

Impact of Peer Correction on Reducing English Language Students' Mistakes in Their Written Essays in PAUC and Learners' Attitudes towards This Technique*

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Abstract—This study aims at investigating effectiveness of peer correction on students' progress in their written essays at PAUC. It also aims to investigate learners' attitudes towards peer correction technique. Twenty sophomore English major students aged 19-21 years, who are taking Writing II course with the researcher, were selected to be the participants of this study. To achieve the aims of the study, the researcher used three tools: a questionnaire, a pretest-posttest and students' portfolios. The students had to correct and evaluate the essays, and respond to them during the lectures that each lasted for about 90 minutes. Results of the study showed that students have positive attitudes towards peer-correction and that most of the students were either interested or enjoyed this technique. Scores of the students in pretest-posttest showed significant progress in students' abilities in writing essays as they found more mistakes by the end of the semester. Comparison between essay number one and essay number eight showed a plummeting percentage of mistakes. It is recommended that peer correction should be applied in a modest and proper way, with the teacher's careful monitoring.

Index Terms—peer correction, learners' attitudes, the writing process, the writing product

I. INTRODUCTION

As an English Language teacher, I can say that English writing skill has been forming a real challenge to students I have taught throughout 21 years of teaching English. This belief was confirmed by (Spratt & Leung, 2000) who stated that English language learners feel uncomfortable as they write paragraphs or essays in English language. The researcher believes that this state of comfortableness can be attributed to different factors. Teachers' insistence on correcting all students' mistakes is one of these factors. Ahangari (2014) stated that the shift to self/peer correction was the concern of many linguists throughout the last decades. Therefore, the focus was directed towards students-centered approaches rather than teachers-centered approaches. The importance of providing feedback to learners' writing cannot be denied in the second language learning process. The available literature shows that there are various ways to provide feedback that are commonly used in teaching a language: teacher correction (with comments), error identification, commentary, teacher-student conference, peer correction, and self-correction. Witbeck (1976) concluded that peer correction helps students discover most of the errors that may lead to better writing. To the best of the researchers knowledge, studies conducted in Palestine neglected investigating the effectiveness of peer correction on students' improvement in writing skills and the number of mistakes committed by the learners when they -correct their mistakes individually or with the help of their course mates.

According to the Communicative Language Teaching Approach, errors are considered natural outcomes of communicative competence. Even the role of teacher is dramatically changed as they become facilitators, monitors, advisors and more tolerant towards their students mistakes. This change in teachers' role help students depend on themselves rather than on their teachers. This dependency means that students are supposed to be active participants in the whole process and they have their own responsibilities and duties to be accomplished on time. Teachers need to initiate activities and then they should urge their students to expand the activities through working in groups, pairs, projects etc. Having students engaged in activities they enjoy, leads to a higher level of motivation from the students side. All in all, the researcher believes that allowing students to take responsibility for their own work enhances their motivation. This drives the researcher to investigate the extent to which peer correction has impact on reducing the errors committed by learners and what changes in their attitudes towards this technique are. The idea of peer correction is in harmony with the saying, "Tell us, we forget; Show us we remember; Involve us, we learn". Peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction and involvement. Moreover, peer correction may bring about significant improvement in students' writing skills. Correcting mistakes by peers does not

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only enable students to be more aware of their peers' mistakes, but it also promotes their level in academic writing in general. Students' motivation is expected to be increased when they correct themselves away from the teachers' direct intervention.

All of the above arguments in addition to my long experience in teaching have been a drive for this study to be conducted under the title of "Impact of Peer Correction on Reducing English Language Students' Mistakes in their Written Essays in PAUC and their Attitudes towards this Technique".

II. LITERATURE REVIEW

Peer correction

Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. In the early methods of language teaching, teachers were considered to be the sole source of knowledge. However, the recent technique will highlight the autonomy learning in which we have active students who are really involved in the process of learning. With such a change, peer error correction will be adopted in this study instead of depending on teachers to correct students' mistakes. As a correction technique, peer correction has been backed by a lot of theories of language teaching. Paul Rollinson, 2005 (cited in Sultana, 2009) stated the following underlying principles:

1. Peer feedback is less threatening than teacher feedback because students are more comfortable with their classmates and therefore, getting corrected by own friends evokes less anxiety.
2. When correction comes from the teacher, it reinforces teacher's authority. In a traditional language class, the teacher is the authoritative figure and he/she is considered the sole source of knowledge. Students play the role of just a passive receiver of information. In contrast, the practice of peer feedback leads the classroom to be less dominated by the teacher.
3. The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier.

Language attitude

Richards, Platt and Platt (1992) (cited in Minh (2015) have defined learners' attitudes as "the attitudes which speakers of different languages or language varieties have towards each other's languages or their own language." Moreover, Nunan and Lamb (1996) have concluded that "the attitude of learners towards the target language, the learning situation and the roles that they are expected to play within that learning situation will have an important effect on the learning process."

In brief, language attitudes can be seen as the attitudes of learners towards a language and the learning situation of that language, which express the positive or negative feelings about the language learning process. The importance of knowing learners' attitudes cannot be neglected since learners may lose their language competence easily when possessing a negative attitude. Hence, it is advisable for teachers to decrease the negative attitude of learners, and to promote their positive feeling with determination, courage and academic success.

In conclusion, there is evidence to consider peer correction as a technique which is a considerably "good thing" to do in class. Therefore, this study is conducted to acknowledge learners' attitudes towards peer correction and to find a good way to apply this technique into practice.

The writing process: In this approach, students are taught some significant strategies that enable them to follow specific interrelated steps that aims at breaking the writing process into manageable parts. Brainstorming and mind mapping are widely used in this approach to help students gradually move forward till they write the final draft.

The Writing Product: This approach focuses on the mechanical aspects of writing such as grammatical and syntactical structure. It also emphasizes correctness of the final product without taking into account the series of steps followed in the approach of writing as a process.

Pertinent studies

Irene (2015) conducted a study to investigate the attitudes of students toward corrective feedback in classroom oral errors among Kalinga-Apayao State College students. A sample of 365 students of Kalinga-Apayao State College participated in the study to supply their perceptions towards corrective feedback on classroom oral errors. The questionnaire was used as a tool to collect data. Results of the study showed that students preferred the three types of correcting techniques: teacher correction, peer correction and peer correction.

Minh (2015) conducted a study that aims at investigating elementary learners' attitudes towards peer correction in English writing at VUS center by using a questionnaire. Findings reveal that students have both positive and negative attitudes towards peer correction, depending on the role the students are playing. For instance, when the students correct their friends' writing, they tend to feel confident and excited; however, when the students have their writing corrected by their peers, they become unsure, worried, and scared to an extent. Thus, the researcher suggests that peer correction should be applied in a proper way, with teachers' careful supervision and monitoring.

Ahangari (2014) investigated the effect of self, peer and teacher correction on pronunciation improvement of Iranian EFL learners. To achieve the purpose of this study, 45 participants were selected from among 60 English language learning students who were divided into three groups. Some picture series were given to the participants to make and then tell a story based on the scripts. In the self-correction group every participant had to correct her pronunciation errors individually, in the peer correction group the participants in pairs corrected each other's pronunciation errors and

for the third group their errors were corrected by the teacher. This process continued for 15 sessions. A pre-test and post-test were administered. The results showed that the pronunciation of the self-correction group improved more than the other two groups and peer correction group outperformed the teacher correction group.

Maryam (2013) conducted a research project which compared peer assessment of English university students' corrections. In addition, it investigated possible friendship bias in peer assessment as well as the impacts of this practice on learners' attitudes towards it. To this aim, a total of 38 university students of English who were passing their writing course took a proficiency test and filled in a pre-questionnaire. To analyze the collected data from the 26 subjects who participated in all parts of the study paired sample t-test and chi square were applied. The results revealed no significant difference between the learners' peer assessment and the teacher assessment. No friendship bias was found in peer assessment, but this practice led to the change of students' attitudes towards a positive perception on peer assessment.

Ashok (2012) presents a study that concerns with development of writing skills through peer and teacher correction technique. The purpose of the study was to investigate the progress that students show while writing essays. After the collection of data, results show improvement in students' writing in posttest than in pre-test. The peer correction and teacher correction technique was found productive in teaching writing through action research as a whole.

Jahin (2012) conducted a study that aimed to ascertain the current level of writing apprehension experienced by Saudi prospective EFL teachers and their current level of essay writing ability. It also aimed to assess the impact of peer reviewing on their writing apprehension level and essay writing ability. Data collection was carried out via two instruments: Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) and an essay writing test. The study sample consisted of 40 divided into two groups: Control (n=20) and Experimental (n=20). The experimental group participants were introduced to peer-reviewing essay writing sessions while the control group participants were taught through the traditional teacher feedback-based essay writing. Results of data analysis showed positive impacts of peer reviewing on experimental group participants' writing apprehension and essay writing ability.

Sultan (2009) published a paper that reviews peer correction as a 'popular' technique to be used in classroom and explores several issues regarding this. The study tries to see whether peer correction is accepted by students in the context of Bangladesh, and whether the acceptability varies between adult and the young learners. Results showed that most of the students of Bangladesh are in a similar state, where they still view teacher correction to be the only way of providing feedback.

Ganji (2009) conducted a study to investigate the impact of Teacher-correction, Peer-correction, and Self-correction on the performance of Iranian advanced students on IELTS writing test. The sample of the study was 54 students out of 75 IELTS candidates. Results of the study showed that there was a significant difference between teacher correction and self-correction groups, between teacher-correction and peer-correction groups, and between self-correction and peer-correction groups. The findings suggested that peer-correction and self-correction were much more effective than the teacher-correction, and peer-correction was shown to be the best method of giving feedback.

III. RESEARCH QUESTIONS

This study aims at finding answers to the following research questions:

1. What are the learners' attitudes towards using peer correction in writing essays?
2. Does peer correction help PAUC English language students find out their mistakes in their written essays?
3. Does peer correction help students reduce mistakes in their writing skill as they progresses from the first essay to the last one?

IV. STATEMENT OF THE PROBLEM

In Palestine, our students face serious difficulties in expressing themselves even after studying English for 12 years. They come to universities with significant weakness in all aspects of the language especially in writing. Although teachers do their best to promote and develop students' level, they still suffer a lot when they write in English language. They still have made variety of mistakes when writing. Consequently, PAUC students are not exceptional ones. During the last three years, I have noticed that many of PAUC students are suffering from serious weakness in the writing skill. Although English language teachers have made an effort to minimize students' mistakes in their writing, teachers still notice many problems in students' writing. However, when we discuss this phenomenon, my colleagues in most of the universities say that it is so difficult to correct all students' essays as it consume much time and need much effort. Consequently, they lessen the number of assigned assignments so that they conform their time and ability. So, teacher become more aware of the importance of using peer correction technique as it contribute in overcoming the aforementioned restrictions.

V. AIMS OF THE STUDY

The study aims to investigate effectiveness of peer correction on progress of the students in their written essays at PAUC. It also aims to investigate learners' attitudes towards this type of feedback – peer correction. Then, the researcher tends to find an appropriate way to apply peer correction into practice for better quality of learning that may bring about a positive change in students' ability to be successful and able writers.

VI. SIGNIFICANCE OF THE STUDY

There is considerable significance of this study in the English writing teaching activity at PAUC. Firstly, teachers of English are expected to have a better view on learners' abilities and attitudes towards peer correction. Secondly, this study will help the teachers of English decide whether to use this feedback technique in teaching writing or not. Thirdly, it is expected that this study will be one of the references for other researchers in the same field to explore more deeply about learners' attitudes towards peer correction. Moreover, results of this study are supposed to bring about a dramatic change in teachers and students' position towards the use of peer correction technique. We might find in the near future more teachers adopting this technique in correcting their students mistakes. This study may also show benefits of adopting student-centered approach in the process of teaching and learning.

VII. SCOPE OF THE STUDY

The study is carried out at PAUC, Bethlehem City, Palestine. It only focuses on the effectiveness of peer correction and students' attitudes towards this type of feedback in English Writing II course. Hopefully, the findings of the study will reflect the actual situation and help the researcher find out effective approaches to teaching English writing, using peer correction.

VIII. OVERVIEW OF WRITING PROCESS

Process writing is an approach to writing in which learners adhere to some logical steps they need to follow in this process of writing. By the end of this process they have the target product. In this study, the researcher adopted the following stages throughout the manipulation (Oshima, 1998).

- **Prewriting stage:** In this stage students need to brainstorm their mind to generate as many ideas as possible using mind mapping or outlining.
- **Composing / drafting:** In this stage students start writing their essays referring to the outline written in stage one.
- **Revising:** In this stage learners have to revise their work using peer correction technique focusing in all components of well-organized essays.
- **Rewriting:** In this stage students need to rewrite their essays once again correcting all mistakes found during stage three.
- **Responding:** In this stage students negotiate meaning, structure and all other components of essays with the teacher and the peers.
- **Evaluating:** As a result of the previous discussion in stage five, the teacher give marks for each essay.

IX. METHODOLOGY

Before initiating the writing process, students were informed that a study will be conducted throughout the spring semester to investigate the effectiveness of using peer correction. All students showed their agreement without any objection. Then the researcher trained students on the effective ways of correcting mistakes and how they should cooperate in order to get the highest benefit out of this technique. The researcher provided each student with a correction symbols that include codes with their meanings in addition to examples (correct & incorrect ones). Students were asked to concentrate on mechanics of writing, subject verb agreement, tense, verb forms, parts of speech, the structure of the sentence, the content, use of transitions and the organization of the essay.

Data Collection

In conducting this study, the researcher used the mixed approach based on a designed questionnaire, a portfolio and a pretest-posttest design to collect data needed. All students had been practicing peer correction for the whole period of the second semester of the academic year 2015/2016 in PAUC with the instruction and assistance from the researcher – the instructor of Writing II course.

Data Analysis

Since the statistics needed for this study is not complicated, the researcher used descriptive statistics which includes figures and percentages displayed in tables and graphs.

Participants and procedure

Twenty sophomore major students aged 19-21 years, who are taking Writing II course with the researcher, were selected to be the participants of this study. To start, a pretest was given to the group. After that, the participants were asked to write their essays according to the instructions, writing guidelines and criteria they had already received (appendix 3, Oshima (1998) & Ganji (2009). The experiment was run over a four-month period with group receiving peer feedback. The students were assigned to write 8 essays on topics chosen by the researcher. In fact, the writing process was conducted in subsequent stages: First students were asked to write their essays after getting the title from the teacher and brainstorming the topic. Second, as soon as they finish their first draft, all essays are to be mingled so that each student can revise his peer's essay. Third, after peer review, each pair should meet in order to discuss the mistakes in their essays. At this stage, the research's intervention sometimes occurs especially when there is a kind of disagreement. Finally, each student is to rewrite his/her essay correcting all mistakes found by his classmate.

Participants were also asked to respond to a questionnaire (Appendix 1) that aims at recognizing students attitudes toward the use of the peer correction technique throughout the whole semester. Finally, at the end of the course, participants were given a posttest to find out the change in mistakes number discovered by the students compared to the number of the mistakes found in the pre-test. This pretest-posttest contains a paragraph with many mistakes through which students were asked to read it carefully so as to find as many mistakes as possible.

Research tools

Pretest-posttest: In this study there is only one group and all of them are in the experimental condition. The reason the researcher run a pretest-posttest (Appendix 2) experiment is to see if the manipulation, peer correction, has caused a change in participants ability in identifying their mistakes as a crucial element of self-development. Students were asked to read an essay with many mistakes to test their ability in finding out as many mistakes as possible. This essay was given to students twice as a pretest-posttest conducted before and after the treatment.

Questionnaire: The questionnaire aims at investigating students attitudes towards using peer correction on developing writing skills. It was of two main parts: the first part consists of 11 items that students needed to respond to by ticking one of the four-Lickert scale options (agree, strongly agree, disagree and strongly disagree); the second part consisted of two questions that subjects can respond to by choosing one option or more from the choices provided.

Portfolio: The Portfolio focuses on students' accumulated work from the beginning of the term till the end. This aims to recognize the progress in students' performance from the first essay till the last one. This portfolio included 8 essays.

Validity and reliability of instruments

In order for the tools to be reliable and valid, the following were done:

The questionnaire and the pretest-posttest were administered to a number of academic staff specializing in relevant fields to evaluate and judge it. Some recommendations and adaptations were suggested by the jury. Their recommendations and adaptations were taken into account by the researcher.

To guarantee the reliability of the questionnaire, the researchers used Conbach's Alpha test. Its results can be seen in the table below.

TABLE (1):
RESULTS OF CRONBACH'S ALPHA TEST.

Cronbach's Alpha	No. of items	Sample size
0.914	13	20

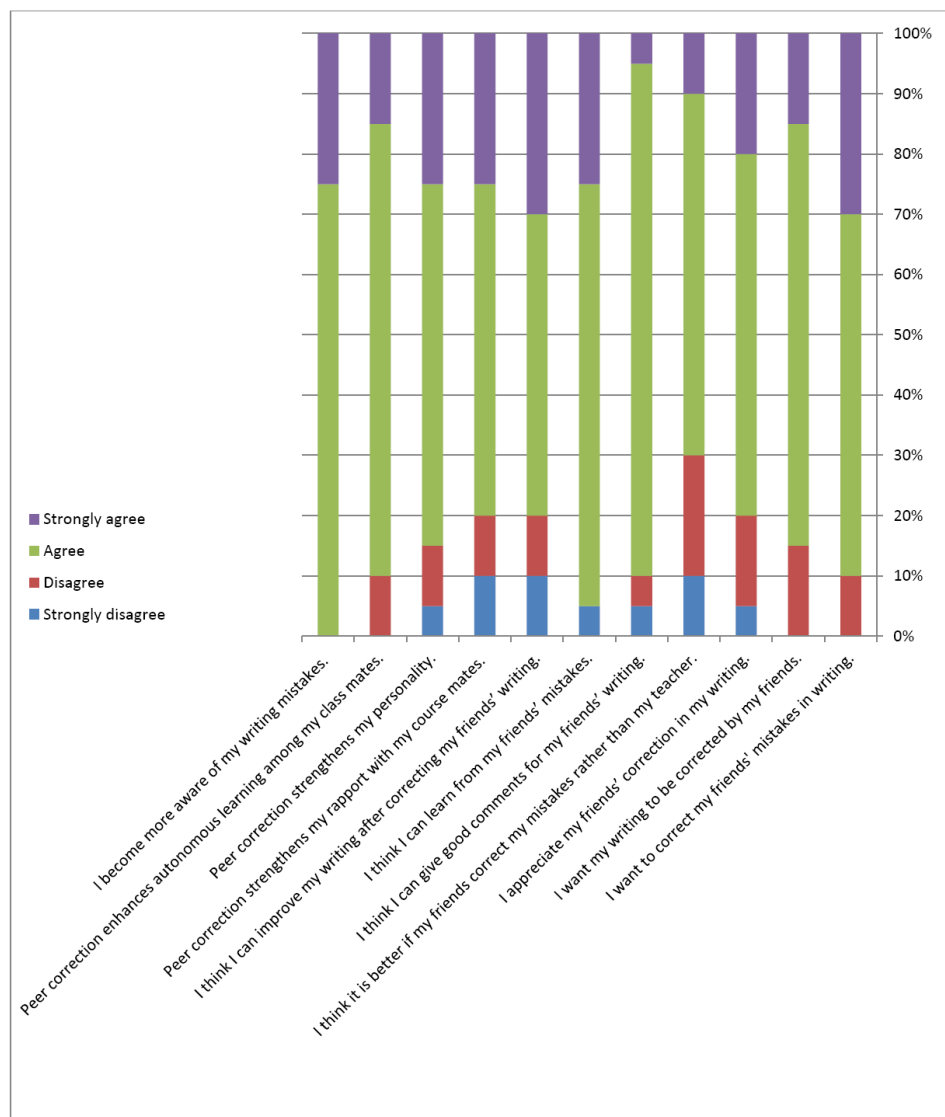
As seen in the above table, this percentage (0.91) shows a high degree of reliability and this is acceptable according to the standards of scientific studies.

X. RESULTS AND DISCUSSION

Question One: What are the learners' attitudes towards using peer correction in writing essays?

To answer this question, the researcher calculated the numbers and percentages of all subjects' responses on items 1-11 of questionnaire. graph (1) below shows percentages of students responses for each of the four options of Lickert Scale (1=strongly disagree, 2= disagree, 3= agree and 4= strongly agree). Results are shown in graph below (1).

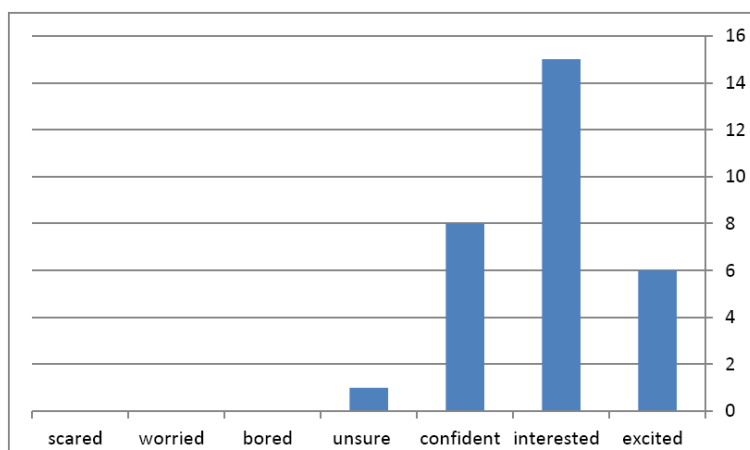
Graph (1) below shows that (90%) of students showed their agreement on correcting their friends' mistakes in writing, and 30% of them were strongly agreed. In response to the item (I want my writing to be corrected by my friends), 75% of the subjects showed their agreement, and 15% were strongly disagreed. 80% of respondents were either agreed are strongly agreed on the item (I appreciate my friends' correction in my writing). The item (I think it is better if my friends correct my mistakes rather than my teacher) obtained 60% of students' agreement and 10% of students were strongly agreed. 90% of students believed that they can give good comments for their friends' writing while about 10% showed opposite responses. About 95% of the subjects thought that they are likely learn from their friends' mistakes. Moreover, 80% of subjects said that they can improve their writing after correcting their friends' and that Peer correction strengthens their rapport with their course mates. 80% of the students declared that peer correction has strengthened their rapports with their classmates. The item "Peer correction enhances autonomous learning among my class mates" was agreed upon by 90% of the subjects. Finally, students showed 75% of agreement on the item " I become more aware of my writing mistakes" with 100% of students who were either agreed or strongly agreed.



Graph (1): Percentages of students' responses on the items(1-11) of the questionnaire.

Item 12: When I correct my friends' writing, I feel:

Graph (2) shows the learners' attitudes when they correct their peers' writing. 15 participants felt interested, and the same number of students were either confident or excited. Only one student was unsure of his attitude towards peer correction. From the result presented, it can be concluded that when the learners had to correct their friends' writing, most of them had positive attitudes, such as excitement, interest, and confidence.

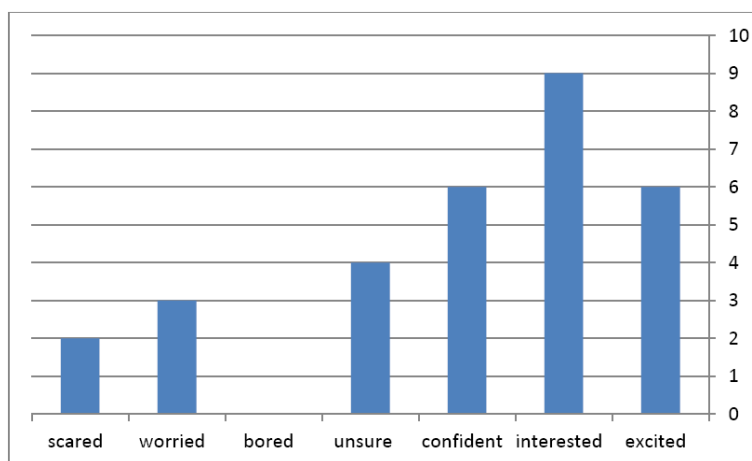


Graph (2): Students' responses on the item " When I correct my friends' writing, I feel....".

The most significant result is that none of the students was bored, worried or scared when correcting their peers' writing.

Item 13: When my friends correct my writing, I feel:

Graph (3) shows the learners' attitudes when they had their writing corrected by peers. 9 participants felt interested, and 6 of them were confident and excited respectively. 4 students were unsure of their attitudes towards having their work corrected by peers. However, 3 of the participants were worried and 2 of them were scared. From the result presented, it can be concluded that when the learners had to be corrected by their friends, results are a little bit different from those of graph one. Although most of the students were either interested, excited or confident, some of them showed their worry and scare. But still most of them had positive attitudes, such as excitement, interest, and confidence. When the students had their writing corrected by their peers, a smaller number of them had such positive attitudes as interest and confidence. However, None of the students felt bored when being corrected by their classmates. At the same time, few of them felt more worried and scared. These results agree with the results of Minh's (2015).

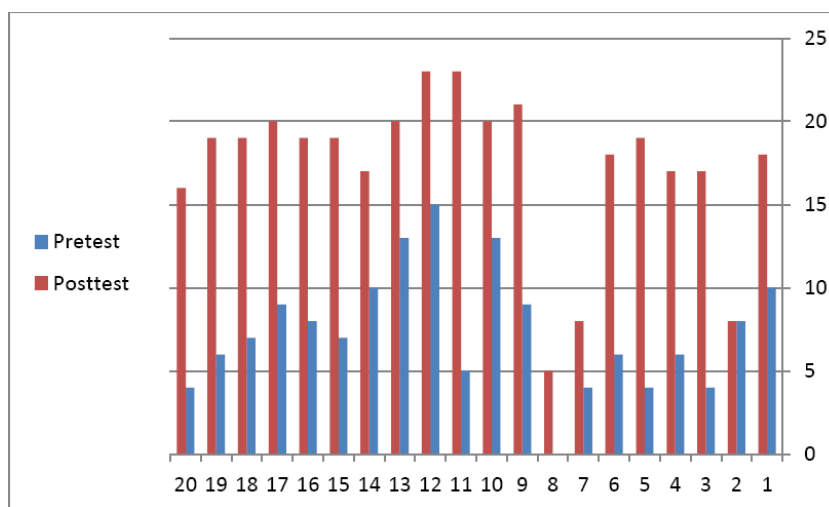


Graph (3): Students' responses on the item "When my friends correct my writing, I feel....".

These results were in accordance with Minh's study as it can be concluded that the participants in this research felt more confident when they corrected their friends' writing than being corrected by their course mates. When they had their work checked and corrected, some learners felt more unsure and scared. From this result, the researcher feels that teachers who want to apply peer correction need to give careful instructions to the learners in a detailed way.

Question Two: Does peer correction help PAUC English language students find out their mistakes in their written essays?

To answer this question, the researcher runs a pretest-posttest to see if the manipulation, peer correction, has caused a change in participants' ability in identifying their mistakes as a crucial element of self-development. Students were asked to read an essay with many mistakes to test their ability in finding out as many mistakes as possible. Graph (4) below shows results of the pretest-posttest.



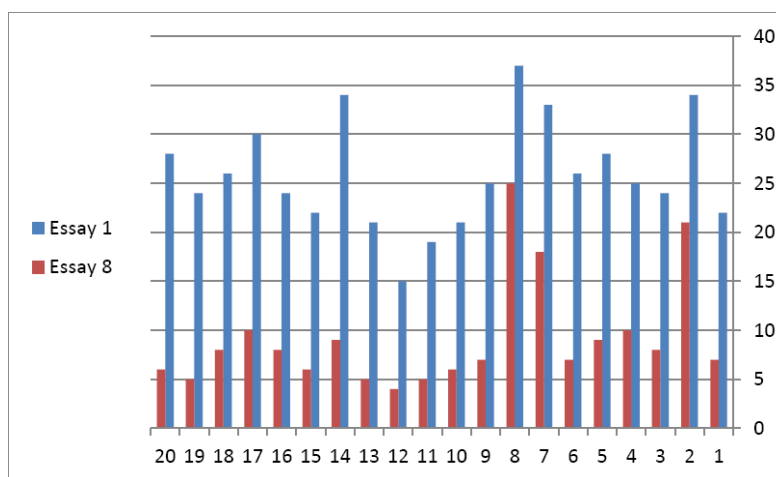
Graph: (4): Results of pretest-posttest

As seen in graph (4) above all students showed significant change in their abilities in finding out mistakes in the assigned essay of the test. It can be noticed that 17 students found 16 mistakes or more out of 24, except for three

students, who failed to find more than 8 mistakes out of 24. They are the same students who failed the Writing II course in this semester. 6 students managed to find 20 mistakes or more, while only 3 of them managed to find more than 20 mistakes. In general, all students showed progress to a great extent in writing skills.

Question Three: Does peer correction help students reduce mistakes in their writing skill as they progress from the first essay to the last one?

To answer this question, the researcher referred to the portfolio to hold a comparison between the first essay and the last one of each student. All mistakes were calculated to see whether students' mistakes show a plummeting rate or not. The number of mistakes in the first essay was compared to that of the last essay (no.8). Graph (5) below shows results of this comparison.



Graph (5): Number of mistakes in essay 1 & essay 8.

Results of the above graph shows that students' mistakes were decreased as they progressed from the first essay to eighth essay. For example, all students showed progress in their writing abilities in essay 8 which has few mistakes compared to essay 1. Having a look at graph(4), one can notice that four students (2, 7, 8, and 14) had more than 30 mistakes in essay 1 while in essay 8 these mistakes were nearly below 20 and even below 10 for student number 14. To exclude students number 2, 7 and 8, who failed the course, all students' mistakes were decreased to become less than ten and even less than five mistakes in essay 8.

XI. CONCLUSIONS AND RECOMMENDATIONS

As mentioned above, the main concern of this study was to investigate the effectiveness of peer correction on promoting students' level in writing skills at Palestine Ahliya University. Some general conclusions can be drawn from the findings of this study. Firstly, As stated by Maryam (2013), attitudes towards peer correction were positive. The participants' attitudes are so similar when they were the correctors or were corrected by others. However, the learners had a tendency to feel more positive when they correct their friends' writing; but few of them felt scared and worried when they were corrected by peers. Similar results were revealed in that of Minh (2015). Secondly, the study showed that most students enjoyed the process that positively affected their product. Moreover, a significant development and change was observed in their writing skill. Ashok (2012) also concluded that peer correction and teacher was found productive in teaching writing through action research as a whole. These results were also supported by that of Shokrpour (2013) who stated that peer correction is supposed to motivate students as they enjoy this way of having feedback from peers. They also have genuine audience with who they feel comfortable and relaxed. Thirdly, peer correction enhances students' higher thinking levels as they learn during this experience how to be self -reflected. Learners also gain other skills such as critical thinking away from jealousy and negative competition. Therefore, students are more willing to be involved in the process of learning from others and being a source of knowledge for their mates. Results also indicated that students became more autonomous in writing and were able to write more frequently and accurately. The findings also show that peer correction affects students' writing ability. This was highlighted by the results of the study mentioned earlier. Students has profited from peer feedback to reduce mistakes in their composition.

With regard to students' attitudes towards this technique, results of the study showed a significant positive change in the subjects attitudes towards using peer correction in writing their essays. This means that when teaching and learning process shifts from teacher-centered approach to student-centered approach, the whole environment becomes more enjoyable and interesting. Hence, students motivation is raised and they do like activities and tasks as they became more persistent till they accomplish the mission.

It is recommended that teacher should use peer correction in addition to self and teacher correction so that students feel that they are active participants in the process of learning. This creates a feeling of being responsible of some duties

which may lead to better leaning and achievement. But teacher should make it definitely clear to students as for how to correct peer's works and teachers need to keep alert all time so as to offer help when needed. The researcher thinks that conducting this type of studies on larger population and different places of students of different proficiency levels is highly recommended.

APPENDICES

Appendix (1): The questionnaire

Dear students,

This questionnaire is a tool that aims to identify English Language learners' attitudes towards peer correction in English writing II course at PAUC, Spring 2015/2016.

Please read the instructions carefully and choose your answers. There are 13 questions in this questionnaire. It should take you about 10 minutes to complete. Your answers and data will be used only for the purpose of the study. Confidentiality is highly reserved. I would highly appreciate your cooperation.

Part one: Please read the questions carefully and choose your answers.

No.	Items	Strongly Disagree	Disagree	Agree	Strongly agree
1-	I want to correct my friends' mistakes in writing.				
2-	I want my writing to be corrected by my friends.				
3-	I appreciate my friends' correction in my writing.				
4-	I think it is better if my friends correct my mistakes rather than my teacher.				
5-	I think I can give good comments for my friends' writing.				
6-	I think I can learn from my friends' mistakes.				
7-	I think I can improve my writing after correcting my friends' writing.				
8-	Peer correction strengthens my rapport with my course mates.				
9-	Peer correction strengthens my personality.				
10-	Peer correction enhances autonomous learning among my class mates.				
11-	I become more aware of my writing mistakes.				

Part two: Please read the questions carefully and tick (.....) your answers. You can choose MORE THAN ONE answer.

13. When I correct my friends' writing, I feel:

- a. excited b. interested c. confident d. unsure
e. bored f. worried g. scared

14. When my friends correct my writing, I feel:

- a. excited b. interested c. confident d. unsure
e. bored f. worried g. scared

This is the end of the questionnaire. Thank you for your cooperation

Appendix (2): Pretest-posttest

Dear students,

Read the following essay then correct the mistakes.

Hint: There are 24 mistakes.

Name: _____

Lockers for Everyone

What you would think if you have to put your person belongings in a crate, and every time you turn around something of yours were stolen? This is why I think students should have lockers. To protect their things, keep their things somewhere clean, and so they won't have to complain from carrying everything at once.

Students should have lockers because it will stop people from steal their stuff. For example, the children won't have to worry on their books, homework assignments, and personal belongings being stole. The reason for this is that the children will have their own lockers plus their own locks, which only they have the combination to. This will reduce cases where things are being stolen.

Students also should have lockers so they will have a clean place to put their books, What I mean by this is that many desks are rust and have gum stuck under it. Also, if you put your stuff into a crate then it is easily collecting dust. This connects to my argument because their stuff will be kept very clean in a neat environment, if students are given lockers to use.

My final reason why I think students should have lockers is so students won't complain about caring everything at once. The things that they may be caring everyday are very heavily. This is importance because students may suffer health problems from having to carry all their stuff everywhere. Why carry books everyday why you can eliminate the

pain by having a locker to store the things you don't need? Also, they're always whining about having to carry all their books. If we had lockers everyone would be happier.

In conclusion I think students should have lockers. If we have lockers stealing in school would go down, it would create a safe and clean place for students to put his things, and students would complain less and be healthiar. If we had lockers, the school would be a happier place for everyone. If you don't want your things stolen, contact your principle and demand lockers for your school.

Good Luck

Appendix (3): Correction Symbols

Codes	Meaning	Incorrect	Correct
P.	Punctuation	I live. and go to school here Where do you work.	I live and go to school here. Where do you work?
O	Word missing	I working in a restaurant.	I am working in a restaurant.
Cap.	Capitalization	It is located at main and baker streets in the city.	It is located at Main and Baker Streets in the city.
V.t.	Verb tense	I never work as a cashier until I get a job there.	I had never worked as a cashier until I got a job there.
Agr.	Subject-verb agreement	The manager work hard. There is five employees.	The manager works hard. There are five employees.
s.p.	Spelling	The maneager is a woman.	The manager is a woman.
Pl.	Plural	She treats her employees like slave.	She treats her employees like slaves.
X	Unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
w.f.	Wrong word form	Her voice is irritated.	Her voice irritating.
w.w.	Wrong word	The food is delicious. Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
Ref.	Pronoun reference error	The restaurant's specialty is fish. They are always fresh. The food is delicious. Therefore, it is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
w.o.	Word order	Friday always is our busiest night.	Friday is always our busiest night.
RO	Run-On	Lily was fired she is upset.	Lily was fired. so she is upset. Lily was fired; therefore. she is upset.
CS	Comma Splice	Lily was fired, she is upset.	Because Lily was fired, she is upset. Lily is upset because she was fired.
FRAG	Fragment	She was fired. Because she was always late.	She was fired because she was always late.
T	Add a transition	She was also careless. She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
S.	Subject	is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
V.	Verb	The empolyees on time and work hard.	The employees are on time and work hard.
Prep.	Preposition	We start serving dinner 6:00 P.M.	We start serving dinner at 6:00 P.M.
Conj.	Conjunction	The garlic shrimp, fried clams, broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
Art.	Article	Diners expect glass of water when they first sit down at the table.	Diners expect a glass of water when they first sit down at the table.
Del	Delete	She told to me her answer.	She told me her answer.
>	Insert	He is listening music.	He is listening to music.
Rep	Repetition	She is a famous and well-known singer.	She is a famous singer.

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