

4037012 SCAL/M : MAJOR: APPLIED LINGUISTICS; M.A. (APPLIED LINGUISTICS)

KEY WORDS : GRAMMATICAL ERRORS/ SELF-EDITING/ PEER-EDITING

KORAWAN PROMNATH: EFFECTS OF SELF AND PEER EDITING METHODS FOR THE CORRECTION OF GRAMMATICAL ERRORS IN ESSAY WRITING OF HUACHIEW CHALERMPRAKIET UNIVERSITY ENGLISH MAJOR STUDENTS. THESIS ADVISOR: SONTHIDA KEYURAVONG, M.A., MICHAEL TREPIAK, M.A., 83 P. ISBN 974-665-091-2

The purpose of this study was to assess the effects of self and peer editing methods for the correction of grammatical errors in essay writing of third year HCU English major students. It also aimed to rank the seven main grammatical errors adapted from Byrd and Benson (1994) from least to most difficult according to the improvement of the students' grammatical knowledge during the test period.

The subjects were forty HCU English major students, purposely selected from 3 twenty-student classes. Two co-ed classes were selected and divided into two experimental groups: self-editing and peer-editing groups. The experimental self-editing group was assigned to revise and edit their own task, and the experimental peer-editing group was assigned to revise and edit their partner's paper. The length of the experiment was a fifteen week period during the normal writing course. The instruments were 10 lesson plans for each group, a pre-test and a post-test of writing ability, and a grammatical checklist concerning the seven main grammatical errors. After the subjects had taken the tests, the writing ability were checked by using marking criteria which adapted from Jacobs *et al* (1981). The data obtained, then, were analyzed by arithmetic mean, standard deviation, t-test.

The results of the study can be summarized as follows 1) Pre- and post-test performance of students in the peer-editing group was significantly better than those in the self-editing group at a confidence level of 0.001 ( $p < 0.05$ ). 2) The peer-editing group obtained statistically significant improvement in test scores from their original to their revised written work (level of confidence=0.001. 3) The seven main grammatical errors in writing varied from most improved to least improved according to these two trends:

The peer-groups varied in improvement on sentence fragments, subject-verb agreement, transitional markers, word order, run-on sentences, verb tenses and noun-pronoun agreement. The self-editing groups improved on only verb tenses, and subject-verb agreement.

This study implies the grammatical correctness of writing of the students could be enhanced through the practice of peer-editing methods.