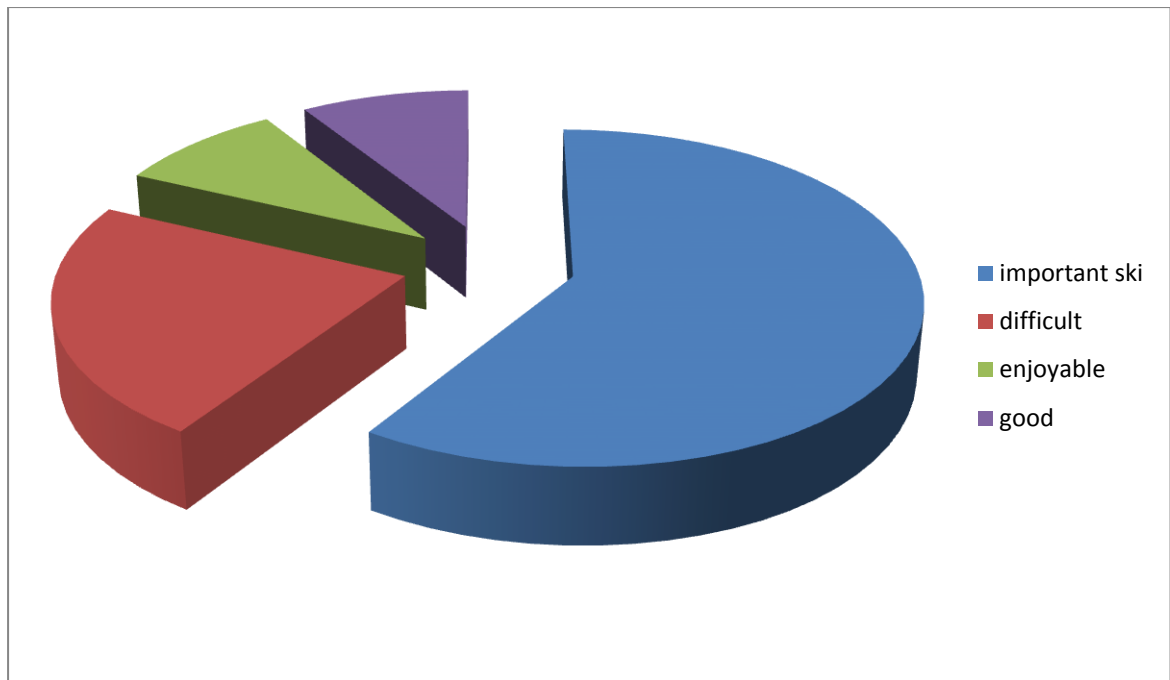
Figure2 :students' perspectives toward writing

The results obtained show that most of the students (44,82%) have the same opinion that is the writing skill is very important skill ; defending their opinion that it reflects the students intellectual mind, beneficial and help to convey a message in different domains. Moreover, (17,24%) of the students find it difficult because of many reasons including the lack of ideas related to the topic, the way of writing as well as it is time consuming. Therefore, the remaining students argue that the writing skill is enjoyable and good especially for personal writing (6,82 %) .
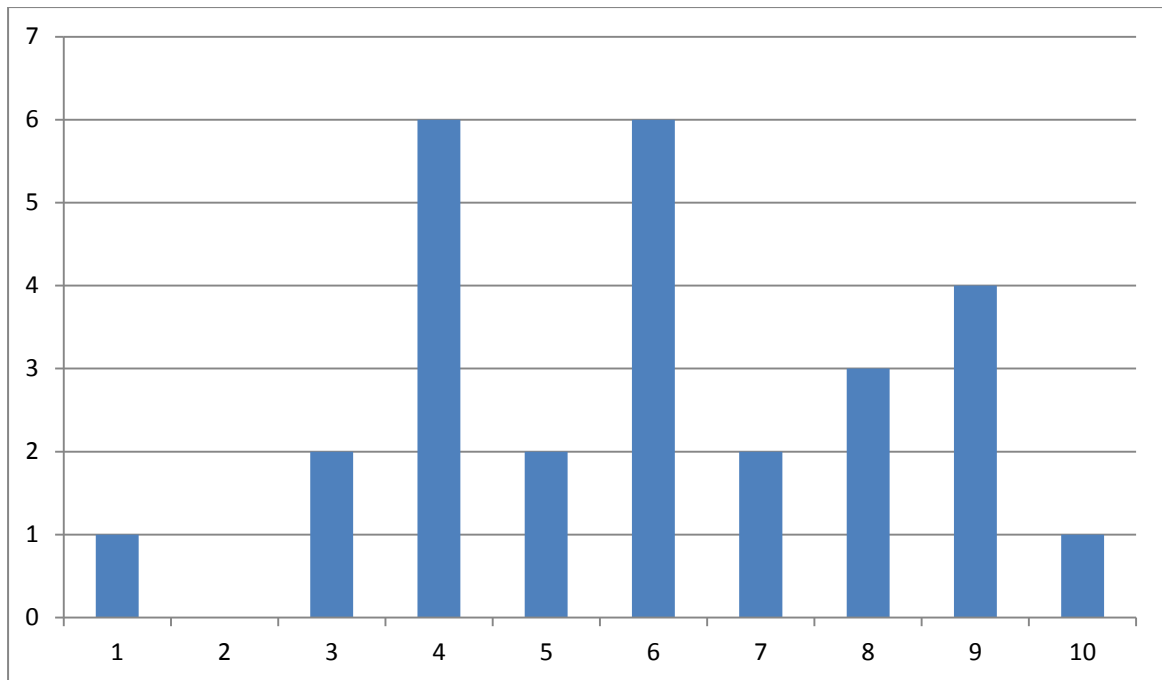
Q2 : How is your level in writing ?

Figure3 : learners' level in writing

The findings above exhibit that 12 of the students' level is between 4 and 6 .Other 4 students grade themselves that they have a highly good level in writing which is 9. Unlike , 3 students have 8 level .Whereas 6 learners argue that they have among 3,5,7 level . However, one of the students said that he is very poor in writing and classified himself at 1 level in contrast to the alternative one who has level n=° 10 .

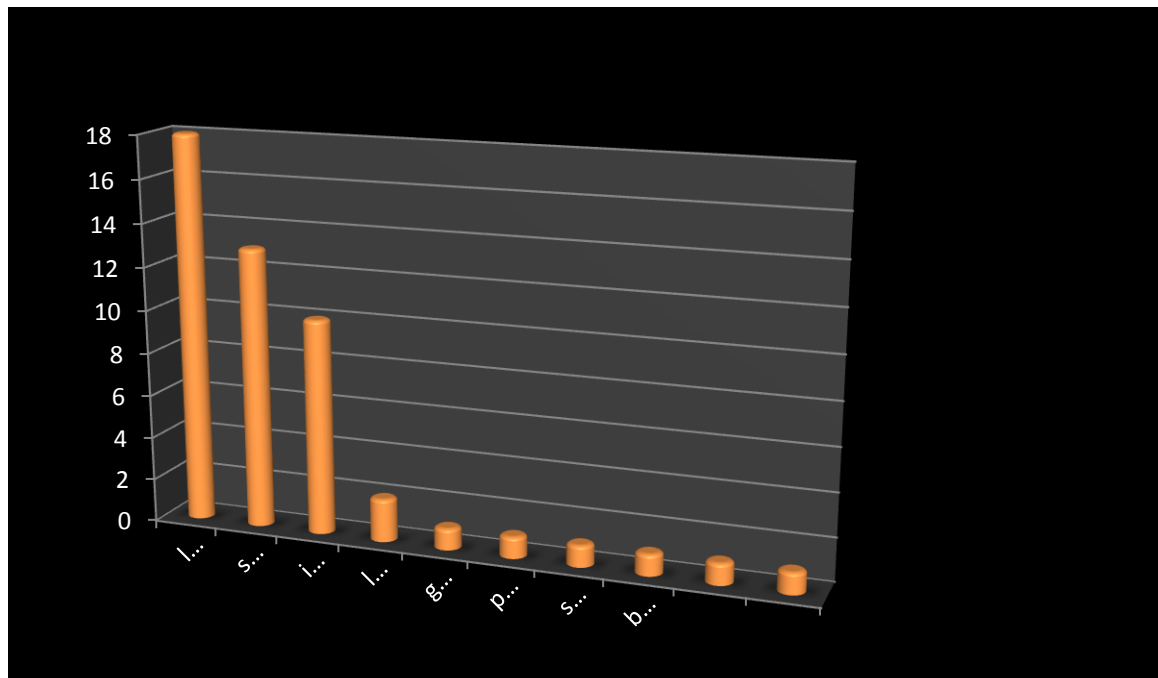Q3 : what are the problems that you encounter in writing ?

Figure 4 : Learners' problems encountered in writing

As it is shown above that the majority (18) of the students   lack

vocabulary and ideas in order to have a very good writing. Therefore,

(13) of them encounter problems in spelling mistakes as well as they

found difficulty in relating between ideas (10). The students do not rely

on the options mentioned above ; but they have cited other challenges that

can be presented in lack of reading which two students have indicate it,

unlike other difficulties that each student enumerate it. These difficulties

optimized in grammar structure, punctuation , style of writing , bad hand

writing and lack of time.

Section two : Learners' Attitudes Toward Correction
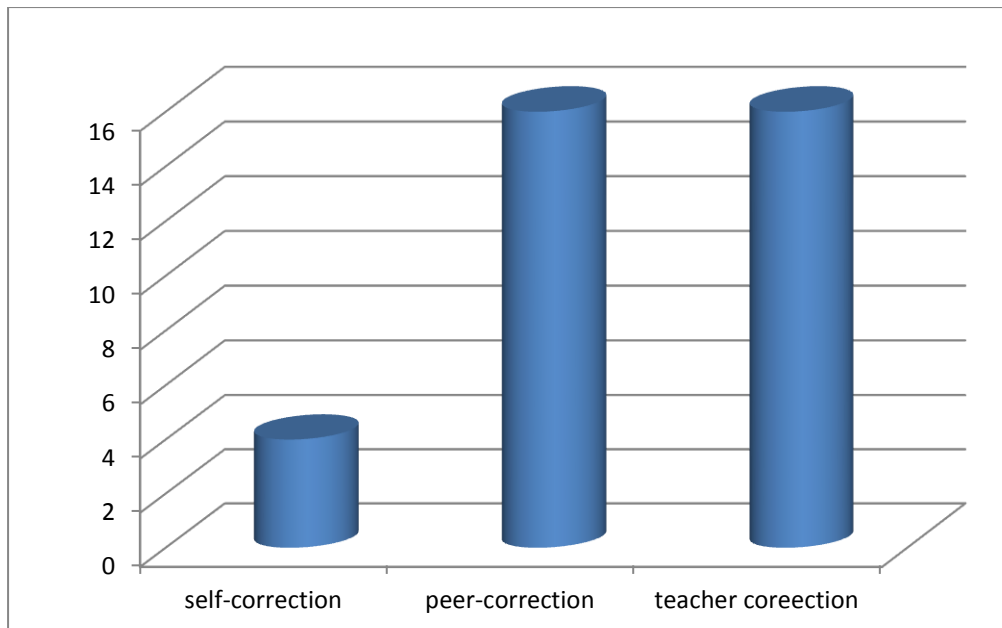
Q1 :which correction do you prefer ?

Figure5 : Students' stance concerning correction

The results demonstrate that most of the learners prefer peer and teacher correction(16**)** which are equal in terms of some learners prefer the two corrections in the same time. Whereas self-correction is somewhat abandoned just (4) students who are intrinsic choose it .

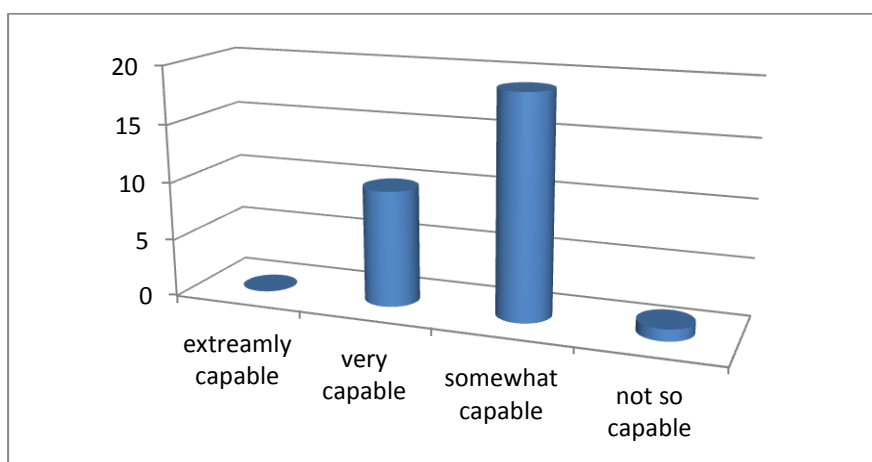Q2 : how much you can correct your mistakes by yourself ?

Figure6: the ability of correcting one's self

The bar-graph demonstrates that the optimal capacity which students can correct their own is somewhat capable (19) in contrast to very capable that only (10) students mention it. Despite the two capacities, one of the students state that he is not so capable to correct his own .

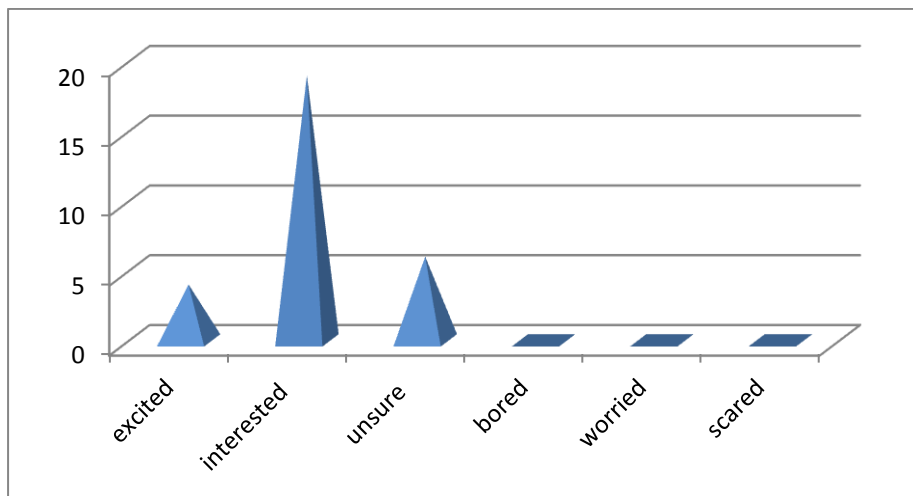Q3 : when your friend corrects your writing ,how do you feel ?

Figure7 : learners' attitudes toward friends' correction

The results provide that the greater number of the learners are feeling interesting when their friends correct their papers (19) . Additionally, (6) of the students accommodate that they are unsure about their friends' correction. Meanwhile , few of them have an excited sensation while their friends correction (4).

Section three : Learners Attitudes Toward Peer-Correction

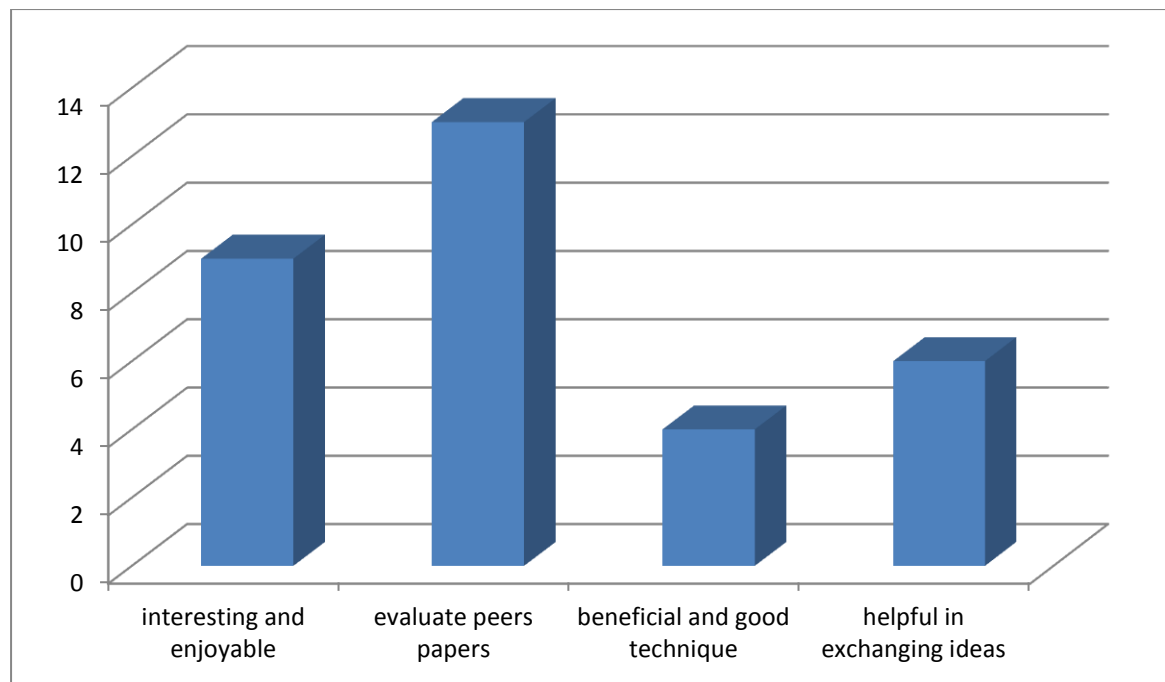Q1 : what does peer-correction mean for you ?

Figure8 : Learners' point of view toward peer-correction

The results demonstrate that a huge number of students agree on one definition of peer-correction which is to evaluate peer's papers (13) . Nonetheless , some other students said that it is an interesting and enjoyable method (9) . Moreover, (6) of the students concert that peer-correction can help peers in exchanging ideas. However, the remaining students (4) replied that it is beneficial and good technique .

Q2 : Does peer-correction improve your writing skill ? How ?

Option	Yes	No
Percentage	86,20%	13,79%

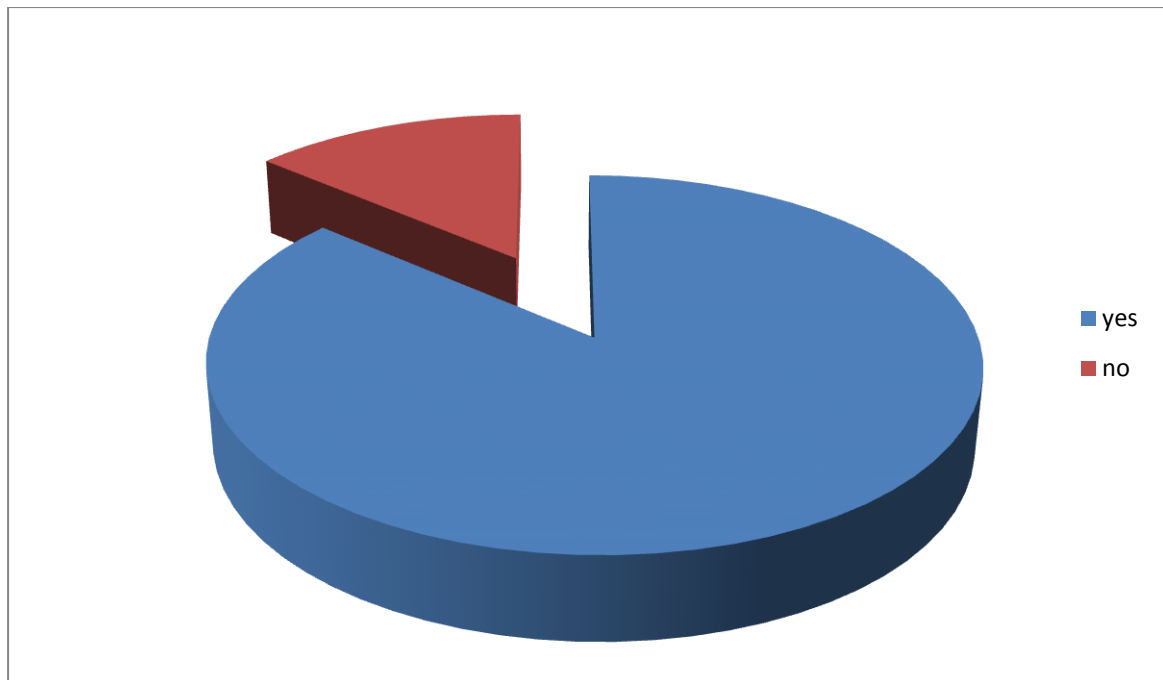**Table3 :**Students' point of view toward peer-correction

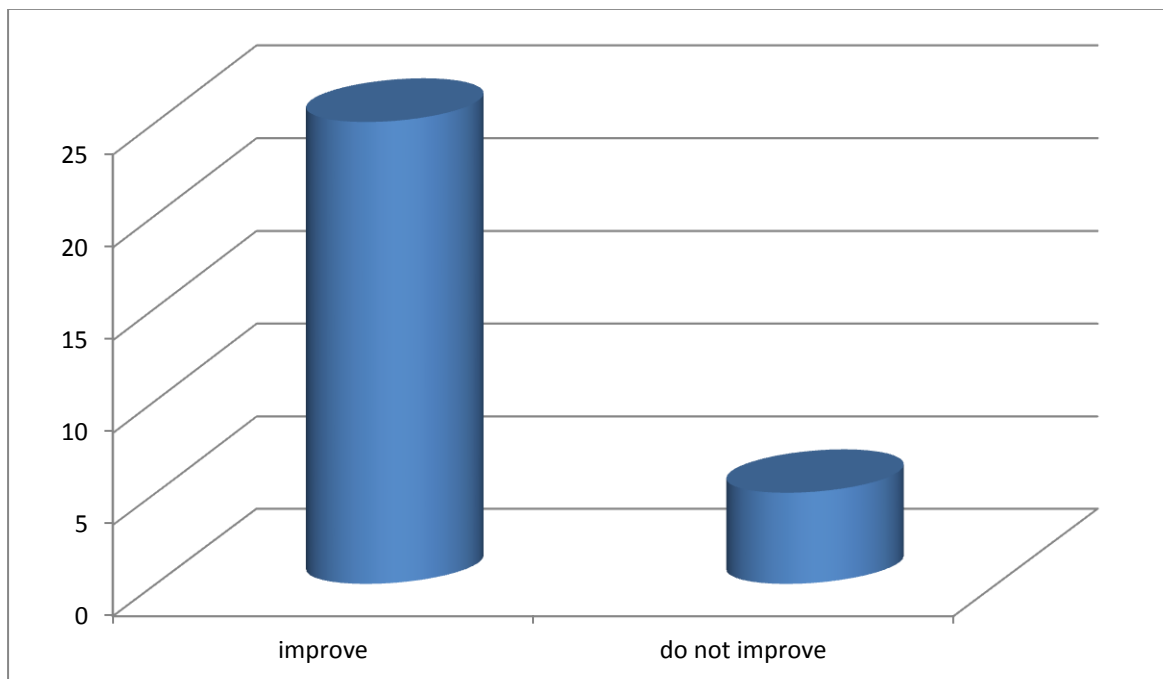**Figure10 :** Students' point of view toward peer-correction

Figure10 : Learners' stances toward peer correction

The findings show that huge number of students (86,20%) support peer-correction arguing that it is an effective and stimulated way to learn new vocabulary through sharing common mistakes and learn from each other,

it also can be helpful and beneficial method to exchange ideas . Learners' do not rely on that arguments , but they also indicate peers' part in simplifying and explaining words better than the teachers do. In contrast to others who are against this technique (13,79%) claim that they are not sure about peers' correction and it is not important to be corrected by a classmate.

Q3 : Do you appreciate your friend's correction ?

Option	Yes	No
percentage	86,20%	13,79%

Table4 : Learners' opinion regarding their friends' correction
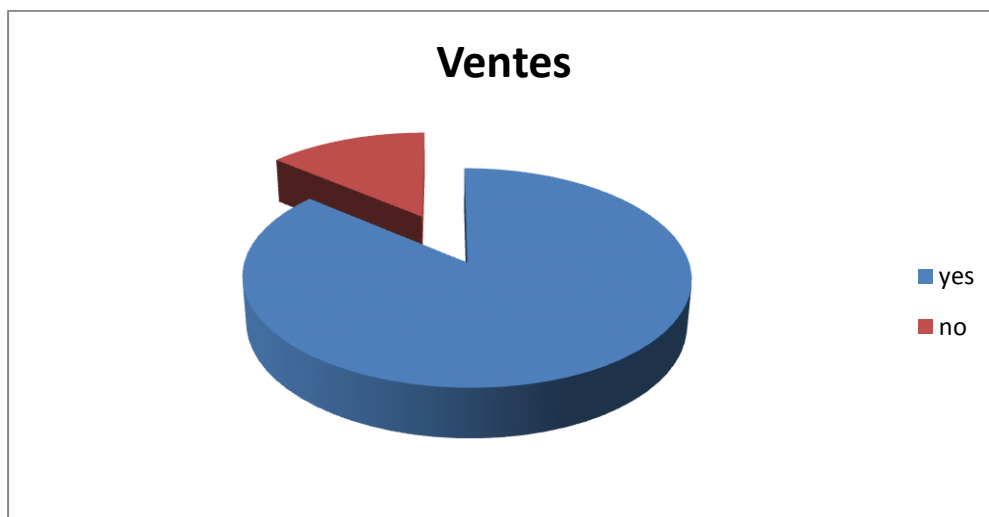

Figure11 : Learners' opinion regarding their friends' correction

The pie-chart above demonstrates that the majority of the students appreciate their friends' correction (86,20 %) unlike (13,79 %) who dislike it.

3.2.4.Interpretation of results :

Through the analysis of the questionnaire , the selected sample bring to the light that females (86,20%) are more cooperative than males (13,79%) because of the females' conscious about the subject matter. The acquired data from the first question signifies that the whole subjects are aesthetic about the importance of writing (44,82%) and this comes back to its worthiness in the academic field. Additionally, it provides a point of view the writer through his style and choice of words to express his/her message.

Unlike others (17,24 %) who consider it difficult not only due to the deficiency of reading that lead to the poorness of vocabulary ; but also to the time that is not for their favor since they need more time especially for long topics . In the second question , students graded themselves according to their weaknesses. Some of the participants classify their abilities between 1 and 4 who were poor for the reason which might be the ignorance of the tactics used to write (9) . The alternative population allocate their performances among 5 and 7 on the ground of unfamiliar terminologies related to the matter in hand (10) .

On the other hand , the (8) other ones determined that they have higher capacities in writing (8 to 10) since they master the language , topic as well as the items. Some challenges are faced by many students in terms of spelling mistakes (13), inability to relate between ideas (11) and other problems that their principle factor had a great connection with the poorness of vocabulary . Moving to the second section where the learners are asked to indicate their preferable correction ; the majority of them choose the teacher and peer-correction (16 for each) on the account of the teacher is seen as a source of knowledge and detector of errors.

Along with peer- correction where peers look like helpers in terms of facilitating the idea better than teachers do because of their familiarity with their peers' level. At once , for the self- correction is favorable only by (4) students who do not share their thoughts with their peers, they are internalized.   All the same section , for the second question the superiority of the case study (19) answer that they are somewhat capable which can be a result of missing of proof-reading or they can not be attentive to what they have written ; (10) of them reply that they are very capable preserving that they knew their levels and abilities.

For these reasons, large number of students (23) enrich positive stances when they are asked how do they feel if their friends correct their writing . Their enthusiasm and interest showed their acquaintance about

the importance of others' correction. In contrast to the (6) other students are unsure about their friends correction and this is related to the distract mutual between friends. Besides , for the first question of the last section ; learners provide an acceptable description approaching peer-correction ; the entire population agreed the point that is helpful, beneficial , interesting and enjoyable act to correct friends' papers ; this revealed to their experience throughout their life-study. For that sake , they also were asked if this technique can help them in improving their skill and how. A large number of the sample (86,20%) said yes it improves as long as friends might make things easier than teachers do.

For the sake of that , learners were questioned if they would appreciate their friends' correction or not. The predominant number of them (86,20%) said yes especially for their knowledge and performances. On the other hand, (13,79%) claim that they do not appreciate it since their friends are not proficient enough to do so.

3.3. Observation :

Before starting describing how the observation was done, it is compulsive to set up the aim behind that research methodology. It aims to see and notice learners' behaviors in this session.

It was really a wonderful and amazing experiment that was done with Master two students of Mouley Taher University ; particularly English students. Being a number of those students and observe what they do and how do they react towards that session where they express their ideas and write a topic which is given by the teacher as well as their receptions via their peers' correction ; make you feel that you are holding new background unconsciously which you will need it   for future purposes.

This experience also helps you to develop your sense of confidence and have an idea not only about the different mentalities but also the distinctive capacities of the students together with the apprehension of how to respond to those discrepancies when you will be familiar with such situation.

In my first contact, I was little bit shy and perplex. I was seeking for anyone who can help me to logout from the whirlpool of my thoughts that was in my mind. I raised my head atop and ask my god to save me from that position that I was in . Afterwards , I had been accustom with it. Admittedly , they had astonished me in terms of their unification and association with each other ; even this did not banish the subsistence of the students who dislike this type of correction maintaining that it did not aid them arguing that their peers were just learners like them, so they can not correct their papers since they had no abundant or extra competences

owing to the same level that they had. To prove their argument ; they have disputed on the point; if their peers were brilliant, they would rescue themselves in order not to be mistaken and mend their own errors.

On the other hand, the students' postures regarding peer-correction made me feel that indeed they want to learn more, exchange knowledge and ideas, interrelate cooperative bounds so as to build cognitive world by which they complete each other, achieve their needs and reach their goals.

Under the participant's observation, I have noticed that some of students are very happy when their peers correct them so as to help them overcoming the hindrances or obstacles that they face while writing, give them their opinions. In fact, many of the subjects have benefited from this type by taking concepts and build new ones upon them, in respect of improving their writing level. While other students are egoists look only for themselves , for self-seeking and self- interest, they do not want to share their anticipations apart with their teachers.

With regard to students, teachers also take profit from this type in the way that it decreases the efforts made by them. Later on , it would be given appropriate correction by the teacher written in the board than he would ask them to write it down on their copybook as a reference.

3.4. General discussion:

The method that contributes a lot in developing students' skills and ameliorates their levels especially in writing is peer-correction technique which permits to reciprocate ideas between peers in a steady mood apart from letting them confused.

Providentially, the research findings did confirm the addressed research hypothesis previously noted. Yes, it was possible to develop the students' writing skill, and this by the use of peer-correction technique ; this was because it stimulated them to write, created a kind of competition among peers and made them conscious about their mistakes. Yet, learners themselves appreciated this method as they possessed good perspectives toward peer-correction.

In addition, the study organized a questionnaire that involves three sections and each section consisted of three questions. Therefore, the research findings indicated that most participants encountered difficulties in the writing skill due to certain problems such the lack of vocabulary which was considered as the vital hindrance for unsuccessful writing. Besides, they did prefer to evaluate their errors and enhance their skills so they appreciated their friends' adjustment on the ground that they were related to them more then teachers and they can ask them freely without any elaboration . At the same time peers were much more familiar with their friends' levels who made things easier better then teachers did. The results showed that learners took for granted peer-correction value since it was the greatest efficacious technique that did improve their writing skill in various points like style, grammar, vocabulary, structure, etc , and that was done by looking at each others' writings (see chapter two).

In this respect, Yong et all (2006) said that peer-correction was seem to be a functional supplement to teachers since it motivated learners' self-determination and gave on to advancement despite it possessed shorter influence unlike the teacher feedback. Additionally, obtaining feedback from peers quickly and learning through exchanging ideas was the most effective benefit that peer-correction supply (Gibbs, 2009). In this direction, Tulung (2008) found that executing peer-correction within the classroom where students were communicating together made them pleasant, enjoyable and more assertive.

Absolutely, from the first time I have expected that I find more motivation and acceptable scales especially when choosing master students ; but in fact through my analysis I have found the inverse. Firstly, the students' answers were not expected to be very limited to this extent, but rather it was assumed to go beyond to have new expressions that indicate their maturity and interest in the topic in hand. Relatively, it was also expected to find some advice and recommendations which could help on the completion of this dissertation. In addition, the students' escape from responding to the questionnaire was not predicted which could be by the virtue of their forgetfulness or they do it in purpose ; all the possibilities remain conceivable unless there is no sign denote the contrary. Moreover, it is not suspected from participants to have bad levels in the writing skill since they are supposed to deliver their dissertations that should not entail mistakes as they will be future teachers. It is known that not everybody is perfect, but at least they should have an intermediate level that enables them to teach.

3.5. Recommendations:

After defining the research methods and looking at the summary of findings of the current study; some recommendations are suggested to apply in order to enhance the writing skill. There recommendations can be seen in:

- teachers had to employ peer-correction.

- it is proposed for instructors to organize activities that would offer chances for students to enhance their writing skill for example; at the end of every session the teacher may ask them to write something too short just to have an idea about the learners' level from one side, and so as to improve the students writing skill from the other side.

- create new ideas for this correction so as to not get students bored.

- teachers suggest some documents and stories for students to read in order to increase their vocabulary.

- teachers should reinforce and boost learners for better achievements.

- students can or have the right to choose their own topics.

- students are free to express their opinions and ask their teachers to clarify any ambiguities.

3.6. Conclusion :

In conclusion, the use of peer-correction had affirmed to enhance the student' writing skill and creates a strong relationship between peers. Therefore, peer-correction adjuncts teachers, improve inefficient writing skill and allows learners to reinforce their understanding about the form, technique, language, etc of writing. When using peer-correction as a tool in the class, it can be serviceable in aiding the students since it present new ideas or simply motivate those who have been demonstrated earlier as it produce more sociable and provisional notions.

General conclusion: