

namely "The Empirical and The Theoretical Procedures" for use in evaluating the materials in use. Thus, eight techniques from both procedures were adopted in a case study. They were : Tutor's Interview, Tutor's Questionnaire, Tutor's Activity Evaluation Sheet, Students' Interviews, Students' Questionnaires, Materials Analysis, Classroom Observation and Observer's Self-Diary. The focus was on three types of evaluators : Tutor (s), Student (s) and Observer (s). This triangular technique was used in analysing three groups of evaluators' opinions. The results from the case study were satisfactory, i.e., the integration of the two procedures worked well. However, this was a pilot study and all the techniques mentioned were those of a qualitative research method. The quantitative research method was not included because the nature of the Intensive Course did not permit me to do so. Thus, more research is needed to see whether it is necessary to have both quantitative and qualitative data, or whether either one would be adequate alone. A self-diary technique for the tutor, the students and the observer should be tried out because it has been claimed to be an effective replacement of questionnaires and interviews.

**An Investigation into Learners' Attitudes towards Peer Correction and Its Effects
on Their Subsequent Written Work and Their Ability to Self-Correct**

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This dissertation is an investigation into the learners' attitudes towards peer correction of written work, and its effects on the learners' subsequent written work and their ability to self-correct.

The first part of this report describes the background and context of the investigation. Following this, relevant literature and previous research into peer correction are reviewed. The method of conducting the study is then explained. In the next part, the results of the investigation are presented and analysed. Based on the analysis of these results, implications for the use of peer correction in the classroom are finally presented.

The results of the investigation show that peer correction can enhance the learners' ability to self-correct, but it does not enable them to produce subsequent written work containing fewer errors. The learners are found to have favorable attitudes towards peer correction of written work though they face certain problems when participating in peer correction such as lack of confidence in themselves and peers, and language confusion.