JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND LAW
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(GRADUATE PROGRAM)

STUDENTS' FEEDBACK PREFERENCES AND EFFECTS ON THEIR WRITING PERFORMANCES: AN INVESTIGATION WITH REFERENCE TO GRADE ELEVEN STUDENTS OF ASENDABO SENIOR SECONDARY AND PREPARATORY SCHOOL.
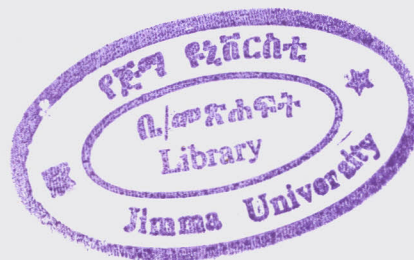
BY

MOTUMA GARI

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (GRADUATE PROGRAM) IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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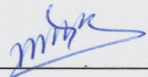JUNE 2013

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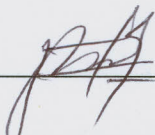
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Lists of Abbreviations

EFL = English as foreign language

ESL= English as second language

L1= First language

L2= Second language

Cont= Content

Orga= Organization

Coh=Coherence

Voca= Vocabulary

Gram= Grammar

Punc= Punctuation

Cap= Capitalization

Spell= Spelling

SD= Stander deviation

df=degree of freedom

t= Calculated t-value

p= Calculated p- value

Abstract

The purpose of the study was to investigate students' preferences for peer or teacher feedback and the effects of such preferences on their writing skill improvement in case of grade-11 students of Asendabo Senior Secondary and Preparatory school. To achieve this objective, twenty texts produced by the students were analyzed to check if there was any significant difference in writing performance between students of the same group after they received peer and teacher feedback separately. Questionnaire was administered for sixty students who were randomly selected and ten English language teachers who are currently teaching in the school and interview with ten students. The result of the study revealed that the students preferred to receive teacher feedback than peer feedback because they believed their mistakes in writing would be properly and fully corrected. In other words, students relied on teacher feedback because of its accuracy. The result of the texts analysis also indicated that teacher feedback treatment had a significance effect on the students' writing performance than peer feedback. On the basis of the finding, it was recommended that teachers were advised to supply adequate, necessary and easily understandable comments so as to enable students to use them and communicate through their writing.

Chapter One

1.1. Background of the Study

Writing is an important skill for both students of English as second language (ESL) and as foreign language (EFL). It involves various processes which require teachers to devote a lot of time in helping students to communicate through writing. According to Lounis (2010), teaching writing is not an easy task because it requires planning what to teach within a particular curriculum and how to teach such a complex skill. To overcome such challenges it is teachers' job to consider different approaches that derived from theories and researches on writing in ESL or EFL contexts. Teachers also play roles in selecting approach that fits learner's needs and interest. The teacher of writing is also responsible to create conducive environment and being in charge of facilitating the learner to write and winding the area of interactions between him and his or her students. The best means for teacher-students' interaction may be insightful feedback which has a dual effect both improving students' writing production and motivating them to write better. Learning a foreign language is a gradual process during which mistakes are expected in all stages of learning. It is important for both teachers and students to accept the fact that errors are an inevitable part of learning process and it is through students' errors that we can see what they are struggling to master, what concepts they have misunderstood and what extra work they might need. Montgomery and Baker (2007) argue that Learners' error and feedback to errors can be perceived as the necessary and mutual process of improving writing skill in academic context.

Writing secures a significant position in all students' academic performances in higher level of education. It is through writing that students in most cases demonstrate how much they have learnt. This again implies that students should practice this skill so that they would be able to portray their performance in academic and everyday lives through this medium. This situation is shared by Mulamba (1999) and said that most of the students' success largely depends on their mastery of writing in academic setting.

However, in Ethiopian context many college and university students with three or four years of study are unable to express themselves in a clear, correct and comprehensible manner in writing. Geremew (1999) claims that College or University Students are expected to express their ideas,

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feelings and opinions effectively through writing in English. But many students lack the skills that necessary for meeting the writing task requirements. This problem is also obvious in Ethiopian high schools in general and among students of Asendabo Senior Secondary and Preparatory school in particular. In most cases, their essays may have to be read again and again to make out meaning. That is the teacher or reader usually put question mark on the students' essays or paragraph to indicate that what he or she has written make no sense or not clear to them. In other words, the problem is serious and comprehensive. Here, a teacher plays a role by providing feedback that considers students' needs and interest. This is because the differences in learners' learning styles affect the learning environment by either supporting or inhibiting their intentional cognition and active engagement in the learning process and in writing context in particular. Hence, the current study tries to investigate feedback preferences (peer or teacher) from students' perspectives.

1.2. Statement of the Problem

There are various sources of error feedback that are provided for students' writing in context of feedback provisions. Keh (1990) identifies four kinds of feedback in process writing such as peer feedback, feedback from conference, teacher feedback and self-correction. Readers' response (feedback) intended to achieve quality of the final text in the process writing, raises the writer's awareness of the readers' expectations and informs the writing process. The provision of multi-phased feedbacks leads to higher achievements in the quality of writing. Because feedback enables learners to revise their works in writing context and without feedback on their writing performance, learners may think they have mastered the necessary writing skills. Similarly, Sommers (1982) underlines that without comments from either their teachers or peers, student writers will revise in a consistently narrow and predictable way and they assume that their writing has communicated the meaning and perceive no need for revising the substance of their text.

In our context, feedback on students' writing is dominantly provided by the writing teachers. The teacher seems to be the authority in writing classes. Teaching, editing, evaluating and marking of students writing are the routine activities of writing teachers in Ethiopian context. Yonas (1996) also shows that process approach to writing that mainly incorporates peer feedback is not sufficiently practiced in Ethiopian context. This in turn implies that the feedback students get on

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their writing is not adequate to encourage them to practice writing. Teacher feedback in writing class appears to be the dominant and it comes to students with marks and some comment after delays. This affects students writing performance because after the mark is assigned it is less likely that students would rewrite their written work. From my experience in teaching at the high school helped me to realize the fact that teachers tend to assign students with writing tasks and they do not seem to give comments that encourage students to rewrite their drafts. This implies that the first draft written by students just as the final one (usually coming back with some comments and marks assigned). This goes well with what Zamel (1985) criticizes teachers for responding to students' first draft as a final one. It can be argued that students are simply expected to receive the comments and the marks passively. This situation calls for the investigation of students' feedback preferences in writing context.

However, Saito (1994) suggests that there is a controversial issue between scholars, language specialists, language teachers and students concerning the types of feedback provisions that are relevant to students' writing skill improvement. Scholars like Moloudin (2011) pointed out that peer feedback enhances writing performances of students. Students find it as valuable sources of information and supplement to teachers' feedback. They are also believed that Teachers' feedback is general, vague, incomprehensible and authoritative (teacher dominant) compared to Peer feedback. The response and revision process of peer feedback contributes to more effective revision and critical reading. Moloudin (2011) also argued that peer feedback is less threatening than teacher feedback because students are more comfortable with their classmates and getting corrected by their friends evokes less anxiety. Rollinson (2005) argued that peer feedback in English as a second language (ESL) writing classroom has been generally supported in literature as potentially valuable aid for its social, cognitive, affective and methodological benefits. This implies that through peer revision students' social skills such as tolerance, respect once own idea and team sprit develop. In addition, while they are sharing their background, ideas, views and learning experiences enable them to develop cognitive skills and they shared writing strategies through peer revision practices.

But others advocate that teacher feedback is more valuable than peer feedback to improve writing performances of students. This is because according Ken (2004), students highly valued their teachers' feedback and they find error feedback is very important and demand to have correction from their teachers. She also added that some students might feel reluctant to correct

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their friends' error because correcting friends' errors might harm the relationship. That is after getting corrected by a peer, she or he may feel inferior to his or her peers. They also might feel reluctant about giving their work to their peers for correction because they do not want their classmates to know about their errors. This shows that peer correction exposes them to their community (peer groups) and it affects their self-esteem. There is also a case in which students do not give value to their peer knowledge so they do not revise their written works based on their fiends' feedback.

Hamouda (2011) states most researchers give attention to the importance of feedback, ways of providing and receiving feedback as well as the effects of feedback on students' writing. But they neglected students' preferences for feedback particularly to improve their writing skill in academic context. Being understanding students' preferences for feedback, plays an important role in the teaching learning process. This is because the way students preferred to correct on their writing affects the learning environment either by supporting or inhibiting their intentional cognition and active engagement. This assumption is from the fact that learners are expected to be highly motivated in doing things that they prefer. Furthermore, having awareness of students' learning styles will enable a teacher to adopt appropriate techniques and methods that suites students' preferences. That is matching the learning styles of students in a class and the teaching style of the teacher would help to improve students' learning, attitudes, behavior and motivation. An awareness of L2 learners' reactions to feedback helps us for better understanding of how school teachers may adjust their feedback, to accommodate students' needs and to bring about long-term beneficial effects on student writing. It is therefore, crucial to find out the way through which students prefer to be corrected and hopping that such information can improve students' writing skill in academic contexts.

In addition, various local research works in the context of feedback provision have been conducted with several aims by different researchers. Tesfaye (1995) focused on which feedback technique(s) to students written errors are more effective in helping learners improve their proficiency in written English. His research finding shows that students' writing is improved better through self-correction strategy when they are provided with teacher's clue than the teacher directly corrects written errors. Taye (2005) investigated the effect of written feedback on promoting students' writing skills with reference to first year preparatory students of Kelem High School and found out that written feedback produced an insignificant difference. Similarly,

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a study which focuses on the responding behavior of sophomore English teachers to students writing was made by Getnet (1994) who found out that teachers use direct correction techniques in providing feedback. The present study is different from the above research works because its primary concern is to find out students' preferences for peer or teacher feedback in the context of feedback provisions and the effects of such preferences in improving their writing performance. In other words, what are/is the behavioral change(s) observed when students received the feedback they prefer in the writing classroom? To this effect, this study was attempted to investigate students' preferences for peer or teacher feedback and the effects of such preferences on their writing performance with reference to grade- 11 students. The following research questions were set and answered to meet the objectives of the study.

❖ How the students perceive peer or teacher feedback important to improve their writing?
❖ What feature(s) of writing are improved as a result of peer or teacher comments on students' writing?
❖ Is there a significant difference in writing performance of students after they received feedback from peer and teacher separately?
❖ What are /is the current practice(s) of feedback on students' writing drafts? Do students use peer or teacher feedback?

1.3. Objectives of the study

The general objective of the study was to investigate students' preferences for peer or teacher feedback and the effects of such preferences on their writing performance in case grade-11 students of Asendabo Senior Secondary and Preparatory school and it incorporates the following specific objectives:

➤ To assess if there is a difference in writing performance of students after they received comments from teacher and peers.
➤ To identify features of students' writing improved due to peer or teacher feedback in writing context.
➤ To examine students' reaction in giving and receiving comments during peer or teacher feedback practices in writing classroom.
➤ To identify the extent to which students respond to peer feedback or teacher feedback.
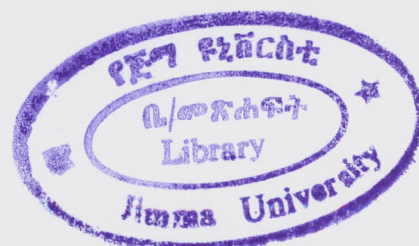
1.4. Significance of the study

Since the study was to investigate students' preferences for peer or teacher feedback and the effects of these preferences on their writing performance. The findings of the study may contribute the following significances for the direct and indirect beneficiaries:

➡ The study encourages teachers to identify students' preferences for peer or teacher feedback in writing classroom.

➡ The finding hoped that to provide EFL teachers with more insights in giving effective feedback in writing context.

➡ The result of the study will hopefully contribute a lot to familiarize learners with writing activities because learners do things that they prefer.

➡ Finally, the study will provide more insight for researchers as regards of identifying students' preferences for feedback provision in teaching and writing context in particular.

1.5. Scope of the Study

This study was restricted to investigate students' preferences for peer or teacher feedback and the effects of their preferences rather than including others (self-correction, conferencing, etc) feedback provisions in the case of grade-11students at Asendabo Senior Secondary and preparatory school. This is because the researcher found it difficult to investigate all the feedback provisions that are provided for the students in order to improve their writing skill. In addition, the study tried to investigate only grade-11 students' preferences for feedback to practice writing. But other grade levels were not included into the population for further investigation because of time and materials constraints.

1.6. Limitation of the Study

This study has shown certain potential constraints. Primarily, the study was conducted with a very small sample thus difficult to generalize its findings. It was better and more effective if all students in the school were included in the study to gather sufficient information in order to obtain better result(s). Second during data collection the researcher might not include all aspects of the situations that related to feedback provisions and students' preferences in writing classroom. In other words, instruments that the researcher used to gather data might be limited to some features of students' preferences for feedback to improve their writing performances.

1.7. Organization of the study

The thesis was organized into five chapters. The first chapter includes the background, the problem, the objective and the significance of the study. In this chapter, scope and limitations of the study, definition of terms and organization of the study were incorporated. In the second chapter, important areas of related literature including foreign and local research works were reviewed. The third chapter deals with the methodology of the study. In this part the subjects, the instruments and the procedures employed were discussed. The fourth chapter concerned with the data analyses and results. In the last chapter the summary, conclusions and recommendation were included. Finally, lists of bibliography and appendices were included.

Chapter Two
Review of Related Literature
2.1. Over View of the chapter

The aim of this chapter is to look at the theoretical concepts underlining feedback, which is the common practice of responding to students' writing, including different writing approaches, and their effects on the process of providing feedback, as well as the effects of L2 writing on EFL students' perceptions of the feedback. The chapter is divided into three main parts. The first part looks at the general issues related to the topic, which are the nature of writing that includes EFL writing and EFL student writers, and teaching English in general and writing in particular in the context of the study. The second part deals with different writing approaches and how they affect different feedback techniques. Finally, the last part looks at the main issues of the research topic-feedback and different sources of feedback that contribute for students' writing in academic contexts. Furthermore, it provides a theoretical framework in which peer and teacher feedback operate and use in teaching and learning process of writing.

2.2. The Nature of writing

Based on the natural order hypothesis, writing is generally considered to be the language skill obtained last nevertheless it is as important as the rest. The skill of writing is especially important in academic settings where most EFL teaching occurs. However, many researchers and scholars notice that despite writing being a very important form of expression and communication, teaching writing tends to be a much neglected part of the language programme in both first and foreign languages (Badger & White, 2000; White & Arndt, 1991). They also added that writing has also been described by many researchers as a 'complicated cognitive task' because it is an activity that demands careful thought, discipline and concentration. This implies that it is not just a simple direct production of what the brain knows or can do at a particular moment. This challenge increases if English is not the writer's first language, hence learning to write in English when it is a writer's second or a third language poses its own additional problems. Hopkins (1989) mentions that for most non-native learners, writing is considered to be the most difficult skill to learn. Moreover, the task of writing in a second language is particularly severe when students are required to produce a high-quality outcome, as is the case in academic settings McDonough and Shaw (2003).

From a pedagogical perspective, different teaching methods have significant effects in developing students' skills in writing. For instance, Grami (2010) points out that instruction has an effect on how learners write, both in terms of written output, writing behaviors, and attitudes to writing. Different approaches have been adopted to teach writing in ESL/EFL classes. Descriptions of writing approaches, their advantages and disadvantages and the role of feedback in relation to different writing approaches will be included.

2.3. Writing Approaches

The teaching of writing in ESL has seen dramatic changes in the last 20 years that have led to paradigm shifts in the field. There have, over time, been numerous approaches to the teaching of writing. In recent years, however, there has been emphasis and debate on the differences between three major approaches – the product-based approach, the process-based approach and the genre-based approach. Such debate very often generates conflicting views of teaching writing. Hence, as noted by researchers like Cumming (1998) and Matsuda (1999), L2practitioners are still in search of a coherent, comprehensive theory of the teaching of writing.

2.3.1. The Product Approach

During the audio lingualism era, language classes downplayed the role of writing since writing was seen as only a supporting skill. ESL writing classes thus only focused on sentence structures as a support for the grammar class. Jordan (1997) suggested that in 1980s the use of product approach to writing which focused on the finished product of the text (product oriented) started to decline especially in USA. Because there was a provision of the aimed for model and practice writing that called for parallel writing, during this students were restricted in what they could write and how they could write it. According to Jordan, this reaction resulted in a process approach to writing- concerned with the process of writing that enables the product to be achieved. Students using the product approach are normally told to write an essay imitating a given pattern. Generally, the focus of such writing is on the written product rather than on how the learner should approach the process of writing. Writing is viewed as mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation of input in the form of texts provided by the teacher (Badger and White 2000). It is therefore, teacher-centered, as the teacher becomes the arbiter of the models used Brakus (2003).

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Proponents of the product approach argue that it enhances students' writing proficiency. Badger and White (2000) for example, state that writing involves linguistic knowledge of texts that learners can learn partly through imitation. Arndt (1987) argues the importance of models used in such an approach not only for imitation but also for exploration and analysis. Myles (2002) further argues that if students are not exposed to native-like models of written texts, their errors in writing are more likely to persist. Picas (1982, cited in Badger and White 2000) focused on the appropriate use of vocabulary, syntax and cohesive devices. The product approach, often referred to as 'the current-traditional rhetoric' (Matsuda, 2003 and Pullman, 1999), however, suffers from a number of strong criticisms that have led teachers and researchers to reconsider the nature of writing and the ways writing is taught. Prodromou (1995) for example, argues that it devalues the learners' potential, both linguistic and personal. The outcome of the re-assessment is the writing-as-process movement which has led the field toward a paradigm shift, revolutionizing the teaching of writing.

2.3.2. The Process Approach

It is an approach to writing which emphasizes on the composing processes writers utilized and thus put meaning to the fore rather than forms Jordan (1997). This suggests that the approach is mainly concern with writing activities and creative potential of writers or learners than the correct use of language form and structure. Furthermore, writer's main attention is producing his or her idea and to communicate through writing rather than the correct usage of a language for writing. Tribble (1996, as cited in White and Badger 2000), it stresses on writing activities which move learners from the generation of ideas and collection of data through to the publication of a finished product. Here, Tribble tries to point out that the process approach emphasizes on writing activities which include collection of information about the topic by generating ideas, organization of ideas either logically or others and putting the arranged ideas together and form a text. Process approach of writing involves a broad range of strategies that include pre-writing activities, such as defining audience, using varieties of recourses, planning the writing, as well as drafting and revising Goldstein and Carr (1996). learners pass through different writing activities or processes starting from pre-writing activities, writing to plan, drafting and revise (checking, editing) to write a piece of text.

Process approach to writing is focused more on the various classroom activities which believed to be promoting the development of skilled language uses Nunan (1991). From this we can

understand that process approach to writing is concerned with accomplishing different kinds of tasks which are designed by a classroom teacher to promote the writing skills of students from the beginning activities to the end. Braku (2006) also noted that it focuses on how a text is written in steady of the final outcome. This to mean that it is focused on how or the process the text is written by students rather than the end. Here, the teacher is following students' activities to learn writing and a means of acquiring writing skill than evaluating students' final text.

2.3.2.1. Stages in Process Approach to Writing

There are different views on the stages that writers or learners go through to produce a piece of writing in a process approach. To argue this Tribble (1996, cited in White and Badger 2000), there are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting, composing/ drafting, revising and editing. He also added that this process is cyclic by nature in which writers or learners may return to prewriting activities after some revising and editing. According to Shaw and McDonough, (1993), the learners of writing or writers do a number of things before they end up with the final version or the finished product of their writing. They noted out the stages that learners across before come to the final draft of their writing as follows:

> They jot down ideas, put them in order, make a plan, reject it and start again, add
> more ideas as they go along, change words, rephrases bits, move sections around,
> review parts of what they have written, cross things out, check through the final
> version, write tidy notes, write on piece of paper as thoughts occur to them,…
> Shaw and McDonough (1993, p.163).

According to the above ideas the writing processes pass through these activities in the process approach of teaching writing skill to produce a piece of writing. The process starts from generating ideas, ordering those ideas logically and rejecting non-essential ideas, add the essential ideas and plan to write at first time. At the second phase of the activities revising the first draft- rejects non-essential ideas and rephrase by adding essential ideas. Finally, the writer comes to checking and editing of the final version for typing or submitting.

As Hedge (1988, cited in Shaw and McDonough1993), all the components of the processes of writing taken together as composing along communicative activities. She also suggests that the following activities are the representation of the stages of writing process; getting ideas together → planning and outlining→ notes-making at first draft→ revising, redrafting →editing →final

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version. Parallel to Hedge's ideas Byrne (1988, as cited in Shaw and McDonough1993) points out the following stages of writing process: list ideas, make an outline, write a draft, correct and improve the draft and write the final version. Johnston,(1996) noted out that " … the writing is not a linear process of gathering information, outlining, and writing but it involves many different stages- generating ideas, planning, writing, evaluating and rewriting which are not necessarily independent and clear cut entities." All the above stages of writing according to Johnston support each other in developing the writing skill of students as well writing is stage by stage activities that students and teacher accomplished. They also address that writing is step by step that everyone need to learn and by following each step a writer can produce a successful writing. Each step of the writing processes its own role and purpose in improving students writing skill for academic and non- academic areas.

2.3.2.2. Skills Emphasis in Process Writing

Product based approaches see writing as mainly concerned with knowledge about the structure of the language, particularly knowledge of grammar and others mechanics- punctuations. But according to White and Badger (2000), writing in process approach is seen as predominately to do with linguistic skills, such as planning, drafting and organizing. That is there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. This suggests that Learners of process approach to writing expected to develop the skills of generating ideas about a particular topic, organizing, planning to write and drafting to produce a text rather than linguistic knowledge (grammar, structures and text types). In other words it encourages students' creative and generative skills than imitation of inputs that are provided by a teacher. But we can't deny that knowledge of grammar and text structure has a contribution to text development. Nunan (1991) suggests the process approach focuses in the first instance is on quantity rather than quality and in the beginning learners are encouraged to get their ideas on paper in any shape or form without worrying to much about formal correctness As Nunan indicated the first intention of process approach to teaching writing is enable learners to generate ideas or putting their ideas on a paper without giving attention to the quality of ideas in terms of relevancy, grammar and logical consistence. Here, the role of a teacher is encouraging learners to generate ideas about the subject, to organize it and produce a text.

2.3.3. The Genre Approach

People who share the same profession have a tendency to employ a special language which is used more or less exclusively by them - the genre approach. Hyland (2007) mentions that this approach is an outcome of the communicative language teaching approach which emerged in the 1970's. It has also been described by Badger and White (2000) as a new-comer to ELT which focuses mainly on this type of language teaching. The main focus of this approach, according to Muncie (2002), is on the reader and on the conventions a piece of writing needs to follow in order to be successfully accepted by its readership. Ivanic (2004) and Badger and White (2000) believe that this approach again focuses on writing as a product and in some ways is an extension to product approach, but with attention being paid to how this product is shaped according to different events and different kinds of writing. This approach therefore includes the social aspects of the writing event and makes broad distinctions between narrative, descriptive, expository and argumentative writing. In the field of ELT, Dudley-Evans (1994) notes the similarities between product and genre approaches and outlines the main three stages to the genre approach: first teachers present students with a model of a particular genre, secondly, students then perform tasks to generate structures expressing that genre and finally, drawing on the previous stages, they produce a short piece of writing.

Furthermore, applying this approach acknowledges that writing is taking place in a social situation and shows students how real writers organize their texts, promotes flexible thinking, and in the long run, encourages informed creativity, since students need to learn the rules before they can transcend them Badger and White (2000). It is also possible, by employing this approach, to engage in peer feedback activities before giving the final draft to the teacher. On the other hand, experts also are aware of possible drawbacks. Badgers and White (2000) believe that it may lead teachers to undervalue the skills needed to produce a text and to see students largely as passive learners. Kay and Dudley-Evans (1998) further criticize this approach as "restrictive, especially in the hands of unimaginative teachers and this is likely to lead to lack of creativity and demonization in the learners. It could become boring and stereotyped if overdone or done incorrectly." Like the process approach, genre approach recognizes feedback as a key element in writing classes where, according to Hyland and Hyland (2006), teachers can build on learner's confidence and literacy resources to participate in the target communities. From the previous discussion of the literature, it can be concluded that no one approach to teaching writing is

superior to the others. Therefore, it is better for writing teachers to consider a variety or a mix of approaches, their underlying assumptions and the practice that each philosophy generates. Badger and White(2000) similarly suggests that an integration of different approaches, taking into account the different types of students, their processes and purposes of writing, their needs, their readers, their writing contexts and the whole academic and social settings of the writing activity could give the most satisfactory results.

2.4. Feedback

Before discussing issues pertaining to feedback, it is necessary to present a clear definition of the term feedback. Keh (1990, p.294) defines the concepts of feedback as "Input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions and suggestions a reader gives a writer to produce reader-based prose." From this definition given by Keh (1990) we can understand that feedback includes all the reaction to writing such as formal or informal, written or oral, from teacher or peer on a draft or final version. That is the feedback comes from readers and at different stages of the writing process with the intention of improving students' writing. Feedback is an essential component of any English language writing course. Ur (1996) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

Drawing from theories of classroom psychology perspectives Drown et al. (2009) provides the generic definition of the term feedback as the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products. This is to say feedback does not occur randomly but it is parts of complex system of other subsystems which are interrelated and mutually influenced by each other. This system is made of the feedback source or producer, the feedback itself and the feedback receiver. Feedback is inevitably influenced by its source yet it is meant to influence its recipient making him change his prior products. In relation to learning context Drown et al. (2009) view feedback both as a response to learners' productions be oral or written language and an indicator of how successfully an objective of the teaching-learning activity has been accomplished. This is to mean that feedback is the input that provided by a classroom teacher either orally or written to learners' production (written text or oral text) that enable the teacher to check whether the predetermined learning outcomes achieved or not.

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Hyland (2003) argued that feedback is an inseparable or integral and central element in language learning generally and in learning to write in particularly. Here, Hyland (2003) tries to explain that feedback plays a great role in teaching learning process of all the language skills providing the information of learning progress and it is an input and means that provides writers with the set of information such as the reader's needs and expectation and whether students' writings have met such expectations. Feedback is expected as an important activity in a given performance particularly, in language teaching and learning it is used to facilitate the process.

2.4.1. The Importance of feedback

Sommers (1982) argued that feedback is a crucial aspect in the writing process and plays a central role in learning this skill. Through feedback, learners come to distinguish for themselves whether they are performing well or not. When they are not performing well, however further feedback helps them to take corrective action about their writing in order to improve it and reach an acceptable level of performance Freedman (1987). Providing learners of writing with feedback however is not only intended to help them monitor their progress, but also encourages them to take another's view and adapt a message to it Flower (1979, cited in Asiri 1996). Another valuable feature of feedback is that it serves as a good indication of how ESL students are progressing in learning the written language and therefore assists the teachers in diagnosing and assessing their students' problematic areas Hedge (1988, cited in Asiri 1996). Additionally, feedback is helpful in encouraging students not to consider what they write as a final product, in helping them to write multiple drafts and to revise their writing several times in order to produce a much improved piece of writing Asiri(1996).This can be adopted and benefited from in a teaching situation where rewriting is encouraged. That is in a situation where the process approaches to writing is employed. Sommers (1982) asserts that it is not only student writers who need feedback to make revisions but also professional writers seek feedback from professional editors and from their colleagues to help them whether they have communicated their ideas or not. In the absence of feedback, students can be discouraged and lose sense of how they are doing and which aspects of their writing they should pay more attention to Hedge (1988). Asiri (1996) also argues that their efforts may be misdirected and they may gain an inaccurate impression of their performance in the writing skill. Moreover, a lack of feedback may also create the assumption among students that they have communicated their meaning and therefore they do not perceive a need to revise the substance of their texts Sommers (1982).

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K. Hyland and F.Hyland (2006) consider feedback as a social act since it embraces all the aspects (context, participants, medium and goal) that together give any communicative act. For them, like other communicative acts feedback occurs in a context of a particular kind (institutional, pedagogical); it appears between participants of particular identities (teacher/peer/learn); it is delivered by a particular medium (peer, conference, written comments); and it is designed to accomplish certain educational, pedagogical and social purposes. A consideration of all these aspects would therefore, contribute to an appropriate interpretation of feedback.

Lounis (2010) advocates the importance of feedback in improving the writing skill, for instance, highlights the fact that producing a well written text in a second language often constitutes a hassle to students, consuming their time and intellectual efforts. She, therefore, claims that feedback on students' writings becomes the least of teacher's reactions these students need and should have in order to improve their skill of intent. Ferris (2003) represents another proponent of the crucial role plaid by feedback in improving writing. She argues that such a way of responding has not only a short term effect but also along term one. The former occurs as immediate improvement in writers' texts in subsequent drafts (if any are required) and the latter occurs as a progress in students' writings over time. Sommers (1982) states three main purposes for which teachers provide feedback on writing: first to inform writers as to whether their written products have conveyed their intended meanings, second to give the student writer a sense of audience (their interests and expectations) and make them improve their writings accordingly and third to offer students an drive for revision. In other words, without comments from a critical reader, writers will feel no need to revise thoroughly if they ever think about revision.

2.4.2. Sources of Feedback

It is common that the source of feedback is generally the reader. The readers can be the teachers, the writer himself and group of classmates or peers. Accordingly, Keh (1990) describes three main sources of feedback on students' drafts: peer feedback, conference as feedback and teachers' comments as feedback. Others add self-correction as feedback.

2.4.2.1. Peer feedback

Peer feedback which is also known in the literature as peer review, peer editing, peer evaluation peer critique and peer commentary Keh (1990). Liu and Hansen (2002) define peer feedback as

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use of learners as sources of information and interactants for each other. In such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. This shows that peer feedback uses learners as a source of information about students strength and weakness by editing, commenting and criticizing each others work that facilitated by their teacher and using guidelines provided by the teacher. Others scholars, such as Rollinson (2005) define peer feedback as an educational arrangement in which students comment on their follow students' work for formative or summative purposes. As it has been pointed out, the teacher is not and should not be the only source of feedback on students writing. As a result, the methods of feedback giving practice on students writing or peer feedback prevision is getting attention these days as a tool of learning in process approach to writing. According to Keh (1990) each naming implies a difference in the stage while feedback reaches the student writer in the process of his/her writing and aspect of students' writing the feedback addresses. For instance, peer response is supposed to come earlier on in the writing process i.e. after the first draft with comments on content. However, feedback in peer editing comes towards the final stage of writing aiming at grammar and mechanics.

2.4.2.1.1. Theoretical background of Peer Correction

Among the various roles that a language teacher plays in teaching learning process is giving feedback to learners' performance one of the most significant. Storch (2004) reported that peer feedback rests on a strong theoretical and pedagogical basis which in terms of the former, follows the model of social constructivist view of learning and as far as pedagogy is concerned reinstates the concept of communicative approach to language learning. Sultana (2009) suggested some theoretical assumptions how peer feedback in process writing become appear or popular to teachers in writing classroom as follows:

> From Grammar-Translation or Audio-lingualism method to Communicative Language Teaching, teacher's role as a feedback provider has also changed. In the early methods of language teaching, the teacher was considered to be the sole source of knowledge; therefore it was only his/her prerogative to impart knowledge as well as to correct students' knowledge. But, the 'recent' approaches and methods have emphasized a lot on learners' cognition and their autonomy.

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With such a change, student-oriented techniques of error correction, such as peer correction or self correction have come up, p.11.

From this we can understand that inline with the change of teaching methods from (grammar translation method) where a classroom teacher considered as all knowing, all sources of knowledge and he or she dominate all the classroom activities; to communicative method of language teaching and student centered activities; teacher feedback provision method changed to peer feedback from teacher feedback dominant. In other words, the emergence of learner-centered beliefs in language teaching and the practice of peer feedback have become considerably more frequent in language classrooms. As a correction technique, it has been backed by a lot of theories of language teaching such as Humanism, Communicative Language Teaching and Learner-centered Teaching. Rollinson (2005, pp.23-30) also added that the principles operating behind applying peer feedback in the classroom setting are as follows:

1. Peer feedback is less threatening than teacher feedback. Because students are more comfortable with their classmates and therefore getting corrected by own friends evoke 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 s/he is considered the sole source of knowledge. Students play the role of just a passive receiver of information. But through the practice of peer feedback, the classroom becomes less dominated by the teacher.

3. The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier.

From the above suggestions of Rollinson (2005) we have observed that peer feedback can facilitate students' involvement in the classroom that enhance better learning and learning autonomy and make students to take the responsibility their own learning. It also develop the culture of cooperative learning, social learning and supportive learning among learners that plays a great roles in creating a good environment in teaching learning process. Nelson and Murphy (1993, p.135) argue that the rationale for employing peer response is"…Students providing other students with feedback on their preliminary drafts so that the student writers may acquire a wider sense of audience and work toward improving their compositions."

2.4.2.1.2. Uses of Peer feedback

Peer response stand at the center of a chance meeting of theories of language development and theories of language learning and teaching in second language (L2) classrooms. Tithecott and Tang (1999) explain the use of peer feedback in teaching and learning process in classroom context as "helping students to acquire strategies for getting started ... for drafting ... for revising ... and for editing." When writers reread and change text they evaluate their work. It also provides an opportunity for peers to develop criteria for evaluation and to practice evaluating their own written text and that of others. They also added that Peer response allows the writing instructor to move toward an equitable balance between teacher-centered instruction and student-centered activities. Peer response provides increased opportunities not only for comprehensible input but also for comprehensible output and for negotiated interaction which are considered crucial factors in L2 acquisition. Negotiation requires attentiveness and involvement both of which are necessary for successful communication. Peer response highly supports cooperative language learning that benefits for academic achievement, language development as well as improved social relations and increased self-confidence.

Tithecott and Tang (1999) pointed out the benefit of peer feedback in relation to social learning theory (social constructive theory) in writing instruction classroom as follows:

> Theories of learning maintain that learning comes a as results of social interaction that peer response afford an opportunity for such interaction. Members of a group through conversation help each other, generate ideas, support and encourage each other during the composing process and provide an increased sense of audience for each other. Through interaction writers become aware of the reader for whom the text is composed. Writing thus becomes the focus of conversation for a community of peers in the classroom, pp.21-22.

This quotation tells us peer response or peer feedback in the writing classroom promotes cooperative learning and social learning in which learners help each other by sharing their learning experiences, learning background, their views about their learning and they can develop the culture of group learning. In addition, the writer can aware of the group expectation from him or her about his or her text in learning context.

Similarly, Mangelsdorf (1992) claims the value of peer feedback as it Provides students with an authentic audience, increase students' motivation for writing, enable students to receive different

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views on their writing; help students learn to read critically their own writing, and assist students in gaining confidence in their writing. This shows that peer review enables students to be corrected by real students in a class during real classroom instruction and students get an opportunity to give feed back in different ways that motivate students to revise their draft after feedback. Zamel (1982, p.206) argues that peer feedback is beneficial because it; ". . . reinforces the fact that the teacher is truly not the only reader a claim which we repeatedly make out but fail to convince our students and that audience considerations therefore need to betaken into account." Hendrickson (1980) advises teachers to instruct their students to work in pairs and to correct each other's compositions. He believes that this procedure is beneficial in that it allows the students to work in a non-threatening educational setting that helps build their confidence and fosters learning by discovery and sharing. Among reasons for greater use of peer feedback advocated recently is the growing evidence of the beneficial effects of peer review in student-student writing conferences. Proponents of the use of peer feedback as facilitative of revision have however differed on whether to use it alone or in combination with other forms of reader response. As Saito and Fujita (2004) suggest that a large body of research into peer assessment in various areas covered by psychology and mainstream education has been conducted. The findings suggest that peer response is indeed consistent and can be used as a reliable assessment tool in schools.

Hyland (2003) suggests Peer feedback takes many forms that serve for many purposes in academic context and in writing classroom in particular. These include: 1) to assign groups of two, three or four students and ask them to exchange their first drafts and give comments on each other's drafts before making final versions; 2) to make students read their own essays aloud or get a colleague to read it instead while the other students listen and provide feedback either written or oral on the work that they have just heard; 3) is not to restrict feedback to the time after students have written their essays because it is possible for students to use this type of feedback in the pre-writing stage by asking other students to comment on each other's' outlines, or to carry out a brainstorming session. In addition Storch (2004) and Ferris (2007) added that peer feedback helps learners become more self-aware in the sense that they notice the gap between how they and others perceive their writing.

2.4.2.1.3. Limitation of Peer feedback

Though peer feedback is largely welcomed for its cognitive, social and affective value but many of the teachers as well as students still doubt these benefits. According to some scholars peer feedback provision has some limitation in writing academic context, as Kasanga (2004, p.67) point out resistance to the use of peer feedback is often justified in the traditional writing classroom for the following reasons: (i) Peer feedback is very difficult to implement especially in a mixed-culture classroom. (ii) Its use is time-consuming and impractical. (iii) It is ineffective because students may not have adequate linguistic and cognitive maturity to evaluate their peers. (iv) Some forms of peers' social behavior may have a negative impact on the quality of the student-writer's revision. (v) Peer feedback maybe resented by student-writers who may fear ridicule from peers.

 Rollinson (2005, pp 25-26) also illustrated the limitation of peer feedback in relation to time constraints, students characteristics and teachers roles in the classroom setting in the following ways: Whether feedback is oral or written, the peer response process itself is a lengthy one. Reading a draft (probably more than once), making notes, then either collaborating with another reader to reach a consensus and write the comments or engaging orally with the writer in a feedback circle, will consume a significant amount of time. Even before the response process begins, some form of pre-training is crucial if the activity is to be truly probable. Here, also the investment of time is considerable. Since students have to learn a variety of basic procedures as well as a series of social and interactional skills such as arriving at a consensus, debating, questioning, asserting, defending, evaluating the logic and coherence of ideas, expressing criticisms and suggestions in a clear and comprehensible ways.

Another issue requiring some consideration is that the teacher might find it difficult to hand over a significant degree of responsibility to the students since he or she will not be able to oversee each group simultaneously, particularly if the response groups are providing oral feedback. In addition, the teacher may find it difficult not to interfere by providing feedback in addition to that of the student readers which might well reduce the students' motivation and commitment to their own responding.

Students who are accustomed to teacher-fronted classroom feedback instinctively feel that a better writer such as their teacher is the one who is qualified to provide them with useful comments, so there is arguably the preference issue which can act as a barrier to the success of

peer sessions. In fact, some students might view receiving comments from colleagues whose English is at the same or even at a lower level than theirs as not being a valid alternative for the 'real deal' and hence they might resist group-centered peer review activities. Nelson (1994) also mentions that some students found it difficult to provide honest feedback because they prioritized positive group relations rather than improving their writing. Hyland (2000) mentions that there are other cross-cultural issues involved in peer feedback, especially if students are from a large variety of cultural and educational backgrounds. These issues include conflicted at least high levels of discomfort among members of the peer feedback group.

2.4.2.2. Teacher Feedback

Teacher feedback is defined as any input provided by the teacher to students for revision that comprises both content and form. Feedback on content refers to comments on organization, ideas and amount of detail while form involves comments on grammar and mechanics errors. Mucie (2000) explained the facts of teacher feedback in the following ways:

> …teacher is more knowledgeable than the learners about the linguistic and rhetorical features of English texts give him or her unique role to play in facilitating the improvement of the learners' writing ability. Teacher feedback on learners' texts is wanted (both by the students and by the teachers themselves) P.50.

Here, both students and teachers themselves consider the writing teacher as knowledgeable enough both in linguistic competency and writing skills competency- logical organizing of ideas in written text. For the facts of these teachers feedback play a great role in improving students' writing abilities. Teacher feedback on students' written work appears to be the most common and the most predominant one. Studies also show that students incline towards teacher feedback as a reliable source of information on their writing. Zhang's (1995) study shows that students prefer teacher feedback to peer feedback. In spite of this, according to Grebe and Kaplan (1996), teacher feedback is often seen as a more traditional overall format. They proceed to contend that until the emergence of the process movement in writing instruction much feedback to students on their writing appears in the form of a final grade on a paper often accompanied by much red in throughout the essay Grebe and Kaplan (1996). A more strong criticism on the traditional form of teacher feedback comes from Berkow (2002). He argues that in a common model of teaching the students give an assay to the instructor and the instructor puts red marks on it and the essay is

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handed back and nobody ever reads it again. Thus the students do not develop much a sense of audience.

As Keh (1990) also puts most teachers of writing will agree that making comments on students' papers causes the most frustration and usually takes the most time. She adds that teachers worry whether their comments will be understood, produce the desired results or even be read. In addressing the ineffective and inefficient comments by the teacher, Keh suggests first to respond as a concerned reader to a writer– as a person, not as grammarian or grade giver. She also suggests that limiting comments according to fundamental problems is much helpful rather than commenting on all areas of problems in the students' writing. Dheram (1995) also reflects a similar argument regarding how teacher feedback should be used. He remarks that the teacher has to step out of evaluating the learner's first draft as if it were the final product and assume the role of a consultant facilitating the learner's step-by-step creation of a text.

Owing to the drawbacks, the view towards teacher feedback is now assuming a different position from what it used to be. Hedge (2000) observes that many teachers now hold the view that the traditional procedure of taking work in, marking it and returning it to students when the writing experience is no longer fresh in their minds has serious disadvantages. She suggests alternative methods such as conferencing, and reformulating to give comments. This shows us that a more immediate and active involvement of learners in the revising process is much valued.

According to Celace-Murcia (1991), teachers must make concerns of the number of drafts for any given text that they want students to produce. This assertion is supported by Ur (1996) who writes that teachers in a process approach to writing are not supposed to go for correcting students' errors but rather help students to write and rewrite their drafts using feedback from different sources. This can be done by other students complementing the teacher feedback as Leki (1994) notes. She explains that very often the teacher is not the only one to respond or evaluate students' texts and now students are also involved in responding to writing. In general, Ur (1996) suggests teachers need to develop or adopt responding methodologies which can foster improvement in students writing. This can address as Zamel (1985) argues the traditional, undoubtedly time consuming, surface level- focused and untimely method of responding to students writing.

2.4.2.2.1. The Uses of Teacher feedback

Feedback is a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities F. Hyland and K. Hyland (2006). It may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate Richards and Lockhart (1996). Teacher written feedbacks can serve as a powerful tool to motivate students in the writing process if done well. According to Brookhart (2010), teacher feedback includes two factors: cognitive and motivational factors. It gives students with information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once students feel they understand what to do and why most students develop a feeling that they have control over their own learning—the motivational factor. Writing teachers should not simply respond to grammar and content but should include comments of praise and encouragement in their written feedback. Mitigation has been found to improve the confidence of students and lead them to be responsible for their writing Weaver (2006). To support effective written feedback, teachers should be kept in mind that positive feedback considered as 'positive reinforcement' whereas negative feedback is considered punishment' Brook hart (2010). Thus, teachers should be polite and mitigate their written feedback.

According to Barkaoui (2007), teachers while they provide feedback need to: a) motivate students, b) model effective revision strategies, c) raise students' awareness about the importance of (re)seeing their texts from the reader's perspective, d) encourage students to reflect on and self-assess their own writing, and e) use appropriate writing tasks and activities for teaching and assessment. Feedback can serve as guidance for eventual writing development as far as students are concerned Hyland (2003). So, teachers should offer self–correction opportunity for their students by providing indirect feedback on student's grammatical errors. Corrective feedback should be combined with classroom discussions and teachers' use of referential or open questions should be applied. Ellis (1994, cited in Tribble 1996) points out open (information seeking) questions may result in more meaning negotiation and more complex learner output. Teachers should give information that a student can use and create environment in which students can express requests for particular kinds of help.

2.4.2.2.2. Limitation of Teacher Feedback

According to Mucie (2000), a teacher is able to fulfill the roles of reader, collaborator, assistant, etc. he or she is also forced into the role of ultimate evaluator. He also added that the majority of EFL composition teachers are further required to evaluate their students' work at least once during a course. This overriding and inescapable role of evaluator in addition to the teacher's status as the 'expert', adds an authoritarian dimension to the teacher's attempts at collaboration, which leaves the learner with a fundamental lack of choice when it comes to revising his or her work based on the teacher's comments. Here, even though the students read teacher feedback, all they got was vague impression because they did not think over or ask about the errors they had mad, the follow-up action to revise or correct essays was not necessarily required of the students; and no student-teacher conference was held to negotiate between the intended meanings the students conveyed and the perceived meanings a teacher got; therefore, the students could learn only one way of expression based on the teacher's perspective, instead of students' intended ones.

2.4.2.2.3. Methods of Teachers' Feedback provisions (Direct VS Indirect Feedback)

Direct feedback is a technique of correcting students' error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that an error has been made by means of an underline, circle, code, etc. Both methods can improve student's writing, but researcher like Ferris (2002) argued that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students' long-term writing development than direct feedback. Because it can guide learning and help the students to solve problem by themselves, students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. In addition, students feel that indirect feedback is useful in encouraging them to reflect on aspects of their writing. Indirect feedback can be done by a code representing a specific kind of error. When giving indirect feedback, teachers underline errors and use codes to indicate the type of error such as SP (spelling error), P (fault in punctuation), and VT (wrong verb tense). This method gives students the opportunity to fix errors themselves. However, teachers should familiarize their students with the codes, so that they will not be surprised when they see teacher written comments.

Ferris (2006) found that students utilized direct feedback more consistently and effectively than indirect types, partly as it involves simply copying the teacher's suggestion into the next draft of

their papers. Thus, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary. According to Ferris (2002), direct feedback is appropriate method of feedback provision (1) for beginner students; (2) when errors are 'untreatable' i.e., errors not amenable to self-correction such as sentence structure and word choice and (3) when teachers want to draw students' attention to other error patterns which require student correction.

Chapter Three

Research Methodology

3. Introduction

This chapter describes the research design, methodological steps and procedures used to carry out the study. That is it includes study population, sampling techniques, data collection instruments, methods of data analysis and procedures were presented in detail.

3.1. Research Design

The study was quasi-experimental research design that includes both experimental and survey methods to address the objective of the study and it lasted five weeks to gather the data from the target population. At the beginning students who selected for the study were given the writing instruction that focuses on process approach to writing for one hour (see Appendix-G). In the next class (the following week) students were suggested three topics by themselves and practiced brainstorming activities (see Appendix-H). Then students asked to write the first one paragraph writing task individually on one topic that selected by them (see Appendix-L). The teacher-researcher wrote feedback (written comments) on the scripts out side the classroom based on the criterion suggested by Blanchard and Root (1997, as cited in Dawit 2003) and provided oral feedback for the matter of general interest in a classroom (see Appendix-I). During the third session students rewrote their final drafts that consist of teacher comments within 30 minutes and collected for analysis. The purpose of the activities was to see if teacher feedback brought any change on students' writing performances.

For the second assessment students were informed how to give and receive comments during peer feedback practice and given guide lines suggested by Blanchard and Root (1997, as cited in Dawit 2003) for further study to give comments on each other's work during the coming session (see Appendix-J). In the last class (fifth week) students were wrote the second writing task on the same topic (see Appendix-M). The teacher-researcher collected the first drafts and arranged students in a group of three and each group was expected to comment on three writings of the other group based on the guide lines provided for them within thirty minutes. Then the texts on which peer feedback given were collected and given to the writers for rewriting within forty minutes. Finally, the researcher randomly selected ten students' writings totally twenty texts from the two phases of treatments for analysis to see if peer or teacher feedback brought any

change on students' writing performances. After the writing tasks the researcher was administered the questionnaire both for students and English language teachers and conducted an interview with students to supplement the data obtained from students' text analysis.

3.2.   Setting and Subjects

The study was conducted at Asendabo Senior Secondary and Preparatory school. The school was selected purposely which can be justified on two grounds. First there was no research that targeted the school in the area of language in general and teaching writing skill in particular and it is hoped that this study could help in contributing a little to the process of teaching English and that of the writing skill in particular in the school. Second, the researcher is familiar to the school and realizing the dominant way of teacher feedback to students' writing and the fear that students display during the writing classes. Moreover, targeting the research to the school was to try out if students' preferences for peer or teacher feedback could contribute to improve their writing skill.

The target population for the study was all English language teachers who are currently teaching in the school and grade eleven (11) students who were randomly selected from four sections. English language teachers can be the sources of information to investigate how students respond to classroom teachers or peer feedbacks from their teaching practice and experiences. Students who were the main sources of information to carry out the study because they were expected to give relevant data about their feelings, beliefs and attitudes towards the use of peer or teacher feedback in enhancing their writing performances in EFL classroom.

3.3.   Sampling Techniques

As already mentioned above, the sample includes all English language teachers who are currently teaching at the school. In case of the students, the existing sections are four that contain a total of one hundred sixty (160) students. From this population the researcher took only 37.5% or sixty (60) students from the total by using random sampling techniques-lottery method. That is the researcher took fifteen (15) students from each section randomly by using their roll number for the study.

3.4.   Data collection Instruments

In order to investigate students' preferences for teacher or peer feedback and effects on their writing performance, the researcher used three instruments to collect the data to address the

purpose of the study. These were text analysis, questionnaires for both students who were randomly selected for the study and all English teachers who are currently teaching in the school and an interview only for students. In general the data collected by using the instruments was used to draw conclusion related to the research questions already identified.

3.4.1. Questionnaire

The researcher was designed questionnaire to investigate students' reactions to teacher or Peer feedback in writing classroom and the effects of such preferences on their writing performance. To increase the reliability of the data the researcher was administered the questionnaire by him to ensure that the students understood and answered all of the items on the questionnaire. Further more, students' questionnaire was translated into their native language (Afan-Oromo) for better understanding (see Appendix-D). Here, the researcher was administered questionnaires for both students and English language teachers to elicit their attitude and opinion concerning students' preferences for teacher or peer feedback.

3.4.1.1. Students' Questionnaire

Questionnaire for students was to investigate their attitude towards the use of peer or teacher feedback in writing context. It includes both closed-response items (Likert-type) and open-response items which attempted to gather information regarding their attitudes or opinions towards the effects of teacher or peer feedback. It consists of three parts. The first part was statements in which the participants were needed to express their beliefs, opinions and attitudes towards the roles of either peer or teacher feedback in improving their writing skill. They expressed these facts by selecting one of the alternatives (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). These items deal with aspects such as general opinion in providing feedback, opinions of current practices in providing correction for students in classroom context and attitudes towards the types of feedback they prefer in learning and using the skill for their academic career. The second part was multiple-choice where students asked questions about how often they revise their drafts with their peer groups before they have submitted the final drafts to teacher. The third part was open ended question that enable students to indicate their opinion on the source of feedback that very useful for them in writing practices and learning it.

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3.4.1.2. Teachers' Questionnaire

The researcher prepared questionnaire for all English language teachers who are currently teaching English in the school to investigate how students react to their comments or peer during writing instruction. In order to achieve the objective of the study, it is better to include teachers' observation; experiences and feelings form every day activities during actual classroom instruction to validate the research data. It includes both open-ended and closed questions to elicit their opinions and experiences regarding the students' feelings, opinions and attitudes towards using teacher or peer feedback in the writing classroom.

3.4.2. Interview

To achieve a deeper understanding of students' attitudes, feelings and opinion towards their preferences for peer or teacher feedback and effects of such preferences on their writing performances, the researcher was designed post tasks interview for students. It is very useful to conduct interview because it creates the situation for face to face interaction that helps to understand more the feeling, reaction and response of the respondents under the study. Thus the researcher randomly selected only ten (10) students who were filled the questionnaire for the interview. Because interview by its nature needs more time and requires conducive atmosphere to conduct it successfully. The student interviewees were asked questions designed to obtain qualitative data regarding their beliefs, suggestions, perceptions, opinions and attitudes concerning the use of peer or teacher feedback to improve their writing performances in writing context. The researcher believed that both structured and semi-structured interview give valuable information about the subject matter. The interview questions were also translated into the students' native language (Afan-Oromo) for better understanding (see Appendix-E).

3.4.3. Text Analysis

Texts produced by the same group of students after the writing instruction were aimed to find out the difference in writing performance of students treated under two feedback provisions-peer and teacher feedback separately. Students were made to write the first and final drafts (two texts) under each feedback on the same topic selected by them after the writing instructions (see Appendixes-L&M sampled Texts). The first texts were treated under teacher feedback and the second were treated under peer feedback provision. The researcher analyzed the students' texts treated under each feedback to address how the students performed on five writing features:

content, organization, cohesion, vocabulary, grammar and mechanics. The number of comments given and incorporated by the students in their final drafts also the part of the analysis that in turns affects the quality of students' drafts.

3.5. Data Collection Procedures and Analysis

In order to obtain data from the subjects by using the instruments mentioned above and to analyze the data the following procedures were used.

3.5.1. Topic Selection and Text Production

Students were engaged into four writing tasks after the writing instructions that treated under peer and teacher feedback separately. For each treatment students wrote two writing tasks (first and final drafts) and the tasks were proceed by brainstorming activities that help learners to have points to express during individual writing. For both treatments three topics were suggested by the students (*The uses of water; How to prepare Ethiopian Coffee and Describe your School compound*). Finally, one topic (*The Uses of Water*) which secured the highest vote was selected for texts production in both feedback practices separately (see Appendix-H).

3.5.2. Teacher Feedback Phase

After the writing instruction, students were asked to participate in a class writing task individually on the topic selected by them. The teacher-researcher wrote comments on the scripts and provided oral feedback for the matter of general interest in the classroom (see Appendix-L sampled texts). Then the students rewrite their final texts based on the teacher comments within 30 minutes. The purpose of this activity was to see if teacher feedback brought any change on students' writing performance.

3.5.3. The Peer Feedback phase

While producing the first drafts, students were informed to write their roll N̲o̲ not their names. So that the students may not know who wrote the texts while they gave comments on each other's first drafts. Based on the guidelines given, the students gave comments on each other's texts being in three, discussed and wrote their comments on the papers (see Appendix-M sampled texts). Each group was expected to give comments on the three writings of the other group for 30 minutes. Then the texts on which peer comments given were collected and given to

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the writers for rewriting within 40 minutes. Finally, the rewritten texts were collected for analysis by the researcher.

3.5.4. Comparing the writing Performances of Students under Peer and Teacher Feedback.

After the two texts of each student were treated under peer and teacher feedback separately, the researcher selected ten (10) students' writings for further analysis. Then, the results of the texts of both treatments of individual student were summed up and averaged out for further analyses to see the effect of each feedback on individual students' writing performance. Students' writing performances that were treated by peer feedback compared with writing performance results that treated under teacher feedback by using t-test. The t-test was mainly employed to check if there was any significant difference in writing performance between students of the same group after they received peer and teacher feedback separately (See Appendix-K).

3.5.5. Procedure of Questionnaires Analysis

The questionnaires both for students and English language teachers at the end of the writing task were to substantiate the others instruments. Since many of the students' questionnaires were answered on a five-point-Likert scale, except the last item, students were expressed their agreement or disagreement using the scales given. Items with related ideas were grouped and put into one table so that they were described and analyzed both in percentage and mean side by side. For the open-ended items all the responses given by the students were read and categorized according to the similarity of the ideas. Both open-ended and closed type questions of teacher were analyzed in the same way.

3.5.6. Procedures of Interview Analysis

The interview also made with only ten students who were filled the questionnaires at the end of the tasks to substantiate the data obtained through the text analyses and questionnaires. It is also used to find out the feelings of the students towards the practice of peer or teacher feedback during the writing instruction. The instrument was facilitated by documenting what the respondents said and the data from each interviewee were transcribed and categorized according to the similarity of the ideas and interpreted qualitatively (see Appendix-F).

Chapter Four

Data Analysis and Results

As already mentioned in chapter one, this study generally aimed at investigating grade eleven (11) students' preferences for peer or teacher feedback and the effects of such preferences on their writing performance. To that end, this chapter attempts to answer the following research questions raised at the beginning.

1. How the students find peer or teacher feedback important to improve their writing?

2. What feature(s) of writing can be improved as a result of peer or teacher comments on students' writing?

3. Is there a significant difference in writing performance of students after they received feedback from peer and teacher separately?

4. What are /is the current practice(s) of feedback on students' writing drafts? Do students use peer or teacher feedback?

In this chapter, the data collected from 60 students and ten English language teachers through the questionnaire was tabulated, presented in percentages and mean to be analyzed both quantitatively and qualitatively. Items with related ideas were grouped and put into one table so that they were described and analyzed side by side. Next, the data gathered from 10 students through interview were presented in paragraphs. Finally, written texts produced by the students were analyzed and discussed.

4.1. Analysis of Students' questionnaire

Analysis of the questionnaire was done first for the items in the Likert-scale and the responses for each scale were presented in percentage and mean. Next, the analysis of the open-ended questions was done.

4.1.1. Importance of Peer Feedback for Students' writing practices

Data concerning the perceptions of students about the importance of peer feedback are presented and analyzed as follows.

Table 4.1 Students' feelings towards the Importance of Peer feedback on their Writing performance.

No	Items	Responses												Mean
		Strongly Agree(5)		Agree(4)		Neutral (3)		Disagree(2)		Strongly disagree1		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Peer review increases my learning motivation.	5	8.33	24	40	5	8.33	20	33.33	6	10	60	100	3.03
2	Peer comments reduce my fear about writing practices.	10	16.67	20	33.33	6	10	22	36.67	2	3.33	60	100	3.23
3	Peer feedback helps me to develop writing strategies.	3	5	15	25	7	11.67	25	41.67	10	16.67	60	100	2.6
4	Peer feedback promotes social learning.	4	6.67	30	50	4	6.67	21	35	1	1.67	60	100	3.25

According to table 4.1, students have mixed perceptions towards the importance of peer revision practices in writing classes. Among the respondents about 40%, 5% agreed and strongly agreed respectively to the fact that peer revision promotes learning motivation of students in writing context. But 33.33%, 10% of the subjects disagreed and strongly disagree respectively with the motivating effects of peer feedback and five students did not comment on this idea. The mean of the response 3.03 shows neutral. This is not goes well with Hendrickson's (1980) argument that shows peer feedback allows the students to work in a non-threatening educational setting that helps build their confidence and fosters learning by discovery and sharing ideas. Parallel to this, 16.67% and 33.3% of the respondents strongly agreed and agreed respectively that exchanging comments with their partners make them active or reduce the fear of practicing writing. But 36.67% and 3.33% disagreed and strongly disagreed to the fact that peer revision reduces fear about the writing practices and six (10%) said that they had no idea. The mean of the students' response (3.23) also indicates that students were neutral to this effect of peer feedback on their writing. Students were also asked to express their feeling cornering the use of peer feedback in developing writing strategies, about 41.67% and 16.67% of them disagreed and strongly disagreed respectively. Only 25% the subjects reported that they agreed and 5% strongly agreed

to this fact. However, seven (11.67%) students refrained from commenting in either way. The mean response (2.6) clearly shows that students are neutral to the fact that peer feedback practices expose them to different writing styles. This is contradicts the finding of Tithecott and Tang (1999) who argued that peer feedback helps students to acquire strategies for getting started for drafting for revising and for editing. Regarding the social benefits of peer feedback, about 50%, 6.67% of the subjects agreed and strongly agreed to this fact respectively. But 35% and 1.67% of students said disagree and strongly disagree in this regard and four students did not comment in either way. The mean response of the item is 3.25 which showed students were relatively neutral to the social learning effect of peer feedback in writing context. The result is not encouraging to support Mangelsdorf (1992) who claims that peer revision provides students with an authentic audience that enable them to receive different views on their writing. These findings show that proportion of students' responses both in agreement and disagreements were relatively equal. Thus the mean values were laid in between them.

4.1.2. Types of Peer Comments Given and Used by the students

The types of comments given and used by the students while peer feedback practices influence their writing skill improvement. In order to find out what the students thought about the types of the comments given and used, the perceptions of students are assessed as follows.

Table 4.2 Students' perception towards the types of peer comments give and used for final draft.

No	Items	Responses												Mean
		Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree(1)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	My partners gave me useful comments on organization.	5	8.33	9	15	10	16.67	36	60	-	-	60	100	2.71
2	My partner gave me useful comments on mechanics.	7	11.67	32	53.33	11	18.33	7	11.67	3	5	60	100	3.55
3	I used most of my partners' comments in rewriting tasks.	-	-	3	5	2	3.33	38	63.33	17	28.33	60	100	1.85
4	My Peers gave me useful comments on both grammar and content.	2	3.33	12	20	11	18.33	32	53.33	3	5	60	100	2.63

As indicated in table 4.2, concerning the students' ability to give comment on organization 60% of the participants showed their disagreement. Where as 8.33% and 15% of the subjects were strongly agreed and agreed to this fact and 16.67% of students refrained from commenting on this idea. The mean score of the students' response is 2.71 that show students have difficulty to give comment regarding the meaning concern of each other's work. In the same way, most students (53.33% and 5%) disagreed, strongly disagreed respectively regarding students' ability to give comments on both content and grammar. However, 20% and 3.33% of the subjects replied that they agreed strongly and agreed respectively concerning this and 18.33% of the students did not give idea regarding this. The mean response (2.63) tells us students can't give adequate comments on both grammar and content during peer feedback practices. With respect to the students' ability to comment on mechanics (capitalization, punctuation and spelling) during peer revision practice, most students (53.33% and 11.67%) agreed, strongly agreed respectively with mean response of 3.55 which indicate students can easily address their partners' problem concerning these. Only 11.67% disagreed and 5% of the subjects were strongly disagreed the idea and 18.33% of the respondents abstained in making comment concerning students' ability to comment on mechanics. This implies that the writing features that attract students' attention in giving comments during peer revision practices were punctuation, spelling, capitalization, etc that are generally called mechanics. In other words, peer feedback practice used to enhance the writing skill of students in lower order writing features.

Regarding students' ability in using the comments given by their friends for rewriting the drafts, 63.33%, 28.33% of the students disagreed and strongly disagreed to the need for incorporating most of their peer comments. While, few students (5%) agreed to their ability to use the given comments in rewriting and only two (3.33%) of students did not give idea in either way. The mean response of the respondents (1.85) also shows that most students do not believe their friends' comments to incorporate for rewriting their drafts.

4.1.3. Affective benefits of peer feedback.

Students' perception of the affective benefit of peer feedback has a significant implication for the practice of peer feedback in writing context. Hence, the data gathered in this regard are presented as follows.

Table 4.3 Students' attitudes towards the affective benefit of peer comments.

No	Items	Responses												Mean
		Strongly agree(5)		Agree(4)		Neutral(3)		Disagree (2)		Strongly disagree(1		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	I like to have writing reviewed by my partner.	5	8.33	20	33.33	5	8.33	20	33.33	10	16.67	60	100	2.5
2	I will need to do peer review.	2	3.33	15	25	6	10	30	50	7	11.67	60	100	2.58
3	My friends are like me, so they will be able to tell me why I am making a particular mistake.	3	5	12	20	7	11.67	25	41.67	8	13.33	60	100	2.36
4	My friends are not better than me. How can they correct my mistakes?	20	33.33	30	50	6	5	2	3.33	2	3.33	60	100	4.06
5	I do not correct my friends' mistakes because it will affect our relationship.	27	45	24	40	4	5	4	6.67	2	3.33	60	100	4.16

As depicted in table 4.3, 33.33%, 16.67% of the subjects disagreed and strongly disagreed respectively having one's writing reviewed by their partners while 33.33% expressed their agreement and 8.33% of them didn't comment on this. The mean response of the item is 2.5 that indicated students were relatively disagreed to this idea. Parallel to this statement, 41.67% and 13.33% disagreed, strongly disagreed respectively to the fact that their partners tell them a particular mistake in writing without fear. But 11.67% students gave no response in either way and 20% and 5% of the respondents agreed and strongly agreed on this fact. The mean of the students' responses to this item is 2.36 which show that most students are not positive about the idea. Half of the population (50%) also reported that they agreed to the idea of their friends being like them so, they couldn't comment on their writing and 33.33% strongly agreed to this idea. Only few students (3.33%) expressed their disagreement to the idea and 5% of the students did not show their views in this regard. The mean response (4.06) implies that most students do not want their friends to know their errors concerning their writing. Similar to this, 45% and 40% of the students strongly agreed and agreed respectively to the idea that they do not want to correct their friends' mistakes because it affects their relationship while 6.67% of the subjects expressed

their disagreement to the statement. 5% of the students did not express their ideas in either way concerning this idea. The mean response to the item 4.16 tells us most students wouldn't feel comfort if peer correction happened.

4.1.4. Affective benefits of teacher comments on their writing performance

These questionnaires aimed to obtain information from the students about their perceptions towards the affective benefit of teacher comments on students writing performances.

Table 4.4 Students' perception towards the affective benefits of teacher comments.

No	Items	Responses													Mean
		Strongly agree (5)		Agree(4)		Neutral(3)		Disagree (2)		Strongly disagree (1)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%		
1	I like to have my writing reviewed by my teacher.	46	76.67	9	15	1	1.67	2	3.33	2	3.33	60	100%		4.58
2	I will need to have teacher feedback.	44	73.33	12	20	-	-	2	3.33	2	3.33	60	100%		4.56
3	My teacher's comments are too negative and discouraging.	2	3.33	4	6.67	7	11.67	10	16.67	37	61.67	60	100%		1.73
4	I respect my teacher's opinion.	37	63.79	15	25.86	2	3.45	2	3.45	2	3.45	58	100%		4.28

As revealed in table 4.4, most of the students (76.67%, 15%) strongly agreed and agreed to the idea of receiving comments from their teachers on their writing. However, equal proportion of the students (3.33%) said they disagreed and strongly disagreed respectively and one student did not comment on this idea. In addition, the mean response of the item (4.5) which implies they wanted to make use of teacher comments to improve their future compositions. For the same statement 73.33%, 20% replied that they strongly agreed and agreed that they trust their teacher comments on their writings. But very few students (3.33%) expressed their disagreement regarding this idea. It received the mean response (4.56) that indicates most of the students need their writing to be commented by their teacher. Further more, 63.79% strongly agreed and 25.86% agreed to the fact that they respect their teachers' opinions, suggestions and comments on their writings. The mean response for this item is 4.28 that indicate they give value to

teachers' comments during writing practices. Regarding the motivating effect of teacher comments, most students (61.67%) strongly disagreed and 16.67% disagreed to the idea that their teacher comments are too negative and discouraging. Where as only 3.33%, 6.67% strongly agreed and agreed respectively and 11.67% of the students refrained from giving comments on this idea. This received the least mean response (1.73) which shows that teacher's comments on their drafts play an encouraging role. These findings clearly indicate that most of the respondents perceived teacher comments on their drafts are effective to improve their writing skill in writing context.

4.1.5. The importance of teacher feedback

These questionnaires were designed to obtain data regarding students' attitudes towards the roles of teacher comments on their writing performances.

Table 4.5 students' attitudes towards the importance of teacher feedback on their writing performance

No	Items	Responses											Mean
		Strongly agree (5)		Agree (4)		Neutral (3)		Disagree(2)		Strongly disagree(1)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Teacher feedback increases my learning motivation.	40	66.67	11	18.33	3	5	4	6.67	2	3.33	60	100	4.38
2	I incorporated most of my teacher comments.	23	38.33	30	50	4	6.67	1	1.67	2	3.33	60	100	4.18
3	My teacher is knowledgeable enough to correct my errors.	23	38.33	27	45	5	8.33	4	6.67	1	1.67	60	100	4.12
4	I have faced difficulty to read my teacher handwriting.	3	5	4	6.67	8	13.33	22	36.67	23	38.33	60	100	2.03
5	My teacher comments are increasing my fear of writing.	2	3.33	3	5	4	6.67	11	18.33	39	65	60	100	1.58

As shown in table 4.5, most students (66.67%) strongly agreed to the item stating that the teacher's comments on their writing increases their motivation and 18.33% agreed to this fact.

While few students (6.67%, 3.33%) disagreed and strongly disagreed respectively to this idea and 5% of the subjects did not comment regarding this. The mean response (4.38) implies that students were agreed that they could gain more confidence as they received comments from the teacher on their compositions. In the same way, about 38.33%, 45% of the respondents strongly agreed and agreed to the idea that the teacher is knowledgeable enough to correct their errors where as 6.67%, 1.67% of them disagreed and strongly disagreed respectively and five students (8.33%) abstained from giving comments. The item received the high mean (4.12) to show that students believe teacher feedback as the most successful revision method. Parallel to this most students (50%, 38.33%) agreed and strongly agreed respectively that they should incorporate or use most of the comments given them by their teacher for rewriting the drafts. However, only two students (3.33%) and one student (1.67%) said they strongly disagreed and disagreed respectively and four students (6.67%) did not comment on this idea. The mean response is (4.12) which indicate students believe in their teacher's comments so that they incorporated most the comments given.

Concerning students difficult to read their teacher comments, most students (38.33%, 36.67%) strongly disagreed and disagreed respectively to the fact. But few students (5%, 6.67%) said that they agreed and strongly agreed to this statement and eight students (13.33%) had no any ideas regarding this. The response mean is 2.03 clearly indicating that most students do not face difficulties to use their teacher comments for rewriting their drafts. In addition, about 65% and 18.33% of the respondents strongly disagreed and disagreed to the fact that they feel a bit stressed when they received comments from the teacher whereas four students (6.67%) had no idea. Few students (3.33%, 5%) said strongly agree and agree concerning the motivating effects of teacher comments on their writing. This item received the least response mean (1.58) which implies that students strongly disagreed; receiving comments from their teacher during writing practice increase their anxiety. From these findings, we can deduce that most students pleased to receive comments from their teachers because they think that it provides adequate input to improve their skill in writing.

4.1.6. The focus of Teacher comments on students' writings.

These questionnaires were aimed to gather data students' perception regarding the focus of their teacher's comments (content, organization, mechanics, grammar, etc) on their writing.

Table 4.6 students' perception towards the focus of teachers' comments on their writings.

No	Items	Responses												Mean
		Strongly agree (5)		Agree(4)		Neutral(3)		Disagree (2)		Strongly disagree1		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	My teacher gave me useful comments on content and organization.	34	56.67	19	31.67	3	5	4	6.67	-	-	60	100	4.38
2	My teacher's comments are too general.	5	8.33	10	16.67	11	18.33	24	40	10	16.67	60	100	2.6
3	My teacher gave me more comments on the form.	33	55	19	31.67	5	8.33	3	5	-	-	60	100	4.36

As indicated in table 4.6, 56.67% and 31.67% of the subjects strongly agreed and agreed to the statement that teacher gave them useful comments on content and organization while three students didn't comment on this. The mean response (4.38) also indicates that students believe their teacher can provide them adequate comments related to content and organization (language concern) of their drafts. In addition, most students (55%, 31.67%) strongly agreed and agreed to the fact that teacher can give more comments on the form of the language. Only three students (5%) expressed their disagreement and five students (8.33%) refrained from giving ideas in either way. The mean of the students' response (4.36) tells that students believed that the teacher able to give useful comments on both in linguistics and language aspects of their writings that in turn affect the quality of their writing. These findings revealed most students found that teacher comments help them to improve their writing skill both in form and content of their writings. Concerning the nature of the teacher feedback 40%, 16.67% of the respondents disagreed and strongly agreed the fact that the teacher gave them too general comments on their writing. Only 8.33%, 16.67% strongly agreed and agreed respectively to this idea. Eleven students (18.33%) didn't comments on the nature of teacher comments. The mean response (2.6) implies that most students are natural to comment on this fact.

4.1.7. Teaching writing and Feedback Practices

Table 4.7 students' perceptions towards feedback practice in a class.

	Items	Responses	No of respondents	
1	What did the feedback given by your peer focus on?	Organization	6	10%
		Content	8	13.33
		Grammar	17	28.33
		Vocabulary	6	10
		Mechanics	23	38.33
		Total	60	100%
2	Did you use the comments you received from your peer?	Yes, all	12	20
		Yes, some of them	43	71.67
		no	5	8.33
		Total	60	100%
3	How often your teacher design tasks to practice writing skill that given under each unit in your text?	Always	5	8.33
		Sometimes	45	75
		never	10	16.67
		Total	60	100%
4	The types of feedback provision teachers frequently uses?	Teacher feedback	40	68
		Peer feedback	20	32
		Total	59	100%

Table 4.7, revealed that 38.33% of the students reported that their friends more emphasized on mechanics and about 28.33% of the respondents said that peer comments focus more on grammar than other features on writing. This finding shows that students paid more attention to mechanics and grammar in giving comments. Accordingly, 71.67% of the students commented that they incorporated some of the comments given by their partners in their final drafts and 20% of them indicated that they used all of the comments given by their peers for rewriting the drafts. But five students (8.33%) said that they did not use the peers' comments to rewrite the drafts. This finding shows that most students do not believe their partners' comments to incorporate for rewriting their drafts.

Concerning the practice of teaching writing in a class most students (75%) suggested that their teachers do not always design tasks in the regular classes and only few (8.33%) students said that their teachers teach writing skill always and 10% of them indicated that their teacher never teaches writing skill in the regular class of students. Students were also asked the types of feedback provisions that their teacher usually uses to comment their writings; most students (68%) reported that their teacher regularly uses teacher feedback or gives comments by

him/herself. However, few students (32%) believed that their teacher use peer revision method in writing context. These results also show that most students said their teachers comment by themselves on their writings whenever they taught the writing tasks.

4.2. Analysis of Teachers' questionnaire

4.2.1. Teaching writing and Uses

The perception of the teachers towards the practice of teaching writing has a strong implication for students' writing skills development. Accordingly, the data gathered regarding this was summarized in table below.

Table 4.8 Teachers' perception towards practice of teaching writing.

No	Items	Responses	No of respondents
1	How often do you teach writing skills that are given under each unit in students' text book?	Always	3
		Sometimes	7
		Never, why?	-
		Total	10
2	To what extent do you believe learning writing plays role in academic success of students?	Great extent	5
		Some extent	5
		Has no use	-
		Total	10

Table 4.8 reveals that English language teachers were asked how often they teach writing; seven teachers said that they teach the skill sometimes, while three teachers reported that they teach the skill always. This finding also agreed with students' response in table 4.7 the same finding also observed in Badger and White (2000) who found that despite writing being a very important form of communication, teaching writing is sometimes neglected in both first and foreign languages. Parallel to this teachers were asked the role of writing skill in academic success of the students; half of the teachers (5) believe that the skills of writing plays a great role for the academic achievement of the students and half of them also indicated that writing skill performance can also play some roles for academic achievement of students. This finding is consistent with Mulamba's (1993) who found most of the students' success largely depends on their mastery of writing skills in academic setting.

4.2.2. Types of feedback and students' preferences

Data concerning the types of feedbacks teacher usually use and comments students favored to practice writing are shown in the table below.

Table 4.9 Teachers' Perceptions towards types of feedback they use and Students' preferences for Feedback.

No	Items	Responses	No of respondents
1	Through out your teaching practices in the classroom, which types of feedback provisions do your learners prefer?	Peer (why?) - Students learn from each other. - It creates more support and friendship. - Some student feels comfort with their classmates' comments.	3
		Teacher (why? -because students do not believe their peers. -because students trust teacher feedback - Students believe their teachers have enough knowledge about different features of writing.	7
		Total	10
2	From your point of view which types of feedback is more important to improve students' writing performances?	Peer (why?) -It allows students to help each other. It is easier to share experiences. It promotes social learning.	5
		Teacher (why?) -teacher written feedback can promote students learning. -can model effective revision strategies. - provides appropriate feedback.	5
		Total	10
3	Which types of feedback provision do you usually use to comment on students' writing in writing classroom?	Teacher, why? -it is appropriate comment to students' writing. -peer feedback consumes time. -it is the common type. -students may have inadequate linguistics and cognitive maturity to evaluate their peers.	8
		Peer, why? -it promotes social interaction. - it reduces teacher work load.	2
		Total	10
4	How do you find your verbal (oral) feedback in improving students' writing?	Very useful	2
		useful	8
		No use	-
		Total	10

Table 4.9 shows that teachers were asked whether students prefer peer or teacher feedback provisions in writing classroom and the reasons for their preferences. Based on their teaching practices most teachers (7) suggested that students favored teacher comments because they are not sure whether their partners' comment is correct, they usually trust the teacher comments and they also believe teachers have enough knowledge to correct their errors. But only three of the respondents commented that students prefer exchanging comments with their partners in writing context. In addition to this, teachers were asked to forward their points of view about the importance of peer or teacher feedback in improving students' writing skills and the reasons for the importance. Five of the respondents believed that peer comments help students to improve their writing skills because it allows students to learn from each other and promotes social learning. But five of them also replied that teacher feedback helps students to communicate effectively through writing because teacher written feedback promotes students' learning and he or she can model effective revision strategies. This indicates that teachers have favored their comments on students' writing to improve their skill. The same finding was also observed from students' response in table 4.4 that shows about 73.33% of the students needed to have correction from their teacher.

Teachers were also asked regarding types of feedback they usually use to comment students' writing; 8 teachers except two reported that they give comments by themselves on students' drafts. According them, teacher comments are appropriate, peer comment consume time and students may not have adequate linguistic and cognitive maturity to evaluate their peers. However, two of the teachers commented that they usually use peer feedback because it promotes social interaction and reduces teacher work load. This finding agrees with students' responses in table 4.7 which indicates about 68% of them replied that the teacher regularly comment on their writings. Concerning the role of teachers' oral feedback in improving learners' writing 8 teachers believed that their oral comments are useful to students in practicing writing whereas 2 teachers said that it is very useful for improving their writing skill.

4.2.3. Practices of peer feedback

The data regarding the perception of teachers towards the practice of peer revision in writing context is presented in the table below.

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Table 4.10 Teachers' Perceptions towards the Practices of Peer feedback in writing classroom.

No	Items	Responses	No of respondents
1	Have you ever motivated your learners to discuss the first draft of their writings with their partners before the final draft?	Yes	2
		No, why? -most students are not pleased to help each other. -it is impractical. -it is not an effective method because of different learning styles.	8
		Total	10
2	If your students ever use peer feedback, do you feel it has been helpful to improve the quality of their writing?	Yes	3
		No	7
		Total	10
3	What do you think about the grammatical knowledge of your students if they have commented on each other writings in the classroom?	Good	-
		Fair	4
		Poor	6
		Total	10
4	What is/are the challenges for you to use peer feedback in writing classroom?	It consumes time	6
		Large class size	1
		Low participation of learners in the processes.	3
		Total	10

As indicated in table 4.10, teachers were asked whether or not they motivate students to practice peer revision; most of them replied that they do not motivate their learners because they are not pleased to help each other, it is impractical and not an effective method. Apart from this, teachers were asked their feelings about the role of peer feedback on the quality of students' writing. Seven teachers believed that peer comments do not have any contribution to students' writing. While the rest of them (3) reported that practice of peer review can improve students' writing skill. In addition, they were asked to respond concerning the grammatical knowledge of their students to comment on each other's drafts during peer revision practices and most of them (6 teachers) thought that their grammatical knowledge is poor, and four teachers also said that their grammatical knowledge is fair to give comments about their friends' writings. However, none of the teachers said that students' grammatical knowledge is good enough to comment in this aspect. These results imply that teachers thought their comments on students' writing are effective and agreed with students' responses in table 4.7.

Regarding the challenges teachers faced in using peer feedback in the writing classroom, most teachers (6) believed that peer review practices consume time. Three teachers also indicated that

lack of participation of students in the activities is another problem to implement peer feedback in the writing classroom and large class size is also a problem as one teacher pointed out. These findings imply that most teachers do not practice peer revision in writing classroom because of impracticality and inadequate linguistic background of students that affects students' confidence to edit their partners' work.

4.2.4. Effects of peer and teacher comments on the writing features

These questionnaires were designed to collect information about the roles of either peer and teacher feedback on different writing features that in turn affects the quality of students' writing.

Table 4.11 Teachers' Perceptions towards the effects of peer and teacher comments on different writing features.

No	Items	Responses	No of respondents
1	How do you find your written feedback on the following areas of students writing? A) Mechanics (spelling, punctuations, grammar)	Very useful, why? -Students have problem in these areas. -they affect the quality of students' writing so, should be seen seriously.	8
		Useful	2
		No use, why?	-
		Total	10
	B) Content (quality of ideas), organization (flow of ideas);	Very useful, why? -students do not know how to make sense of the comment in these areas. -it is difficult for the learner to provide comments in these areas and they are higher order levels.	7
		Useful	3
		No use	-
		Total	10
	C) Vocabularies(words choices)	Very useful, why? Students couldn't indicate mistakes of word choices directly. -students do not have enough background about vocabularies use in writing.	8
		Useful	2
		No use, why?	-
		Total	10
2	What do you think about Peer feedback on the following areas of students' writing?	Very useful, why? -Some students can address these areas of writing.	4

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	A) Spelling, punctuation, grammar and vocabularies (words choice),	-Peers group can help each other on these areas.	
		Useful	1
		No use, why? -Most students do not believe their peers in these areas. -Students' knowledge is not sufficient.	5
		Total	10
		Very useful. Give reason	-
		Useful	2
	B) organization (flow of ideas), Content (quality of ideas),	No use, why? -It is difficult for students to address the related to this issue. - Since it affects the quality of writing, it should be seen seriously. -It requires long practice to provide such comments - Students do not know how to make sense of such comment.	8
		Total	10

Table 4.11 revealed that most teachers (8) believed that their comment on mechanics (spelling, punctuation, etc) is very important. When they were asked to reflect clearly on why it is important, they came up with two reasons: first students do not clearly identify such errors; second the grammatical mistakes hinder students from expressing what they wanted to convey thus it should be seen seriously. Two of them said that teachers' comment on mechanics is useful while none of the teachers suggested that it has no use. Seven teachers also indicated that their comment on both content and organization of students writing is very useful. This is because according to them, students have limitation to make sense of comment in these areas or it is difficult for learners to provide comment in these areas. Three teachers thought that teachers' comment in these areas is useful whereas, none of them said no use. Similarly, teachers were asked about the effect of their comments on students' writing related to vocabulary; eight teachers commented that it is very useful giving comment on vocabulary because students have no enough vocabulary knowledge to address the mistake. These findings strongly claimed by students through their responses table 4.6 that shows most students thought that their teachers could give sufficient comments regarding the form and quality of their writings.

Regarding the effect of peer feedback on students' writings related to spelling, punctuation and vocabularies (words choices), half of the teachers thought that peer comments on these areas has

no use to improve the skill because some students lack confidence to give and receive comments in these areas. One teacher said that it is useful but four of them believed that peer feedback is very useful to improve students' writing skill because some students can easily indicate such errors on each other works. In addition to this, teachers were asked to comment on the role of peer feedback on students writing related to organization of students' drafts; most teachers (8) did not believe that peer revision has a role on organization of students' drafts because it is difficult for students to address mistakes related to this. Only two teachers said that it is useful while none of the teachers said it is very useful. These results implied that peer revision method is not an effective to provide the necessary input for the students on their writing.

4.3. Analysis of the Students' Interview

In this study an interview was held with ten students who were randomly selected after they filled the questionnaire. The questions include whether or not the students liked the peer or teacher feedback, whether the students perceived that peer or teacher feedback improved their writing, and what advantages peer or teacher feedback offered. Similarly, whether the peer feedback helped them to lower their anxiety, which type of feedback provided more comments for student on their writing, how students incorporated teacher comments, whether peer feedback practices encouraged or not and the type of feedbacks teachers usually use to give comment. Accordingly, the analysis of the students responses were presented as follows.

Regarding whether or not the students liked peer or teacher feedback practices and why, six of the interviewees expressed their feelings that they liked teacher feedback practices better. For this students came up with different reasons that justified their preference: one of the students stated, "I like teacher comments because he / she can give me adequate comments… to improve my writing skill." Another subject reported, "I like my teacher's comments because he/ she can give me clear explanations about my mistakes." Similarly, one of the respondents said, "I would like to be corrected by my teacher because he or she is more qualified to correct my errors." Four of them expressed their views that they liked peer feedback. For example, one of the respondents stated, "I prefer peer comments because it exposes me to different writing styles." Similar to this the other replied, "I would like to be corrected by my friends because it gives me an opportunity to make friends with my classmates." Another subject also argued, "I trust peer comments

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because peer review can be easily done any where and any time." These clearly indicated that students have positive attitudes towards both peer and teacher feedback practices in their writing activities. These findings consistent with students' response in table 4.4 that showed most students liked to have comments from their teacher on their writings.

The next question was related to the types of feedback that provided more comments on their writing tasks. All the interviewees responded that they received more comments from their teacher than from friends. They generated the following views related to the number of teacher comments on their writings. One of the respondents said, "I received more comments from my teacher through out my writing practices concerning writing features…grammar, mechanics, organization, etc."Another respondent reported, "I can say… I have received more comments from my teacher on my first draft than during peer revision." These findings supported by students' responses in table 4.6 which depicts most students believe that they received more and useful comments from the teacher on different features of writing.

Utilization of the teacher comments was another question posed to the students. Concerning this, few of the students (3) reported that they do not use all the comments given by their teachers for rewriting their drafts. For example, one student replied, "I used my teacher's comments selectively because some of them were too general and difficult to understand." Similarly another one reported, "I am selective in using my teacher comments because unclear hand writing and he used complex sentences. Another subject also suggested, "Okay I couldn't incorporate all comments given me by the teacher… particularly related to organization, content, cohesion, etc). However, seven of the interviewees said that they used all the comments given them by their teacher for rewriting their drafts. One of the respondents adding his/ her reason "Yes, I incorporated all my teacher comments in my final writing because he explicitly addressed all my mistakes." The other student said, "Yes, I use all of them because I think he is correct." These findings confirm with students' responses in table 4.5 that reveals they incorporated most of their teacher's comments for rewriting.

Regarding whether or not peer review should be practiced always or sometimes in the writing classroom, seven students thought that the practices should be encouraged sometimes. This is because, according to the students, they lack confidence to edit their partners' drafts and lack grammatical proficiency and others areas of writing (content, organization, etc).One of the respondents claimed, "Ok … it should be practiced sometimes because some students are not

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pleased to help each other." In the same way, another student commented, "It is difficult for the teacher to use always because it consumes time and students may be bored in the process." By contrast, only three of the students believed that peer feedback practices in writing classroom should be encouraged always and they generated the following reasons: it promotes social learning, students can express their ideas freely thus being motivated to learn. These findings consistent with the teachers' responses in table 4.10 that reflects most teachers believe applying peer revision in the classroom consumes time, students lack confidence to engage in actively, etc thus they do not motivate students to practice it in writing classroom.

Students also asked whether or not exchanging comments with their peers reduces fear (anxiety) of practicing writing. Five of the interviewees asserted that receiving and giving comments from and to the classmates reduces their anxiety to practice writing. According to one student, "Yes, giving and receiving comments makes me to practice well because it used to compare my work with my partners that help me to write better and develop my confidence." Similarly, another respondent replied, "Yes, it reduces my fear because my friend is like me thus I am not afraid of him/ her to give and receive comments during writing practice and I feel free to discus with my partners." Still another subject responded, "Yes, it does because I can share different writing styles during peer revision." However, the rest five students did not believe that exchanging comments reduce writing practice anxiety. One of the students said, "No, it doesn't I lack confidence about my grammar to give comments." In the same way other respondent responded, "No, I do not believe my partners' feedback to build my knowledge about writing." Another student added, "No, I do not want to correct my friends' error." These findings confirm with the students' responses in table 4.1 that indicates students have a mixed perceptions about the motivating effects of peer feedback in writing classroom.

Concerning the types of comments teachers usually use on students' writing, six of the students said that their teachers use positive comments. One of the students reported, "Most of the time my teacher gives positive comments on my writing that encourage me to write better." With the same statement other student replied, "Seeing comments such as good idea, good attempt, good handwriting, etc... help me to have confidence." However, four students asserted that their teachers use negative comments either orally or in written form on students' drafts. One student reported, "My teacher sometimes uses expressions such as poor handwriting, not clear, not good, etc on my writing." In addition another student said, "My teacher usually gives me comments

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that discourage me orally when he corrects my work." These findings strongly claimed by students' responses in table 4.4 that about 76.67% of the respondents like to receive comments from their teacher on their writings.

4.4. Text Analysis

In order to see the effect of peer and teacher feedback on students' writing performance, students engaged in four writing tasks. That is they wrote the first and final drafts (two texts) under each feedback provision on the same topic. They were produced one paragraph that expected to contain 120 words. The first two texts were treated under teacher feedback and the second two were treated under peer feedback separately (see Appendixes -L &M sampled texts). The writing tasks were aimed to investigate the writing features students could address in giving and receiving comments during the specified feedbacks practices. A comparison of students' writing score under peer and teacher feedback was made by using t-test; to find out if there was a significant difference in writing performance after they received comments both from their teacher and partners separately.

4.4.1. Types and number of comments given and used by the students.

Comments given by the peers and teacher on the first drafts and the amount of these comments incorporated into the final drafts were summarized in the table below.

Table 4.12 Students' ability to give and receive comments.

No	Writing Activities	Writing Features									
		Comments	Content	Orga	Coh.	Voca.	Gram.	Punc.	Cap.	Spell	total
1	Under teacher feedback(writing-1)	Given	7	10	7	7	6	5	4	5	48
		Used	-	1	-	5	4	5	3	4	22
2	Under peer feedback(writing-2)	Given	1	2	2	4	8	10	9	9	45
		Used	-	-	-	2	5	6	8	6	27
	Total	Given	8	12	9	11	14	15	13	14	96
		Used	-	1	-	7	9	11	11	10	49

As shown in the table above the teacher focused mainly on the organization (10 comments), content, coherence, vocabulary (7 comments each of them) but less focused on grammar (6 comments),punctuation and spelling (5 comments each of them) and capitalization (4 comments) in giving comments during the first writing task. Organization, content, vocabulary and

coherence that are usually referred as higher order levels as Keh's (1990) suggestion, they accounted for the maximum number of the comments (31 comments) given by the teacher. The writing features given less attention by the teacher in giving comments were grammar, punctuation, capitalization and spelling (low order levels) which accounted for (19 comments). This finding is consistent with the students' responses in table 4.6 which indicates that most students argued that their teacher mainly focused on higher order writing features than lower order in giving comments. Regarding the types and number of teacher's comments used by the students for final writing, students did not use the comments given them on content and coherence for rewriting their drafts and used only (1 comment) on organization. This finding supported by the result of the interview which shows that most students have faced to incorporate comments given on the above areas and the result of teachers' questionnaire also claim this idea in table 4.11. However, students incorporated vocabulary (5comments), grammar (4 comments), punctuation (5comments), capitalization (3 comments) and spelling (4 comments) for rewriting from the comments of the teacher on their first drafts.

Similarly, the table also reveals that the students highly focused on punctuation (10 comments), capitalization and spelling (9 comments each) and grammar (8 comments) in giving comments during peer revision practices of the second writing task. These writing features collectively called mechanics, accounted for the maximum number of the comments (36 comments of the total) or they attract the students' attention in giving comments during peer revision practice in writing context. The writing features which given less attention by the students in giving comments were content (1 comment), organization (2 comments), coherence (2 comments) and vocabulary (4 comments) during peer revision practices. These results goes well with the students' responses in table 4.2 that depicts about 64% of the subjects reported that students mainly focused on the lower order features of writing than on the higher order in giving comments during peer revision practices. The data also indicates that students incorporated more comments for rewriting their drafts in these areas. But they did not incorporated the comments given on content, organization and coherence for rewriting their final drafts and only they used 2 comments on vocabulary for rewriting.

Some implications could be drawn from the above analysis of students' texts. First students were received more comments from the teacher than from their friends. Second the teacher mainly focused on language aspects (meaning-level concern) rather than linguistics aspects of the students' writing in giving comments. The same finding also observed in Leki's (1992) study who suggested that teacher pays more attention to global errors than local errors in giving feedback. Such encouraging results suggest that teachers are well informed the useful areas of comments which may help their students to improve the writing skill. Third students are not much receptive in giving and receiving comments related to organization, content, coherence and vocabulary. This implies that students appear to have a serious problem in addressing either to use or give comments in these areas. But they may easily notice comments on lower order features of writing than higher order levels in giving and using in rewriting the drafts. This finding goes well with Leki (1991) who found that students are most concerned with feedback on surface-level problems on their writing. In other words, peer feedback practice in writing classroom helps to improve the writing quality of lower order writing features.

4.4.2. Students' writing features performance scores after peer and teacher feedback provisions.

Each writing feature performance has a relation with the overall writing performance of students. To find out the level of difference in performance after they received comments from peer and teacher separately, a comparison was made using the t- test analysis as follows.

Table 4.13 comparing students' writing performance score under peer and teacher feedback.

No	Writing features (4%)	Feedbacks	Mean	SD	df	t	p
1	Content	Teacher feedback	2.4	.84		3.198	.005
		Peer feedback	1.4	.52	18		
2	Organization	Teacher feedback	2.00	.47		4.00	
		Peer feedback	1.2	.42	18		.001
3	Vocabulary	Teacher feedback	2.5	.53		3.857	
		Peer feedback	1.6	.52	18		.001
4	Grammar	Teacher feedback	2.8	.78		3.761	.002
		Peer feedback	1.7	.48	18		
5	Mechanics	Teacher feedback	2.5	.84	18	2.333	.031
		Peer feedback	1.8	.42			

At 0.05 level of significance

Note: SD = standard deviation

df = degree of freedom

t=the calculated t-value

p= the calculated p-value

To claim significance between two means the observed t-value must be greater than the table value of t (critical value) and the observed p- value must be less than 0.05.

As indicated in the Table 4.13, there appeared to be significant difference between students' scores in five writing features after peer and teacher feedback. The t-values for content was 3.198, organization 4.00, vocabulary 3.857, grammar 3.761 and mechanics 2.333. These all values (calculated t- value) are greater than the table value (t=2.1009, df=18) set at 0.05 level of significance (see Appendix-K). This finding clearly indicates that there was a significance difference in students' scores of writing features performance after they received comments from their teacher and friends separately. In other words, teacher feedback treatment had a significance effect on the writing performance in the five writing features than peer feedback that in turn plays a role in the quality of students' writings. This finding confirms with the teachers' responses in table 4.11 that shows teachers' comments play significance role in improving the writing performance of students related to different areas of writing.

Chapter Five

Summary, Conclusion and Recommendations

5.1. Summary

In writing classroom teachers face difficulty to identify the types of feedback students prefer to on their writing and lack of awareness concerning students' ability to address the areas of writing in giving and receiving comments in feedback contexts were what initiated this research. In other words, it was with the hypothesis that students' feedback preferences could contribute to the students writing skills development that this study was designed.

As stated above, this study was concerned with investigating the effects of students' feedback preferences (peer or teacher) on the writing performances of EFL students. That is it attempted to find out if there was a significant difference in writing performance after they received feedback from peers and teachers. Similarly, the writing features that could be improved as a result of peer or teacher comments on students' writing, to find out the extent to which the students find peer or teacher feedback important to improve their writing and the current practice(s) of feedback on students' writing drafts.

The subjects of the study were all English language teachers teaching at the school and grade eleven EFL students attending the regular classes at Asendabo Senior Secondary and Preparatory school. The instruments used for collecting data were text analysis, questionnaire and interview. Texts produced by the students were used to find out the level of the students writing performance. At the same time, the data obtained from the questionnaire was analyzed both quantitatively and qualitatively and the interviews were analyzed qualitatively to complement the result of students' text analysis.

Based on the analysis of the data presented in chapter four, the findings could be summed up as follows:

1. There was significance difference in writing performance of students after they received comments from teacher and peers separately. Table 4.13 depicts that teacher feedback treatment had a significance effect on the students' writing performance than peer feedback.

2. Students give attention to lower order features of writing (grammar, punctuation, spelling and capitalization) than higher order features of writing (content, organization and vocabulary) in giving and receiving comments (table 4.12). In other words, peer

feedback enhances students' writing performance in grammar, spelling and punctuation. Table 4.2 that shows about 64% of the students believed that they could address comments in these areas. However, the teacher mainly focused on the language aspects (meaning-level concern) rather than linguistic aspects of the students' writing in giving comments. Table 4.6 shows that most students strongly claimed that their teachers' indicate useful comments related to these.

3. The result of students' questionnaires and interview indicated that the students give considerable attention to teachers' comments in writing classroom. This was confirmed by the majority of students: 76.66% and 73.33% of them needed to have teacher comments on their writings (table 4.4) and 66.67% of the students believe that teachers' comments on their writing enhance their learning motivation in writing context (table 4.5). In addition, more than half of the interviewees liked to be corrected by their teachers because he/ she can give adequate, explicit comments and they believe teachers are knowledgeable enough to correct their errors in writings. The interview result also showed us all the respondents said that they received more comments from their teacher than partners (interview items1&2).

4. The data from students' questionnaire and interview revealed that most students did not well come if peer feedback happened in writing context. This is because according to table 4.3, it affects their social relation, lack of confidence about their knowledge to correct each other's work and they are not sure whether their partners' editing is correct. Thus, most students do not want to incorporate all of the comments given them by their friends. But few of them believe that peer feedback practice is important because it promotes social learning, make them to be aware different writing styles and enhances learning confidence (table 4.1).

5. It was found that students a mixed perception concerning the problems they encountered while using their teachers' comments. The questionnaire result indicated that some of the students had difficulties in understanding teachers' feedback because it is general. Hence, some of the students do not incorporate all the comments given to them by their teacher (see interview item 3).

6. Most of the teachers responded that their comments on students' writings have been found more useful to aware students' mistakes particularly in higher order writing

features (content, organization, coherence and vocabulary) that play a great role in improving students' writing qualities as 8 teachers out of ten agreed in table 4.11.

5.2. Conclusion

This study was conducted to find out the effects of students' feedback preferences (peer or teacher) on the writing performance of EFL students. Based on the above findings, the following conclusions were drawn.

1. There is a relationship between teacher comments and writing performance of students on content, organization, vocabulary and mechanics. That is, teacher feedback enhances students' writing performance in the specified writing features.

2. Students found teacher feedback as useful in improving their writing skill. It was observed that responses of almost all students were affirmative. This indicates that students seem to value the teacher's comments as an important input and they consider it as an integral part of learning writing skill.

3. The result of the texts analysis and interview indicated that students provided and incorporated limited comments during peer feedback practices. In other words peer feedback provision seems to be insufficient to convey the required information to students.

4. The finding of the study demonstrated that the students preferred to receive teacher feedback than peer feedback because they believed their mistakes in writing would be properly and fully corrected. This does not necessarily mean that they do not like to be corrected by their peers but they perceived the role of peer feedback to be less facilitative in enhancing their writing skill. This is because of students appeared to regard their peers as having an equal status with them and they are less proficient in providing feedback compared to their teachers. In general, the data from the questionnaire and interview supported that students relied on the teacher feedback because of its accuracy.

5. The result from the text analysis reveals that the teacher pay more attention to global errors than local errors in giving feedback while students focused on local errors in giving and receiving comments from either partners or teachers. In other words grammar, punctuation and mechanics are the focus areas of students in giving comments and incorporating them for rewriting their drafts.

5.3. Recommendation

Feedback is a crucial in teaching – learning processes of writing skill. However, most EFL teachers and students are not fully aware that it is a part of teaching learning process particularly in writing context. Thus to help learners in improving their writing skill, the following recommendations were forwarded based on the findings and conclusions made above.

1. Different scholars suggested that learners learning styles (individual differences) affect the learning environment either positively or negatively. This situation is true in context of feedback provisions. Thus, teachers should be aware of students' preferences for feedback or find out the way through which students preferred to be corrected on their writings.

2. The findings of the study revealed that students were stressed out peer feedback and favored teachers' comments on their compositions. Teachers are thus, advised to supply adequate, necessary and sustainable feedback at the right time in each and every written task of their students.

3. The result of the study clearly indicated that students give attention to local issues (grammar, spelling, punctuation and capitalization) than global issues (content, organization, vocabulary and coherence) in giving and receiving comments in writing context. Hence, EFL teachers would recognize that these features of writing require more understanding to address them. Moreover, teachers should believe that through long practices students can improve their understanding to address these areas of writing either in giving or receiving comments.

4. Even if the participants of the study welcomed teacher feedback practice or they believed it is more effective to improve their writing skill, it should not be exercised as the sole way of providing feedback on students' writings. So, it is good if the teacher sometimes uses both methods because students can get different opinions from different people (teacher and peers) and it may meet individual learning.

5. Even though the result of students' interview indicated that they usually received positive comments from their teacher, the teachers recommended that to consider the roles of affective factors in improving students' writing skill while giving either written or oral comments on their drafts.

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Appendix-A

Students' Questionnaire

Dear: Students

The main purpose of this questionnaire is to collect data about your beliefs, attitudes and perception of your feedback preferences (peer or teacher feedback) and the effects of your preferences on your writing performances in academic context. *Peer feedback* is the comment, correction, editing, etc given by your partner or peer group on your writing works. *Teacher feedback* is the comment, correction, suggestion, etc given by your teacher on your writing. Your participation in this study is very important and will contribute to the improvement of the learning writing skill for your academic and non-academic career. Please respond to the items in this questionnaire as carefully and honestly as possible.

This is a survey asking for your opinion. It is not a test of your knowledge about writing skill. There is no right or wrong answers. Your answers will remain confidential and completing this questionnaire that you have consented to participate in this study.

Thank you for your cooperation!!

Direction: Please put a tick mark (√) in the box that best reflects your opinion about each of the following statements using the five Likert scale based on the four writing tasks you did for the last five weeks.

Table- 1.

No	Students' Attitudes towards Peer feedback.	Scale				
		Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree1
1	I like to have writing reviewed by my partner.					

2	I will need to do peer review.					
3	My classmate gave me useful comments on organization.					
4	Peer review increases my learning motivation.					
5	My partner gave me useful comments on mechanics.					
6	Peer comments reduce my fear about writing practices.					
7	My friends are like me, so they will be able to tell me why I am making a particular mistake.					
8	I used most of my partners' comments in rewriting tasks.					
9	My friends are not better than me. How can they correct my mistakes?					
10	I do not correct my friends' mistakes because it will affect our relationship.					
11	Peer feedback helps me to develop writing strategies.					
12	Peer feedback promotes social learning.					
13	My Peers gave me useful comments on both grammar and content.					
	Students' Attitudes towards Teacher Feedback.					
1	I like to have my writing reviewed by my teacher.					
2	My teacher gave me useful comments on content and organization.					
3	Teacher feedback increases my learning motivation.					
4	I incorporated most of my teacher comments.					
5	I will need to have teacher feedback.					
6	My teacher's comments are too negative and discouraging.					
7	My teacher's comments are too general.					
8	I respect my teacher's opinion.					
9	My teacher gave me more comments on the form.					
10	I have faced difficulty to read my teacher handwriting.					
11	My teacher comments increase my fear to practice writing.					
12	My teacher is knowledgeable enough to correct my errors.					

Item-2

Direction: Think of the writing tasks you practiced under peer and teacher comments and choose the best alternative that relevant to your perception, attitudes and belief about the roles of peer or teacher feedback to your writing performances in academic context.

1. What did the feedback given by your peer focus on?

    A) Organization B) content C) grammar D) vocabulary E) mechanics (spelling, punctuation and capitalization)   F) general comment G) all

2. Did you use the comments you received from your peer? A) yes, all B) yes most of them C) no

   3. How often your teacher design tasks to practice writing skill that given under each unit in your text? A) always   B) sometimes   C) never

   4. If your answer in question no 3 is either always or sometimes which types of feedback provision he/ she frequently uses?   A) teacher feedback   B) peer feedback

   5. If your answer in question no 4 either of teacher/peer feedback, why?

   _____

   _____

Appendix-B

Jimma University
College of Social Science and Law
Department of English Language and Literature
(Graduate Program TEFL

Students' Interview

I am conducting an interview for the study, which aims at collecting data about students' attitudes towards the use of peer or teacher feedback on their writing performances. Respondents will be informed that the interview will be documented, and will be secured even after the completion of the study. The responses will be confidential and respondents will answer honestly.

Direction: Think of task one you have received comments from your teacher and task two that you received comments from your partners and answer the questions in detail.

1. As stated earlier you have been taking part in the writing activities by giving and receiving comments to and from your partners and received comments from your teacher. Then which feedback you have liked more? Why?

2. Think of the writing practices you did the last two weeks, then which feedback provision (teacher or peer) provided more comments in your writing?

3. Did you use all the comments given you by your teacher or use them selectively? Yes, why? No, why?

4. Do you believe that peer feedback should be encouraged and practiced in writing classes? A) Yes, always B) . Yes, sometimes C) no, not at all.

5. Do you believe giving and receiving to and from classmates reduces your anxiety to practice writing? Yes, why? No, why?

6. What types of comments your teacher usually uses on your writings? A) Positive comments (good idea, clear idea, good handwriting, etc.) B) Negative comments (not clear, your handwriting is poor, not coherent, etc.)

Appendix-C

Teachers' Questionnaire

Dear: Teachers

The main purpose of this questionnaire is to collect data about your beliefs, attitudes and perception of your students' feedback preferences (peer or teacher feedback) and the effects of preferences on their writing performances in academic context. *Peer feedback* is the comment, correction, suggestion, editing, etc given by students' partners or peer groups on their writing works. *Teacher feedback* is the comment, correction, suggestion, etc given by the teacher on students' writing. Your participation in this study is very important and will contribute to the improvement of the teaching writing skill in your school. Please respond to the items in this questionnaire carefully and honestly as possible.

This is a survey, asking for your opinion. It is not a test of your knowledge about writing skill and teaching writing skill. There is no right or wrong answer. Your answer will remain confidential and completing this questionnaire that you has consented to participate in this study.

Thank you for your cooperation!!

Direction: Circle the best alternative that relevant to your opinion, attitudes, perception about students' preferences for feedback (peer or teacher) and your classroom practices of feedback provisions particularly peer or teacher feedback to enhance learners' writing performances.

1. How often you teach writing skill that is given under each unit in students' text book?

    A) Always   B) sometimes   C) never

2. If your answer in question no 2 is 'never,' why?

    _____

3. To what extent learning writing play roles in academic success of students?

    A) Great extent   B) some extent   C) has no role

4. Though out your teaching practices in the classroom which types of feedback provisions your learners prefer is_____ A) teacher feedback   B) peer feedback

   If your choice is teacher/ peer feedback, why?_____

   _____

5. From your point of view which types of feedback is more important to improve students' writing performances? A) teacher   B) peer feedback

   If your choice is either teacher or peer feedback, why? _____

   _____

6. What do you think the grammatical knowledge of your students in order to comment each other writings in the classroom?   A) good   B) fair   C) poor

7. What is/are the challenges for you to use peer feedback in writing classroom?

   A) It is time consuming   B) large class size   C) lack of participation of learners in the process.

8. Have ever motivated your learners to discuss the first draft of their writings with their partners before the final draft?   A) yes   B) No

   If you have chosen 'never' why?_____

   _____

9.   Which types of feedback provision you usually use to comment students' writing in writing classroom?   A) teacher   B) peer feedback

10. If you have chosen either peer or teacher feedback in question no 9, why?

   _____

   _____

11. How do you find your verbal (oral) feedback in improving students' writing?

   A) Very useful   B) useful   C) no use

12. How do you find your written feedback on the following areas of students' writing?

   12.1. Mechanics (spelling, punctuations, grammar) A) very useful   B) useful   C) no use

   If you have chosen, 'very useful/no use' why? _____

   _____

   12.2. Content (quality of ideas), organization (flow of ideas); A) very useful   B) useful C) no use. If you have chosen, 'very useful/no use' why?

_____

_____

12.3. Vocabularies (words choice); A) very useful   B) useful   C) no use

      If you have chosen, 'very useful/no use' .why?

      _____

      _____

13. How do you think Peer feedback on the following areas of students' writing?

    13.1. Spelling, punctuation, grammar and vocabularies (words choice):   A) very useful
      B) useful   C) no use. If you have chosen, 'very useful/ no use' why? _____

      _____

      _____

    13.2. Content (quality of ideas), organization (flow of ideas): A) very useful   B) useful
      C) no use.   If you have chosen, 'very useful/ no use' why? _____

      _____

      _____

14. If your students ever use peer feedback, do you feel it has been helpful to improve the quality of their writing? A) yes   B) No

Appendix-D

Yuunversiitii Jimmaatti

Koolejii Saayinsii Hawwaasaafi Seeraa

Muummee Afaan Ingiliffaa

Sagantaa Digirii 2^{ffaa}

Gaafannoo: Barattootaaf

Kaayyoon qorannoo kanaa odeefanno dandeettii barreessuu barattoottaa cimsuuf ykn fooyyessuuf, yaada, fedhii, ilaalcha, kkf dogoggora barreefama isaanii sirreesuuf durdeebii barsiisaa (teacher feedback) ykn hiriyyota waliin walsirreesuu (peer feedback) irraa argatan addaan baasuu ta'a. Akkasumas barattootni durdeebii fedhan yoo argatan, jijjirama dandeettii barreesuu barattootaarratti mula'atu addaan baasuuf; kanaaf gaaffilee dhiyyataniif yaada, fedhii,ilaalcha,,kkf, shaakala barreesuu guyyoota darban (battalee 1fi2) irratti hundaa'uun amanammummadhaan deebsaa.

HB. Kun dandeettii barreessuu keessan madaaluuf osoo hin taane, yaada waa'ee durdeebii basiisaafi hiriyyoota keessaniirratti qabdan addaan baasuu ta.a.

Galatoomaa!

Qajeelfama-1: Himoonni gabatee armaan gadii keessatti ibsaman tokko tokkoon isaan waa'ee durdeebii (feedback) barreefamakeerraatti barsiisaa ykn hiriyyotakeerraa argattu ilaala. Kanaaf, himoota kannen sirriitti dubbisuun sadarkaa yaadakee mallattoo($\sqrt{}$) n mul'isi.

lakk	Yaada Barattootni dandeettii barreesuusaanii cimsuuf Duri-deebii Hiriyyaaa isaanii(waliisaanii walisirreesuuf) qaban.	Sad. Yaadaaa				
		Guutumaan waliin gala	Waliin gala	Hinbeeku	Hin fudhadhu	Guutu. Hinfudhadhu.
1	Anni dogoggora barreefamakoof durdeebii hiriyyakoorraa argadhutti nan gammada.					
2	Anni hiriyyaakootiin sirreefamuu nan barbaada.					
3	Hiyyiyyaankoo qindoomina yaadaarratti durdeebii sirrii naaf kenne/tte.					
4	Durdeebiin hiriyyakoo barachuuf na onnachiisa.					
5	Hirriyyaankoo waa'ee seerri lugaarratti durdeebii sirrii naaf					

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	kenne/tte.					
6	Durdeebiin hirriyyaa soda barreefama qabu ni salphisa.					
7	Anaafi hiriyyaankoo wal-qixa, kanaaf barrefamakoo keessatti maliif akkan dogoggore natti hima/tti.					
8	Anni dudeebii hirriyyaankoo naaf kenne/tte baayyeesaa barreefamakoo lammataa keessatti itti fayyadameera.					
9	Hiriyyonnikoo narra fooyya.oo miti, kanaaf, dogoggorakoo nasirreesuu hin danda'an.					
10	Anni dogoggora hiriyyakoo sirrreesuu hinbarbaaadu,waltti dhufeenyakeenya miidha.					
11	Durdeebiin hiriyyakoo tooftaa barreesuukoo akkan fooyyeefadhu godha.					
12	Dogoggora walii sirreesuun gareen barachuu jajjabeessa.					
13	Hirriyyaankoo dudeebii seer-lugaafi qabiyyeerratti sirriitti naaf kenne/tte.	·				
	Durdeebii Barsiisaaa					
1	Barsiisaankoo dogoggora barrrefamaakoo yoo na sirreesse/tte nan jaaladha.					
2	Barsiisaankoo qabbiyyeefi qindoomina yaadaarraatti durdeebii sirriittii naaf kenne/tte.					
3	Dudeebiin barsiisaakoo dandeettii barreessuukoo akkan fooyyefadhu na onnachiisaa.					
4	Durdeebii barsiisaankoo naaf kenne baayyeessaa itti fayyadameera.					
5	Barsiisaankoo barreefamakoo akka naaf sirreessu nan barbaada.					
6	Durdeebii barsiisaankoo naaf kennu haamileekoo na cabsa.					
7	Barrreefamakoo irratti durdeebii barsiisaankoo naaf kennu baayyee dimishaashaa.					
8	Yaada/durdeebii barsiisaankoo barreefamakoo irratti naaf kennuuf iddoo nan-kenna.					
9	Barsiisaankoo seer-lugarratti yaada baayyee naaf kenne/tte.					
10	Barreefamakoorratti durdebii barrefamaa barsiisaankoo naaf kennu naaf hin dubfamu.					
11	Durdeebii barsiisaankoo naaf kennu sodaa barreessuu shaakaluu natti dabala.					
12	Barsiisaankoo barrefamakoo sirreesuuf beekumsa gahaa qaba.					

Qajeelfama-2. Shaakala barreefama 1ffaa fi 2ffaa barreesite yaadachuun waa'ee durdeebii hiriyyoonnni kee ykn basiisaankee siif keenne hubannoo keesssa galchuun deebii yaada, hubannoofi ilaalchakee waliin kan deemu filadhu.

1. Durdeebii hiriyyoonnikee siikennan baay'inaan maalrratti xiyyeefataa?

   A) Qindoomina barrefamaa   B) qabiyyee   C) seer-luga   D) jecha

   E) sirna tuqaalee

2. Durdeebii hiyyaan kee siif kenne/tte itti gargaaramteetaa? A) Eyyee, hundumasaa

    B)   Eyee irra jirreesassaa   C) lakki

3. Barsiisaankee dandeettii barreesuukee cimsuuf yoomfaa shaakala barreesuu si barsiisaa?

   A) yeroo hundaa   B) darbee darbee   C) lakki

4. Yoo deebiinkee gaaffii lakk.3 yeroo hundaa ykn darbee darbee ta'e, durdeebii itti fayyadamu/ttu isaa kam? A) barsiisaa   B) hiriyyaa

5. Deebiikee gaaffii lakk. 4 barsiisaa ykn hiriyyaa yoo ta'e, maaliif?

_____

_____

_____

Appendix -E

Yuunversiitii Jimmaatti

Koolejii Saayinsii Hawwaasaafi Seeraa

Muummee Afaan Ingiliffaa

Sagantaa Digirii 2^{ffaa}

Af-gaaffii: Barattootaaf

Qajeelfama: shaakala barreefama 1ffaa-durdeebii barsiisaakeerraa fi shaakala barreefama 2ffaa durdeebii hiriyyaakeerraa argatte hubannoo keessa galchuudhaan, gaaffii dhiyaataniif yaada, ilaalcha, hubannoo,kkf qabdu afaaniffaan(oral) deebisi.

1. Shaakal barreessuu kanaan duraa keessatti durdeebii hiriyyaakeef kennaafi irraa fudhachaa, akkasumas barsiisaakeerraa fudhachaa turteetta? Kanaaf, durdeebii isa kamii jaalattee?

2. Shaakala barreefamakee lamaan darbanii keessatti durdeebii eenyurraa argattetu yaada(comment) gahaa ta'e siif kennee? A) barsiisaarraa   B) hirriyyootakoorraa

3. Barreefama keerratti durdeebii barsiisaan kee siif kenne hundamoo gar-tokko itti fayyadamtee? Eeyyee, maallif? Lakki, maaliif?

4. Shaakalliin waliin wal-sirreesuun (peer feedback) barreefama keessatti jajjabeefamuu qaba jettee yaadaa? A) eeyyee yeroo hundaa   B) eeyyee yeroo tokko tokko   C) lakki tasumayyuu.

5. Shaakala barreessuu keessatti durdeebii hiriyyaaf kennituufi irraa fudhattu sodaa barreessuu shaakaluuf qabdu ni hir'isa jettee yaaddaa? Eeyyee, maaliif? Lakki,maaliif?

6. Yeroo baayyee yaada barsiisaankee barreefamarratti siif kennu maal fakkaata? A) kan nama jajjabeessu (positive comments), maaliif?   B) nama hin jajjabeessuu (negative comments),maaliif?

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Appendix –F

Transcription of the Interview

This interview concerned with your attitudes, perceptions towards the use of peer or teacher comments on your writing performances. I kindly request you to be genuine in your responses.

Q1: As stated earlier you have been taking part in the writing activities by giving and receiving comments to and from your partners and received comments from your teacher. Then which feedback you have liked more? Why?

Student1:   I like teacher comments on my writing because he/she gave me adequate com that help me to improve writing activities. But my partners couldn't do as my teacher.

Student 2: Okay, I prefer the teacher comments on my writings because he/she is knowledgeable enough to comment on my work.

Student 3:   In my opinion, I would like to be corrected by my partners because it gives me an opportunity to write with out fear… and we can comment on each other's work any time and any where outside the class.

Student 4: Of course, I would like to be corrected by my teacher because he/she is more than me to correct my mistakes, he /she has enough experiences to comment on my writing.

Student 5: I like so much teacher comments because he /she can give clear explanation about my mistakes in the writing.

Student 6: Honestly speaking, it is good for me to be corrected by my teacher because he/she more active to write edit my writing.

Student 7: As far as I concerned, I prefer to peer comments on my writing because it exposes me to different writing styles and it also develops social learning.

Student 8: I also like peer feedback practice because peer review activities give me a chance to make friends with my classmates.

Student 9: I would like my peer comments to practice writing because I feel free to discuss with my partners and it is more informal than teacher feedback.

Student 10: Of course I trust peer comments because peer review can be easily done any where

and anytime.

Q 2: Think of the writing practices you did the last two weeks, then which feedback provision
    (teacher or peer) provided more comments in your writing?

Student 1: I think my teacher gave me more comments on my writing concerning writing
    features… grammar, mechanics, organization, etc that did not addressed by my
    friends on my writing.

Student 2: Okay, I have received more comments from my teacher that help me to write the final
    draft.

Student 3: Eh…my teacher has indicated more comments than my partners in my first draft.

Student 4: I can say that my teacher gave me more comments on my first draft.

Student 5: when I compare the amounts of comments that I have received from my partners and
    teacher, teacher's comments are more than peers' comments on my first draft.

Student 6: Okay through out my writing practices I have received more comments from my
    teacher.

Student 7: I think my teacher has provided large comments than my peers.

Student 8: eh…my teacher wrote more comments on the first draft.

Student 9: I can say… I have seen more comments on my writing during teacher comment.

Student 10: Of course my teacher indicated more comments on first draft, like grammar, spelling
    Punctuation, organization, coherence, etc.

Q 3: Did you use all the comments given you by your teacher or use them selectively? Yes,
why?

    No, why?

Student 1: yes, I have used all the comments given by my teacher for rewriting. Because his
    comment believed to be correct and I can easily read and understand to them.

Student 2: yes, his comments are correct.

Student 3: Yes, I incorporated all my teacher comments in final draft because he explicitly
    addressed the errors.

Student 4: yes, I used my teacher comments selectively because some of them are too general
    and difficult to understand.

Student 5: No, I couldn't use all of the comments given by teacher to rewrite the draft because
    Unclear handwriting and he used complex sentences.

Student 6: yes, I have selected some of my teacher comments to write my final draft because his suggestion is unclear.

Student 7: Okay, I couldn't incorporate all comments given me to write the final draft... particular the higher order (organization, content, coherence, etc) because it requires much practices to use them.

Student 8: Okay, I only used some comments (grammar, spelling and punctuation) because I faced difficult to use comments related to organization, content, coherence, etc.

Student 9: I think I used some of the comments given me to rewrite the final draft because it needs practices to incorporate all of them.

Student 10: Yes, I didn't use all the comments given me for final draft because he used indirect correction but not directly indicated my mistakes.

Q 4: Do you believe that peer feedback should be encouraged and practiced in writing classes?
A) Yes, always B) . Yes, sometimes C) no, not at all.

Student 1: Yes, it should be encouraged always because it promotes social learning and group learning in academic context.

Student 2: I think it is good to practice regularly in writing classroom because students can learn many things from each other.

Student 3: yes, it should be practice always because students can express their ideas freely and they motivated to learn.

Student 4: In my opinion it is good if we practiced peer revision sometimes because some students may not feel to their partners comments.

Student 5: Yes, some times peer revision practices should be practiced in writing classroom because students not believe their partners comments.

Student 6: Yes, peer comments practice should be applied some times in writing classroom because students are not sure whether their partners' editing is correct.

Student 7: Ok... I practice sometimes because some students are not pleased to help each other.

Student 8: I think it is better,... to practice peer revision in writing classroom because students lack confidence about their grammatical knowledge to edit others work.

Student 9: Yes, of course sometimes it is good to practice peer comments in writing context. Because students believe that it affects their social relation.

Student 10: Ok, it difficult to practice peer comments in writing class because it consumes time.

Q 5: Do you believe giving and receiving to and from classmates reduces your anxiety to practice writing? Yes, why? No, why?

Student 1: Yes, because I do not fear to give and receive comments from my partners.

Student 2: Yes, because my friend is like me and I do not fear him/ her to give and receive comments during writing practicing.

Student 3: Yes, because it used to compare my work with others.

Students 4: Yes, because it can be done always.

Student 5: Yes, because I feel free to discuss with my partners and it seems informal.

Student 6: Yes, because I can share different styles of writing from my partners.

Student 7: No, because I lack confidence about my grammar knowledge to give and receive comments to and from my friends.

Student 8: No, because I do not believe my partners knowledge to comment me.

Student 9: No, because I do not want to correct my friend errors.

Student 10: No, I do not believe my partners' feedback built my knowledge about writing.

Q 6: What types of comments your teacher usually uses on your writings?   A) Positive comments (good idea, clear idea, good handwriting, etc.) B) Negative comments (not clear, your handwriting is poor, not coherent, etc.)

Student 1: As I have seen my uses positive comments on my writings.

Student 2: Most of the time my teacher indicates positive comments on my writing.

Student 3: Sometimes I have seen … good idea, good attempted, etc that are provided on my writing.

Student 4: positive comments.

Student 5: positive comments.

Student 6: positive comments.

Student 7: My teacher gave me comments that discourage me orally when he handed me my work.

Student 8: Usually my teacher gives negative comments on my writing.

Student 9: My teacher sometimes uses … poor handwriting, not good, etc on my writing.

Student 10: Negative comments.

Appendix-G, First Lesson: Process writing (stages of writing)

Instead of giving the writing topic to the students and asking for the final product, we can help the students go through the stages of process writing. **Process writing consists of the following stages:**

1. Brain-storming
2. Planning
3. Writing the rough draft
4. Editing
5. Proof-reading
6. The final product

1. Brain- storming stage.

At this stage students; - Decide on a topic to write about.
- Brainstorm ideas about the subject(every idea comes from Students.
- list on the board without any elimination.
- Create an outline of the idea
-Consider who will read or listen to your written work.

2. **Planning.**   Ideas listed randomly on the board, add or delete or organize to support the topic. Students decide to write.

3. **Writing the rough draft;**
☐ Put the information you listed into your own words.
☐ Write sentences and paragraphs even if they are not perfect.
☐ Read what you have written and judge if it says what you mean.
☐ Show it to others and ask for suggestions.

4. **Editing.** Read what you have written again.
☐ Think about what others said about it.
☐ Rearrange words or sentences.
☐ Take out or add parts.
☐ Replace overused or unclear words.
☐ Read your writing aloud to be sure it flows smoothly.

5. **proof- reading.**   Be sure all sentences are complete.
☐ Correct spelling, capitalization, and punctuation.
☐ Change words that are not used correctly.
☐ Have someone check your work.
☐ Recopy it correctly and neatly.

6. **The final product.**
☐ Read your writing aloud to a group.
☐ Create a book of your work.
☐ Send a copy to a friend, relative or teacher for scoring.
☐ Put your writing on display.
Adapted from; http://lewis.cpsb.org/faculty_pages/stacey.bla

Appendix-H: Lesson Two

Brain Storming Activities: On Topics for texts production suggested by students.

Uses of Water
- drinking for human beings and others animals
- for cleaning
- for irrigation
- for generating electric power
- home for aquatic animals
- for swimming
- for tourism

How to prepare Ethiopian Coffee
- washing coffee grain with clean water
- rusting coffee grain
- washing cups and arranges for use
- grinding the rosten coffee grain by using mortar
- boiling the water
- adding coffee powder to boiled water
- pour to cups and use it

Describing your school compound
- site (location)
- school fence
- how many gates
- plants in the compound
- class rooms
- offices, staffs, library, libratory, etc
- Sports flied cafeteria, etc.
-

Appendix –I

Scoring Criterion for students' Texts.

Organization

Arrangement of ideas,

coherence,

inclusion of introduction and

conclusion)

Content

What is the quality of the content of the writing?

_ the ideas work together to make the message clear.

_ all the ideas relevant to the topic.

adequate details which develop the topic.

Grammar

the subject and verb agree.

_ tense problem.

the words in the sentences ordered properly

the forms of the verbs correct.

Vocabulary

inappropriate choices in words.

_ the words used all appropriate.

_ the forms of the verbs correct.

Mechanics

_ spelling problem.

_ problem of punctuation.

_ appropriate capitalization of words.

Blanchard and Root (1997, as cited in Dawit 2003)

Appendix- J: Peer Feedback practice Guidelines

General guideline for feedback: Read the paper assigned to you twice in group, once to get an overview of the paper, and a second time to provide constructive comments for your friends that enable them to use when revising his/her paper. Whenever you find any technical problems (organization, content, grammar, vocabulary and mechanics) write on the paper.

> ➢ Be positive.
> ➢ Focus on how the student can change the paper to improve it.

Organization

(Arrangement of ideas, coherence, inclusion of introduction and conclusion)

These include:

_ does the paper have an introduction?

-does the introduction state what the rest of the paper is about?

_ does the paragraph has topic sentence?

_ does the paragraph address one idea?

_ is there an overall logical flow to the introduction?

_ is there effective conclusion?

-how well is the writing organized?

Content

What is the quality of the content of the writing?

_ do the ideas work together to make the message clear?

_ are all the ideas relevant to the topic?

_ are there adequate details which develop the topic?

Grammar

_ do the subject and verb agrees?

_ is there tense problem?

_ is there a problem of reference words?

_ are the words in the sentences ordered properly

_ are the forms of the verbs correct?

Vocabulary

_ are there any mistakes or inappropriate choices in words?

_ are the words used all appropriate?

_ are the forms of the verbs correct?

Mechanics

_ is there spelling problem?

_ is there problem of punctuation?

_ is there appropriate capitalization of words?   Blanchard and Root (1997, as cited in Dawit,2003)

Appendix-K: statistical analysis of students' scores
Group Statistics.

	feedbacks	N	Mean	Std. Deviation	Std. Error Mean
content of the paragraph	Teacher feedback	10	2.4000	.84327	.26667
	peer feedback	10	1.4000	.51640	.16330
organization of the paragraph	Teacher feedback	10	2.0000	.47140	.14907
	peer feedback	10	1.2000	.42164	.13333
vocabulary of the paragraph	Teacher feedback	10	2.5000	.52705	.16667
	peer feedback	10	1.6000	.51640	.16330
grammar	Teacher feedback	10	2.8000	.78881	.24944
	peer feedback	10	1.7000	.48305	.15275
mechanics	Teacher feedback	10	2.5000	.84984	.26874
	peer feedback	10	1.8000	.42164	.13333

Independent Samples Test

		Levine's Test for Equality of Variances		t-test for Equality of Means					95% Cont of the
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lowe
content of the paragraph	Equal variances assumed	1.923	.182	3.198	18	.005	1.00000	.31269	.:
	Equal variances not assumed			3.198	14.918	.006	1.00000	.31269	.:
organization of the paragraph	Equal variances assumed	.596	.450	4.000	18	.001	.80000	.20000	.:
	Equal variances not assumed			4.000	17.780	.001	.80000	.20000	.:
vocabulary of the paragraph	Equal variances assumed	.375	.548	3.857	18	.001	.90000	.23333	..
	Equal variances not assumed			3.857	17.993	.001	.90000	.23333	..
grammar	Equal variances assumed	2.367	.141	3.761	18	.001	1.10000	.29250	..
	Equal variances not assumed			3.761	14.918	.002	1.10000	.29250	..
mechanics	Equal variances assumed	5.972	.025	2.333	18	.031	.70000	.30000	..

At 0.05 Level of significance

N= number of population