

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**  
**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH NGOẠI NGỮ**

**Sinh viên** : Nguyễn Thị Nga  
**Giảng viên hướng dẫn** : Ths. Nguyễn Thị Thu Hương

**HẢI PHÒNG – 2022**

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**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**  
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**A STUDY ON SECOND - YEAR ENGLISH - MAJORS' PEER  
– CORRECTION IN WRITING SKILL AT HAI PHONG  
MANAGEMENT AND TECHNOLOGY UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Nguyễn Thị Nga**  
**Lớp : NA1901T**  
**Giảng viên hướng dẫn : ThS.Nguyễn Thị Thu Hương**

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**TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**  
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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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**Tên đề tài:** A study on second - year English - majors' peer –  
correction in writing skill at Hai Phong Management and  
Technology University

# NHIỆM VỤ ĐỀ TÀI

**1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp:**

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**2. Các tài liệu, số liệu cần thiết:**

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**3. Địa điểm thực tập tốt nghiệp:**

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# **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

**Họ và tên:** Nguyễn Thị Thu Hương

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**Cơ quan công tác:** Trường Đại Học Quản Lý Và Công Nghệ Hải Phòng

**Nội dung hướng dẫn:** A study on second - year English - majors' peer – correction in writing skill at Hai Phong Management and Technology University

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Yêu cầu phải hoàn thành xong trước ngày 22 tháng 10 năm 2022

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

***Hải Phòng, ngày ..... Tháng....năm 2022***

**Trưởng khoa**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập- Tự do- Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

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Họ và tên sinh viên: .....

Nội dung hướng dẫn: .....

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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**2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

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**3. Cho điểm của người chấm phản biện:**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ..... tháng ..... Năm 2022*

**Cán bộ hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập- Tự do- Hạnh phúc**

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**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: .....

Chuyên ngành:.....

Đề tài tốt nghiệp: .....

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**1. Phần nhận xét của giáo viên chăm phản biện:**

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**2. Những mặt còn hạn chế:**

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**3. Cho điểm của người chăm phản biện:**

Được bảo vệ  Không được bảo vệ  Điểm phản biện

Ngày ..... Tháng ..... năm 2022

**Người chăm phản biện**

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## **ABSTRACT**

Language acquisition is one of the most difficult issues student's faces. Learners formerly relied on their teachers, but peer correction methods encourage learner autonomy.

Due to the emergence of Communicative Language Teaching and Learner-centered Teaching, students' active participation in language learning is now highly sought and therefore, peer correction is becoming increasingly popular among the practitioners. Because exposure to the peer correction in university lectures is limited, learners must become more independent and make active of the classroom. As a result, the learner's autonomy is critical in knowledge terms acquisition and enhancement. The purpose study is to look at how second-year English language learners of peer correction on writing quality of university students' having different cognitive styles. Based on the assessment of the current situation, based on accepted theory, the author proposes directions to help second - year English - majors' peer – correction in writing skill effectively to complete their task service to improve the research problem.

## TABLE OF CONTENTS

<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
1.1. Rationale .....	1
1.2. Aims of the study .....	1
1.3. Research Questions .....	1
1.4. Scope of the study .....	2
1.5. Method of the study .....	2
1.6. Design of the study .....	2
<b>CHAPTER II: LITERATURE REVIEW .....</b>	<b>3</b>
2.1. Writing skill.....	3
2.1.1. Definition of writing skill .....	3
2.1.2. Writing process.....	4
2.1.3. Writing techniques.....	6
2.1.4. Characteristic of a good academic writing.....	10
2.1.5. Difficulties in writing .....	11
2.2. Peer correction.....	14
2.2.1. Definition of peer correction .....	14
2.2.2. The importance of peer correction in writing .....	15
2.2.3. What to correct and what not to correct .....	17
2.2.4. Difficulties of peer correction technique .....	18
<b>CHAPTER III: METHODOLOGY.....</b>	<b>19</b>
3.1. Sample and sampling.....	19
3.2. Instruments .....	19
3.3. Data collection.....	19
3.4. Data analysis .....	20
<b>CHAPTER IV: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS.....</b>	<b>21</b>
4.1. Data analysis and findings .....	21
4.1.1. Data analysis.....	21
4.1.1.1. Demographic information.....	21
4.1.1.2. Students' opinion on peer correction .....	22
4.1.2. Findings.....	28
4.2. Suggested solutions .....	29
4.2.1. Suggested solutions for students.....	29
4.2.2. Suggested solutions for teachers.....	30

<b>CHAPTER V: CONCLUSION .....</b>	<b>32</b>
5.1. Summary of major findings and discussion.....	32
5.2. Suggestions for further studies .....	32
<b>REFERENCES .....</b>	<b>33</b>
<b>SURVEY QUESTIONNAIRE.....</b>	<b>34</b>
<b>APPENDIX II.....</b>	<b>38</b>

## **CHAPTER I: INTRODUCTION**

### **1.1. Rationale**

Writing skills are important in our lives. It would be difficult to work in any field when you cannot communicate with other people through writing. Writing also improves one's creativity, imagination, focus, and social skills. However, such a skill could be the most difficult compared to other skills because becoming good writers requires learners to be fully equipped not only with Basic English grammar & vocabulary but also have profound background knowledge and good writing skills.

For language students in general and HPU English – majors in particular, the skill has become an obstacle to master the new language – English. In fact, HPU students often get low writing marks because of many reasons such as: poor vocabulary, lack of grammar, wide knowledge of fields they write about, etc. Therefore, feedback especially correction plays a crucial role in their learning process. From what the researcher observed in writing lessons, peer correction, together with teachers' correction, needs to be made regularly during the writing course. That is the reason why the researcher has decided to carry out the research with the title: “A study on second - year English - majors' peer – correction in writing skill at Hai Phong Management and Technology University.”

### **1.2. Aims of the study**

The aims of this study are set out as follows:

- To investigate problems faced by English majored sophomores in correcting their writings.
- To provide some recommendations to enable students to correct writings better.

### **1.3. Research Questions**

The study is to seek answers to the following research questions:

1. What are difficulties encountered by second-year English majors in making peer correction to academic paragraphs?
2. What are suggested solutions to help students make peer correction more effectively?

#### **1.4. Scope of the study**

The study focuses on finding out difficulties encountered by the second-year English major students when they make peer correction in writing four basic types of sentences as well as an academic paragraph.

#### **1.5. Method of the study**

In order to achieve the aims of the study mentioned above, the quantitative method is used to collect the data. Interview and survey questionnaire are carried out as tools to ensure that the data collected is reliable and worthy.

After the data is analyzed and discussed, the findings will be showed and some suggestions will be provided in the thesis.

#### **1.6. Design of the study**

My graduation includes four parts as following:

Chapter I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of study, and design of the study.

Chapter II: Literature review supplies the readers with the theoretical background including writing skill and peer-correction

Chapter III: This chapter presents the methodology used in the study. It describes subjects, instruments to carry out the research, the way to collect and analyze data.

Chapter IV: The chapter provides analysis of data collected, shows findings and gives recommendations

Chapter V: Conclusion offers the summary of the findings and discussion and gives some suggestions for further studies.

## **CHAPTER II: LITERATURE REVIEW**

### **2.1. Writing skill**

#### **2.1.1. Definition of writing skill**

Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007:33).

Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every writer develops naturally (Brown, 2003: 335). Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Writing is a productive skill, however, that does not mean students focus only on their final paragraph. They must also gain experience in every stage of the writing process so that they can gain significant experience in polishing their paragraphs because writing is a process that begins with hunches, ideas, and concepts. Imperfect, incomplete, ambiguous (Murray and Moore, 2006:5) to produce good and understandable text.

Cook and Bassetti (2005: 430) claim that students must understand the use of form and function of written language to make them aware of the appropriate words and grammar that they use in their writing.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a second language as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed and Al-Omari in Yunus, and Chien 2016: 1).

In short, writing skill is an ability used to clearly communicate ideas through writing in various forms. Technical knowledge about writing conventions, style guides and formatting for different situations is also its important parts.

### 2.1.2. Writing process

Harmer (2004) states that there are four stages of writing including brainstorming, planning, drafting and editing.

- Brainstorming is the initial step of paragraph writing. It is idea-collecting technique which functions as the organizer of thinking and idea collector. It is included as pre-writing activity.

- Planning is the second stage where learners have to decide what they are going to tell. They can write detailed notes related to their topic or just simple words. Learners must consider three things during the planning phase; purpose, the audience, and the structure of the content.

- Drafting is the next stage. This one is when the writers write down their ideas on paper focusing on the content, and not mechanism.

- Editing is the step when students check and correct the paragraph as the final version is called editing. It can be viewed as the process of correcting the sentence structure, word choice, spelling, punctuation, grammar, capitalization in a piece of writing.

According to Lien, T (2009), there are six main stages in the writing process as follows:

- *Step 1: Analyzing the assignment:* A writer has to identify the purpose of the writing, on the audience, on the understanding of the topic, and the interest and or the concern about the topic to choose the topic for the paper

- *Step 2: Brainstorming:* To “brainstorm” means to write down ideas of all kinds – good or bad – on a piece of paper. The writer shouldn’t evaluate the ideas at this stage because in brainstorming all ideas are equal. You will evaluate at the next stage.

- Listing: writers produce as many ideas about the topics given as possible by listing

- Free-writing: learners write whatever they are thinking about writing topics

- Using mind map: A mind map is a pictorial way to represent ideas and concepts. It is a visual thinking technique that helps organize information in a way that allows you to analyze, comprehend, summarize, and recollect new ideas more effectively. Start with a circle in the middle of a piece of paper.

Write the topic of the assignment inside the circle. Then start adding ideas you associate with this topic around the circle. The writer can use lines to point to the various ideas, or use arrows to show that the ideas are related, or put related ideas in smaller circles. In other words, there is no right or wrong way.

- Using column: Write the general topic at the top of the paper. Then, write the key word- of any kind- at the top of each column. After that, write down all kinds of words that come into mind under the heading in each column.

- *Step 3: Organizing ideas:* There are three stages in this step.

- + Write the topic sentence.

- + Eliminate irrelevant ideas.

- + Make an outline and add relevant ideas, trying to think of ideas in an organized way.

- *Step 4: Writing the first draft:*

A first draft is a preliminary version of a piece of writing. During the first draft, the author attempts to develop and flesh out the plot ideas of their work.

- + At the top of the paper, choose an objective for your writing.

- + Write down the topic sentence and underline it. Identify the ideas needed to accomplish your objective.

- + Skip one or two lines of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow writers to add more details, information, examples, etc. in order to develop the points.

- *Step 5: Rewriting the first draft:*

This step includes two main tasks: revising and editing

- \* **Revising:** Revision happens before editing. When revising a paragraph, students check the paragraph organization and look at the ideas. There are some questions to answer to ensure a good paragraph.

- + Does the paragraph have unity?

- + Are there enough minor supporting ideas for the major supporting sentences?

- + Do the supporting sentences have good coherence?

- + Is there good cohesion?

*Why Revise?*

- +To make the draft more accessible to the reader.



+To sharpen and clarify the focus and argument.

+To improve and further develop ideas.

\* Editing: Once you have a completed rough draft, the next step in the writing process is to shape it into a final draft. This is known as editing. Focusing on sentence-level concerns, such as punctuation, sentence length, and spelling, agreement between subjects and predicates and style.

- *Step 6: Writing the final paper*

The last step of writing process is to write down a version of the paragraph with all the revisions and editing carried out in order to have a good paragraph. Therefore, students may attach considerable importance to writing the final version of their paragraph because this is their last opportunity to correct any remaining errors and improve their written work.

### **2.1.3. Writing techniques**

In the quest to continuously improve teaching methods, mankind has searched and explored many different techniques and ideas, examining each technique and idea to discover if it has any particular benefit. Traditionally, teachers were the only ones to correct and respond to students' written outputs. Thus, teachers are introduced to familiar classroom collaboration methods, particularly in the context of writing. As a result, learner-oriented error correction techniques, such as self-correction, error Code, error log, peer correction.

*Self-correction in writing:* Teachers have a tradition of providing error feedback to students; however, in the current teaching approach, other ways of providing feedback and learning have been incorporated. According to Bitchener, Young and Cameron (2005), self-correction is a direct feedback that teachers provide students with options that allow them to self-identify the correct form. Another feature of self-correction is that it draws students' conscious attention to their individual mistakes, which motivates them to not only recognize their own mistakes, but also correct them. In turn, this can be a good form of being aware of their most common errors and identifying problem areas to address. Studies on self-correction (Hanrahan & Isaacs, 2001; Kubota, 2001; Matoon, Shirazi, & Datarifard, 2011) have discovered its positive aspects such as reducing the number of errors made by students. Other indicators are

that self-correction is more effective than teacher correction and re-reading, plus it favors learners' positive attitudes towards error correction and triggers metacognitive discussions. Knowledge in the classroom can provide learning opportunities. Fahimi and Rahimi (2015) also found that self-assessment instruction prepares students to plan and revise their writing as well as to assess the progress of their writing.

*Error code:* To assist the learner through the review period, error codes may be used. Correction codes are tools that provide learners with feedback on their writing, allowing students to revise their understanding of certain linguistic items. In this way, learners identify errors or what they believe to be errors in form and function of a variety of lexical and grammatical elements. Using error codes is practical and useful because it helps teachers and learners approach text modification as a problem-solving task; they provide learners not only with clear parameters of what to modify, but also with a common set of symbols that standardizes text evaluations as long as the code is clear and has been explained to the user. Buckingham and Aktuğ-Ekinci (2017) argue that correction codes also help teachers provide personalized feedback on subsequent drafts in a timely manner without placing an extra workload on themselves. In fact, the code symbols prevent the use of multiple words to provide feedback and allow more time to be used. In addition, if error codes are used in the process of self-correction and co-workers, then in the process of teaching writing, learners can become more interested and more autonomous in their writing.

*Error Log:* Along with error codes, learners can also use error logs to determine the accuracy of text in particular. In this technique, students used error logs to track the number of mistakes made for several types of errors such as verb tense, subject-verb, word choice, punctuation and capitalization, among others. The tool helps learners track the type and frequency of mistakes they make in writing tasks so that they are aware of the language items they need to improve on.

*Peer correction:* According to Gûlşah çinar Yastibaş and Ahmet Erdost Yastibaş (2015, 531), peer correction is understood as a learning method in which learners will read a student's writing in class and give feedback. comment, correct errors . Through this process, learners will use the information through exchanges with others to improve their writing as well as their writing skills.

Commenters must be responsible, serious, frank and constructive in making comments or correcting your mistakes. The roles of the commenter and the person being commented on will change during the learning process.

*Bang (2005)* in the book *English language teaching methodology* pointed out some writing techniques as follows

In pre-writing, there are several ones including word cue drill, matching, board drill, comprehension questions, transformation writing, pre-teach.

In while- writing, the techniques are substitution boxes, transformation writing, questions and answers, write-it-up, recall.

In post – writing, peer correction, transformation writing, comprehension questions, etc., are used to ensure the writings submitted the best.

Some linguists describe five techniques that will help to develop a topic and get words on paper including free-writing, questioning, making a list, clustering, and preparing a scratch outline.

**Free-writing:** When a writer does not know what to write about a subject or are blocked in writing, free-writing sometimes helps. In free-writing, she/ he writes on your topic for ten minutes without worrying about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. There is no need to feel inhibited since mistakes do not count and a writer does not have to hand in the paper.

**Questioning:** In questioning, the writer generates ideas and details by asking as many questions as he/she can think of about the subject.

**Making a List:** In making a list, also known as brainstorming, the students creates a list of ideas and details that relate to the topic being written about, pile these items up, one after another, without trying to sort out major details from minor ones, or trying to put the details in any special order, or even trying to spell words correctly. The main goal is to accumulate raw material by making a list of everything on the subject that might happen.

**Clustering,** also known as diagramming or mapping, is another strategy that can be used to generate material for a paper of any length. This method is helpful for people who like to think in a visual way. In clustering, the writer uses lines, boxes, arrows, and circles to show relationships among the ideas and

details that occur. Begin by the topic of the article in a few words in the center of a blank sheet of paper. Then, as ideas and details occur, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Minor ideas or details are put in smaller boxes or circles, and use connecting lines to show how they relate as well.

**Preparing a Scratch Outline:** A scratch outline can be the single most helpful technique for writing a good paragraph. A scratch outline often follows free-writing, questioning, making a list, or clustering, but it may also gradually emerge in the midst of these strategies. In fact, trying to make a scratch outline is a good way to see if the writer need to do more prewriting.

**Transformation:** In transformation techniques the learners have to rewrite or say words, sentences, or passages by changing the grammar or organisation of the form of the input. This type of technique also includes rewriting passages, substitution where grammar changes are necessary, and joining two or more sentences together to make one sentence. In change the sentence the learners are given some sentences and are asked to rewrite them making certain changes.

**Writing the First Draft:** When the students write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting.

**Revising:** Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that leaners rewrite a paragraph or paper, building upon what has already been done in order to make it stronger.

**Editing and Proofreading:** The next-to-last major stage in the writing process is editing—checking a paper for mistakes in grammar, punctuation, usage, and spelling. Students often find it hard to edit a paper carefully. They have put so much work into their writing, or so little, that it is almost painful for them to look at the paper one more time.

**Proofreading,** the final stage in the writing process, means checking a paper carefully for spelling, grammar, punctuation, and other errors. Students are ready for this stage when they are satisfied with choice of supporting details, the order in which they are presented, and the way topic sentence are worded.

#### **2.1.4. Characteristic of a good academic writing**

Ahmed (2019) states that a good academic writing should have three main characteristics including unity, coherence, and cohesion.

✓ *Unity:*

Unity means that a writing discusses only one main idea from the beginning to the end. Any information that does not directly support the main idea should not be included. In an essay, that is the unity in three parts : introductory paragraph, body paragraphs and concluding paragraph.

Each unified paragraph has a topic sentence and a group of sentences that provide support to the topical sentence. The supporting sentences should reflect the topic sentence. The supporting sentences must follow the idea mentioned in the topic sentence and must not deviate from it. By this way, unity in a paragraph is achieved.

✓ *Coherence:*

Coherence is defined as the connection of ideas in a text to create meaning, or a flow of ideas, throughout the whole text or discourse that enables readers to understand how the writers' ideas are presented in the overall discourse.

✓ *Cohesion of paragraph:*

Halliday & Hasan (2013) view cohesion as how words and expressions are connected using cohesive devices with five groups: reference, substitution, ellipsis, conjunction, and lexical cohesion. For K. Jennathul Birthous (2011), cohesion is defined as ‘use of devices that allow the writer to establish relationships and connect texts together within and across sentences’.

According to Kate S. Folse (2015) in *Great Writing 3*, there are five elements of a good paragraph. They are purpose, audience, clarity, unity and coherence.

✓ *Purpose :*

A writer must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

The three most common goals of academic writing are informing, persuading and entertaining.

✓ *Audience:*

Good writers know who their audience is before they even start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

✓ *Clarity:*

Clarity refers to how easy it is for readers to understand the writing. Good writers explain their point of view clearly.

✓ *Unity :*

All the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

✓ *Coherence :*

All the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay is coherent, the reader can follow the main ideas more easily.

### **2.1.5. Difficulties in writing**

Undoubtedly, writing is one of the most difficult skills in learning English, which through complex processes that engages several competencies. Also, students at the tertiary level experienced various obstacles in their processes of writing. The obstacles derive from many aspects as the foregone researches such as vocabulary and diction (Meslissorgou & Frantzi, 2015; Nugraheni & Basya, 2018; Toba et al., 2019; Zhan, 2015), grammatical features (Ariyanti & Fitriana, 2017; Hajeid, 2018), exploring and generating ideas (Asadifard & Koosha, 2013; Ceylan, 2019), organization (Hajeid, 2018; Nugraheni & Basya, 2018), and teaching method (Ceylan, 2019; Hajeid, 2018; Jebreil et al., 2015).

English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Rabab'ah (2003), clarified that students could not give voice to their thoughts because lack the adequate stock of vocabulary.

Grammar is one of the keys to write basic unit of writing –sentence, so poor grammar leads to bad paragraphs, essays, etc.

Exploring and generating ideas; organization are to make writings more logically and coherent, which means avoiding unrelated sentences and getting away from the topic.

Al-Khsawneh (2010) indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their weak qualification in English is either related to the lack of student motivation.

As for the difficulty of writing skill, Abu (2001: 30) states that writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics.

#### **\* Difficulties in writing an academic paragraph**

Arifmiboy (2021) said that there are some difficulties in writing based on the five aspects, such as content, organization, language use, vocabulary, and mechanics.

##### ✓ *Content*

Content problem means limited knowledge, little substance, inadequate development of the topic. Learners of English as a second or foreign language also face problems of exploring ideas and thoughts to communicate with others (Clifford, 1987). A potential reason associated with this challenge can be students' lack of reading and writing practice (Noori, 2020).

Without corresponding ideas, writers cannot find ideas to have content that meets the requirements of the topic, as a result, they write rambling and off-topic or inappropriately structured. A learner may have no difficulty in gathering ideas but may experience great difficulty in turning these ideas into written text.

##### ✓ *Organization*

Learners make mistakes, especially in organizing their ideas in a paragraph. Organization means non-fluent, idea confused or disconnected lack of logical sequencing and development. The idea of the first paragraph and the second paragraph did not relate to each other. Topic and closing sentences were not distinguished; the paragraph was not developing logically, or not concentrating

on one idea (Siddiqui, 2020). Wirantaka (2016) says that the adequate writing process is the last element of a paragraph to be achieved.

The way learners organize ideas gives them a chance to put their own point of view and their own thought into their writing, particularly in writing assignments and answering examination questions. Often the ideas to be included in an assignment do not differ greatly from one writer to another, but the way the ideas are organized can add uniqueness to the piece of writing. Two possible ways of approaching the organization of academic writing is to rank the ideas according to a useful criterion or to classify the ideas into groups.

✓ *Language use*

Language use means that there is a major problem in simple or complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragment run-ons, deletion, meaning confused and obscured. Language use problems in this context were related to grammatical or usage mistakes (Helala et al., 2020).

✓ *Vocabulary*

Vocabulary means that limited range, frequent errors of word/ idiom form, choice usage, meaning confused or obscured there are many words that meaning confused or obscured (Arifmiboy, 2021). The problem of vocabulary was depicted through the limited number of words employed in writing, or through the inability to use more complex aspects such as phrasal verbs, idioms, collocations and proverbs. The aspect taken into consideration in the current case was related to the mistakes made in the choice of the right words (Helala et al., 2020).

English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Rabab'ah (2003), clarified that students couldn't give voice to their thoughts because lack the adequate stock of vocabulary.

✓ *Mechanics*

These latter included errors in terms of capitalization, punctuation, and spelling. Some students hardly used any capitalization in their writing apart in the first word of the paragraph (Helala et al., 2020).



Many students find that they have picked up the habit of putting commas in automatically before prepositions or even after conjunctions. Small mechanical errors reflect a general sloppiness and disregard for convention.

## **2.2. Peer correction**

Many studies have found that achieving the goals of a writing class is quite difficult. It is consistent with what Hinkel (2004: 4) has said that many teachers who apply a variety of techniques to teaching writing have found numerous obstacles and shortcomings. It is assumed that students need to do two things as they write: gain language proficiency and become fluent in the language. There are a number of techniques teachers can use to improve their students' writing. One of the techniques is peer correction. This technique can be applied to any level of student ability.

### **2.2.1. Definition of peer correction**

Peer correction is a method of correcting work where other students in the class correct mistakes rather than having the teacher correct everything. It may sound a bit paradoxical, but correcting other people's writing is a very effective way to improve English writing skills. It is useful in the way that it means involving the whole class in the moment and it also allows the teacher to check what the rest of the class knows. Peer correction can be made by using a different colored pen to check their classmates' work. After a certain time, they will give checked papers to another student for another round of checking.

The peer correction technique in which learners read passages and helps each other to improve the content and organization, correct lexical and grammatical mistakes of their writings by reading, asking questions, and commenting on their writings is becoming popular. Students are suggested by experts to perform such a correction to build editing habit and teamwork.

Zemach and Rumisek (2005: 21) state that peer correction is the activity of changing students' work by asking them to read and comment on their classmates' work. After completing the writing phase, they exchange their writing with their classmates. Students can write directly on their classmates' paper and make suggestions to improve their classmates' writing.

Several authors (Kamimura, 2006; Zeng, 2006) have shown that peer correction in many ways helpsto improve learners' writing ability. This method involves learners giving and receiving feedback on their writing from other learners. It can be implemented in the classroom to “enhance learner autonomy, cooperation, interaction and participation” (Sultana, 2009).

### **2.2.2. The importance of peer correction in writing**

In the past, a lot of teachers found mistakes unacceptable. They are only made by stupid, lazy students and in some cases; errors are rudeness to the teachers for not paying attention or not learning the lesson carefully enough. Instead of helping students to write better, the teacher would put a lot of crosses or put “Do it again”. Teachers’ corrections would be writing models for learners to follow or even copy it. Therefore, correcting by exchanging papers is not highly appreciated.

In new teaching method, as mistakes are seen as positive steps towards learning. Peer correction is essential in a learner-centered environment. It is a way to engage students in the learning process. Students actively participate in correcting each other and take responsibility for the academic success of their own learning success as well as their classmates’. There are a number of benefits to be found regarding peer correction. As noted by Ferris (2003: 70), students can boost their confidence, perspective, and critical thinking skills especially refine what they want to say. Another positive effect that this form of learning has is creating an atmosphere that is relaxed, positive, debated and, more importantly, the whole class working. With the activity of correcting the lesson in pairs, it may be confusing and apprehensive at first, but gradually it enhances graduates’ learning outcomes.

#### **\* *Some guidelines for peer- correction***

There are some suggested steps for peer corrections:

- + Students exchange their work
- + Read and underline the errors in the text
- + Annotate the errors using the marking scheme. If there is more than one error in one line, write a sequence of symbols in the margin in the same order that they appear in the student’s script.

Marking scheme	
✓	Good point
Sp.	Spelling
Gr	Grammar
Voca.	Vocabulary
∧	Missing word
/	Too many words
?N	Not clear
UC.	Uncountable noun
C	Countable noun
P	Punctuation error
WO	Word order
Art	Article
T	Tense
Prep.	Preposition
WW	Wrong word used

+ Remember to include ticks for “good point”

+ Don't over correct: concentrate on grammar and vocabulary or punctuation, space and letter formation.

+ If necessary, add a comment

- For example 1:

Once upon a time, a <sup>Sp</sup> beautif princess lived in a castle by a river.

She was very clever.

She always read and studied.

However, she <sup>T/ww</sup> hasnt seen the <sup>Sp</sup> gendous nature around her, where she was living.

she had a <sup>Sp</sup> stemother that <sup>T</sup> hate her very much.

She had a lovely dog.

It was a very loyalty. <sup>Gr</sup>

One day, her stepmother bought a basket of red apples from the local market.

The stepmother <sup>ww</sup> putted poison in λ apples.

Her dog saw what <sup>ww</sup> the stepmother <sup>T</sup> do, so, when the stepmother gave the  
apple to her, her dog jumped and ate the apple. Then, the <sup>P</sup> λ dog died.

- For example 2:

Short Biography

Jack Friedhamm was born <sup>Prep</sup> to New York <sup>Prep</sup> in October 25, 1965. He began school at the age of six and continued until he was 18 years λ. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was <sup>Prep</sup> to University <sup>P</sup> he met his wife Cindy. Cindy was a beautiful woman with hair long black. They went <sup>Prep</sup> along <sup>wo</sup> for years before they decided getting married. Jack began to work <sup>Sp</sup> like a doctor as soon as he <sup>Gr</sup> graduated to Medical School. They <sup>Prep</sup> had two children named Jackie and Peter, and have lived in Queens <sup>Prep</sup> since the past two years. Jack is very interested <sup>Prep</sup> painting and likes to paint portraits of his sun Peter. <sup>ww</sup>

### 2.2.3. What to correct and what not to correct

In correction technique, correcting every mistake is not necessary, students should not cross out every mistake. They just point out the most important mistakes – depending on what the target language or the focus of the lesson is. Then, they correct them. However, the problem with correcting is that major

mistakes and minor mistakes all get lumped together, which is not helpful to the learning process.

Learners show that they have found mistakes by:

- Underlining or circling them.
- Writing the corrected item.

#### **2.2.4. Difficulties of peer correction technique**

Although the form of peer correction has positive effects on the effectiveness of learning hours and the development of students' writing skills, there is no superior or perfect method. The peer correction method also has its limitations.

In a survey conducted by Panadero and Brown (2017), it was found that teachers prefer to use peer correction guidance but it is used sometimes due to inherent difficulties. For example, as Sultana (2009) says, learners' "self-esteem and confidence may decline and they may feel embarrassed and self-conscious when corrected by their classmates or refuse to receive feedback from them because they consider their classmates no better than themselves"

Harmer (2004: 116) and Hyland (2003: 199) believe that there are three downsides to applying this technique. First, the teacher's correction is better than the classmate's correction. Certainly, teachers are always qualified and trained to do their teaching, and correction is one kind of work. Second, this technique takes a long time to read and correct entire passages in class. If the technique is outside of the classroom or after the classroom, teaching-learning process is over. This proves what Ferris (2007) has previously stated, that students must have their own time to practice peer correction.

## CHAPTER III: METHODOLOGY

### 3.1. Sample and sampling

The sample was drawn from twenty eight second-year English major students in foreign languages department. They were at the age of 19 to 25. The number of male and female students was not equal. Female students accounts for nearly 61% of the student population. Most of them (89.3%) had learnt English more than 9 years; the rest had learnt English for less than 3 years.

### 3.2. Instruments

The researcher has used two types of tools to collect the data

#### ✓ *Survey questionnaire*

The survey questionnaire was used to get more information about the students themselves, their experience in learning English and opinion on peer correction. The survey questionnaire comprises two sections:

Section 1: The personal information consisting of students' gender, age, experience in learning English and average writing marks.

Section 2: Second – year English students' opinion on peer – correction in writing skill.

#### ✓ *Interviews*

The researcher gave interviews to students to get more reliable information for the study.

### 3.3. Data collection

The data was collected in October 2022. The researcher went to K25NA class in the afternoon and gave the survey questionnaires to 28 students present in the class. Before filling out their questionnaires, students were told that their participations were voluntary and their responses would remain confidential; they were also asked to give their opinions as honestly as possible, which was crucial to the success of this investigation. After questions were answered, the questionnaires were collected. Some interviews were given to some of 25NA students outside their classroom in order to get data.

### **3.4. Data analysis**

The data were analyzed with two parts including: demographic information and student's opinions on peer correction in writing skill in order to find answers for the proposed research questions.

## CHAPTER IV: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

### 4.1. Data analysis and findings

#### 4.1.1. Data analysis

##### 4.1.1.1. Demographic information

The survey subjects consisted of 28 English – majored sophomores at Hai Phong Management and Technology University, among whom 11 were male student, 17 were female students. Their ages ranged from 19 to 25 years. The majority of the students were aged 19 (20 students). There were 2 students at the age of 25 years, 4 students at the age of 20 years, and 1 student at the age of 21 years.

<b>Year of learning</b>	<b>More than 9 years</b>	<b>Less than 9 years</b>	<b>Total</b>
Number of students	25	3	28
Percentage	89%	11%	100%

**Table 1: The subject’s experience in learning English**

The subjects’ English learning experience ranged from 9 to 12 years as they started learning English at different ages depending on the syllabus of the schools they studied at. Most of them, about 89% (25 students) had been studying English for more than 9 years, and the rest 11% (3 student) had much less experience in learning English than the others, about 3 years.

\* The average mark in writing skill in the previous semester

<b>The average mark</b>	<b>Less than 5.0</b>	<b>5.1-6.4</b>	<b>6.5-7.9</b>	<b>8.0 or more</b>	<b>Total</b>
Number of students	5	11	9	3	28
Percentage	18%	39%	32%	11%	100%

**Table 2: The average mark in writing skill in the previous semester.**

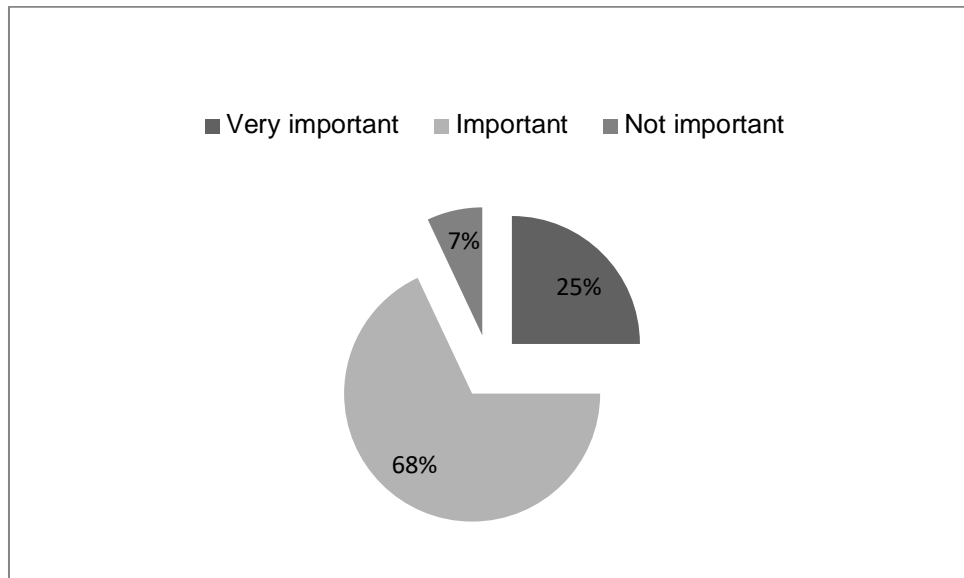
According to the survey, the majority of second-year students had the average mark in writing skill in the previous semester from 5.1 to 6.4, accounting for 57% (11 students). Nine students got 6.5 to 7.9, accounting for



32%. The figures for bad and excellent students were at 18a and 11, respectively. From that, *it can be seen that the writing skills of 2nd year English majors are not good.*

#### **4.1.1.2. Students' opinion on peer correction**

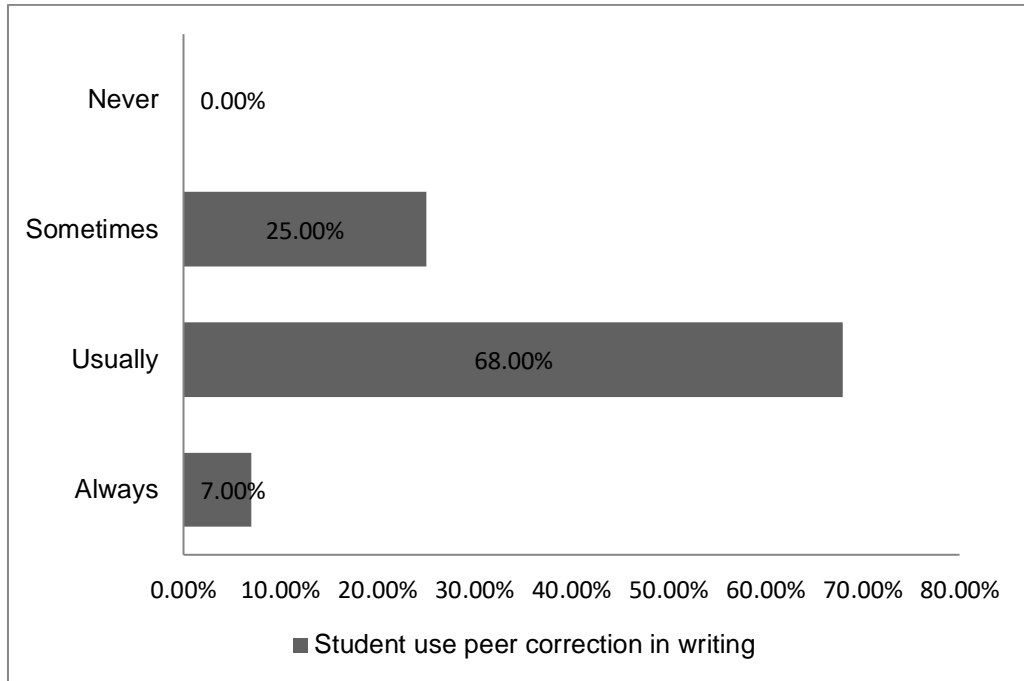
##### Question 1: The importance of peer correction



**Pie chart 1: The importance of peer correction**

Obviously, it is essential to have insight into the students' attitudes toward peer correction technique, as this helps to effectively correct students' writing skills. When asked to choose the option to express their opinion on the importance of peer correction, 7 students (25%) said that peer correction was a very important; 19 students (68%) said it was important and 2 students (7%) think it was not important. The percentage shows that *students recognize the importance of peer correction in the development of their writing skills.*

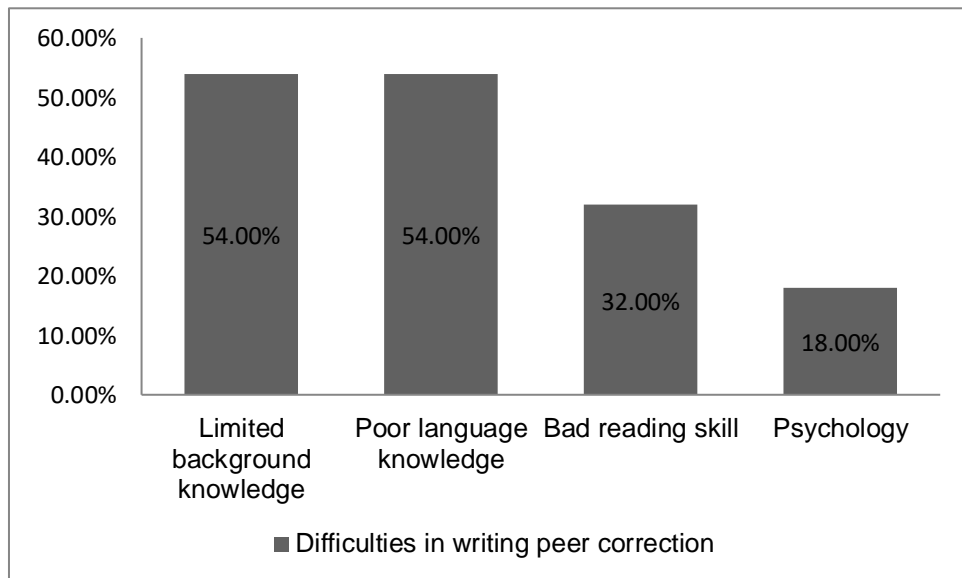
Question 2: Student use peer correction in writing



**Bar chart 1: Student use peer correction in writing**

It is clear that students used peer correction in writing skills much. The majority of students (75%) always or usually used the peer correction technique. Only 7% admitted that they sometimes involved in the technique.

Question 3: Difficulties in writing peer correction

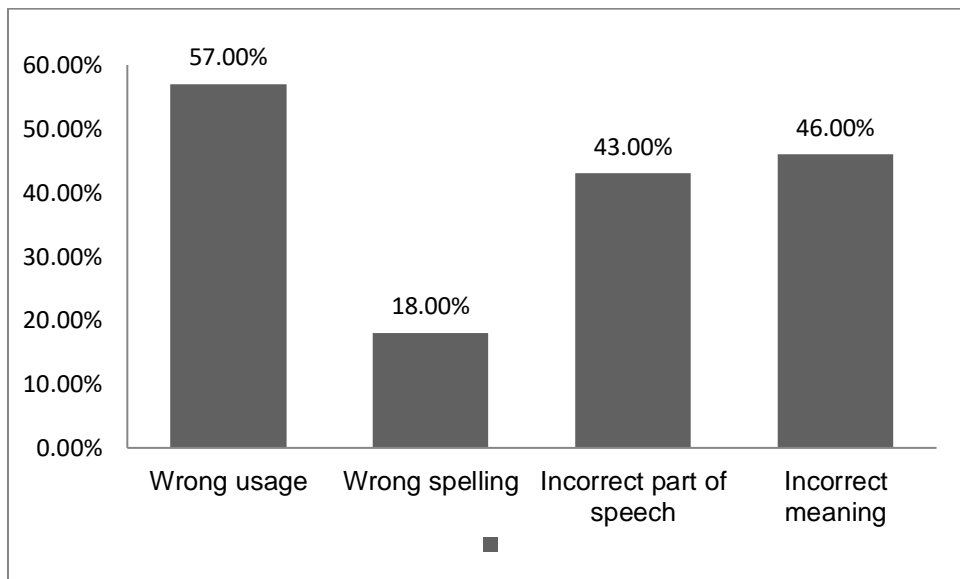


**Bar chart 2: Difficulties in writing peer correction**

It can be seen from the bar chart that students had difficulty in using peer correction. The data shows that 54% of the participants found it difficult to use this technique due to their limited background knowledge and poor language

knowledge. In addition, bad reading skills was responsible for their obstacles because 32% of the participants chose that. A few students (18%) found that their difficulties were caused by psychological obstacles.

Question 4: Lexical problems in correcting errors of academic paragraphs



**Bar chart 3: Lexical problems in correcting errors of academic paragraphs**

As can be seen from the bar chart, 57% of the students owned wrong word usage. The percentage for wrong spelling was 18%. Meanwhile, nearly half of the participants agreed that incorrect part of speech and meaning prevented them from correcting. *It is clear that lexical problems become a great obstacle to learners.*

Question 5: Students' grammatical problems in writing peer correction

Options	Number of students	Percentage (%)
Tenses	12	43
Subject-verb agreements	10	35
Prepositions	5	18
Articles	5	18
Structures	14	50
Singular and/ or plural nouns	5	18

**Table 3: Students' grammatical problems in writing peer correction**

The table 3 shows that grammar is a great obstacle for sophomores to meet the correcting requirements. The statistics shows that half the students had

difficulty in using structures. Approximately 43% considered tenses as a problem, 35% of students showed that subject-verb agreements contributed to their bad correction. The same percentage (18%) were prepositions and articles.

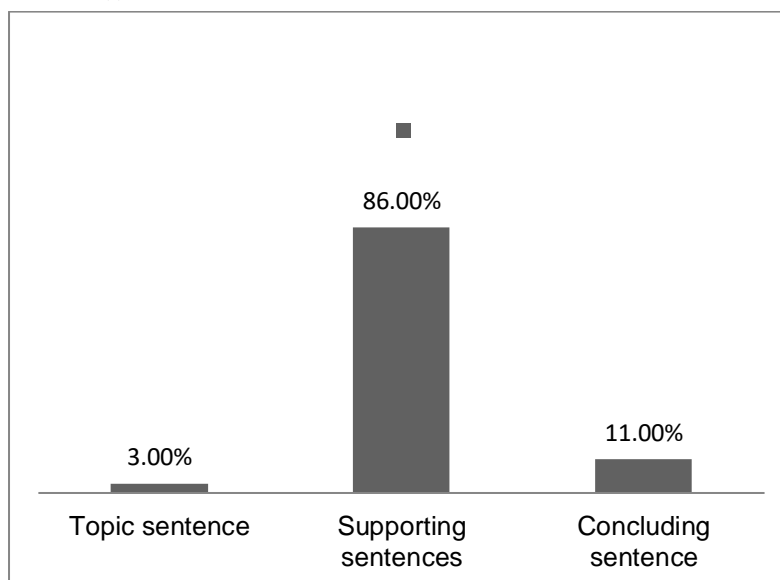
Question 6: Difficulties in correcting sentence problems

Options	Number of students	Percentage (%)
Sentence fragments	14	50
Choppy sentences	11	40
Stringy sentences	6	22
Run-on sentences and comma splices	15	54
Parallelism	5	18

**Table 4: Difficulties in correcting sentence problems**

The table shows that run-on sentences and comma splices are the most common obstacles. The problems accounted for 54%. Besides, sentences fragments had the second highest rate (50%). On the other hand, parallelism was the least, at 18%. The remaining difficulties in correcting choppy and stringy sentences were 40% and 20% respectively.

Question 7: Students' difficulties in academic paragraph organization



**Bar chart 4: Students' difficulties in academic paragraph organization**

As can be seen from the table that an academic paragraph makes students difficult to correct. The data revealed that 86% of the students struggled with supporting sentences. Besides, writing a concluding sentence was challenging,

with 11%. With 3% of the participants found it difficult to write a topic sentence to start a paragraph.

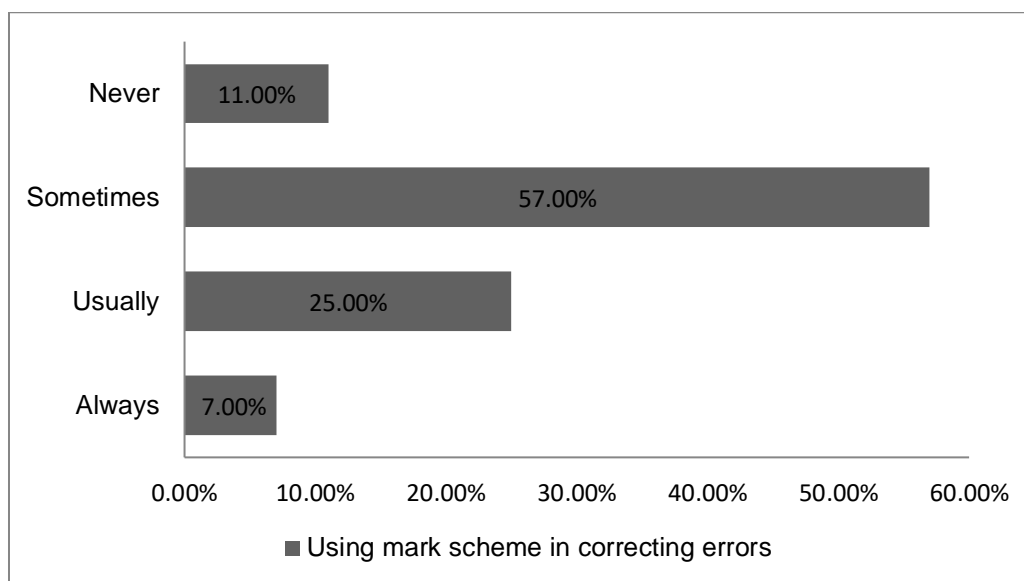
Question 8: Students' steps in peer correction

Options	Number of students	Percentage (%)
Read and underline the errors in the text	14	50
Annotate the errors using the marking scheme	7	25
Tick for "good point"	7	25
Add a comment	11	40

**Table 5: Students' steps in peer correction**

The table shows that not all of the students follow steps in correcting. Reading and underlining errors in the text were mostly used by students, at 50%. Adding a comment was used to correct errors by 40% of the population. The same percentage of 25% came from the errors using the marking scheme and tick for "good point".

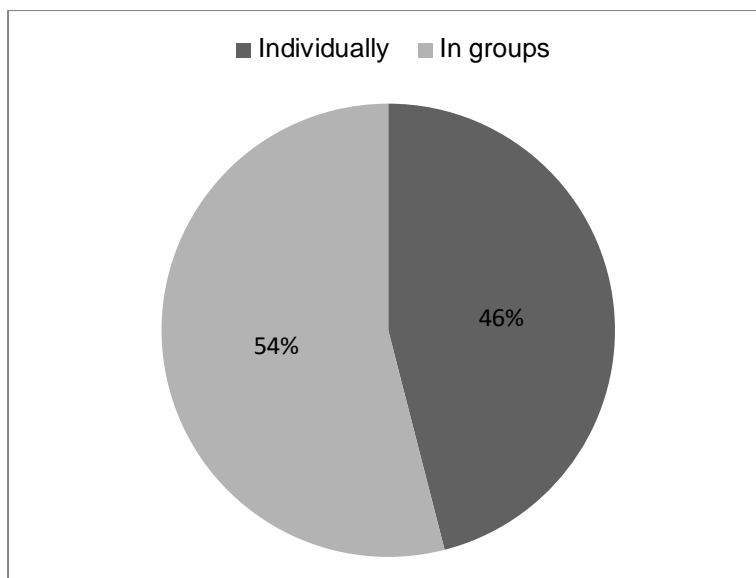
Question 9: Using mark scheme in correcting errors



**Bar chart 5: Using mark scheme in correcting errors**

The bar chart indicates that the frequency of using mark scheme is different among participants. Most of the students (57%) sometimes used mark scheme in correcting errors. Students (25%) use them frequently, only few students (7%) used them all the time. The remaining 11% of students are never used.

Question 10: Form of using peer correction



**Pie chart 2: Form of using peer correction**

As can be seen from the pie chart above that working in groups is more popular than that in the other. The majority of students (54%) liked their writings corrected in groups meanwhile the remaining percentage was individually preferred.

Question 11: Students' expectations towards their friends

Options	Number of students	Percentage (%)
Mark your errors with different coloured pens	12	43
Use mark scheme	7	25
Correct all errors	12	43
Tick " good point"	6	21
Make constructive comments.	13	46
Others	0	0

**Table 6: Students' expectations towards their friends**

As can be seen from the table that students would like to receive peer support. The majority of students liked constructive feedback (46%). While mark errors with different colored pens and correct all the errors accounted for the same percentage, at 43%. Only 25% and 21% were seen in mark scheme using and good point ticking, respectively.

*Question 12: Students' expectations towards teacher*

<b>Options</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Provide vocabulary and grammar related to a writing topic	8	28
Give instructions more clearly	5	18
Encourage students to be actively involved in writing correction	10	35
Check after your peer corrects the writing	5	18
Others	0	0

**Table 7: Students' expectations towards teacher**

According to the table, it can be seen that the majority of students expected their writing teachers to encourage them to actively participate in correction (35%). The second biggest desire is that students (28%) would like to be provided with vocabulary and grammar related to the writing topic. Checking again and giving clear instructions made up equally, at nearly 20%.

In short, HPU second-year English major students encounter a lot of difficulties in using peer correction in writing skills. The problems are known in different categories including limited background knowledge, poor language knowledge, bad reading skill, psychology, lexical problems, grammar, academic paragraph, etc.

#### **4.1.2. Findings**

After analyzing the data, some findings have been found as follows:

Firstly, one of the biggest difficulties is limited background knowledge. To be able to master writing skill, HPU students must first grasp the most basic knowledge because this is the foundation for students to brainstorm their ideas before writing. Without ideas, writers cannot achieve purposes of writing.

Secondly, poor language knowledge is the reason why students also have difficulties in writing peer correction. The main reason is due to lack of vocabulary, poor grammar, and wrong expression. In lexical problems, wrong usage is the greatest obstacle. This shows that writers need to learn more about words in different contexts so that they can use them correctly. In terms of grammatical problems, structures prevent students from correcting English

grammar errors most. Then, tenses and subject-verb agreements are the second and third difficulties. Clearly, together with learning vocabulary, structures, tenses and other kinds of grammar need focusing. The reason is that students who do not use the correct grammar can not express their ideas in right way, which may lead to misunderstanding. As for expressions in writing, of the five problems, run-on, comma splices and sentence fragment are students' drawbacks. For paragraph structure, supporting sentences are found to be the weakness.

Thirdly, poor reading skill makes students not understand the requirements of the article; do not understand the writers' point. However, such a skill is not a great problem among most participants. That brings good impact on skills in general and correction technique in particular.

Fourthly, psychology is not a big obstacle for a majority of HPU learners although there are some participants still experiencing such a mental problem when correcting. They may become unsure, worried, and scared of making errors.

Fifthly, all the correcting steps are not followed well in peer correction. Correctors focus on reading and underlining errors in the text much and then give comments. They sometimes tick good points made by friends and use marking scheme.

The survey study found that learners employ each strategy to varying degrees. This outcome satisfied almost the bulk of the requirements in the survey questions that the author posed.

In brief, HPU second-year English major students encounter a lot of difficulties in peer correction in writing skill. Therefore, it is advisable that they should find suitable solutions for deal with them.

## **4.2. Suggested solutions**

The results of the study came up with a lot of suggestions to solve the problems above.

### **4.2.1. Suggested solutions for students**

Peer-correction is essential in a learner-centered environment. It is a way to involve students in the learning process. Students get actively involved in correcting each other and being in charge of their own learning success as well as their classmates'.



*First and foremost*, English majors should improve their background knowledge and language knowledge, which play key role in any writing. It is suggested that writers read a lot of texts, articles, journals, etc., from various sources to widen the area of knowledge in order to easily brainstorm and find ideas for writing. Besides, grammar and vocabulary are concerned more by doing homework or other types of self-study including online learning, apps, etc.

*Secondly*, group peer correction is an effective way for error correction. Although getting the students into groups and having them correct each other's work is possible, there are certain problems with this method and learners need to be sure of the class and monitor them closely while correction is happening. Group peer correction can happen in different ways. For example, the students are placed in pairs and read then correct each other's work or the students are in small groups putting together a role play, etc. In using peer correction, it is best to pair a weaker student with a stronger one.

*Thirdly*, it is necessary that students make constructive comments. When providing constructive feedback, an individual writes about the weak points related to the article that need fixing. After identifying these weaknesses or concerns, the students can begin developing strategies to make improvements. This comment serves as a supportive tool, rather than critical. The feedback-provider can offer specific examples for positive changes, helping support the text better. Therefore, it comes with positive intentions and is used as a supportive tool to address specific issues or concerns.

*Fifthly*, reading skill should be increased since only when correctors understand the content of peer writings, do they know how to check errors made.

*Last but not least*, it is important that sophomores use the marking scheme as much as possible in peer correction. This helps to save time for other useful activities like exchanging ideas, etc. Another reason is that marking scheme makes weak students, after receiving their corrected work; do not feel worried and afraid of bad writing due to full of coloured marks.

#### **4.2.2. Suggested solutions for teachers**

*Firstly*, teachers should encourage students to be actively involved in writing peer correction because it is one of the best ways to learn as well as improve their writing skill.

*Secondly*, teachers can provide grammar and vocabulary related the writing topic in pre –writing stage so that writers can use them in their writing effectively. Besides, more homework of such language aspects is given on a more regular basis.

*Thirdly*, it is recommended that teachers provide clear instructions to students to ensure that they understand what they have to do next. There are several steps teachers can take as follows:

- Use clear and precise language
- Repeat your directions
- Explain the purpose of the task
- Use an appropriate tone
- Describe error correction the specifics
- Provide examples

*Fourthly*, teachers must check again after peer correction. problems with high or low grading. For low-level students, the teacher feedback is very necessary when they cannot cope with their problems alone, in pairs or in groups.

*Fifthly*, instructors ought to divide students into pairs or groups in peer correction. Each group is believed to have students from various levels of English so that they can learn from each other.

## **CHAPTER V: CONCLUSION**

### **5.1. Summary of major findings and discussion**

The study has attempted to find out difficulties that second-year English majored students encountered in peer – correction in writing skill. After analyzing the data, the difficulties are encountered differently. The most obstacles are limited background knowledge and poor language knowledge. In language problems, vocabulary and grammar are huge weaknesses. Other difficulties are bad reading skill and psychology.

Based on findings, the researcher has found some useful recommendations to help writing teachers and English majored sophomores have better teaching and learning outcomes.

### **5.2. Suggestions for further studies**

In any research paper, limitations are unavoidable. The study presented in this graduation paper is of no exception. It is expected that the result of the study can give useful and reliable information about peer correction in writing. The researcher believes that there are still many phenomena that can be revealed in the research paper. The researcher expects that this result of study can inspire other researchers to conduct researches related to other skills and other participants in different educational institutions.

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# SURVEY QUESTIONNAIRE

(for students)

This survey questionnaire is designed for the study on second - year English - majors' peer – correction in writing skill at Hai Phong Management and Technology University. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose.

Thank you very much for your cooperation.

Please put a tick (v) or number the boxes or write the answer where necessary. You can use English and Vietnamese language.

## I. Personal information:

\* Your gender:                      Male       Female

\* Your age:.....

\* How long have you been learning English:.....year(s)

\* Your average mark in writing skill in the previous semester:.....

## II. Your opinion on peer correction

1. What do you think of the importance of peer correction?

- |                          |                |
|--------------------------|----------------|
| <input type="checkbox"/> | Very important |
| <input type="checkbox"/> | Important      |
| <input type="checkbox"/> | Not important  |

2. How often do you use peer correction in writing?

- |                          |           |
|--------------------------|-----------|
| <input type="checkbox"/> | Always    |
| <input type="checkbox"/> | Usually   |
| <input type="checkbox"/> | Sometimes |
| <input type="checkbox"/> | Never     |

3. Which difficulties you have in writing peer correction? (you can tick more than one)

- Limited background knowledge
- Poor language knowledge
- Bad reading skill
- Psychology
- Other (please specify):.....

4. Which of the following lexical problems leads to your failure in correcting errors of academic paragraphs? (you can tick more than one)

- Wrong usage
- Wrong spelling
- Incorrect part of speech
- Incorrect meaning

5. Which of the following weaknesses prevents you from correcting English grammar errors? ( you can tick more than one)

- Tenses
- Subject-verb agreements
- Prepositions
- Articles
- Structures
- Singular and/ or plural nouns
- Others (please specify):.....

6. Which of the following contributes to your weak correction? ( you can tick more than one)

- Sentence fragments
- Choppy sentences
- Stringy sentences
- Run-on sentences and comma splices
- Parallelism

7. Which part (s) of an academic paragraph makes you difficult to correct? ( You can tick more than one)

- Topic sentence
- Supporting sentences
- Concluding sentence

8. Which of the following steps do you follow in student-to-student correction? ( you can tick more than one)

- Read and underline the errors in the text
- Annotate the errors using the marking scheme
- Tick for “good point”
- Add a comment

9. How often do you use mark scheme in correcting errors?

- Always
- Usually
- Sometimes
- Never

10. How would you like peer correction?

- Individually
- In groups

11. What do you expect your friends to do in peer correction? ( you can tick more than one)

- Mark your errors with different coloured pens
- Use mark scheme
- Correct all errors
- Tick “good point”
- Make constructive comments
- Others (please specify):.....

12. What would you like your teacher to do for better student-to-student correction?

Provide vocabulary and grammar related to a writing topic

Give instructions more clearly

Encourage students to be actively involved in writing correction

Check after your peer corrects the writing

Others (please specify):.....



**APPENDIX II**  
**CÂU HỎI KHẢO SÁT**  
**(dành cho sinh viên)**

Bảng câu hỏi khảo sát này được thiết kế cho nghiên cứu về sinh viên tự sửa lỗi cho nhau trong các bài viết của sinh viên năm hai chuyên ngành tiếng Anh tại Trường Đại học Quản lý và Công nghệ Hải Phòng. Sự hỗ trợ của bạn trong việc hoàn thành các mục sau đây được đánh giá cao. Tất cả các thông tin do bạn cung cấp đều được sử dụng chỉ dành cho mục đích học tập.

Chân thành cảm ơn sự hợp tác của bạn.

Hãy đánh dấu tích (v) hoặc viết câu trả lời vào vị trí phù hợp. Bạn có thể sử dụng ngôn ngữ tiếng Anh và tiếng Việt.

**I. Thông tin cá nhân**

- \* Giới tính:                      Nam                       Nữ
- \* Tuổi của bạn:.....
- \* Bạn đã học tiếng Anh bao lâu:.....năm.
- \* Điểm trung bình về kỹ năng viết của bạn trong học kỳ trước:.....

**II. Ý kiến của bạn về phương pháp bạn bè chữa lỗi:**

1. Bạn nghĩ gì về tầm quan trọng của việc về sinh viên tự sửa lỗi cho nhau trong các bài viết?

- Rất quan trọng
- Quan trọng
- Không quan trọng

2. Bạn có thường xuyên sử dụng phương pháp sinh viên tự sửa lỗi cho nhau trong các bài viết không?

- Thường xuyên
- Luôn luôn
- Thỉnh thoảng
- Không bao giờ

3. Bạn gặp khó khăn nào khi sử dụng phương pháp sinh viên tự sửa lỗi cho nhau trong các bài viết? (bạn có thể đánh dấu vào nhiều hơn một)

- Kiến thức nền tảng hạn chế
- Kiến thức ngôn ngữ kém
- Kỹ năng đọc kém
- Tâm lý
- Khác (vui lòng ghi rõ): .....

4. Bạn gặp vấn đề gì về từ vựng khi sử dụng phương pháp sinh viên tự sửa lỗi cho nhau trong các đoạn văn học thuật? (bạn có thể đánh dấu vào nhiều hơn một)

- Sử dụng từ không đúng
- Sai chính tả
- Sai các từ loại trong tiếng Anh
- Nghĩa không đúng

5. Bạn gặp khó khăn gì về ngữ pháp khi tự sửa lỗi bài viết cho nhau? (bạn có thể đánh dấu vào nhiều hơn một)

- Thì
- Sự hòa hợp giữa chủ ngữ và động từ
- Giới từ
- Mạo từ
- Cấu trúc câu
- Danh từ số ít hoặc số nhiều
- Khác (vui lòng ghi rõ): .....

6. Điều nào sau đây khiến sinh viên mắc lỗi diễn đạt? (bạn có thể đánh dấu vào nhiều hơn một)

- Câu không hoàn chỉnh
- Câu quá ngắn
- Câu có quá nhiều mệnh đề

- Thiếu hoặc sai dấu câu.
- Cấu trúc song song.

7. Những phần nào của một đoạn văn khiến bạn khó sửa? (Bạn có thể đánh dấu vào nhiều hơn một)

- Câu chủ đề
- Câu hỗ trợ
- Câu kết luận

8. Bạn sử dụng bước nào để tự sửa lỗi cho nhau trong các bài viết? (bạn có thể đánh dấu vào nhiều hơn một)

- Đọc và gạch chân các lỗi trong văn bản
- Đánh dấu bằng các kí tự
- Đánh dấu cho "điểm tốt"
- Viết bình luận

9. Bạn có thường sử dụng “ mark scheme” khi tự sửa lỗi cho nhau không?

- Thường xuyên
- Luôn luôn
- thỉnh thoảng
- Không bao giờ

10. Bạn muốn sử dụng phương pháp tự sửa lỗi cho nhau theo hình thức nào?

- Cá nhân
- Theo nhóm

11. Bạn mong muốn điều gì khi bạn bè tự sửa lỗi cho nhau ? (bạn có thể đánh dấu vào nhiều hơn một)

- Đánh dấu lỗi bằng bút màu
- Sử dụng kí tự
- Sửa tất cả các lỗi
- Đánh dấu “ good point”
- Đưa ra nhận xét mang tính xây dựng

Khác (vui lòng ghi rõ): .....

12. Bạn muốn giáo viên của bạn làm gì khi sinh viên tự sửa lỗi cho nhau trong các bài viết?

Cung cấp từ vựng và ngữ pháp liên quan đến chủ đề viết

Hướng dẫn rõ ràng hơn

Khuyến khích sinh viên tích cực tham gia tự sửa bài

Kiểm tra sau khi sinh viên tự sửa lỗi cho nhau

Khác (vui lòng ghi rõ): .....