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Title

The Role of Peer Correction in Reducing Students' Writing Essays Mistakes

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Dedication

We would like to dedicate this modest work

To our parents, sisters, and brothers who were supporting us and for standing beside us throughout our career and completing this research

All members of our families and for our best friends for their assistance and love our teachers specially our supervisor **Ms Fouzia Bahri** who encouraged us and helped us as much as she can to do this work

Special dedication to my brother Abd El Djabar who is always in the position of my father and who always supports me to continue my study, And for soul of my brother Hamza may Allah bless him (Souad Merzoug)

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List of Abbreviations

- **DFB**: Direct feedback
- **EFL** : English Foreign Language
- **FB** : Feedback
- **IFB** :Indirect feedback
- **KMU**:Kasdi Merbah University
- **L2** : Second Language
- **PC** : Peer Correction
- **PCT** : Peer Correction Technique
- **S**: Students
- **ZPD** : The Zone of Proximal Development

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Abstract

ملخص

General Introduction

General Introduction

1. Background of the study

Writing is an important skill in learning a new language. In order to enrich this skill teachers use several strategies to enhance students performance in writing essays, peer correction is one of those techniques. Previous studies like (Ashok, S, 2015) proved that peer correction is a technique used to help students improve their writing. It has been considered as an effective strategy that reinforces the cooperation between students inside the class. The major linguists like Vygotsky and Jeremy Harmer believed that it is a useful method to teach students to correct each others' mistakes and to learn from each others' feedback. Therefore, they will immediately discover the kind of mistakes they make.

Teacher was the unique source of information in traditional classes, and the only one who has the authority to correct students's mistakes. Additionally, students were not given the opportunity to express their ideas and being more activated within the lesson, as well as, they did not find the opportunity to learn how to get an accurate academic writing without spelling and grammatical mistakes. In this scope it has been stated that:

The teacher-centered approach portrays student as basically passive while the teachers are active since teachers are the main focus in this approach which is considered sensible since the teachers are familiar with the language which the students are not. In this case, the students are less engaged during the learning process. However, with the student centered-approach, the teacher and the student are both active participants since they share the learning responsibility of the learner, helping to identify how the students should use the language. (Ahmed, F. M. 2013.p 26)

Nowadays, the methods of teaching are different from the old methods, students become the central point of teaching inside classroom. Similarly, the teacher involves students in the teaching process and they actively participate on different tasks in the classroom, and teaching English is based on the students' cooperation. Spratt and Leung, (2000), stated that writing skill in English language raises a challenge to many students, they see it difficult to improve. Besides, Some students spend their multiple efforts to have a good level in writing an essay, but still make mistakes because they feel stressful when practicing writing skill in a foreign language. Several efforts have been made by the teachers and researchers to find out the way that helps students overcome their mistakes successfully and get a good level in writing skill.

Finally, according to Vygotsky's theory of the cognition development, the zone of proximal development ZPD has been defined as the distance that exists between the students' ability to perform a task under adult guidance, or peer collaboration, and students' ability to solve the language problems independently. Therefore, learning occurs on this zone, also the students play an active role in the learning process. Vygotsky, (1918) viewed that competent students scaffold weaker students and support them on their progression through the zone of proximal development. Also, through peer correction students will be engaged in the correction process, as it allows them to read their peers' written essays and make the students acquire critical thinking (Ivana Rotim, 2015).

Peer correction is a classroom technique where students correct each others' essays rather than the teacher. In the classroom, it is a useful method when students can feel intimidated for being helped by their classmates, however, students are highly motivated for being corrected by someone rather than the teacher (Mansoor Ganji Chababar Maritime University, Iran). This strategy has a good impact on improving students' level in their written paragraphs. As well as, it is applied to reinforce students' interaction in order to help them learning from each others' mistakes, and allows the teachers check what the rest of the class know. Witbeck, (1976) concluded that peer correction helps students to discover the major mistakes they make during writing their essays. Therefore, leading students to have better writing.

2. Significance of The Study

It is hoped that the fulfillment of the objectives would help to provide EFL teachers of written expression with the new teaching writing methods, that have to be part of teaching writing in their classes. Also, provide students with information about peer correction technique and how affects their writing performance inside classroom, as well as, it reinforces their abilities in writing essays. Besides, the findings of the study would demonstrate the benefit of using this technique in reducing students' mistakes in writing essays. A significance contribution of the study would show the EFL teachers the importance of using peer correction strategy in teaching their students writing essays. Also, explaining to what extent it can enhance students abilities in writing skill.

3. Objectives

Objectives indicate the destination where we are expected to reach through our research. More specifically, we have indentified the following objectives:

- To explore the role of peer correction technique in developing writing skill.
- To observe the interaction between students during peer correction process without the teacher.
- To help students to discover their mistakes immediately through correcting others' work.
- To discover to what extent peer correction is used inside classroom by the teacher, and the students' attitudes toward this strategy.

4. Statement of The Problem

Prvious studies in Kasdi Merbah University English Department, had emphasized that the majority of students have a lack in writing skill, because they face serious difficulties in expressing their ideas even after studying English for several years. So, we have seen that students are suffering from such weaknesses in writing essays, such as, the selection of the appropriate word, punctuation and spelling mistakes during writing. For that reason, it was convenient to select peer correction as a new technique where students learn from each others' writing, correct each others' mistakes and giving feedback to their peers. Also, writing appropriately and avoiding mistakes effectively are considered as an important steps to have a successful written essay, in addition to examine to what extent students accept to use this strategy with their classmates.

5. Research Question

The following research question has been raised :

- To what extent can peer correction technique be successful in reducing students' mistakes, and improving their level in writing essays?

6. Research Hypotheses

The following hypotheses are formulated attempting to answer the question:

- Peer correction technique can reduce students' mistakes in writing essays.
- Students' writing can be enhanced among practicing peer correction with their classmates.
- Students' performance will be motivated if they get the opportunity to be involved in teaching process.

7. Methodology Design

Choice of The Method

The chosen method is based on the problem of our study. Thus, descriptive analytical method is the appropriate one because the research problem is based on describing the current situation. In order to complete the investigation of our topic we have used three valuable tools which are, questionnaire, interview and tests to find an answer within the second semester of 2017/2018. These tools are selected to collect data about the use of peer correction inside classroom, and the difficulties of writing skill.

The Population and The Sample

The participants in our research are 45 second year LMD students and 5 teachers of written expression from English Department (Ouargla University). Our sample is selected to investigate the role of peer correction in reducing students mistakes in writing essays.

Instruments

To complete our investigation we have used various tools. The first is, students questionnaire (See Appendix A). the second tool, is pre-test and post-test about writing descriptive essays (See Appendix B & D). Also, students are provided with the a scoring rubric and Jacob's checklist which indicates the mistakes that they have to focus on (See Appendix F). On the other hand, teachers' interview that contains 07 questions in order to find out if they prefer to use peer correction in their classes or not (See Appendix E).

8. Structure of Dissertation

This study consists of three chapters. The theoretical framework is classified into two chapters. The first chapter presents an overview about feedback and the types of correction that are extracted from it. Second, it handles an overview about writing skill, definition of academic writing, academic essay and stages of writing a essays. Furthermore, the methods of teaching writing skill take a part in this chapter. Then, we end up by a shift from teacher-centered approach to student-centered approach. Chapter two, deals with the concept of peer correction, the role of using PC, difficulties of PC and the students and teachers'attitudes toward this strategy. Then, we conclude with the students'common mistakes in writing essays. Otherwise, the third chapter is the empirical investigation of the research that involves the data collection, data analysis, and discussion of the findings.

9. Limitations of The Study

During the investigation of our study we faced some obstacles that affect our research process. For instance, lack references about peer correction technique, and the interference between peer feedback and peer correction. Moreover, the absence of some students during the post-test and pre-test, as well as, we suffered in correcting some students' papers because of the bad handwriting. In addition, not all the students follow Jacob's checklist. Otherwise, in the teachers' interview, although we have informed the teachers about the interview, but some teachers were busy for particular conditions.

10. Literature Review

Peer correction technique has been proved by several studies such as (Mahmoud J. Itmeizeh, 2016), each one has its own view towards this strategy. This study aims to investigate the role of peer correction technique, its influence on students' performance in writing skill and correcting each others' mistakes on their written essays, and observing students' attitudes toward correcting their classmates' written work.(Spratt, M.& Leung, B., 2000) said that English writing skill is forming a great challenge to students, they feel uncomfortable during writing an essay or paragraph in English.

Furthermore, the concept of peer correction has been defined as a classroom technique where learners correct and review each others' works (Mahmoud J. Itmeizeh, November 2016). In the old methods of language teaching was only the teacher who had the authority to correct students mistakes in which they are just receiving the feedback from the teacher. For

that reason, peer correction appears as new strategy to add such a change in which the correction process of mistakes depending on the students, as it is approved by many theories of language teaching (Ibid). That is to say, the teaching process is a students-centered approach rather than teacher-centered approach. Witbeck, (1976) stated that peer correction enhances students writing and helps them to discover most mistakes that may lead to better writing.

Next, other researchers like Paul Rollinson, (2005) make investigating between peer correction, teacher correction and self correction. In the scope of PCT, he asserted that there are principles operate behind applying this technique which are first, Peer feedback is less threatening than teacher feedback, because students feel more relaxed on cooperating with their classmates and getting corrected by their friends make them feel less stressed. Second, the involvement of peers in the correction process makes the classroom atmosphere more supportive and friendly. Third, when correction comes from the teacher, it reinforces the teacher authority. In contrast, the practice of peer correction leads the classroom to be less dominated by the teacher.

Moreover, referring to Hedge, (2000) the correction of mistakes should not be always the responsibility of the teacher. Teachers have to train their students to correct their own mistakes without referring to them, this latter can use some correction codes to indicate that there is a mistake instead of giving them the correction directly. Therefore, self-correction is a technique in which the learners have to read their own pieces of compositions and check for the mistakes. What is more, it makes the learners more aware about the kind of mistakes they are making. Then, teacher correction is when the teacher correct all the surface (mainly grammatical) mistakes by crossing out perceived mistakes and providing correct answers (Arafat Hamouda, 2011). According to Sommers, (1982) sometimes peer correction technique is not effective and may not lead to the expected outcomes, some linguists claimed that the majority of students prefer to be corrected by their teacher because they do not trust their classmates correction.

In the area of writing skill, Tribble, (1996) maintains that there are two methods have been chosen to teach writing skill, product approach and process approach. The product approach is the traditional method that focuses on the different elements of writing like grammar and usage. Otherwise, Seow stated that process approach to teaching writing covers four basic stages that are, planning, drafting, revising and editing. Then, it comes other three

stages responding, evaluating and post-writing. He proved that writing process involves an important steps the students have to follow during their writing process, pre-writing that is concerned with choosing the topic, collecting data and organize it. The next step is drafting which is the actual writing. Third, revising that is the selection of the organization and structure. Fourth, rewriting which is the completing stage, and responding that is the improvement of the content after receiving a feedback from the teacher or the classmates. Further more, evaluation is the marks and grades that assess the students' level. After that, it comes post-writing which is the activities that are made after the assessment.

Also, writing is a process of presenting meaningful messages with specific objectives. For that reason, students are obliged to spend their efforts to improve their writing. Moreover, Tribble, (1996) considered writing process as a language skill that leads students to represent their speech. In addition to, they are improving their level of writing and expressing their thoughts in a systematic way that organize their ideas in well-formed writing.

Furthermore, other studies such as Mahmoud. J. Itmeizeh (2016), have determined that teachers can not correct all the students' written mistakes especially for a wide number of students. He claims that the correction process takes a long time to complete, and the teacher struggles when correcting students' written work. Through the last decades, it has been proved that it is uncomfortable for students to write a good paragraph or essay, because they are affected by several factors that influence their performance on writing skill (Ibid). For example, teachers' insistence to correct all the mistakes of students seriously and they account for every simple mistake. For that reason, teaching writing skill becomes more focused on the students' performance in the class, and makes them successfully engaged in the process of teaching. As well as, it leads the students to be aware about their writing level and try to improve it. The researcher sees the role of peer correction in improving students' writing skill. It makes the teaching strategy different, because students become more motivated to participate in the tasks inside the class. Also, it leads the students who never be active in the class to be involved in the teaching process, and helps them to express their real abilities and realize their level of writing as well as, their level of thinking.

11. Definition of Key Terms

a- Peer Correction

Peer correction is a valuable technique used in classroom to make students work in cooperation. The students make the correction of mistakes and giving feedback to each others' work instead of the teacher, as well as, it is concerned with speaking and writing skill. Harmer, (2004) stated that PC is the appropriate strategy that encourages students to write effectively and correct each others' mistakes. Similarly, peer correction is the way that leads students to be actively involved in the teaching process and teaches them how to trust their knowledge and abilities in order to correct their peers' mistakes. Also, through PC students share their ideas and learn from their classmates' fault version.(Mahmoud J. Itmeizeh, 2016)

b-Peer Feedback

Peer feedback is an activity in which students give comments and suggestions to their classmates' work, as well as they receive feedback about their work from their peers. Some researchers claim that peer feedback is an important way that leads students to better writing, because it makes the writer edit his/her own work. Also, it helps students realize the mistakes they make and how to overcome these mistakes. Similarly, it makes the students avoid making similar mistakes in their next written activities, as they will give much attention to their writing style to be more effective. Peer feedback offers the opportunity to students to learn how to give accurate feedback to their friends, as well as, they learn to accept their peers correction and comments on their writing. Thus, their cooperation between each others become more supportive.(Using Peer Correction In Teaching Writing Skill To Help Students Reduce Their Mistakes, 23rdMarch, 2015)

c-Peer Editing

Peer editing is a teaching technique in which students read a comment on each others' written work. It means a student helps someone from his/her class to improve, revise and edit his or her own writing. Peer editing consists of three steps, providing compliments, the student tells his/her classmate what he thinks about his/her writing and motivates him/her to keep writing. Providing suggestions to the writer by being positive and specific, also telling him/her how to improve their writing and make it better.

For example, selecting the appropriate word, cohesion and coherence and the relevance to the topic. Then, the correction process by checking the spelling and grammatical mistakes on the writer's paper, missing punctuation and incomplete sentence. (Peer Editing For Essay Writing, 23rd March 2015)

Theoretical Framework

Chapter One

Overview of Feedback & Writing Skill

Introduction

This chapter presents an overview about what feedback means, its definition and explaining how students can provide feedback to their friends. Also, the presentation of the types that are subdivided from feedback, starting with teacher FB, peer FB and self FB. Then, moving to the second part of this section that is an overview of writing skill. This part deals with a definition of academic writing skill, and it contains two kinds of stages that the students have to respect during writing an academic essay or writing a paragraph. In order to get a successful writing, student have to follow these steps of writing essay, planning, drafting, revising and editing. Then, it comes the section that covers the methods of teaching writing skill, product method and process method. In addition, peer feedback not only includes correcting students' mistakes, but also assessing them.

1.1 Overview of Feedback

In this part we define the concept of feedback and its types:

1.1.1 Definition of Feedback

Feedback has been classified into written and oral. In writing, giving feedback can improve students' attitudes toward writing skill, and their conscious can be decreased. Also, students can learn more about writing among the feedback they receive whether from the teacher or their classmates, and they will feel more responsible about their writing. According to Brammer & Rees, (2007), peer feedback requires some skills like time management, socializing, and criticizing which are often challenging students writing an essay. Otherwise, teacher feedback is the correction and assessment that are given by the teacher about their written work in order to reinforce students writing style. Otherwise, the corrective feedback has been categorized into direct and indirect feedback. It has been claimed that DFB is less effective because it does not engage and challenge students to correct their mistakes. On the other hand, according to MacKey, 2008, indirect corrective feedback promotes student autonomy. As well as, the teachers see that it is better to use IFB in the correction of mistakes, because it leads the students to monitor their mistakes and try to fix it.

1.1.2 Types of Feedback

Three main types of feedback are discussed, teacher feedback, peer feedback and self feedback.

1.1.2.1 Teacher FB

Zacharias, (2007) proved that teachers are considered more competent in terms of language and knowledge, therefore, they are considered more experienced in writing and providing feedback. In other words, the teacher's knowledge and experience make him the appropriate one who must provide feedback to students. For that reason, teacher feedback is the most common feedback that provides a useful form of correction to help students improve their learning. In L2 writing classroom, the teacher is the important source of giving feedback to students' written work. The teacher when giving a feedback focuses primarily in the form of language, while he gives less attention to the content, organization, and style. The teachers' first interest is on the language issues, as well as, they tend to correct every single mistake because if those mistakes are not corrected, students' bad grammar will be incapable to correct.

In brief, the teacher has to correct all the mistakes that students fall in even if they are simple, because those mistakes will be fixed on students' memories, as well as, it would never be corrected again. Moreover, since the correction process can be time-consuming, it is unexpected that the teacher will read and correct all the compositions. That is why, it comes Vygotsky's theory in which the competent students scaffold the weaker ones, motivate their progression through The Zone of Proximal Development.

1.1.2.2. Peer FB

Peer feedback is explained by Vygotsky's sociocultural theory, (1978). He states that the mind develops through one's interaction with the world around him/her, and he emphasizes that learning is not an individual activity, but it is a cognitive activity that the nature of learning shifts the focus on learning from individual to the interaction within a social context. Thereby, peer interaction is cardinal to the improvement of students' learning, because it allows students to construct knowledge through social sharing and interaction.

According to Icy Lee, 2017, Peer feedback has many benefits on the students' level, they will be more aware about their strengths and weaknesses in their writing, and teaches them to trust their peers' feedback. Also, the positive feature on peer feedback is that students

get to see other students' work that helps them improve their learning. For that reason, it is beneficial to have students correct each others' writing and see their peers' mistakes, that will help them establish their background about the types of written mistakes. In addition, among peer feedback students will test the correction process and the role of the teacher. Sultana, (2009), argues that peer correction fails when students do not view their peers as authorities who could correct their mistakes. In other words, students have to see their classmates as an experts and have the abilities that allow them give the feedback. Hyland, (2000), mentions that peer feedback encourages students to participate in the classroom activity and make them less passively teacher-dependent.

1.1.2.3. Self FB

On this kind of feedback, the teacher during the provision of FB has the opportunity not only to guide students learning, but also to teach them explicitly how to acquire the skill of self assessment and correct his/her mistakes. Through self feedback, students will be more independent in their learning as they will discover the learning goals (Department of Education and Communities, 2015). In brief, Self feedback leads students to have confidence in their writing as they become less frustrated about making mistakes because they will get self correction. Additionally, it motivates students' learning and enhances their writing in order to overcome a possible number of mistakes. Similarly, students will try to make less number of mistakes in their writing in order to facilitate their correction process.

Makino, (1993), states that self-correction is believed to encourage student involvement and responsibility while activating their linguistic competence. By using this technique, the teacher encourages students to accept responsibility for their writing, and since they need to correct their own mistakes, they become less reliant on the teacher.

1.2 Overview of Writing Skill

1.2.1 Definition of Academic Writing

Academic writing is an important skill that students are required to practice in college or university. It differs from other sorts of writing such as personal, literary, journalistic, or even business writing. Special audience, tone, and purpose are explained in part as differences of academic writing. Knowing audience, readers who will read what we have written, help us to be clear and effective in communication. In academic writing, the first audience is professors or instructors, and the tone is a way or style of expressing thoughts or ideas about particular

topic, it is very important in writing. The tone is expressed by type of words, grammatical structures, and even the length of sentence. Academic writing is formal and serious in tone. It has been said that:

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form as writing. Not only it can help to reconstruct thinking into the written form, it also supplies important clues for improving the coherence of the text. It can give us a fascinating insight into what goes on as we struggle to translate meaning into words. (Ashock S, 2012, p.71)

Finally, the objective of a piece of writing sets the rhetorical form chosen for it. So, writing is not easy task to do. It needs more study and practice to improve it for both native and non-native speaker. Moreover, much interest was given to writing skill by many researchers. They claim that the teacher should control the students' writing process instead of just assessing the final version of their writing (Paige way, Joiner & Seaman, 2000). In other words, the teacher has to pay the attention to students' mistakes during their writing. Therefore, he will know the reasons of their mistakes and tries to correct it before giving them the final feedback.

1.2.2 Academic Essays

Writing essays is more complex and difficult than writing paragraphs, because the topic that student writing about is complex as well to discuss. Its paragraphs should be linked by adding an introduction and conclusion. For that reason, essay contains three essential parts. First, the introductory paragraph is the hardest task in writing where the students have to know how to start writing. In other words, it will be easy to start writing when students take into consideration that it introduces the topic of the essay. Also, the introduction should contain general statements, introduce the main topic of essay and give background information about the topic (Alice, Oshima & Ann, Hogue, 1998). It indicates overall plan of the essay as it should stimulate the reader's interest in the topic. On the other hand, thesis statement is very necessary sentence in the introduction. Second, the body of essay which is the outlining stage, before writing the students should organize and outline their ideas because there are a group of ideas which need to be involved in one or more coherent and well structured paragraphs. Third, concluding paragraph is a summary of the main points discussed in the essay's body and add the final comments on the topic (Ibid)

1.2.3 Stages of Writing Essays

According to Alice Oshima & Ann Hogue, (1998), there are four main stages in the writing process and each stage has a set of steps. Prewriting stage, a group of steps have been made to be followed. First, choosing and narrowing a topic. After we choose a topic that we are interested in, we must narrow the topic as much as we can, be more precise, in particular aspect of that general subject. Second, brainstorming step, after choosing and narrowing a topic, there are three useful brainstorming techniques which are, listing that is list of words or phrases come into our minds after thinking about our topic. Its purpose is to produce many ideas as much as we can in short period of time. Free writing, is writing about a topic freely and its aim is to produce many ideas and write them without worrying about appropriateness, grammar, spelling, logic and organization. Then, clustering which is also used to generate ideas, and in the center of paper we write our topic and write all ideas come into our mind around it in balloons and think about other ideas related to it.

After choosing the topic, narrow it and generate ideas by brainstorming. It comes the planning (outlining) stage, in this stage we organize ideas and generate them, also it contains a detailed steps. First, making sub-list, that is dividing the ideas in the “communication problem”, and strike out items that do not related and useable for topic. Second, writing the topic sentence, that is the important and general sentence in the paragraph, it expresses the central focus of writing. Third, outlining, we write the main elements in order to plan our ideas that we will use then we can start writing easily (Ibid).

Next, after prewriting and planning stage comes writing and revising stage. Writing is not perfect for the first time, that is to say it needs a lot of drafts to improve a particular piece of writing. Also, it is detailed by a set of steps. First, writing the first rough draft is the first step in this stage of writing process. This step reminds us about the focus of our topic by writing down the topic sentence, which means writing our paragraph is guided by the outline that we have design it before. In this stage, we do not take into consideration the grammar, punctuation, spelling mistakes. The major focus is about writing down information about the topic as much as we can. Second, revising content and organization, it means revising first draft through changing what was written before such as coherence, cohesion, and so on in order to develop it. Third, proofreading the second draft, we read carefully the second draft and check the correctness of grammar, sentence structure, spelling, and punctuation. Finally,

writing the final copy, that is to say we are ready to write neatly and formally (Alice Oshima & Anne Hogue, 1998)

1.2.4 Methods of Teaching Writing Skill

According to Hyland, (2002) there are four approaches to teach writing, product method, process method, genre method and hybrid method, but we select just two methods to deal with in our study.

1.2.4.1 Product Method

The product method deals with the grammatical and syntactic structure of the language that lead students to produce a good form of a particular written text. In this scope Jordan, (1997) states that, the model is provided in this method, and various exercises undertaken to draw attention to its important features. Students are required to produce a similar or parallel text.

In other words, students have to write well-structured text referring to the original one as well as they have to use their own language with the respect to the same form, model and duplication. However, there are weaknesses appear with the use of product-based writing.

Badger and White, (2000) assert that this method gives a little attention to the audience, and the process skills such as prewriting, drafting, evaluating and revising are given minimal role. Also, the students' knowledge and skills that are used inside classroom are low. Thus, students may have a lack of motivation on learning and high pressure in creating their writing tasks.

Otherwise, it helps students to write without making mistakes, and it consists of three steps. To start with, familiarization when students want to learn how to write an application letter, they read the sample of the letter then they recognize the linguistic features that is used. Guided writing stage, students will be provided by some exercises in order to fill the gap that is the same in the original letter. The last stage is free writing, the learners are given a total freedom to write their own application letter referring to the previous model letter. (Ibid)

1.2.4.2 Process Method

According to Hyland, (2002) the process method focuses on the way the text is written instead of the final outcome. As well as, its influence is on understanding the nature of writing and the way of teaching writing skill. Thus, it emphasizes on the procedures of pre-writing, drafting, evaluating and analyzing. Similarly, the process approach involves certain techniques that help students to be engaged in a topic. Jordan, (1997) states that process writing enables students to make clear decisions about the direction of their writing by certain procedures such as discussion, drafting, feedback and revision choices. Furthermore, in process method students are allowed to write without paying attention to correction and formality, as they will be more creative. The major focus of this method is on the writer rather than the product. It includes what should good writers do during the period of writing tasks, and the sub skills that the writer uses when he writes.

To elaborate, the process approach is unlike traditional writing approaches that present a writing model and suggest repetition; in the process method, teaching occurs during the writing process, not only before and after, like traditional approaches (Ibid). Moreover, this method has been criticized on various sides. Badger and White 2000, argue that students have to spend quite a long time to complete one particular piece of writing in the classroom. They also point out that this may decrease students' learning motivation and impede them from learning other types of writing.

1.2.5 A Shift from Teacher-centered Approach to Student-Centered Approach

According to Jeffrey Froyd & Nancy Simpson, nowadays, teachers need some change in the methods of teaching inside classroom. The essential change is shift from teacher-centered approach to student-centered approach that gives students the opportunity to depend on their abilities in order to improve their performance by discuss, explain, debate, and solve the problems. Peer correction is a technique that used in student-centered approach classroom, it helps students construct knowledge and meaning among new experience and interaction. Student-centered approach adopted for many reasons. First, it is enjoyable for students because it motivated them to practice such communicative tasks, activities, or per-work depending on their abilities.

As well as, they become more responsible about their work. Second, it helps students to improve their competence and performance inside classroom, like what McCombs & Whisler, (1997) said:

Learner centered is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners. (McCombs & Whisler, 1997, p.09).

Conclusion

To sum up, in this chapter, we tried to give an overview about feedback technique. We have reviewed its definition and its types, after we moved to presenting an overview about writing skill. We presented definition of academic writing and academic essay, the stages of writing an essay, methods that are used to teach writing skill and we ended by a shift from teacher-centered approach to student-centered approach.

Chapter Two

**The Concept of Peer
Correction Technique**

Introduction

In this chapter, we are going to introduce the effectiveness of using peer correction technique, and the problems that face students when using this strategy. Then, the focus of this chapter will be on the students and teachers' attitudes toward PC. In addition, we are going to highlight the most common students' mistakes in writing essays.

2.1 Definition of Peer Correction

Peer correction is the practice of having the students correct each others' work. While using this strategy the teacher try to involve students in teaching process. In other words, students feel comfortable when using peer correction because they are allowed to use their L1 with their colleagues. Similarly, some students may use certain gestures in order to react to their peers' writing.

2.2The Role of Using Peer Correction

To start with the advantages of peer correction, Paul Rollinson, 2005, claimed that when the teacher makes the students correct each others' mistakes in writing skill, the classroom atmosphere will be more supportive and friendlier. Also, through peer correction students will learn how to achieve accuracy on their written expression (Witbeck, 1976). Peer correction helps students to improve awareness of writing skill, as it leads students to be more involved in the process of learning and enables them to learn from each others' mistakes. Additionally, students will be more cooperative on practicing written tasks in pairs, and helps students to discover the most mistakes that lead to better writing (Edge, 1989). Moreover, peer correction makes the authority of the teacher less dominated on the students i.e students feel more comfortable and less anxiety. The role of this strategy is to reinforce the students' confidence about what they have and the knowledge they are sharing with their classmates.

Harmer, (2005) stated that peer correction is a valuable technique especially in writing skill, because students when practicing this strategy on writing process they immediately improve the skills of revising their written work, and checking their performance on the learning process. Otherwise, Orlich, (1990) mentioned a very important point about PC that is, PC is an appropriate way to deal with the students who have certain features like shy students or students who can not write an essay or a text because they do not feel satisfaction on their abilities and they are afraid of making mistakes.

Thus, PC helps students to overcome their weaknesses on writing skill, and other students prefer their classmates' explanation to get well understanding. For that reason, peer correction technique accommodates that kind of students because it allows them working in collaboration, and the weak students benefit from advanced students' knowledge. Moreover, PCT is a good way to engage learners and encourage them to read their peers' written compositions, provide comments and point out the mistakes.

2.3 Difficulties of Peer Correction

Although peer correction is a new strategy that leads to noticeable improvement of students' performance within writing essay, still there are some students see it as a problem that harms their relationship with their friends. For that reason, not all students accept to be corrected by their classmates because they prefer to be corrected by an expert like the teacher. This view is proved by (Jeremy Harmer, 2004), through various reasons that are taken from real situations. First, students feel that if they correct their friends' mistakes they will affect their relationship. Second, when a student get corrected by his/her friends may feel inferiority because they will see his/her mistakes. Other students do not agree to correct their friends' works because they feel less knowledgeable to be engaged in the correction process, also they do not give much important to their peers feedback. Additionally, some students do not trust their peers knowledge, so they do not want to correct their mistakes based on their peers' feedback (Ivana Rotim, 2015). Instead, if the correction coming from the teacher they take it into consideration while revising their writing.

Furthermore, some students feel intimidated and peer correction may cause conflicts between them. It has been proved that brilliant students may feel that they are superior to the others. Similarly, we might find that only the same two or three intelligent students who dominate the class, while the other weak students feel frustrated and inferiority (Techniques for giving feedback, February 22, 2014).

2.4 Students and Teachers' attitudes Toward Peer Correction

Since peer correction provides the opportunities to students to be responsible of their own learning, it is applied by the students who believe on their classmates' feedback. In other words, they correct each others' mistakes and rely on their peers' autonomy, in which the teacher gives them a written work and asks them to evaluate each others' work. Otherwise, some students feel frustrated when getting corrected by their peers, because they do not like

their classmates to see their mistakes. Therefore, they prefer to be corrected by the teacher. Additionally, some students do not trust their classmates' correction, they claim that they have no experience on correcting mistakes(Pham Phuc Khanh Minh, January 2015).

In this area Asifa Sultana, (2009) stated:

Apart from the nature of peer correction, the acceptability and the validity of peer correction can also be different based on students' age. Peer correction has several psychological issues related to it. As young learners grow up as adults, their self-esteem and self-respect develop, and they become more aware of themselves as individuals. As a result, sometimes peer correction is not welcomed by the adult learners.(Asifa Sultana, 2009, p.13)

Furthermore, this study raises an interested issue which is, teachers' attitudes towards the use of peer correction inside classroom. On this case, some teachers view peer correction as a valuable process in improving students' writing skill, as well as, it reinforce the students' self confidence on writing skill. In contrast, other teachers think that peer correction is not that easy to carry out, and the main challenge that face them is the complexity of the process of peer correction and the peers should have a certain amount of proficiency in the target language (Hansson, 2014). In brief, it is true that peer correction is a very useful technique that leads students to overcome their mistakes in writing an essay, but some teachers maintain that students are not capable to correct their classmates' mistakes. They proved that students' background knowledge is not enough to put students under responsibility of correcting mistakes.

2.5 Students' common Mistakes in Writing Essays

Writing is one of productive skills that is difficult for students to deal with. Therefore, most of students feel frustrated because of the difficulties that face them during practicing writing skill. Writing an essay is a very important task in which students have to follow the stages of writing. According to Normah Binti Outhman, (2015) some researchers proved that the major common mistakes that most of students struggle with are categorized into spelling, grammatical mistakes (adjectives, verbs and nouns), lexical, word order and punctuation. It has been stated that grammatical and mechanical mistakes are the most challenge the students face, because the majority of students have interference with their mother tongue. Other researchers, have been proved that there are sources of those mistakes. First, during writing their essays in English language students follow the rules of their origin languages, therefore they find themselves making wrong lexical and grammatical structure. (Ibid)

He proved that there are different sorts of problems that allow students face difficulties during writing essays or compositions. To start with poor hand writing, for example students write the capital and lowercase letters inappropriately. Then, poor spelling skill in which students can not remember the shape and structure of the word. Also, some students may have problems with grammar, syntax and organization, and they have a lack of using tenses.

Conclusion

In this chapter, we have discussed the role of peer correction and the difficulties that students find when using this technique. Then, we have focused on the teachers and students' attitudes toward PC. Finally, we end it by mentioning the common mistakes that students make during writing an essay.

Practical Framework

Chapter Three

**Investigating Peer
Correction in Students’
Essays**

Introduction

This study is carried out to confirm the research question that tackles the role of peer correction on reducing students' mistakes in writing essays. This chapter is consisted of methodology and results of the practical part of our research. It will discuss the methods that we use, procedures, students' questionnaire, its analysis and its interpretation. Also, the teacher interview, its description, analysis and interpretation. This chapter ends up by T –test that is divided into training session (pre-test) and post-test (See Appendix B & D)

3.1 Research Design

3.2 Instruments

In order to achieve our aim, we have collected our data by means of students questionnaire that contains 12 questions (See Appendix A). The second is a structural interview for teachers and contains 7 questions (See Appendix A). In addition, the pre-test and the post-test that are planned for students (See Appendix B & D). The sample of this study includes 45 participants of second year license English students at Kasdi Merbah University. All of them participate in the experiment's steps : the training test, the lecture (See Appendix C), post-test and the questionnaire.

3.2.1 Questionnaire

1. Sample

The questionnaire was administrated to Forty Five (45) LMD second year students at Kasdi Merbah University English Department. The aim of this questionnaire was to investigate the students' point of view about peer correction technique, in order to get insights from their attitudes towards using this strategy inside classroom. In addition, another aim from this questionnaire is to recognize their difficulties on writing essays. The data collected were analyzed by calculating the percentages of the sample.

2. Administration & Description of The Students' questionnaire

The questionnaire is administrated to 45 participants of second year LMD English students (KMU) in the second semester. All of them answered the questions with great honest and pleasure. The first part of the questionnaire is about the personal background information

that contains 03 questions, and the second part has 04 questions about writing skill. The third part contains 05 questions about PCT. The aim behind this questionnaire is to know the students' background and attitudes about PC (See Appendix A).

1. Analysis of The Questionnaire

Our questionnaire consists of three sections. The first section is about background information, and the second section is concerned writing skill. While the third section tackles questions about peer correction. We use descriptive analytical method to analyze it.

a. Part one: Writing Skill

Question one : Is writing essay an easy task to do ?

Table.1. *Writng Essay Task*

Options	Numbers	%
Yes	20	44.45%
No	25	55.55%

According to the results in the table, it is clear that 44.45% of second year students claim that writing an essay is easy task to do, while 55.55% of students consider it a difficult task to complete. We can conclude that many participants find difficulties when they are asked to write an essay. Otherwise, writing an essay is an easy task for other students.

Question Two : Do you think that the module of written expression improves your level in writing essay ?

Table.2. *The Role of Written Expression Module in Improving Students' Writing Essay level*

Options	Numbers	%
Yes	45	100%
No	00	00%

This question is about the role of module of written expression on improving students' level in writing essay. The results shows that 100% of second year students think that the module of written expression has an effective role in improving students' level in their writing style.

Question Three : What are the main difficulties that face students during writing essay ?

Table.3. Writing Essay Difficulties

Options	Numbers	%
Spelling	23	51.11%
Grammar	16	35.55%
Punctuation	06	13.34%

The results that are gained from this question show that 51.11% of the participants while writing essay have problems with spelling mistakes. On the other hand, 35.55% of students have difficulty with grammar mistakes, while the rest of students 13.34% said that they face difficulty with the use of punctuation.

b. Part Two: Peer Correction

Question Four: How do you prefer your written work to be corrected ?

Table.4. Types of Correction Process

Options	Numbers	%
Peer correction	08	17.77 %
Teacher correction	33	73.34%
Self correction	04	8.89%

On this question students were asked about the way they prefer their written work to be corrected. The obtained results illustrate that 73.34% like teacher correction, while peer correction is favored by 17.77% of the participants. In contrast, 8.89% the rest of students preferred self correction.

Question five : Is peer correction helpful in reducing written mistakes ?

Table.5. *The Role of Peer Correction in reducing written mistakes*

Options	Numbers	%
Yes	32	71.12%
No	13	28.88%

This question is about the role of peer correction on reducing written mistakes. About 71.12% of participants hold that peer correction is very useful on reducing students' written mistakes. In opposite, 28.88% of students think that peer correction has no role on helping students avoid their mistakes. Thus, it seemed that the majority of students believe by the peer correction role to lead students reduce their written mistakes.

Question six : Do you prefer to use peer correction technique with your intimate friend or not, and why ?

Table.6. *The Use of PC With Intimate Friend*

Options	Numbers	%
Yes	30	66.67%
No	15	33.33%

This question is about students if they like to practice peer correction technique with their intimate friend. 66,67% of participants like to practice this strategy with their intimate friends. Otherwise, 33.33% of the rest of students do not prefer to use peer correction with closest friends.

4. Discussion

After the analysis of students' questionnaire about the role of peer correction on reducing students' written mistakes, the results obtained show that students have different problems on writing essays. Although the majority of students have studied written expression during four

semesters (04 SMs), but they still have a difficulty in writing an essay and consider it a hard task to complete. Further more, we have noticed that most of students like the use of peer correction technique with their classmates inside classroom, as they view PC as useful technique helps them to overcome their mistakes and improves their writing level. In addition, from the results above we discover that students feel more comfortable and less stressful when practicing peer correction with their classmates.

3.2.2 Teachers' interview

1. Sample

It is a structural interview that contains 07 questions to written expression teachers. In order to answer the questions, 05 teachers are selected from Kasdi Merbah University English Department.

2. Administration & Description of interview

The interview took part in the second semester to discover if peer correction is used in English Department, and the other departments in KMU at Ouargla University. The teachers welcome us and gave us the time to answer the interview's questions accurately and fluently. Every teacher described his experience with peer correction, and how it helps the students to be better in writing essays. In addition, the aim of this interview is to see to what extent it is beneficial to students. As well as, our aim is to know the teachers' view about peer correction technique and their students' interaction with that technique.

3. Interpretation of Interview

After the analysis of the teachers' interview about the use of peer correction in teaching writing essays, we indicate that peer correction is very used by the teachers of written expression in Ouargla University. Although they use peer correction frequently, but they emphasize that it is very beneficial to them save time and effort, and for students it motivates them to write well. However, according to teachers there some difficulties that face students during peer correction in writing essays. Such as, some students afraid of correcting their classmates' mistakes because they have similar mistakes on their written work. Finally, teachers claimed that students happily welcomed the use of peer correction technique, and they like to work with their friends in cooperation. (Teachers' interview, See Appendix E)

3.2.3 Tests

1. Sample

The pre-test and post-test are directed to 45 students of Second Year LMD from English Department Ouargla University. They were descriptive essays that students asked to write (See Appendix B & D). Also, the students are provided with the scoring rubric and Jacob's checklist of correction (See Appendix F).

2. Administration & Description of the tests

The tests are administrated to 45 students of second year English LMD in the second semester. The kind of essays were descriptive because they were studying how to write a descriptive essay in that semester. In the pre-test, students were given one topic to describe, but in the post-test were given 03 topics and every student have to pick one topic to write an essay about it. All of them done the tests with great honest and pleasure. The aim behind those tests is to investigate the students' performance in writing essays, and observe to what extent PCT motivates them reduce their mistakes, as well as students' attitudes toward using PC.

2. Analysis of the tests

Table 07: *The Students' Scores of The Two Tests*

N° of students	Marks	
	Pre-test	post-test
S01	13	14
S02	11.5	17
S03	12	09
S04	05	09
S05	12	16
S06	11	14

S07	03,5	08
S08	11	14
S09	06	10
S10	09	14
S11	08.5	11
S12	06	10
S13	09	16
S14	16	14
S15	10,5	16
S16	07	10
S17	12	05
S18	13	10
S19	12	13
S20	13	14,5
S21	12	10
S22	10,5	15
S23	14	14
S24	6,5	11
S25	08	10
S26	7,5	15
S27	06	12,5
S28	08	08

S29	08	15
S30	08,5	18
S31	11	15
S32	07,5	13
S33	12	13,5
S34	10	10
S35	07	04
S36	09	01
S37	14,5	15
S38	09,5	16
S39	07	06
S40	09,5	16,5
S41	08,5	12
S42	07	18
S43	08	10
S44	11,5	14
S45	10	11

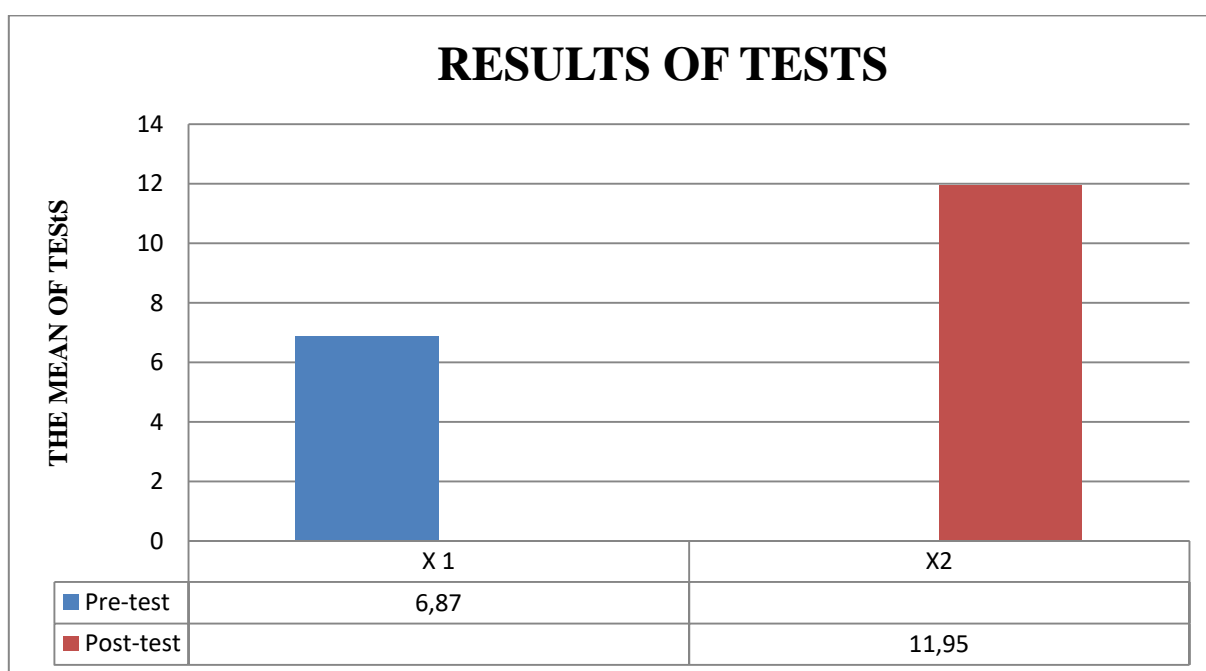


Figure 01: The results of the Tests

c. Discussion

The analysis of the table shows that (X) which refers to the calculation of the mean in the pre-test is 06.87, and (X) which refers to the calculation of the mean in the post-test is 11.95. This indicates that students' scores in the second test are better than the first test. Those differences between the students' scores in the tests show that after having an idea about peer correction in second test they became more motivated to show their abilities and capacities as possible as they can, which help them to take high scores in second test. However, in the second test we noticed that some students' marks decreased. This latter refers to students' awareness about PCT, as well as, correcting each other seriously following the checklist.

Conclusion

To conclude, the third chapter is the empirical part of the research, it deals with the investigation process of peer correction. The description of data collection, data analysis, and discussion of the findings. Data collection consists of the three tools questionnaire, pre-test, post-test, and the analysis of teachers' interview .

Recommendations

Recommendations

This study allowed us to experience many things to bring something beneficial for EFL learning.

Through our investigation we notice that the students did not correct all the mistakes. The center of attention was in the grammatical, organization and the mechanics (capital letters and punctuation), whereas they neglect the content and language use. For that reason, we attempt to suggest the following recommendations that are useful for both teacher of written expression and their students:

- ✓ Teachers of written expression should use peer correction in their classrooms to save time and efforts. Also, it makes students feel more responsible and involves them in the activity.
- ✓ In order to integrate students who prefer to work in isolation with their classmates, peer correction is the most appropriate technique that helps them improve their learning.
- ✓ In order to evaluate students' progress in writing skill systematically, teachers have to follow new method of teaching that involves students in teaching process.
- ✓ Writing essays is an important skill that students have to master. Thus, teachers have to provide students with activities that train them to write well-formed essays.
- ✓ Peer correction is an effective strategy that makes students go beyond the traditional teaching, and feel reluctant inside classroom.
- ✓ Teachers should reinforce students' confident about their abilities, by teaching them how to give feedback to their classmates.
- ✓ Some students do not accept peer correction technique, because they are afraid that their classmates know their mistakes. Thus, teachers have to take this point into consideration when they are going to use PCT. Hence, they should prepare students for this situation by making them working in pairs.
- ✓ Although peer correction is an effective strategy but teachers have not overuse it, as it is better if the teacher tries to discover if the students want to use it or not.

General Conclusion

General Conclusion

In brief, writing skill is considered as a big challenge that most students face in teaching English as a foreign language. In fact, the majority of students find difficulty while writing an essay, because there a set of stages of writing an essay students have to follow. For that reason, teachers selected several techniques that motivate students learning, and involve them on the teaching process. Peer correction is considered as an effective technique that enhanced students' performance on writing skill, as it plays an important role in reducing students' mistakes on their written essays.

The study attempted to investigate the role of peer correction in reducing students' mistakes in writing essays. We start with the main important topic that peer correction came from, which is feedback technique that is used in general by the teacher. When students write an essay the teacher give them his correction. Otherwise, we presented the different types of feedback. This research intends to motivate students' performance in writing skill in general, and improve their level in writing essays. Moreover, we have conducted writing essay stages, definition of academic writing and academic essay. In addition to the approaches of teaching writing.

Next, we presented peer correction as valuable technique that is used in classroom and its advantages, in which it leads the students to be more supportive and cooperative. Also, through peer correction students will learn how to give and receive feedback from their classmates. Although PC has many advantages, but there are some disadvantages have been presented in the same chapter. Further more, we handled the students and teachers' attitudes toward the use of peer correction.

The results of the present study obtained from questionnaire targeted for second year English LMD students. Then, interview directed to written expression teachers of English Department Kasdi Merbah University,.

To sum up, most of students have a lack in writing essays because their inferior background about the stages of writing essays, for that reason, peer correction is so beneficial to them because it leads them to pay much attention to their writing.

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Appendices

Appendix A: Students' questionnaire



Kasdi Merbah University Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Second year master students of linguistics and ESP



Students' questionnaire

**The case of 2nd year LMD students of English at Ouargla
University**

Dear students, you are kindly invited to answer the following questions. Our aim is to investigate the role of peer correction in reducing students' mistakes on written essays. So your answers will help us proceed further to our master research. Please put a tick in the appropriate box. Thank you in advance.

First section: Background information

- 1- Age :
- 2- Gender:
 - a. Male
 - b. Female

Second section: Writing skill

- 3- Is writing essay an easy task to do?
 - a. Yes
 - b. No

- 4- If "yes" explain why, briefly?

.....
.....

.....
.....

5- Do you think that written expression module improves your level in writing essays?

a- Yes

b- No

6- What are the main difficulties that face you during writing essay?

a- Spelling

b- Grammatical

c- punctuation

Third section: Peer correction

7- How do you prefer your written work to be corrected?

Peer correction teacher correction self correction

8- Is peer correction helpful on reducing written mistakes?

Yes

No

9- What is your point of view towards the use of peer correction on writing essays task?

.....
.....
.....

10- Do you prefer to use PCT with your intimate friend or not, and why?

.....
.....
.....
.....

11- Mention two advantages and two disadvantages of using PCT in writing essays.

.....
.....



Appendix C: The Lecture

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language

The Lesson plan

Module: Written Expression

Level: 2nd LMD

Timing: 1h:30m

Lecture: The Role of Peer Correction in Reducing Students' Written Essays Mistakes

Objective: By the end of the session students will be able to correct each others' written essays.

Timing	Steps	Students' Reaction
05 mns	Warming Up	Students discuss, ask questions and interact.
10mns	Greeting students Introducing objectives of today's Lesson. Before introducing today's topic the teacher asks students to give an idea about PCT.	
20 mns	Stage one: Overview about the common stages of academic writing	
	1- Prewriting: <ul style="list-style-type: none"> ✓ Choose a topic that you interested in. ✓ Narrow it as much as you can. 2- Planning (outlining): <ul style="list-style-type: none"> ✓ Organize ideas (coherence) 	

<p>20 mns</p>	<p>3- Writing:</p> <ul style="list-style-type: none"> ✓ Is not perfect, it needs a lot of drafts. <p>4- Revising:</p> <ul style="list-style-type: none"> ✓ By checking grammar, sentence structure, spelling, and punctuation. Then write the final draft. <p>Teacher explains more</p> <p>Stage two: Peer correction</p> <p>Peer correction is a classroom technique that is used to make students work in cooperation. In other words, students make the correction of mistakes and review each others' written work instead of the teacher doing this. As well as, it is the effective way that leads students to be actively involved in the teaching process, because in the traditional methods the teacher was the unique source of information and students just receiving information from the teacher.</p> <p>Self correction is when the student or learner correct his/her mistakes by him/her self . It leads to more confident and self sufficient too.</p> <p>Peer feedback is an activity in which students give comments and suggestions to their classmates' work, as well as they receive feedback about their work from their peers. Some researchers claim that peer feedback is an important way that leads students to better writing, because it makes the writer edit his/her own work. Also, it helps students to realize the mistakes they make and how to overcome these mistakes. Peer feedback makes the students avoid making similar mistakes in their next written activities.</p>	<p>Students discuss, ask questions and interact.</p>
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<p>10mns</p>	<p>Teacher correction is when the teacher correct all the students' mistakes they make inside classroom during the learning process.</p> <p>Teacher gives students the distinguish between key terms.</p> <p>Advantages of PC technique:</p> <ol style="list-style-type: none"> 1- When the teacher makes the students correct each others' mistakes in writing skill, the classroom atmosphere will be more supportive and friendlier. 2- Students will be more cooperative on practicing written tasks in pairs. 3- Reinforce the students' confidence about what they have and the knowledge they are sharing with their classmates. 4- PC helps students to overcome their weaknesses in writing skill. <p>Teacher explains the role of PCT</p>	<p>Students discuss, ask questions, interact and do the activities.</p>
<p>10mns</p>	<p>Stage 03 Practice</p> <p>After finishing the lecture the teacher asks students to do such activities to train them about peer correction technique, and writing paragraphs. Then, students have to exchange and correct each others' works.</p>	

Appendix D: The Post-test

Kasdi Merbah University Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

The Class Level : Second Year English LMD Students

The Test's Time : (45 minutes)

The Post- Test

Dear student,

You are welcomed to do our test in order to help us fulfill our dissertation which is about investigating the role of peer correction in reducing students' written essays mistakes. So please choose one of the following topics, then write well-structured academic 5 paragraphs essay.

1. Describe your traditions in the wedding celebration.
2. Describe how to celebrate the day of El-mawlid.
3. Describe your home town by mentioning what you like and dislike in your city.

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Appendix E: Teacher Interview

Teachers' Interview

- 1- What is your point of view about peer correction, generally ?
- 2- Do you use peer correction technique in your class or not ?
- 3- If you use it, to what extent it is beneficial to your students ?
- 4- How do you find the students' performance in writing essays through using this strategy ?
- 5- What are the main advantages of this strategy?
- 6- What kind of difficulties that students face when using PC with their classmates ?
- 7- What are the students' attitudes toward this technique?

Teachers Answers

Question 01 : What is your point of view about peer correction, generally?

1st teacher :

peer correction is one of the most kinds of correction. This type is very effective and leads students to benefit from each others' information.

2nd teacher

I believe that peer correction is useful technique helps the students discover their capacities in writing and exchange views about this capacities whithout the interference of the teacher, it can do things which teacher can not do.

3rd teacher

I think that peer correction is needed and required inside classroom.

4th teacher

My point of view as a teacher, peer correction is a technique which is highly advisable and preferable.

5th teacher

I think that peer correction technique is very beneficial for two sides. For teachers, it is very helpful technique that facilitates teaching process, otherwise it is helpful for students inwhich it plays a role on students' psychology.

Question 02 :Do you use peer correction technique in your class or not ?

1st teacher

Sometimes, I do.

2nd teacher

Yes, I use it very frequently.

3rd teacher

Yes, I use peer correction most of the time and ask my students to correct for each others. Because in this case they exchange their drafts and try to correct their spelling and grammatical mistakes. Also, through this strategy students will immediately share their ideas. All those things may help them improve their writing skill.

4th teacher

Yes, I use it, but not every session, if we talk for example about writing, by the end of the session or the end of chapter we encourage students to write an essay and exchange their papers and start to correct each others' written mistakes. It all depends on the aim of the activity if we are really focus on grammar, this means accuracy and we give them attention more then the form. If they really encouraging the idea that means to be more fluency in writing, we guide them to leave grammatical mistakes or the accuracy to the end. We are just checking the ideas, the organization and coherence...etc. Then, we look to the grammar mistakes at the end. It all depends on the aim of the teacher.

5th teacher

Definitely yes, I use peer correction when I taught academic writing. Because I find it very appropriate to students' writing as I see an improvement in their performance inside classroom.

Question 03 :If you use it, into what extent it is beneficial to your students ?

1st teacher

Peer correction is beneficial, because students will feel very comfortable in taking much information from his/ her peer. It will be fossilized in his mind and will never forget it.

2nd teacher

In fact, it is beneficial to a great extent, and some times it just saves time and energy for the teacher. The effects cover a lot aspects of using peer correction. The most important aspect is motivation to write i.e. I notice in the first session before using peer correction technique that the students have lower level of motivation. Instead, when this technique is introduced in classroom the level of motivation goes up very rapidly, and the students try to compete in order to show that their tests are the best and this is directly the effect of the criticism of their colleagues. So, motivation is the most important thing that is affected by the use of PCT. In addition, there are other effects on the writing skill itself, the students through peer correction can discover certain aspect of their writing, which can not be discovered through speech of the teacher because the level of difficulty. The teacher conceive the writing in one way that is only in his/her mind but the students are not aware of the same picture, and they can easily understand some aspects of writing from the explanation of their peers.

3rd teacher

I think that peer correction is beneficial, and is very good strategy to apply with students. As well as, me as a teacher I see that the usefulness of this technique, because it has truthful results at the end of the correction process.

4th teacher

Peer correction is very beneficial, because it helps students to be more motivated to write in the future, without afraid of making mistakes. That means they will feel confident during their writing and ready to be corrected by the peer.

5th teacher

PCT is very beneficial in the case of making student try to do their best in order to avoid all kinds of mistakes. In other words, they will pay extra attention to their writing because they will have correction from their colleagues, so they have to make their written work understood.

Question 04 : How do you find the students' performance toward this strategy ?

1st teacher

Through using peer correction, students' performance becomes more enhanced, and their writing is improved. Also, students get motivated because they will have correction by their classmates.

2nd teacher

I find the performance of students very excellent, because I have used this technique for several years specially when teaching texts and punctuation of text. I feel that the students save a lot of time and rich the optional results just through this technique.

3rd teacher

In fact, I see a better improvement on students' performance specially their cooperation with each others, and their motivation becomes higher because each student wants to have the best writing style. Then, they perform very well during the correction process.

4th teacher

The most of students like it so much but for few of them do not like it, because may they feel embarrassed about their writing to be seen by their classmates. Other students may have certain attitudes like shyness.

5th teacher

In fact, I have seen a great improvement on students' writing, their writing becomes more coherent and cohesive and their performance become more motivated to write.

Question 05: What are the main advantages of peer correction ?

1st teacher

The main advantages are, students' writing of essays will be more effective and they will write their essays quickly through time. Also, in order to reflect each others' styles, they share ideas about how to make a very attractive style to the teacher.

2nd teacher

The first advantage is related to revising motivation, the second advantage is related to discovering the students strengths and weaknesses. The third advantage is giving students more freedom in working on their writing capacities and creating a less stressful environment, because the presence of the teacher himself causes stress and some students afraid of the teacher, but when using peer correction we may create a less stressful environment and this will facilitate the learning of the skill. These are the main advantages that I have personally noticed.

3rd teacher

The main advantage of this strategy is motivates students to do their best in order to avoid a possible number of mistakes. Also, students' writing becomes more accurate and acceptable.

4th teacher

The main advantage is to motivate students to write well-structured essays.

5th teacher

The most important advantage that I have noticed is that peer correction reinforces the students' psychology, because they feel relax when practice writing essay with their friends without the intervention of the teacher.

Question 06 : What are the main difficulties that face students when using peer correction technique?

1st teacher

The difficulties that may face students are, for example when two students have the same mistakes on their writing the will be worry how to correct each others' work. Also, if both of them do not know for instance about punctuation, they will have a problem on the crrection process. Thus, the teacher should know each student's ability in order to put the competent student with the low achiver student.

2nd teacher

Some students reject the use of peer correction because they are not extravert, they are just introvert students who can not work in group. Sometimes, peer correction is not suitable for them and in large classes in which the of students is high, as well as it will be more noisy and less organized. That make the teacher can not control the situation.

3rd teacher

The difficulties that I have noticed during the correction process, is that students have some problems on dealing with the kinds of mistakes that their classmates make. Also, other students do not accept to be corrected by their colleagues, because that leads them see their bad writing and mistakes.

4th teacher

The difficulty that face students is the absence of the teacher, because the teacher helps them to correct their peers, not leaving them free to do what they want without guidance.

5th teacher

Some students afraid of correcting their classmates' mistakes, and they think that they will blame them later if they give them feedback or comment on their writing. That is why it is important to have random exchanging of the papers, and should not mentioning the names in order to avoid the conflict between students.

Question 07 :What are the students' attitudes toward peer correction ?

1st teacher

Students like peer correction very much, because when the teacher correct them they feel kind of rebuked, so peer correction is seemed appropriate to them and it is considered a positive technique.

2nd teacher

The students like peer correction so much, but things are within the hands of the teacher, he should make them like it.

3rd teacher

In general, I have noticed that most of students like peer correction technique, because it gives them the freedom they want inside classroom, at the same time they like to deal with their friends.

4th teacher




Generally, most of students liked peer correction very much, and at the first time of using it they happily welcome the idea, as they find it a comfortable technique that allows them to express their thoughts freely.

5th teacher

Actually, students liked peer correction and like to do it most of the time, because it leads them find their abilities and express it frequently without afraid of making mistakes.

Appendix F: Jacob's checklist Of Giving Feedback

Jacob's checklist Of Giving Feedback

- The content (04 pts) : put a line under each mistake.()
- Language Use (04pts) : make a circle around each mistake.()
- Vocabulary (04pts) : make a square around each mistake.()
- Mechanics (04pts): write a comment on each mistake. (.....)
- Organization (04pts) : put a note on each mistake. ()

Abstract

Abstract

The aim of this study is to investigate the role of peer correction technique in reducing students' mistakes in writing essays in English department (KMUO). By following a descriptive analytic method, we have designed first, a questionnaire distributed to 45 students of second year license in the English department. Second, pre-test, post-test, and lecture (1h:30min for each one). Third, the structural interview with 5 written expression teachers from English department. Then, the collected data are analyzed by using the calculator. The results showed that peer correction helps students improve their performance in writing essays by reducing the common mistakes.

Key terms: Peer correction, students' mistakes, learners' attitudes, writing essays.

المخلص

تهدف هذه الدراسة إلى التحقيق في مدى فاعلية تقنية تصحيح الأقران في التقليل من الأخطاء المرتكبة أثناء كتابة المقالات. كما تهدف هذه الدراسة إلى اختبار مدى تفاعل الطلبة مع هذه الإستراتيجية ومعرفة آرائهم في عملية تصحيح مقالات أقرانهم وتقييمها. المنهجية المتبعة في هذا البحث هي المنهج الوصفي التحليلي و من خلالها يتم ذكر الآليات المستخدمة في هذه الدراسة من أجل تقييم مهارة الكتابة عند الطلبة داخل القسم، وهي الاستبيان و اختبار أولي واختبار بعد إلقاء درس عن ماهية إستراتيجية تصحيح الأقران. وبالتالي ستكون هناك إحصائيات نهائية، جداول و تحليل النتائج المتحصل عليها من خلال جمع المعطيات. عينة الدراسة ستكون عبارة عن 45 طالبا من المستوى الثاني LMD من قسم الإنجليزية جامعة قاصدي مرباح ورقلة. وبالإضافة إلى آلية أخرى والمتمثلة في إجراء مقابلات مع 05 أساتذة من قسم اللغة الإنجليزية جامعة ورقلة يدرسون مادة التعبير الكتابي ، لمعرفة وجهة نظرهم تجاه هذه التقنية وهل يطبقونها مع طلبتهم أم لا.

الكلمات المفتاحية: تصحيح الأقران، أداء الطالب، أخطاء كتابية، كتابة مقال.

Résumé

Le but de cette étude est d'étudier le rôle de la technique de correction par les pairs sur la réduction des erreurs des étudiants dans la rédaction d'essais dans le département d'anglais de l'Université Kasdi Merbah de Ouargla (KMUO). En suivant une méthode analytique descriptive, nous avons d'abord conçu un questionnaire distribué à 45 étudiants de deuxième année du département d'anglais. Deuxièmement, pré-test, post-test et lecture (1h: 30min pour chacun). Troisièmement, l'entretien structurel avec 5 enseignants d'expression écrite (département anglais). Ensuite, analysez les données collectées en utilisant le «risque calculé». Les résultats ont montré que la correction par les pairs aide les élèves à améliorer leur performance en rédigeant des essais en réduisant les erreurs courantes.

Les mots clés: correction des pairs, erreurs des élèves, attitudes des apprenants, rédaction d'essais