

## COOPERATIVE LEARNING AS A CORRECTION TECHNIQUE VERSUS TRADITIONAL CORRECTION: SELF-CORRECTION RATES AND TEXTS IN COMPARISON

This paper compares two different correction techniques (traditional correction and through Cooperative Learning) which have been tested in six classes of Italian secondary school students of English, in order to establish if the use of cooperative learning as a correction technique could lead to higher self correction rates and to an improvement in accuracy and correct use of some structures of the English language.

All the classes involved in this case study were in their first year of secondary school, had studied English for at least three years and although most students had a level of English which was A2, they made a certain number of mistakes also in grammar topics like the simple present tense, which is the grammar topic under examination in this case study.

All the students have been asked to write a paragraph about a character using the simple present tense: they were given his photo and some of his personal details and they had to invent other details about his life, like his family, daily routine and hobbies. After the texts were collected and the errors underlined, the students were divided into two groups: three classes received traditional correction, the other three classes were corrected through C.L. At the end of the correction lessons the students received their texts back and had to self-correct. The self-correction rates were analysed in both groups in order to establish if the different type of correction techniques lead to different self-correction rates.

Texts similar to the first one were written by all the students one, four and eight weeks after the correction lessons. Errors were examined and analysed in order to establish if the use of cooperative learning helped students in improving their accuracy and correct use of simple present forms.