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**EFL Teachers' Perception, Practice, and Challenges of Providing Written
Feedback to Students' Writing: DongaTunto, Chacho, Sodicho and Mugunja
Secondary Schools in HaderoTuntoWoreda, Southern Ethiopia, in focus.**

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Jimma, Ethiopia

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Declaration

I, undersigned, at the bottom developed my original Thesis entitled EFL teachers' Perception, practice, and challenges of Providing Written Feedback to Students Writing. The Focus of Donga Tunto, Chacho, Sodicho and Mugunja Secondary Schools in HaderoTuntoWoreda, South-Ethiopia

I duly acknowledged the resources I took from various scholars. I ascertain that the work is my originalThesis.

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List of abbreviations

EFL: English as Foreign Language

TEFL: Teaching English as foreign language

ESL: English as second language

SNNPR: Southern National Nationality People Regional State

ABSTRACT

The provision of feedback on students' writing is a central pedagogical practice at schools and written feedback from teachers plays the crucial role in improving students writing and their attitudes toward writing (Coffin et al, 2003). Therefore, this study was done with the objective of examining EFL teachers' perception, practice, and challenges of providing written feedback to students writing: The Focus of Donga Tunto, Chacho, Sodicho and Mugunja Secondary Schools in HaderoTuntoWoreda, Southern Ethiopia. The participants of the study were EFL teachers in the stated districts. Descriptive-co relational research design was employed and accordingly mixed approach was used to analyze the data. In order to select teachers, purposive sampling was used to select thirty teachers from the four sampled secondary schools and ninety students were selected to get additional information about teachers practice by using simple random sampling technique. Questionnaire, interview, observation and document analysis were used as data gathering instruments. Quantitative data was analyzed through descriptive and inferential statistics and qualitative data was analyzed by narration. The findings of the study obtained were: EFL teachers' perception towards practicing written feedback provision was constructive, means there was positive perception but the practice was not good enough and the practice of written feedback provision was medium. However, there was positive teachers' perception toward practicing written feedback provision; it was inadequately practiced in stated district. Recommendations forwarded were: teachers should practice written feedback provision to students' writing by breaking through the challenges of written feedback provision, student should be interested to accept and improve the written feedback provided by their teachers and sampled secondary schools should facilitate situations for EFL teachers to support them practice written feedback provision to students writing.

Key words perception, practice, challenge, written feed back

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CHAPTER ONE: Introduction

1.1. Background of the Study

The aim of language teaching is commonly defined in terms of the four skills, so writing is among the four skills that are central to students' intellectual, social and emotional development (Hyland, 2009). The purpose of all writing is communication, interaction and conveying factual information with a view to persuading, convincing and informing the readers (Sharma, 2013).

Studies show that the emergence of writing was integrated with people's way of life. Therefore, Halliday (1998) claimed that it was introduced as a result of cultural changes. This means when people began to change "mobile way of life to permanent settlement," so they needed to record events permanently through writing. Similarly, Ferris (2003) states that Writings have various advantages in different aspects of human life mainly for communication. Good writing skills make communication simple, clear and successful.

As a result, making good writing is a process that needs rich content, logically connected ideas, intelligible grammar and appropriate mechanics. In addition , West (1988) as cited in Tekele, Endalfer and Ebabu (2012)Currently, all aspects of modern life such as government, education, industry, commerce, healthcare, to name just a few, depend not only on oral interaction but on written communication.

Similarly, Alemayehu and Guta (2018) states that writing in English is a crucial in our college or university study. In college or university, we are often required to have good academic writing skills to succeed in our academic life. Along with the other three skills, writing has developed and accumulated many insights into the nature of language and learning (McDonough, Shaw & Masuhara, 2013). But for other researchers writing historically did not have a significant contribution in the teaching and learning process, like the other language skills, because during 1960s and 1970s it was still influenced by the audio lingual method, so it was regarded as secondary concern, essentially as reinforcement of oral habits (Kroll, 1990: 12; Raimes, 1991: 408).

In other words, “Teaching writing in formal writing class lead to presenting students with ‘models of good writing’ (Coffin, Curry, Goodman, Hewings, Lillis & Swann, 2003: 10; Raimes, 1991).

However, for the country that English is given as foreign language, it challenges all students, since writing difficult increases as the student learning standard increases. Therefore, by giving feedback, comment, advice, suggestion and by frequently practicing writing of students, its difficulty can be decreased and teachers can produce effective writers of students in EFL. As Hyland and Hyland, (2001: Hyland & Hyland, 2006) say that teachers’ feedback is used as a communication tool so that it provides ESL students with helpful informants which is crucial in the improvement and learning of ESL students’ writing so as to improve students’ writing activity. Feedback provides students directions towards what can and needs to be done in order to achieve better writing goals from their teacher

Therefore, Narciss (2008) defines the term feedback in any teaching context as responding information which informs the learners on their actual state of learning. The feedback provided by a teacher will determine the progress of learners, the pedagogical and assessment intentions and expectation of the teacher and the institution, the degree of student engagement in the learning process and the revision responses expected from learners (Parr & Timperley, 2010). By deciding on a specific type of feedback, a writing teacher can put emphasis on different feedback types. Such as: form, content, discourse, punctuation, or any other language item in isolation or in combination with multiple aspects.

UR (2009) states that Feedback is information which is given to the learners about their piece of learning task, usually with the objective of improving this performance. As she said , through written text, human being directly or indirectly transfer information about their wishes, desires, sorrows, happiness, tenses, accidents, messages and others by written texts in the place of oral or face to face communication.

In order to make students familiar with these listed things, giving feedback and frequently practicing writing skills during the learning teaching process is teachers’ and students’ main work. As Ur says that teachers show where the students made mistake; based on their teachers’ feedback, students’ correct their previous error corrections; through practicing time to time,

students' can build their writing skills performance. Beason (1993) states that feedbacks are valuable pedagogical tools because in college, high school, and elementary school students improve their draft writing up on by receiving feedback from their teachers.

When feedback is used effectively, it can also as a medium of interaction between student-teacher which subsequently foster language improvement (Hyland, 1998; Ferris, 1997) and contribute to the process of learning when the nature of it is well chosen (Blazer, Doherty, & O'Connor, 1989; Kluger& Denis, 1998). The effective feedback closes a disagreement in knowledge and the main aim of feedback is to reduce the difference between current understandings, performance, and a goal" of teachers and students, as a result (Hattie &Temperley, 2007) added the teacher takes on three very distinct roles: a reader, a writing teacher, and a language expert and explains that a reader reacts to the content and ideas presented in the written work, showing interest by telling the student writers what the teacher likes or what cannot be understood. Consistent with this perspective, researchers on feedback revealed that its impact in promoting students' writing was not as needed. Hyland and Hyland (2006) strengthened this view that many issues related to feedback remain unanswered, so teachers did not use their full potential. As a result, in the past the process of feedback provision was over controlled and judgmental; for this reason, it seems to be true that feedback did not smooth the progress of writing skill.

Semke (1984) also says the traditional assumption on supplying feedback on students' writing was to correct error meticulously incase students' error would be deeply ingrained. Therefore, teachers' written feedback was found unhelpful, so in return they received negative feedback from their students. Similarly, Nicol (2009) adds that students devalue teacher written feedback due to the fact that teachers' feedback was illegible, ambiguous, too abstract, too general and too cryptic. In general, in the earlier period of time, teachers' feedback practice was not at a convincing stage; as a result, researchers did their best to turn their attention towards new approaches to make feedback valuable to students. As a consequence, researchers began to provide variety of suggestions and overarching pedagogical approaches.

Coffin et al (2003) points out feedback is provided to support students' writing development, teach and reinforce particular aspect of content, indicate strength and weakness of a piece of writing in relation to a set criteria and suggest how a student may improve in their next piece of writing. On the other hand, Nicol (2010, 199_218) suggests that "there is no such thing as good teaching without good feedback. The teacher as knowledgeable expert gives feedback to students with the intention of scaffolding their learning.

In Ethiopia, English language has been given as a medium of instruction in secondary and territory schools since 1994, so writing skill has been included in the teaching books as one part of the macro skills; however, Ethiopian writers had low performance in creating internationally acceptable writing because their writings lacked "conventions of academic writing" (Sharma, 2013). From the researchers view, among the conventions feedback that covers various issues, such as features of writing, is the one that creates life on students' writing, so if writers lacked this information, the outcome could probably be becoming poor in writing skill. Based on this theoretical background this study was done to investigate EFL teachers' perception, practice and challenges of providing written feedback to students writing of Donga Tunto, Chacho, Sodicho and Mugunja schools 10th grade students.

1.2 Statement of the problem

Nowadays, writing skill for foreign language students become important throughout their academic progress and in responding to ever-increasing global business and technological environments. Learning writing skill in secondary school is stepping stone to help students improve their writing skill. The teacher as knowledgeable expert gives feedback to students' writing with the intention of supporting and helping students reach higher levels of writing skill improvement.

However, for non- native students writing skill learning is not easy. For instance, Hinkel (2004) believed that teaching English as a foreign language writing to non-native students at college, university and all grades level students usually academically bound to succeed in attaining good grades and achieving their educational objectives. The accuracy of their second language writing needs to be approximate to native speaker students at similar academic level. Similarly, Hopkins (1993) describes that for most non-native learners, writing is considered to be the most difficult skill to learn. Moreover, the task writing in the second language is particularly difficult.

In addition to the above scholars, Gari (2013) states that in Ethiopian context many college and university students with three or four years of study cannot express themselves in a clear and comprehensible manner in writing. As he said that college and university students are expected to express their ideas, feelings and opinions effectively through writing in English.

Geremew(1999) quoted by Motuma (2013) similarly states that many students lack the skills that necessary for meeting the writing task requirements so, they made a mistake and unable to write what they expected to write. Theoretically, Ur (1991) says that mistakes are a natural and useful part of language learning, when the teacher gives feedback on them, the purpose to help and promote learning; and that 'getting' wrong is not 'bad' but rather a way into 'getting it right.

The above study was unable to clarify the cause of limited writing competency of the students, teachers perception and challenges in practicing written feedback provision to students' writing but this study gave focus on teachers perception, practice and challenge of written feedback provision because before criticizing students limitation in their writing skill, the whole processes of learning writing needed to be examined.

The role of teachers in improving students writing is paramount. In order to make students better writers, that teachers' frequently practicing through their feedback provisions help students to improve their writing ability problems (Andseeeki, 1991).The similar research which focused on responding behavior of sophomore English teachers to students writing was done by Getnet(1994) who found out that teachers use direct improvement techniques in providing feedback. In support of this, Tesfaye (1995) said using different feedback techniques to students' written errors are more effective in helping learners to improve their proficiency in written English. Askew and Lodge (2000); Parr and Temperley (2010) indicated that feedback closes the current and desired performance gap of teachers and students. This study was about teachers' practice, perception and challenges of written feedback provision to students writing and the researcher examined the relationship between teachers' perception and practice. However, the above studies didnot explain the relationships of teachers' perception and practice. In addition to that the above focused on teachers and students but the current focused on only teachers.

But the research done by Taye (2005) investigated the effect of written feedback on promoting students writing skills with reference to preparatory students of Kelemwollega High School and found out that written feedback produced insignificant difference. In support of this, Yonas (1996) showed peer feedback is not sufficiently practiced in Ethiopian context. This indicates teachers do not implement students' written feedback provision during their writing practice, but the current study different from the above taye and yonas study by its methodology, in line with this, taye used quiz- experiment and yonas used descriptive survey but the current study used to descriptive correlation and also different by its study area.

Other researchers continued to have their complain on the relevance of teachers written feedback so that they urged that feedback was not dependable and at promising stage to improve students' writing due to the fact that it lacked scientific ways (Truscott, 1996, Sommers, 1982).Dheram, (1995) stated that a positive correlation between students reactions and teachers' feedback expressed their desire for teacher feedback to help them write effective. But this study was focused teachers practice, perception and challenges of providing feedback to students writing and was checked the relation between teachers' perception and practice. Since feedback is viewed as necessary tools in the writing process which eventually lead to a discovery of new meanings in the process of writing. Moreover, researchers believe that teachers do not use their

maximum effort to create opportunity for students to use the feedback in their learning (Nicol and Macfarlane-Dick, 2008; cited in Nicol, 2009).

In addition to this, Mekonnen (2009) investigated students' perception and the significance of feedback in the writing class. His study revealed that students found feedback useful and helped them to improve their writing though teachers' feedback lack clarity. But his study lacks the challenges of EFL teachers in providing written feedback to their students writing. However, this study was done to investigate teachers' challenges of providing written feedback to students writing and their perception in practicing it and the above study was done on students' perception but this study was focused on teachers' perception and students perception was embodied in this study to cross-validate the teachers' practice of written feedback provision to students writing.

Proponents of feedback provision struggled to eliminate the reverse views that were provided against feedback accompaniment on students' writing, so they said that even though teachers' written feedback practice was in an infant stage, by working on solving the challenges, it could be made to produce an effect, so students can attain the right position at their writing skill (Ferris, 2003; Bitchener, 2008; Chandler, 2003; Bitchener, Young & Cameron, 2005 and Straub, 1996).Accordingly, this study was identified the challenges of teachers' written feedback provision to students writing and recommending possible solution to solve it.

Moreover, researchers believe that teachers do not use their maximum effort to create opportunity for students to use the feedback in their learning (Nicol and Macfarlane-Dick, 2008; cited in Nicol, 2009).For example, a research entitled "The Practice of Feedback Provision in Teaching Writing Skills" was conducted by Tamene and Yemanebirhan in 2014. This study identified that teachers and students had positive perception, teachers did not give regular writing activities and teachers were not selective in the type of feedback. This study lack clarity because it pointed the positive perception of teachers' written feedback provision but the practice was limited and the challenges of them were not mentioned. However, the current study investigated perception, practice and challenges of EFL teachers written feedback provision to students' writing.

In addition to this, the researcher examined the relationship between perception and practice, but the above studies haven't been correlated etc. Therefore, the major concern of this study was investigate whether teachers' perception and written feedback practice is related or not and what challenge they face.

The driving forces that make the researcher to undertake this study are: all of the above discussions pointed mixed arguments. Some of them told the benefits providing feedback to students while the others said written feedback unable to bring significant difference on students writing skill. In addition to this, various researches done on the same title by using descriptive statistics so that the relation between teachers perception and practice to students' written feedback provision not well expressed by descriptive statistics that was illuminated through inferential statistics so in this study both descriptive and inferential statistics was employed. In other words, descriptive co relational research design was employed in this study.

This study is somewhat different from the previous ones. First, apart from difference in research site, the current study was conducted in four secondary schools; as result, the researcher hopes that it may have great value to ensure validity. Second, the instruments of data collection are slightly different. The third, this research is different by its methodology; this study used descriptive co relational method but the others that are mentioned above were used descriptive and quasi-experimental method. This study varied from descriptive research design because in this study descriptive correlation research design was employed and it varied from quasi-experimental researches since qualitative aspects of data were not considered quasi-experimental studies. .

In order to achieve the above research gap this study was focused on investigating teachers perceptions, practices and problems faced teachers in providing written feedback to students writing in teaching – learning process in Donga Tunto, Chacho, Sodicho and Mugunja school 10th grade . Having mentioned these issues, the researcher was attempted to answer the following research questions:

1.3 Research questions

- 1) Do EFL teachers practice written feedback provision to students writing?
- 2) What are the perceptions of EFL teachers' written feedback provision to students writing?
- 3) What are the major challenges of EFL teachers' written feedback provision to students writing?
- 4).What is the relationship between EFL teachers' perception and their practices of providing written feedback to students writing?

1.4. Objectives of the study

1.4.1 General objective

The main objective of this study was to investigate the practice, perception and challenges of EFL teachers' providing of written feedback to students' writing.

1.4.2. Specific Objectives

The specific objectives for this study were to:

- 1) Identify the way EFL teachers' provide written feedback on students' writing.
- 2) Find out teachers perception of providing written feedback to students writing
- 3) Identify the major challenges that affect EFL teachers' written feedback to students writing.
- 4) Examine the relationship between EFL teachers perception and practice of giving written feedback to students writing.

1.5. Significance of the Study

The finding of this research study had important values. Firstly, the study would be significant for the fields of research on teachers' practice, perception and challenges of providing written feedback to students writing. Researchers can refer to it when they want to do other studies on this area. Secondly, it may also be important for English teachers in improving their strategies of feedback provisions to students' writing and its implementation. Thirdly, the study benefits the students in grade 10 at Hadero Tunto woreda Secondary schools in improving their writing skills because the aim of teachers' feedback is to improve students writing. Finally, textbook writers may refer to it and make certain improvements while attempting to revise or write a new English textbook

1.6 Delimitation of the Study

Basically, this study was delimited to EFL teachers' perception, practice and challenges of providing written feedback to students writing in HaderoTuntoWoreda secondary schools in KembataTambaro Zone, SNNPRS. Second, among different language skills those are being taught in secondary schools, this research focused on writing skill. Third, the target grade level is grade 10 and the researcher selected this grade level because teachers, who teach this grade level can give enough information about feedback and students at this grade level are expected to take written feedbacks, can give enough information and improve their writing in a better way than grade nine students.

1.7. Limitations of the Study

Unquestionably, it would have been preferable to have more subjects and more grades of sampled secondary schools involved in this study. But due to time constraint and financial and material problems to collect more data, the study has been limited to four secondary schools particularly grade 10 teachers. So, it is difficult to make reliable generalization from the results of this study for the whole grade in sampled secondary schools in the district. Moreover, the shortage of recent research on this particular topic in Ethiopian context may limit the depth and the scope of the review literature concerning local study. As a result, the study may not perfectly satisfy readers as some important issues may be missed.

1.8. Operational Definitions

Written feedback: Refers return of information about the result of an activity; an evaluative response to any written work.

Teachers' perception: teachers understanding level on providing written feedback to students writing.

Teachers practice: Refers to any activity that teaches practice in the class room and out side.

1.9. Organization of the study

This thesis had five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and definition of terms found in the study. Chapter two dealt with review of related literature on the concepts of writing, feedback and other related issues. Chapter three is concerned with research methodology. Specifically, the research design, the subjects of the study, sampling technique, data gathering instruments, development of data. Chapter four focused on analysis and interpretation of data and chapter five is about conclusion and recommendation

CHAPTER TWO: Review of Related Literature

2.1. Concepts of Writing

Writing is a way to produce language and communicate with others on the written way. According to Boardman (2002) writing is a continuous process of thinking and organizing, rethinking and reorganizing. It can be concluded that writing is a way to produce language that comes from thought on the written way. However, unlike speaking, writing needs a continuous process of editing and reorganizing. Additionally, McDonough (2013: 193) defined that “writing, like reading, is in many ways an individual, solitary activity.” Heaton (1988) added that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judgmental elements. Besides, “Writing is a ‘non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning (Zamel, 1983: 165, cited in Hyland, 2009).” Furthermore, Hyland (2003) felt that while every act of writing is in a sense both personal and individual, it is also interactional and social, expressing a culturally recognized purpose, reflecting a particular kind of relationship, and acknowledging an engagement in a given community. This means that writing cannot be distilled down to a set of cognitive or technical abilities or a system of rules, and learning to write in second language is not simply a matter of opportunities to write or revise. Likewise, writing is social because it is a social artifact and is carried out in a social setting.

2.2. The concept of written feedback

Feedback is input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions (Keh, 1990). Sadler (1989) cited in Nicol (2009) added that “feedback is an information about the gap between what the student did (actual performance) and what was expected (the assignment outcomes), information that is intended to help the student close that gap.” Moreover, the writing feedback

contains enough information that provides suggestions to facilitate improvement and provides opportunities for interaction between the teacher and the students (Hyland & Hyland, 2006). This feedback can be defined as writing extensive comments on student texts as a teacher's response Writing Revising Editing Rewriting Publishing Prewriting to student efforts and at the same time seen as helping to improve them in writing (Hyland, 2003). Ferris (2011) Recommended that the attention drawn on the effect of types of feedback on students writing could be more advantageous than choosing no error feedback. Therefore, Ellis (2009) and Ferris (2011).indirect feedback is defined as the way of providing feedback with the correct form. It focuses on correcting word, morpheme, phrase, rewrite sentence, deleted words and morphemes (Ellis, 2009).

2.3. Overview of Feedback in Learning Theory

Different scholars attempted to define feedback. Feedback is an inherent and important part of an instructional design model. Reigeluth (1999) affirms that feedback is a method of instruction that can foster cognitive learning. Perkins (1992) explains that an instruction should include informative feedback as well as other methods such as clear information, thoughtful practice and strong motivation. Feedback may take place during practice and/or elaboration stages. Feedback has also been long acknowledged as the most essential form of learner guidance (Merrill, 2002).

The practice of instructional design has been influenced by major learning theories such as behavioral learning theory, cognitive information processing theory, and Gagne's theory of instruction. All of these theories value feedback as an important part of learning and instruction. Driscoll (2002) summarizes that these major theories of learning and instructions have provided strong foundations for current practices of instructional design. She describes further that these theories have contributed various concepts that become significant foundations in instructional design. Such concepts are, for example; reinforcement and feedback as contributed by skinner's behavioral learning theory. Based on behavioral view of learning, reinforcement and feedback can have important instructional effects on student learning as reinforcement and feedback can modify shape learner behavior by reinforcing correct responses or providing corrective feedback for incorrect responses. In behavioral learning theory, learners' behavior is observed before and after an instruction.

According to Driscoll (2007), feedback serves two functions during learning process. First, feedback provides learner with information about the correctness of their response or performance. Second feedback provides corrective information that can be used by the learners to modify their performance. Learners use information from feedback and store it in short-term memory.

Feedback is an inherent part of Gagne's systematic instructional design model. Gagne's (1985) model of instructional design known as the 'Events of Instruction' which includes gaining attention, informing learners of the objective, stimulating recall of prerequisite learning, presenting the stimulus material, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. Gagne, Briggs and Wager (1992) reaffirm the important function of feedback in an instructional program and emphasize that one important characteristic of feedback is its function, which is to provide information to the learners of the correctness of their performance. Driscoll (2007) adds that, different from other learning theories who emphasize on learning, Gagne puts his primary concern on how to facilitate learning to systematically take place with instruction in his instructional design.

Moreover, from the language theories, which are related with teachers' written feedback was interactive language theory because when teachers give written feedback to students writing there are interactions between teachers and students because teachers are correction givers and students are feedback receivers.

2.4. Purpose of written feedback provision to students' writing

Obviously, written feedback is an essential aspect of learning writing lessons, so researchers, like Brookhart (2008:31) stated that "Writing good feedback requires an understanding that language does more than describe our world; it helps us construct our world." She also said written feedback is most helpful as formative assessment on drafts of assignments, although it is also helpful on summative assessments if students are provided with opportunities to apply the feedback. Peterson (2010:1) added that it is available aid to improve students' writing skill. In addition to this, Wen (2013) explained that teacher written feedback is indispensable on the whole process of writing. It helps to identify interpretation gap between teachers and students,

and then provide an opportunity to take remedial action. Feedback and motivation have significant effect in teaching writing, so behaviorists believed that “Positive feedback is much more effective than negative feedback in changing pupil behavior” (Nunan, 1991: 195).

It is no doubt that teacher written feedback “cannot be ignored” in teaching and learning writing. Keh(1990) defines feedback any input from a reader to the writer to the effect of providing information to the writer for revision. Teacher written feedback, in this sense denotes any input provided by the teacher to the student for revision (Keh,1990). According to Hyland and Hyland’s (2003) point of views, the kind of feedback may be considered as students ignoring students their own voice and putting teacher’s own requirements on them, or as forcing them to meet expectations needed to gain success in writing. Summers (1982) however, disagrees with this idea and provides an other explanations as written comment should be considered as a means to help students write effectively rather than away for teachers to, “satisfy themselves that they have done their jobs.”

It is generally agreed that written feedback has the potential to be used as a vehicle to improve students’ future work (Carless, 2006; Higginsetal, 2002). There are two aspects to consider about how written feedback to show the students can improve their work in paragraph writings. The other focuses on written feedback that provides generic comments how to improve work that can be applied to future essay writings (Carless, 2006).

2.5. Characteristics of good written feedback provision

To get the best out of feedback comments, however, it is vital that students engage with them. No matter how much feedback the teacher delivers, students won’t benefit unless they pay attention to it, process it and ultimately act on it. Just as students don’t learn to play basketball just by listening to the coach, so they cannot learn to produce a better essay or solve problems just by reading teacher feedback. Effective feedback is a partnership: it requires actions by the student as well as the teacher. Indeed, while the quality of teacher comments is important, engagement with and use of those comments by students is equally important (Nicol, 2011).

i. Understandable, selective and specific

Researches on feedback show that students do value written comments on their work (e.g. Weaver, 2006). However, they also express concern when these comments are illegible, ambiguous (e.g. ‘poor effort, could do better’), too abstract (e.g. lack of critical thinking”), too general or vague (e.g. ‘you’ve got the important stuff”) and too cryptic (e.g. ‘why?’). Sometimes this is a question of language, at other times of detail. Much feedback uses a disciplinary discourse that is difficult for students, especially beginning students, to decode. The teacher can remedy this by trying to write comments in plain language and by providing an explanation where disciplinary or technical terms are used. It is also important to provide enough detail so that students understand what the guidance means. This has led to the suggestion that comments should be formulated as small lessons, and that these should be limited to two or three well-developed points for extended written assignments (Lunsford, 1997). It can help students if teachers also point to examples in the submission where the feedback applies rather than provide comments with no referent. For instance, highlight a positive feature, explain its merit, and suggest that the student do more of that (e.g. a good example of logical transitions or of a disciplinary argument).

ii. Timely

Numerous studies show that students receive feedback too late to be helpful, due to their receiving it after the next assignment. Students are also quite vocal about this problem. At one level dealing with this issue is straightforward and might simply involve specifying turnaround times for grading and feedback on assignments: some institutions make a commitment to three week turnaround. However, the timeliness To be published in McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers (2009), 13th Edition, Houghton Mifflin, New York dimension is also related to opportunities to use feedback and the requirement that students get feedback when they experience difficulty rather than wait too long.

Multi-stage assignments can address some of these problems. If the assignment allows drafting with feedback provided on the draft, students are more likely to see the feedback as timely and make good use of it. Alternatively, teachers might provide feedback on aspects of the work in progress (e.g. essay plans, introductions, a sample of the argument and supporting evidence) with

the task sequenced with each stage building to a more complex final assignment. Providing feedback on drafts need not necessarily increase teacher time: teachers can limit the feedback that they provide when they grade the completed assignment or students might give each other feedback at intermediate stages. A further concern is that on a graded assignment it is important that the student actually does the work and that the teacher does not rewrite the assignment as part of the feedback. This requires careful consideration of the kinds of feedback comments teachers provide (Nicol, 2011).

iii. Non-judgmental and balanced

Teachers need to consider the motivational as well as the cognitive aspects of feedback. Feedback comments can be discouraging, lead to defensiveness or reduce confidence (e.g. „no, that’s all wrong, you really have not understood the literature“). Kluger and DeNisi (1996) found that 30% of comments were of this type. Much motivational research has focused on whether feedback comments direct students’ attention towards learning or performance goals, that is, towards the mindset that mistakes are part of learning and that effort can enhance achievement or to the mindset that achievement depends on ability, which is more fixed (Dweck, 2006).

Research in this area also suggests that teachers should try to ensure that students perceive comments as descriptive rather than evaluative or authoritarian. One approach is for the teacher to reflect back to the students the effects of the writing, in other words, how the teacher has interpreted what is written (e.g. „here’s what I see as your main point...“). This helps students see the difference between their intention and the effects that are produced. Some experts argue that faculty should start and end commenting on positive aspects of what the student has done, with a middle section focusing on those aspects in need of improvement. However, a word of caution is needed here: if the student perceives that praise is gratuitous or that it does not align with the grade awarded then this can be confusing or have a negative effect on motivation (Dweck, 1999).

According to Dweck (1999), feedback could also emphasize learning goals by acknowledging the role that mistakes and effort play in learning and by avoiding normative comparisons with other students. Some teachers have addressed such issues by providing encouragement in their comments (e.g. ‘analyzing a case is complex and can be very demanding but all students who put

in the time and effort get there eventually“). This emphasizes success and lets students know that they have the capacity to succeed.

Acknowledging the role that mistakes play in learning when giving feedback is another useful tactic (e.g. ‘this is a common misconception: when you identify the reason for this misconception you will have a good grasp of this topic’).

iv. Contextualized

Research suggests that feedback is more effective when it is related to the instructional context, that is, to the learning outcomes and the assessment criteria. Sadler (1989) defines feedback as information about the gap between what the student did (actual performance) and what was expected (the assignment outcomes), information that is intended to help the student close that gap. Hence, alignment of feedback to the instructional context is essential for learning. It also increases the likelihood that students will actually understand the feedback. Many teachers use feedback forms with assessment rubrics wherein feedback is written under or alongside the stated objectives or assessment criteria.

A related recommendation deriving from Sadler’s definition is that students spend time at the beginning of an assignment actively unpacking what is required: for example, by translating criteria into their own words or by comparing samples of good and poor assignments submitted by classmates in earlier years so as to identify which is better and why. By enhancing their understanding of the requirements and criteria students are more likely to understand and use the feedback advice they receive. Glaser and Chi (1988) have also shown that the time experts spend constructing the initial representations of complex tasks partly accounts for their better performance when compared to novices.

v. Forward-looking and transferable

The most consistent request from students is that the feedback tells them about their strengths and weaknesses and specifically about what they need to do to make improvements in subsequent assignments. Knight (2006) calls the latter “feed forward” rather than feedback. Examples might include suggesting goals to focus on in future assignments or specific strategies that might apply. Some feedback sheets include an „action-point“ box where the instructor can

outline the specific actions that would lead to greatest improvement in the next assignment. He further sees the focus as being on skills development rather than on specific content: developing the skills to solve problems or write essays in the discipline is more effective in the long run than solving a single problem or writing a specific essay. Another perspective is that comments should focus not on gaps in knowledge and understanding but on the students' representations of the knowledge in their discipline. Comments should help students find alternative ways of looking at the problem rather than simply highlight misunderstandings. The intention here is to promote new ways of thinking about concepts, their relationships and their applications.

Hattie and Timperley (2007) identified four orientations to the provision of feedback comments: teachers could provide comments on the task, stating where the assignment is correct or incorrect or requires more input; they might be about the writing process (e.g. „this assignment could be better if you planned out the structure and sequence of arguments“); they might focus comments on the student's ability to self-regulate, for example, feedback on students' own assessments of their work would fall into this category (see below); or the comments might be personal (e.g. „that's a sophisticated response, well done“). Hattie and Timperley maintain that focusing comments on the process and on self-regulatory activities is most effective, if the goal is to help.

2.6. A Process approach to feedback in writing

The rise of the process marks the beginning of a new era for L2 writing pedagogy. It renders a new perspective in giving response to students' written work and a new way of providing feedback. Since the emphasis of writing is now on the whole discourse, the stress of language is on function rather than form, on the use of language rather than on its usage (Stewart,1988). According to Stewart, the teacher must attend to the various process involved in the act of composing, in order to help students produce coherent, meaningful and creative discourse. In the process approach the teacher's role has shifted from an evaluator of the written product to a facilitator and co-participant in the writing process.

Both teachers and students feel that teacher written feedback is an important part of the writing process. This is true for second language L2 writing since the goal of L2 to writing is often to teach both the conventions of writing in a particular culture as well as L2 grammatical form. Some teachers correct the grammar of their students' written work in believes that this will help

them improve the accuracy of subsequent writing. Other teachers, however, may provide grammatical lexical and mechanical correction principal for a different purpose. These teachers believe that giving certain kinds of corrective feedback helps their students to improve the communicative effectiveness of a particular piece of writing (Lyster&Ranta, 1997).

2.7. The role of EFL teachers in providing written feedback

According to Coffin et al (2003), “the provision of feedback on students” writing is a central pedagogical practice at schools. Both teachers and students agree that written feedback from teachers plays the crucial role in improving students writing and their attitudes toward writing (Leki, 1990). However, there has been debate on the role of teacher written feedback in which there are people in giving feedback to improve students writing and who do not (Gve.nette, 2007 cited by Lie and Lin, 2007). A study by Leki (1990) also raises the question that whether the written feedback responses to students can do any good.

Hammond (2002) concludes that encouraging students and being supportive, offering praise and constructive criticism achieve a good feedback. Coffin et al. (2003), besides takes positive comments, criticism and suggestion for improvements into account when defining a good feedback.

Unlike these above authors based on the tone and types of feedback, Ferris (2003) generates his own criteria as good feedback has comments on all aspects of student writings, including content, rhetorical structure, grammar and mechanics. Moreover, teacher feedback can be clear and concrete to help students with revision and take individual and contextual variables into account cited in (Ryoo,2004). Similarly, Leki(1990) says that teacher feedback is effective when it focuses on content together with a limited amount of feedback on grammar, punctuation, and spelling into consideration.

2.8. The focus of EFL teachers in providing written feedback

Before going to decide whether teachers focus on form or content works, it is better to understand form focused feedback as well as content focused feedback. According to Grammi

(2005) “form feedback which will be also known as “ grammar feedback” and surface level feedback is the type of feedback that concentrates on matters as spelling, grammar punctuation, etc. On the other hand, “content feedback “usually refers to issues like organization, choice of vocabularies, rhetorical use of language, cohesion and coherence, and other more abstract and notional matters of writing. William (2003), in his study suggests that feedback on form is usually the correction of surface errors by indicating or underlying them while feedback on content consists mainly of teacher comments on essays, indicates problems and suggestions for improvements. In this regard, Ferris (2003) notes that “this type of feedback may respect the single biggest investment of time by teachers and it is certainly clear that students highly value and appreciate.

2.9. Students’ understanding on teacher’s written feedback

Written comments on written productions constitute one step forward on the way towards writing competence. However, the effectiveness of such feedback turns to be uncertain if it is not considered by text generators. Hyland (2003) determines a three way reactions to teachers’ responding behavior in which students may either: they follow a comment closely in the revision (usually grammar correction), use the feedback as the initial stimulus which triggers a number of revisions (such as comments on content or style, and avoid the issue raised by the feedback by deleting the problematic words or sentences.

The first and second above mentioned types of responding to teachers’ feedback are probably their actions exclusively wanted by teachers and the ones that indicate the effectiveness and successes of their feedback. In order to be effective, however, many composition scholars call for the idea that attention can be paid to students views and reactions about the form and type of written feedback they believe help them to improve writing. Studies concerning students’ attitudes towards to teachers’ error correction Leki (1995) reports that the students want to receive correction on every error they made, and that they prefer indirect feedback to direct one. Parallel to this findings are the results Ferris (2003) reached by summarizing different studies conducted by different researchers on EFL students from different backgrounds at different points of time (Cohen and Cavalcanti,1990; Ferris,2003) conclude that: Students value and appreciate teacher feedback in any form (with a minority exception).

Recently studies conducted to examining students' perceptions and reactions to teacher response in both L1 and L2 writing (Cohen and Cavalcanti, 1990; Leki, 1991; Saito, 1994). One of the most significant insights that emerged in this area, especially as it pertains to ESL students, is that despite the lack of effects, students believe that teacher feedback can improve not only their writing, but their L1 grammar as well (Ferris, 2002, 2005). Furthermore, error correction feedback is often the kind of feedback students want and expect from their teacher (Ferris, 1995; Leki, 1991; Saito, 1994).

2.10. Perceptions of teachers on written feedback

Although writing lessons are included in all high school English textbooks, implying that writing should be taught as an independent skill, students who complete high schools and join universities seem to be below the required level. This problem can partly be ascribed to teachers' failure to teach writing appropriately. It could also be associated with teachers' perception about writing and their practice of teaching the skill. Most often, writing at high school level is either not covered at all or not taught effectively, since teachers perceive that writing is not as important as listening, speaking, reading, grammar and vocabulary (Alamrew 2005). as stated in Endalfer, Tekle and Ebabu.

According to Phipps and Borg (2009) "beliefs influence practices and practices can also lead to changes in beliefs". Teachers' written feedback practices could be influenced by their beliefs about the significance of correcting students' writing errors to help students write accurately. On the basis of the viewpoint advocated by Lee (2009) that "uncovering the beliefs that underlie teachers' practices can help identify the factors that contribute to effective feedback" a number of studies have addressed teachers' perceptions and practices regarding the provision of written feedback. Lee (2003) examined the perceptions and practices of 206 secondary EFL Hong Kong teachers as well as the problems they encountered regarding giving feedback.

2.11. Practice of teachers' written feedback

Teaching practice is often guided by teaching perception, which are 'personalized theories [that] lie at the heart of teaching and learning' (Burns 1992). However, past studies have found that teaching practice and perception are often mismatched (Borg 2003; Phipps and Borg 2009).

Although these studies are focused on language pedagogy rather than teacher feedback, they nevertheless reveal interesting areas for comparison. Borg's (ibid.) review study (of 64 articles) noted those teachers' classroom practices did not 'always reflect [their] stated perception, personal theories, and pedagogical principles'. These tensions are highlighted in Phipps and Borg's (ibid.)

Moreover, work on feedback practices has revealed differences not just between actual and ideal practice (for example Hyland 2013), the former of which is often constrained by contextual factors, but also between what students expect and what teachers typically provide (Weaver 2006; Hyland 2013a, 2013b). Hence there is a need to consider the impact of context on teaching practice as 'attention to these factors is central to a fuller understanding of teachers' thoughts and actions' (Borg, 2006).

Matsuda and Silva (2002) argue that "understanding the strategic aspect of writing is important for writing teachers because it enables them to teach writing rather than teach about writing". When teachers, as Harmer (2007) points out, spend time with learners on pre-writing phases, editing, re-drafting, and finally producing a finished version of their work, "a process approach aims to get to the heart of the various skills that most writers' employ- and which are, therefore, worth replicating when writing in a foreign language". Thus, in this sense, writing procedures do not follow a linear order of planning and organizing, as they were viewed in the product approach. Instead, writing becomes a "cyclical process during which writers move back and forth on a continuum, discovering, analyzing, and synthesizing ideas" (Hughey, et al., 1983 cited in Joe, 1992).

A substantial body of research has been conducted to investigate the major characteristics of teachers' written comments on students' assignments, its types, focus, and form. Types of teacher written feedback, according to Ferris (1997), can be categorized into three main types: requests, criticism, and praise. Hyland and Hyland (2001) also add the terms "suggestions" and "constructive criticism" to refer to feedback that includes a clear recommendation for remediation.

Praise, as Brophy (1981) defines it, is a means to "commend the worth of or to express approval or admiration" of someone's work. In this condition, as Cardelle and Corno (1918) explain,

teachers only comment on correct forms and “effectively suppress student errors”. Praise can also function as a means to “build confidence in the choices that students make as they compose and as they revise” (Goldstein, 2004). However, in their study which focused on the important aspects of teacher feedback and considered them in terms of their functions as praise, criticism, and suggestions, Hyland and Hyland (2001) warn that in cases where students are aware of their weaknesses, use of praise can be inappropriate. Therefore, in order to be effective, teachers’ praise should be sincere, credible, and specific (Brophy, 1981).

Criticism, on the other hand, emphasizes “feedback which finds fault in aspects of a text” (Silver & Lee, 2007). Here, as Cardelle and Corno (1981) explain, "students receive feedback only on errors and there [is] no consideration of possible motivational effects" (p. 253). Thus, to avoid negative consequences, Cardelle and Corno suggest in their study that a combination of criticism and praise can make "students' errors salient in a motivationally favorable way”.

Requests and advice are considered as moderate models between the two extremes of criticism and praise. That is, teachers point to students’ errors but in a less critical way (Silver & Lee, 2007). Requests are found to be the most frequent type of feedback in Ferris' study (1997) and Treglia’s (2009). Ferris also finds that the students in her study take “the teacher's requests quite seriously, regardless of their syntactic form”.

2.12. Relation between teaches perception and practice

The other crucial issue is the relationship between teachers’ perception and practices. This relationship is rather complex in nature and there is still much debate whether perception precedes and therefore influence practice or practice has an influence on perception. This is evident in the different views related to the teacher-change process. The first view suggests that change in teachers’ practices proceeds change in teachers’ perception. For example, Guskey (1986) argues that teachers change their perception after they change their practice and see positive changes in student outcomes. In contrast, the second view suggests that changes in teachers’ practices are a result of changes in their perception (Golombek, 1989).

Until now, teachers have held inconsistent views regarding the issues related to the process of responding to students’ writing errors. According to Phipps and Borg (2009) “beliefs influence

practices and practices can also lead to changes in beliefs”. Teachers’ WCF practices could be influenced by their beliefs about the significance of correcting students’ writing errors to help students write accurately. On the basis of the viewpoint, advocated by Lee (2009) that “uncovering the beliefs that underlie teachers’ practices can help identify the factors that contribute to effective feedback, a number of studies have addressed teachers’ perceptions and practices regarding the provision of written feedback. Lee (2003) examined the perceptions and practices of 206 secondary EFL Hong Kong teachers as well as the problems they encountered regarding giving feedback. The results showed that the majority of teachers used comprehensive written feedback, while the teachers who were interviewed claimed that they preferred a selective approach in providing written feedback

Lee (2009) argues that teachers’ beliefs and practices play a pivotal role in the classroom because they directly affect the teaching and learning process. Therefore, “uncovering the beliefs that underlie teachers’ practices can help identify the factors that contribute to effective feedback” (Lee, 2009. p.14). In addition, teachers who are willing to reflect on their beliefs and how they influence their practice can capitalize on their beliefs by identifying the beliefs that do not serve their students which in turn can support their own professional growth (Xu, 2012).

The relationship between teachers’ beliefs and practices is rather complex in nature and there is still much debate whether beliefs precede and therefore influence practice or practice has an influence on beliefs. This is evident in the different views related to the teacher-change process. The first view suggests that change in teachers’ practices proceeds change in teachers’ beliefs. For example, Guskey (1986) argues that teachers change their beliefs after they change their practice and see positive changes in student outcomes. In contrast, the second view suggests that changes in teachers’ practices are a result of changes in their beliefs (Golombek, 1989). The third view proposes that there is interaction between beliefs and practices. Phipps and Borg (2009) clarify that “beliefs influence practices and practices can also lead to changes in beliefs”.

Although there is general agreement that teachers’ beliefs have an impact on their pedagogical practices, it has been acknowledged that teachers’ practices do not always reflect their beliefs (Borg, 2003, 2012). In fact, there is evidence in the literature that there can be inconsistency between teachers’ beliefs and their classroom practices (Lee, 2009; Montgomery & Baker, 2007;

Phipps & Borg, 2009). This could be related to contextual factors that might hinder teachers from implementing their beliefs in practice.

2.13. Problems related to written Feedback

Practicing Feedback is a highly valued instrument; therefore, researchers showed great determination to reveal the challenges. As a result, this study needs to focus on this area to make teachers look the problems attentively. Hyland and Hyland (2006) claimed that teacher written feedback plays a vital role even though teachers are not using their full potential due to the fact that researchers are not determined about the positive impact of feedback to students' writing development. As a result researcher believes that now day students have problems of writing effectively and have no enough knowledge o express them, this is because of lack of giving appropriate written feedback to students writing. So teachers written feedback have an effect on students writing development, therefore in order to develop writing skill and practice written feedback appropriately teachers' perception has its own impact on students writing improvement. .Feedback is very important to improve students writing in teaching learning process. But teachers most of the time they put different signs and unclear codes on students written papers rather than commenting them briefly where they made errors , Such kind of feedback confused and discourage students when they write their writing.

Feedback does not operate in a vacuum, and in fact, the quality and nature of written feedback is affected by a number of contextual factors. These include teachers' knowledge skills, disposition, as well as their relationship with the learners. Another consequential factor is the openness and responsiveness of individual students towards feedback. Teachers are naturally encouraged to provide quality written feedback when they see students incorporating the teacher's advice in their subsequent work, and discouraged when students appear to ignore it. The culture of the institute has also been found as a key factor which influences practices of written feedback. For instance, workplace arrangements and teachers' workload matter, since sharing a room with other teachers can obviously be distracting. Notably, pressures for good grades from influential/aggressive students and/or stakeholders impinge strongly on teachers' provision of WFB. In such circumstances, teachers also find it challenging to align grades with feedback (Lizzio& Wilson, 2008). Institutional policies, or the lack thereof, could be another

inhibiting factor (Iqbal et al., 2014). It is a well-documented fact that most institutions in Pakistan do not offer official guidelines or policies as to how teachers should provide written feedback (Iqbal et al.; Khowaja&Gul, 2014). In such a scenario, teachers develop idiosyncratic feedback practices.

Newton's (2008) research clearly highlights the importance of having a consistent policy of feedback. In a case study of a nursing faculty's endeavors' to improve their understanding of writing guidelines in order to help students, Newton found that many of the teachers were uncertain whether to evaluate students' papers strictly according to the APA style manual. They resisted on the grounds that students' assignments are just assignments and are not meant for publication. Another reason for irregularity among teachers' written feedback on the paper was that the individuals who were teaching in the school of nursing were from varied scientific disciplines with varied qualifications. Due to this, students received varying instructions on writing from separate teachers, which is likely to have made them regard writing as a meaningless task, contrary to the rigorous and consistent practice they had in clinical laboratory courses.

The most significant factor found to affect feedback is teachers' competence. Newton (2008) postulates that if teachers themselves are not proficient in the required writing style, they cannot provide students with accurate feedback on their writing. Recent studies (Iqbal et al., 2014; Poulos&Mahony, 2008; Schartel, 2012) also demonstrate that teachers' professional development in the area of providing feedback has the strongest influence on the nature and effectiveness of their written feedback. Such findings lead to the conclusion that teachers who are properly trained in providing feedback will be in a better position to guide their students.

Other than teachers' expertise, their beliefs about teaching and learning also influence their feedback practices. In fact, teacher's views and practices are the crux of the matter in a classroom, because they underlie their overall teaching and learning approaches (Griffiths, 2007).

2.14. Empirical evidence on teachers written feedback provision to students' writing

A study by Lee (2008) on the reactions of students in two Hong Kong secondary high school classrooms to their teachers' feedback also discovered that the students reactions and attitudes to teachers feedback are on difficult matter intertwined not only with students characteristics like proficiency level, but also with teacher factors, such as teachers' belief and practices and their interactions with students, as well as instructional context in which feedback is given.

Ferries (1995) found that most of the students reported that they do not have difficulty in understanding teachers' commentaries. However, few students in Ferries study reports having problems in teachers' feedback focusing on the illegibility of teachers hand writing, problems related with grammar corrections and symbols used to indicate grammatical errors as well as the way teachers posing questions about content in their paragraphs.

Many faults are found with standard practice of providing feedback on content (Cohen and Cavalcanti, 1990; Fregeau, 1999) report that teacher feedback on content in the form of teacher comments is often vague, contradictory, unsystematic and inconsistent. This leads to various reactions by students including confusion, frustration, and neglect of comments. Leki (1991) reports that when presents with written feedback on content students react in three main ways: The students may not read the annotations at all; they may read them but not understand them and finally, the students may understand them but not know how to respond to them.

Nationally, Abdulkadir Ali (1983); YosefMokonnen (1990) and WondwosenTamerat (1992) stated if the teacher is to correct his or her students' works, he/she has to give equal time and chance for the learners to get corrections. Otherwise students develop negative attitude to the language teacher and the correction itself. The other disadvantage of teacher correction is that if teachers do not involve learners in the correction he/she is denying the opportunity of self-correction for students and disregarding students' ability to correct themselves.

CHAPTER THREE: Research Methodology

3.1 .Introduction

The components included in this part of the study are: descriptions of the study area, research method, research design, sample and sampling techniques, sources of data, instruments of data collection, procedure of data collection methods of data administration, methods of data analysis and ethical consideration.

3.2. Descriptions of the study area

The KembataTembaro Zone (KTZ) is one of a zone in Southern Nation Nationalities and People Region (SNNPR). It is bordered on the south by Wolayita, on the southwest by Dawuro, on the North West by Hadiya, on the north by Gurage, on the east by Halaba Special woreda, and on the southwest by an exclusive of Hadiya zone. The administrative center is Durame. It is 301km far from Addis Ababa and 119km from Hawassa. KembataTembaro Zone (KTZ) which has seven woreda and three city administrations like, Kedida Gamela, Kachabira, Angacha, Doyogana, Damboya, Tembaro, HaderoTuntoWoreda and Durame, Shinshcho, and Hadaro city administrations. There are 32 secondary schools in the Zone. HaderoTuntoZuriaWoreda (HTZW) is one of the Woreda in KembataTembaro Zone (KTZ). It has four secondary schools, 34 primary schools and one preparatory school.

3.3. Research Approach

According to Singh (2006), method is a style of leading a research work which is defined by the nature of the problem. Quantitative method is known for higher reliability and validity and lesser bias as compared to qualitative method.

It was also relatively faster than qualitative method (Denizen & Lincoln, 2011).A mixed methods research is an approach that combines quantitative and qualitative research methods in the same research inquiry. It is an approaches in which the researcher collects, analyzes, and integrates both quantitative and qualitative data in single study or in multiple studies (Creswell, 2003).In this study both quantitative and qualitative research approach were applied because the nature of the teachers perception and practice of giving written feedback to students' writing and

challenges they face requires collecting and analyzing both quantitative and qualitative data in order to cross validate the weakness one research method with strength of the other.

3.4. Research Design

In this study descriptive-co relational research design was employed to describe the teachers perception and practice of giving written feedback to students' writing and challenges they face and to establish patterns of relationship of both perception and practice of teachers. According to Grove, Gray and Burns (2014), this method was appropriate when a study's aim was to describe variables and examine relationships among these variables and help identify many interrelationships of variables that have already occurred or are currently occurring as a process. According to Wragg (2012), it begins describing what happens and then it would examines systematically the correlation between process and outcome.

3.5 Sources of Data

Primary data is the first-hand data collected by recruiting participants while secondary data is based on results and findings of researches conducted by other people (Eriksson & Kovalainen, 2008). In the same vein, to obtain relevant information on the teachers' perception and practice of giving written feedback to students' writing and challenges they face. Kembata Tembaro Zone, both primary and secondary data sources were used. To this end, primary data sources were teachers and students of sampled secondary schools while secondary data sources were: research papers, articles and books were used to cite and to use as related literature in the study.

3.6 .Population, Sample Size and Sampling Technique

3.6.1. Population of the study

According to Saunders et al. (2012) states a research population as the total collection of subject or elements about which a researcher wishes to make inference and draw conclusions. Based on this theoretical concept, populations of the study were all English language teachers (30) and 10th grade students (904). In Donga Tunto, Chacho, Mugunja and Sodicho secondary schools in Hadero Tunto Woreda, Kembata Tembaro Zone . Total Population was 934.

3.6.2. Sample Size Determinations

The sample size were all English teachers (30) of selected four secondary schools and 90 students out of 904 respective secondary schools, according to Singh (2006) suggested that one should select 10-20 percent of the accessible population for the sample in descriptive survey; based on this concept, this study was planned to apply 10% sample were taken from each school. This 10% was applied for students sampling only, because students were not the researcher main focus but teachers sampling was taken purposively. A total 120 respondents were participated in the study. The technique they included as the sample shown in next section.

3.6. Sample and Sampling Technique

According to John (2004), without using different sampling techniques, addressing the whole population, where the total population size very large, is impractical. The scholar further states that sampling techniques require considering heterogeneity of population, number of variables to be treated, and sample size to be taken .Thus, in this study, simple random sampling and purposive sampling techniques were employed to select samples from students and teachers. The student sampling technique was based on the technique derived from John (1984), professor of educational research in North Texas, State University. He suggested 10% of sampling if the population is less than 1000, as cited in (Rick, 2006). Similarly, Gray (2009) suggested that it is better to use 10% for large population and 20% for small population as minimum to determine the sample size and according the researcher this 10% is appropriate because the study was focused on teachers not on students, so students sample were used to get additional information for teachers practice.

Accordingly, the target population of this study was all grade ten teachers and sampled students of all the four secondary schools in HaderoTuntoWoreda. All of the secondary schools of HaderoTuntoWoreda teachers were participated in the study by using purposive sampling technique because the focus of the study is secondary school English language teachers, so that involving all secondary schools teachers cannot bring including unmanageable sample size problem. Accordingly, all (30) teachers were selected from four secondary schools such as 10 teachers from Donga Tunto ,5 teachers from Sodicho,7teachers from Mugunja and ,8 teachers from Chacho.

There are nearly 904 students in grade ten at all; the researcher got these numbers of students, from school director office. Out of the total number, 302 students in grade ten in Donga tunto Secondary School, only 10%(30 students) were direct participants of the study. And, out of 211 students in Chacho Secondary School, only 10% (21 students) would be direct participants of the study. And, from 190 students in Sodicho Secondary School, only 10% (19) students was selected and out of 201 students in mugunja secondary school, only 10 %(20) to generate the data needed. So, $30 + 21 + 19 + 20 = 90$ (ninety) students were direct participants they were selected to get additional information about teachers practice in this research study.

The researcher used simple random sampling technique to select these students so, from the total number of students in the four secondary schools, only 90 students and 30 teachers who teach in these schools were direct participants of the study. For these samples the questionnaire were distributed and quantitative data would be generated. Teachers in these schools were direct participants of the study. For these samples the questionnaire were distributed and quantitative data was generated

Table 3.1. Summary of sample distribution among secondary schools and sampling technique

s/n	Secondary school	Teachers			Students			Sampling Technique
		Population	Sample	Sampling Technique	Population	Percent	Sample	
1	Dongtunto	10	10	Purposive	302	10 %	30	Simple random
2	Mugunja	7	7	Purposive	201	10 %	20	Simple random
3	Sodicho	5	5	Purposive	190	10 %	19	Simple random
4	Chacho	8	8	Purposive	211	10 %	21	Simple random
Total		30	30		904	10 %	90	120

3.7. Instruments of Data collection

Questionnaire, interview, observation and document analysis were used as data collection instruments to collect comprehensive information for the study.

3.7.1 .Questionnaire

Questionnaire is a list of carefully designed questions or a set of questions usually in a highly structured written form to be answered by selected group of research participants or respondents (Gay, Mills and Airasian, 2009). Accordingly, the questionnaires were constructed based on the objective of the study. The questions developed consist of components of the questionnaire such as the title that gives an appropriate caption for the substantive content of the questionnaire, the introduction that the main objective of the questionnaire and guarantee of anonymity of respondents' confidential treatments of the information supplied, the responses

interaction that specific mode or modes of completing the questionnaire, demographic information which gives personal data of respondents, question statement which could be actual substantive quant ant of the research, the gratitude at end of the instrument that was appreciating the respondents by thanking them. The types of questions were closed ended and open ended and it is self constructed. The questionnaire would be administrated for 120 sampled populations such as students (90) and teachers (30).

The questions applied the likert type of rating scale from strongly agree to strongly disagree .strongly agree 5 agree =4, undecided =3, disagree=2 strongly disagree=1 and frequency scale ranging from always to never: always=5 usually=4 sometimes=3 rarely =2 never =1

3.7.1.1 Teachers' questionnaire

The teachers' questionnaire was intended to gather quantitative data anonymously from the EFL teachers' in HaderoTuntoworeda high schools, regarding their practice, perception and challenges of written feedback to students writing. The first part of the questionnaire sought to gather demographic information because it is important to identify individual's gender, educational qualification and to know respondents' characteristics. (e.g., gender, highest qualification, course taught, etc). The second part would be devised to collect answers to the research questions from the EFL teachers. The latter part (questions 1–12 practice, 1-9 perception and 1-7 challenges) were closed-ended questions such as the likhrt and frequency rating questions. The third part of the questionnaire was a single open-ended question to give EFL teachers a chance to add comments and statements relevant to the survey at hand. This latter part was optional, where the participants are at liberty to add any comments they wish to make

3.7.1.2 Students' questionnaire

The students' questionnaire were intended to gather quantitative data from the EFL students in HaderoTuntoworeda high schools, regarding teachers' practice of written feedback to students writing students were asked to get additional information about teachers practice. The first part of the questionnaire sought to gather demographic information (e.g., gender, highest qualification, age, sex etc). The second part was devised to collect answers to the research questions from the EFL students. The latter parts (questions 1–10) were closed-ended questions such the likhrt questions. The third part of the questionnaire was a single open-ended question to give EFL students a chance to add comments and

statements relevant to the survey at hand. This latter part could be optional, where the participants are at liberty to add any comments they wish to make.

3.7.2 Interview

The value of interviews as a data collection method is highlighted by Gillham (2005) in stating that “there is a wide recognition of the special importance of narrative as mode through which individuals express their understanding of events and experiences”

Interview is the form of data collection involves recording data as the interview and that takes place or shortly after words. Interviews were under taken in the form of person to person encounter using semi structured question and it has been used to enable respondents address matters in their own terms and words (corbetta, 2003).

Thus, to get views and opinions about the teachers’ perception, practice and challenges of providing written feedback to students writing, interviews were prepared for 4 teachers out of 30, by using purposive sampling because four of the selected teachers were department heads and they have experience in teaching English than others. The semi structured interviews were prepared for the purpose of triangulating and substantiating the reliability of data collected through questionnaire.

3.7.3 .Classroom Observation

Robson (2002) states that data from direct observation contrast with and can often usually complement information obtained by virtually any other techniques. So, Observation was useful tool to provide direct information and it is the best data collecting technique for gaining insight into the subject in a natural environment. Classroom is as a something like a black box which gives the fact about what goes in language learning when observers are present. It is the primary data gathering method to be used in the study. Because it would help the researcher to obtain practical data on how teachers teach writing skill, to what extent they implement the provision of written feedback to students writing. The researcher beliefs if classroom observation is appropriately designed and supported by check list, observation would be one of the effective tools of data collecting in descriptive educational research. For this reason, the researcher prepared observation checklists and observed the practice of teachers ‘written feedback to students writing. Then the researcher checked, whether teachers’ classroom practices would

reflect their perceptions or not. The observation was made two times for 4 teachers in different sections, so these four teachers were selected purposively from the above four sampled schools because these four teachers have MA in TEFL, so during observation the researcher could intend data because they have enough information.

3.7.4. Document Analysis

According to Best and Kahan (1989) says document is important sources of data gathering instruments for qualitative research. It is important to examine the sample of teachers' feedback provision to students writing, so researcher would investigate two times how and what kind of feedback teachers focus during the practice of writing activity.

Primarily, the researcher collected the respondents' assignment sheets that are marked by EFL teachers, and then the characteristics of the written feedback to students' writing was examined using check list in order to create suitable condition for discussion. Consequently, having evaluated the relevance of the written feedback to the students' writing, the researcher divided into headings and analyzed four papers from the selected four schools as paragraph level writing. Finally, the researcher provided thick description on the basis of the provided feedback on the students' writing.

3.8. Validity and Reliability of data collection Instrument

Validity refers the extent to which instrument measures what it is supposed to measures and the reliability of the research instrument was the extent to which yields the same results on repeated Measures, (Haber & Lobiondo -Wood 2006). Therefore, in this study the data collection instruments were administered to respondents of secondary schools of the study area to check validity and reliability of them. The validity of instruments was assessed for the clarity of the items, pilot test or pre-test would be conducted. It was administered to Mudula secondary school teachers that were not included in the final study.

To enhance content validity, appropriate and adequate items relevant to research objectives could be constructed as the questionnaire. To ensure reliability of the instrument, the pilot test or retest technique of assessing the reliability of the instrument would be used. The technique involves administering the same instrument to the same respondents twice. This was administered at an

interval of one to two weeks. It was administered to 6 teachers (3 male & 3 female), 16 students 9(male), 7 females mudula secondary school that selected for pilot study. They were not be involved in the main study

Table 3. 2: Reliability Coefficients Cronbach's Alpha

s/n	Category of items	No of item	Cronbach's Alpha Coefficients	Rank
1	Teachers' perception towards giving written feedback	9	0.948	1
2	Teachers' practice of giving written feedback	12	0.935	2
3	Students' view on EFL teachers practice of providing written feedback	10	0.88	4
4	Challenges of teachers to practice written feedback provision.	7	0.904	3
	Average Reliability Coefficients		0.917	

As can be seen from Table 3. 2, all the instruments used in this study were reliable since their Cronbach's alpha coefficients ranged from 0.88 to 0.948 for the subscales and with the average reliability coefficient 0.917. Accordingly, the standards that an instrument with coefficient of 0.60 is regarded to have an average reliability while the coefficient of 0.70 and above shows that the instrument has a high reliability standard (Sekaran and Bougie, 2010). Thus, the pilot test applied to test the reliability and validity of data collection instruments for this study was within the range of high reliability standard. The instruments were tested for their validity and reliability in order to reduce measurement error as the most useful instrument is both valid and reliable.

3.9. Procedures of Data Collection

After the items of the instruments checked by the advisor, the researcher takes time and meets the respondents one by one or groups by briefing the purpose of the study. The respondents were asked to arrange time for the research underlining the status of the study its merit also. They were asked to participate in the study and respond in the language they think is easier for them English.

The interview was conducted for about 30 minutes and systematically recorded. The researcher also took notes and write down main points of the interview. For the questionnaires five days would be given to the all respondents to which the questionnaires were distributed. They are kindly requested to extend their cooperation by writing additional comment and explicitly require in case they have extra comment to write down. Then the questionnaires were collected after relevant information written on them and the responses was edited for analysis by using appropriate statistical methods. For observation, the researcher would observe four teachers two times in different sections by preparing check list to observe teachers practice and problems related with feedback. Finally for document analysis, researcher collected assignments and exercise books to analyze qualitatively.

3.10. Methods of Data Analysis

There are two main types of statistics were used to analysis data. These are the descriptive statistics which are used for answering research questions. The other is the inferential or parametric statistics which were used to make inferences, judgment or decision about a population parametric based on data obtained from the study of the research sample (Croswell, 2003).Based on this ground, the study was analyzed by using descriptive statistics' to describe data collected on teachers perception, practice and challenges in study area. Quantitative data that was collected through questionnaire were analyzed by percentage, mean and standard deviation and presented in tables and interpreted accordingly, and then Pearson correlation was used to examine relationship of teachers' perception and practice because Pearson correlation was used normally distributed data between two variables. Qualitative data that were gathered by semi structured interview, observation and document analysis was added to the information obtained from quantitative analysis to support it and make comprehensive interpretation. SPSS 20.0(statistical package for social science) data analysis software was employed

3.10. Ethical Considerations

The main objectives of the research and or the questionnaire, guarantee of anonymity of the respondents and confidential treatment of the information supplied were explained to participants that the information provided by them was only used for the study purpose. Moreover, it was ensured confidentiality by making the participants anonymous to eliminate the problems of ethical dilemma and facilitate smooth flow of information between data collector and respondents. Finally appropriate credit had given for any use of another person's idea or word and the letter of permit ion was written from Jimma University to ensure that the study was for the academic purpose.

CHAPTER FOUR

Result and Discussion

In this chapter the analysis of quantitative and qualitative data was done based on the information obtained through the questionnaires, interviews, observation and document analysis. The purpose of these data were to investigate the EFL teachers' perception, practices and challenges of providing written feedback to students' writing. In view of that, 30 teachers and 90 students of the districts were participated in the study. The data was composed from a total of 120 respondents filled and returned the questionnaires and four department heads respondents were interviewed. Mean scores were calculated from the data. Finally, the data obtained through interviews, observation and document analysis were triangulated to validate the findings and for the purpose of easy analyzing and interpreting, the mean values of each item were interpreted as follows.

4.1. Results of Data Analysis

4.1.1. Results of quantitative data analysis

In this section numerical data that gathered through closed ended questions was analyzed based on the objective of the study. In this part the data gathered from teachers and students were analyzed in percentage, mean and standard deviation.

Table 4.1. Demographic characteristic of teachers and students

Variables		Frequency	Percent
Sex	Male	82	68.3
	Female	38	31.7
	Total	120	100.0
Age	less than 20	12	10
	21-25	78	65
	26-30	3	2.5
	31-35	16	13.33
	36-40	7	5.84
	41 and above	4	3.33
	Total	120	100
Educational level	10 th	90	75
	BA degree	22	18.3
	MA degree	8	26.7
	Total	120	100
Work experience	0-5 years	-	-
	6-10 year	1	3.3
	11-15 year	7	23.3
	16-20 year	13	43.3
	21 and above year	9	30.0
	Total	30	100.0

As can be seen in Table 4.1, most 82(68.3%) of the respondents were male while the remaining 38(31.7%) of them were female. In the same table, above average 16(53.3%) of the respondents were at the age interval of 31-35years while few 4(13.4%) of them were above 41and above years old and the rest 7(23.3%) of the participants were at age range of 36-40year. With regard to educational level, most 22(73.3%) of the participant teachers were BA holders while the remaining 8(26.7%) of them MA degree. In terms of teaching experience, 1(3.3%), 7(23.3%), 13(43.3%) and 9(30%) of the respondents had teaching experience of 6-10years, 11-15years, 16-20years and 21 and above years respectively. From the above discussion it can be recognized that respondents were at medium age, first degree holders and had better teaching experience so that providing written feedback cannot be affected by demographic characteristics of respondents because most of the students were young in terms of age which implied if EFL teachers provided written feedback promptly young students easily grasp the correction. Other demographic character was teaching experience that helps to analysis, which comes first perception or practice, because some of experienced teachers said if practice of providing written feedback

comes first and perception of teachers comes later and inexperienced teachers said perceptions comes first so that experienced teachers better in providing intended information for this study.

4.1.1.1. Teachers' perception

Table 4.2 Teachers' perception about giving written feedback

s/ n	Items related to teachers perception towards giving written feedback. Giving written feedback is	N	Statistical result of the response								X	SD
			SA		A		UD		DA			
			F	%	F	%	F	%	F	%		
1	one way of motivating students in writing activity	30			6	20	1	3.3	23	76.7	3.7	1.149
2	encouraging collaborative learning in writing activity	30			7	23.3	1	3.4	22	73.3	3.6	1.135
3	praising learners' writing for its strengths	30			8	26.6	2	6.7	20	66.7	3.9	0.937
4	giving selective feedback to learners' written words, assessing learning mistakes	30			6	20	2	6.7	22	73.3	4.1	0.900
5	rewriting comments after teachers have commented them	30			5	16.7	2	6.7	23	76.6	4.0	0.809
6	encouraging learners to make them effective writers	30			5	16.7	4	13.3	21	70	3.9	0.937
7	collecting important errors to be analysis for all the class	30			11	36.7	7	23.3	12	40	4.2	0.858
8	assessing the faults which are made by students during their writing activity	30			4	13.3	5	16.7	21	70	4.3	0.740
9	advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting	30			6	20	7	23.3	17	56.7	4.1	0.819
	Average										3.9	0.920

As can be seen from the Table 4.2 of item 1, teachers requested to express their agreement level on the statement that said providing written feedback is one way of motivating student in writing activity. Accordingly, 6(20%) of the respondents agreed with statement while 23(76.7%) of them disagreed and the remaining few 1(3.3%) of them undecided to express their agreement level. The mean score of the responses was ($X=3.7$, $SD=1.149$) which was less than ($3.7 < 3.9$) cumulative mean. From this, one can understand that teachers moderately believed that the role of providing written feedback to inspire student in writing activity in sampled secondary schools of HaderoTuntoWoreda.

In item 2 of table 4.2, 7(23.3%) of the respondents agreed with the statement that said providing feedback encourage collaborative learning in wring activity but most of the participants 22(73.3%) disagree with the same statement and the remaining 1(3.3%) of them not sure whether providing written feedback to students writing motivate the students or not. The mean score of the responses was ($X=3.6$, $SD=1.135$) which was less than cumulative mean. This showed that a teacher not as much supposed the role of providing written feedback to encourage collaborative learning in wring activity in sampled secondary schools of HaderoTuntoWoreda.

As shown in table 4.2 of item 3, more than average 20(66.7%) of the respondents disagreed with the statement that said providing written feedback is praising learners' writing for its strengths but the respondents agreed with same statement were 8(26.6%) and that of undecided to tell their agreement level were 2(6.7%).The mean score of the responses was ($X=3.9$, $SD=0.937$) which was equal to cumulative mean. This implied that a teacher agreed with the idea of providing written feedback admire learners' in wring activity in sampled secondary schools of HaderoTuntoWoreda.

As can be seen from the table 4.2 of item 4, most 22(73.3%) of the respondents disagreed with the statement that said providing written feedback is giving selective feedback to learners' written words, assessing learning mistakes but 6(20%) were expressed their agreement on the same statement and the remain 2(6.7%) of them withhold their agreement. The mean score of the responses was ($X=4.1$, $SD=0.900$) which was greater than cumulative mean. This indicated most of the teachers missed the concepts of providing written feedback is giving selective feedback to learners' written words, assessing learning mistakes in sampled secondary schools of HaderoTuntoWoreda.

In item 5 of table 4.2, most 23(76.6%) of the respondents disagreed with the statement that said providing written feedback is rewriting comments after teachers have commented them however; 5(16.7%) of them agreed with the statement and 2(6.7%) of them undecided to tell their agreement level. The mean score of the responses was ($X=4.0$, $SD=0.809$) which was greater than cumulative mean. This pointed out that teachers had little understanding on the statement that said providing written feedback is rewriting comments after teachers have commented them in sampled secondary schools of HaderoTuntoWoreda.

As presented in Table 4.2 of item 6, most 21(70%) of the respondents disagreed with the statement that said providing written feedback is encouraging learners to make them effective writers though 5(16.7%) of them agreed with the same statement and 4(13.3%) of the respondents withhold their agreement level. The mean score of the responses was ($X=3.9$, $SD=0.937$) which was equal to cumulative mean. This implied the teachers less perceived the significance of providing written feedback for sake encouraging learners to make them effective writers in sampled secondary schools of HaderoTuntoWoreda.

In item 7 of Table 4.2, the respondents that agreed with the statement that said providing written feedback to students writing is collecting important errors to be analysis for all the class were 11(36.7%) where as that of disagreed with the statement were 12(40%) while 7(23.3%) of them were refuse to give their agreement level. The mean score of the responses was ($X=4.2$, $SD=0.858$) which was greater than cumulative mean. From this one can say that teachers moderately agreed with the statement that said providing written feedback to students writing is collecting important errors to be analysis for all the class in study area.

As can be seen from the Table 4.2 of item 8, most 21(70%%) disagreed with the statement that said providing written feedback to students writing is assessing the faults which are made by students during their writing activity . In contrary to this, 4(13.3%) of them agreed said providing written feedback to students writing is assessing the faults which are made by students during their writing activity and 5(16.7%) of them un decided to express their agreement level. The mean score of the responses was ($X= 4.3$, $SD=0.740$) which was greater than cumulative mean. This pointed out teachers moderately agreed with the statement that said providing written feed back to students writing is assessing the faults which are made by students during their writing activity in study area was in moderate level.

As shown in Table 4.2 of table 9, more than half 17(56.7%) of the respondents disagreed with the statement that said providing written feed back to student s' writing is advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting but 6(20%) of them agreed with the statement while the remaining 7(23.3%) of them refrain from expressing their agreement level. The mean score of the responses was ($X=4.1$, $SD= 0.819$) which was greater than cumulative mean. This indicated that teachers in sampled secondary schools of HaderoTuntoWoreda less agreed with the statement that said providing written feedback to student s' writing is advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting.

4.1.1.2. Teachers' practice of written feedback

Table 4. 3 Practice of giving written feedback in sampled secondary schools

s/ n	Items related to teachers' written feedback provision practice	Statistical result of the response												
		N	A		U		S		R		N		X	SD
			f	%	F	%	F	%	F	%	F	%		
1	I provide written feedback for writing activity to my student during lesson	30				2	6.7	28	93.3			3.3	0.254	
2	I give to my students peer feedback practice in the class room.	30				1	3.3	29	96.7			3.4	0.305	
3	I give feedback for home writing activity to my students	30				21	70	9	30			4.7	0.466	
4	I give feedback to my students class work activity	30				16	53.3	14	46.7			4.5	0.571	
5	I give them immediate feedback in the class room after writing activity.	30				17	56.7	8	26.7	5	16.7	3.4	0.669	
6	I give them feedback on the first draft of writing assignment	30				5	16.7	7	23.3	18	60	3.3	1.085	
	I give them feedback on final draft of writing assignment	30			6	20	15	50	8	26.7	1	3.3	3.2	0.551
8	I facilitate peer feedback during writing activity in the class room	30			2	6.7	8	26.7	18	60	2	6.7	3.5	0.819
	I give them feedback for home writing in the next day	30				16	53.3	14	46.7			4.1	0.691	
10	I give feedback for all errors I have observed in my students' writing assignment	30				18	60	2	6.7	10	33.3	3.4	0.770	
11	I give feedback with clear instructions what they are following in their writing before they start to write	30			1	3.3	5	16.7	16	53.3	8	26.7	3.7	0.785
12	I tell to my students' strength , weakness about their written work through feedback	30				1	3.3	18	60	11	36.7	4.2	0.461	
	Average											3.86	0.619	

As can be seen from the Table 4.3 of item 1, 2(6.7%) of the respondents said that sometimes they provide written feedback for writing activity to their students during lesson while most 28(93.3%) of the respondents replied that they rarely provide writing activity to their student during lesson. The mean score of the responses was ($X= 3.3$, $SD=0.254$) which was less than cumulative mean. This implied that teachers in sample secondary schools of HaderoTuntoZuriaWoreda providing writing activity during lesson is not practiced as expected to their students during lesson of provision of written feedback to their students in their regular class.

As presented in Table 4.3 of item 2, most 29(96.7%) of the respondents said that they rarely give peer feedback practice to their students in the class room while the remaining 1(3.3%) of them replied that they sometimes give peer feedback practice to their students in the class room. The mean score of responses was ($X=3.4$, $SD=0.305$) which was less than cumulative mean. This implied that giving peer feedback to their students in the class room was moderately practiced by the teachers of sampled secondary schools of HaderoTuntoWoreda.

In item 3 of Table 4.3, respondents asked to answer whether teachers give written feedback for home writing activity to their students or not. Accordingly, 21(70%) of the participants responded that teachers sometimes give home writing activity to their students while the remaining 9(30%) of them replied that teachers rarely give home writing activity to their students. The mean score of the responses was ($X=4.7$, $SD=0.466$) which was greater than cumulative average mean. This pointed out that teachers highly practiced giving home writing activity to their students in sampled secondary schools of HaderoTuntoWoreda.

As indicated in Table 4.3 of item 4, 16(53.3%) of the respondents said they sometimes give feedback for class work writing activity to their students and 14(46.7%) of them told that they rarely give feedback for class work writing activity to their students. The mean score of the responses was ($X=4.5$, $SD=0.571$) which greater than average mean. This implied that teachers highly practiced giving class writing activity to their students in sampled secondary schools of HaderoTuntoZuriaWoreda.

In item 5 of Table 4.3, respondents requested to reply the practice giving immediate feedback to students writing activity in the class room. Based on this request, 17(56.7%) of the responded

that they sometimes give immediate feedback to students writing activity in the class room and 8(26.7%) them said that they rarely practice giving immediate feedback to students writing activity in the class room while the remaining 5(16.6%) of the respondents never practiced giving immediate feedback to students writing activity in the class room. The mean score of the responses was ($X= 3.4$, $SD=0.669$) which was below grand mean. This indicated EFL teachers practice of giving immediate feedback to students writing activity in the class room in sampled secondary schools of HaderoTuntoZuriaWoreda was on the first draft of writing assignment while the remaining 5(16.7%) of the respondents answered that they sometimes give feedback on the first draft of writing assignment. The mean score of the responses was ($X=3.3$, $SD=1.085$) which was less than cumulative mean. This implied that the practice of giving feedback on the first draft of writing assignment in sampled secondary schools of HaderoTuntoWoreda was lower level or we can call it was less practiced.

As can be seen from the table 4.3 of item 6, more than half 18(60%) of participants said that they never give feedback on the first draft of writing assignment and 7(23.3%) of them replied that they rarely give feedback As shown in Table 5 of table 9, more than half 17(567%) of the respondents disagreed with the statement that said providing written feedback to student s' writing is advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting but 6(20%) of them agreed with the statement while the remaining 7(23.3%) of them refrain from expressing their agreement level. The mean score of the responses was ($X=4.1$, $SD= 0.819$) which was greater than cumulative mean. This indicated that teachers in sampled secondary schools of HaderoTuntoZuriaWoreda less agreed with the statement that said providing written feed back to student s' writing is advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting.

In item 7 of table 4.3, respondents were asked to tell whether teachers give them feedback on final draft of writing assignment or not. Accordingly, 6(20%) and 15(50%) of them said that they give them feedback on final draft of writing assignment usually and sometimes respectively while 8(26.7%) and 1(3.3%) of them responded that they rarely and never practice giving feedback on final draft of writing assignment. The mean score of the responses was ($X=3.2$, $SD=0.551$) which was less than grand mean. This pointed out that teachers practice of giving feedback on final draft of writing assignment in sampled secondary schools of HaderoTuntoWoreda was moderate level.

As can be seen from the Table 4.3 of item 8, few 2(6.7%) of the respondents said that they usually facilitate peer feedback during writing activity in the class room and 8(26.7%) of them answered that they usually facilitate peer feedback during writing activity in the class room but 18(60%) and 2(6.7%) of the participants facilitated peer feedback during writing activity in the class room rarely and never respectively. The mean score of the responses was ($X=3.5$, $SD=0.819$) which was below cumulative mean. This implied that the teachers' facilitation of peer feedback during writing activity in the class room in sampled secondary schools of HaderoTuntoWoreda was moderate level.

In item 9 of Table 4.3, respondents requested to reply whether teachers give them feedback for home writing in the next day or not. Accordingly, 16(53.3%) of the respondents said that sometimes they give feedback for home writing in the next day while 14(46.7%) of them responded that they rarely give feedback for home writing in the next day. The mean score of the responses was ($X=4.1$, $SD=0.691$) which was greater than average mean. This pointed out that the practice of giving feedback for home writing in the next day in sampled secondary schools of HaderoTuntoWoreda was better level.

In item 10 of Table 4.3, above average 18(60%) of the respondents said that sometimes they comment all errors that were observed in their students' writing assignment and 2(6.7%) of them responded that they rarely comment all errors that observed in their students' writing assignment while 10(33.3%) of the participants told that they never comment all errors that observed in their students' writing assignment. The mean score of the responses was ($X=3.4$, $SD=0.770$) which was below average mean. This indicated that the practice of commenting all errors that were observed in their students' writing assignment in sampled secondary schools of Hadero Tunto Woreda was medium level.

As presented in Table 4.3 of item 11, few 1(3.3%) of the respondents said they usually give feedback with clear instructions what they are following in their writing before they start to write but 8(26.7%) of them said they never practiced planning, giving clear instructions before they start to write while 5(16.7%) of the participants sometimes practiced planning, giving clear instructions before they start to write and 16(53.3%) of rarely practiced planning, giving clear instructions before they start to write. The mean score of the responses was ($X=3.7$, $SD=0.785$) which was below ($3.7 < 3.8$) cumulative average mean. This implied that planning, giving clear instructions

what they are following in their writing before they start to write in sampled secondary schools of HaderoTuntoWoreda was intermediate level.

As shown in Table 4.3 of item 12, the results of telling to students' strength and weakness about their written work through feedback presented in descriptive statistics. Based on this result, 1(3.3%) of the respondents said that sometimes they told strength and weakness about their written work through feedback to their students but 11(36.7%) of them never told strength, weakness about their written work through feedback to their students and 18(60%) of them rarely told strength, weakness about their written work through feedback to their students. The mean score of the responses was ($X=4.2$, $SD=0.461$) which was below grand mean. This implied that telling to students' strength and weakness about their written work through feedback in sampled secondary schools of HaderoTuntoWoreda was higher level.

In general, as we understood from the analysis and discussions, Grade Ten English teachers, need to employ a variety of strategies when they provide written feedback to students writing. Here what the researcher wants to make clearer to the reader is that the feedbacks that the English teachers provide to their students on students writing may not fully practiced because the level of practicing are at medium level and perception is somewhat positive. The point of the argument is that if students are repeatedly given feedbacks on their feedback, they learn how to incorporate rich contents, organize ideas logically and use clear language and mechanical items. Over and above, the intension of this research is to check the capacity and attention of teachers to the feedbacks that they have been provided and the level of implementation in the successive written text.

They had problem in providing written feedback and applying feedbacks on students' subsequent writing. Thus, to curb such problem, the researcher suggests that such students need to be provided with special tutorial classes and supported by discussing the matter with department heads and the management body of the school because one of the missions of a good teacher is to enable the academically weak students and bring them to the level of at least medium achievers.

4.1.1.3. Results and Analysis of Students' Close -ended Questionnaire

Table 4. 4. Responses of the students on EFL teachers practice of providing written feedback

s /	Items related to students response on teachers practice of providing written feedback	Frequency of practice												
		N	A		U		S		R		N		X	SD
			f	%	F	%	F	%	F	%	F	%		
1	My teacher always practices provide written feedback	90		3	3.3	30	33.3	57	63.3			3.6	0.557	
2	My teacher gives us the chance of peer feedback in the class during writing activity	90				30	33.3	60	66.7			3.7	0.474	
3	My teacher gives feedback to home writing activity	90		9	10	15	16.7	18	20	48	53.3	4.2	1.041	
4	My teacher gives feedback to class work writing activity	90		6	6.7	6	6.7	33	36.7	45	50	4.3	0.867	
5	My teacher gives us immediate feedback to class work writing	90		12	13.3	60	66.7	18	20			3.1	0.577	
6	My teacher corrects my written homework, and class work only for assessment, evaluation	90		9	10	18	20	15	16.7	48	53.3	4.1	1.062	
7	Our teacher gives us feedback on the final draft of writing	90		9	10	57	63.4	12	13.3	12	13.3	3.3	0.827	
8	our teacher gives feedback to home taken written activity	90		9	10	27	30	48	53.3	6	6.7	3.6	0.765	
9	Our teacher gives us feedback for home writing in the next day	90		9	10	54	60	18	20	9	10	3.3	0.785	
10	Our teachers give feedback as instructions before we start to write	90		15	16.7	24	26.7	18	20	33	36.7	3.8	1.122	
	Average											3.7	0.808	

As indicated in Table 4.4 of item 1, the response of the students was analyzed, accordingly 3(3.3%) of the respondents replied that their teachers usually practiced written feedback to writing activities while most 57(63.3%) of the respondents said their teachers practice writing activities rarely and the other 30(33.3%) of them responded their teachers sometimes practiced writing activity in classroom teaching. The mean score of the students responses on teacher practice of writing activity was ($X=3.6$, $SD=0.557$). When the mean score of the item compared to cumulative mean, it is less than 3.7 which implied the practice of writing activity by the teachers was below average. This was confirmed with the responses of teachers that said practice of writing activity at medium level (Table3).

In Table 4.4 of item 2, students requested to tell the frequency of practicing the peer feedback in the class during writing activity. Based on this request, 30(33.3%) of the students replied that their teachers sometimes practiced peer feedback while the remaining 60 (66.7%) of them replied that their teachers rarely practiced peer feedback. The mean score of the students responses on teacher giving the chance of peer feedback in the class during writing activity was ($X=3.7$, $SD=0.474$). It was equals to cumulative mean (3.7) that pointed the teachers practice of giving the chance of peer feedback in the class during writing activity at average level. Similarly, the finding of the teachers' responses analysis of the practice of giving the chance of peer feedback in the class during writing activity was at moderate level (see Table 3 on page).

As can be seen from the Table 4.4 of item 3, the responses of the students on teachers feedback practice on home writing activity provision was asked. In line with this request, 9(10%), 15(16.7%) 18(20%) and 48(53.3%) of the respondents said that their teachers practice of home writing usually, sometimes, rarely and never respectively. The mean score of students responses on teacher giving home writing activity was ($X=4.2$, $SD=1.041$) which was greater than cumulative mean and that in turn implied teacher giving home writing activity was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

In table 4.4 of item 4, students were requested to tell their teachers written feedback on class work writing activity. Accordingly, half 45(50%) of the students said that their teachers rarely practiced class work writing activity and 34(36.7%) of them said that teachers sometimes

practiced the class work writing activity. The other respondents responded the EFL teachers practice of class work writing activity sometimes and usually were 6(6.7%) each. The mean score of students responses on teachers' provisions of class work writing activity was ($X=4.3$, $SD=0.867$) which was greater than cumulative mean and that in turn implied teacher giving class work writing activity was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

As indicated in Table 4.4 of item 5, most 60(66.7%) of the students replied that teachers' sometimes practiced giving immediate feedback to class work writing while the remain 18(20%) of them replied that their teachers' rarely practiced giving immediate feedback to class work writing and the remain 12(13.33%) of the students said usually practiced giving immediate feedback to class work writing. The mean score of students responses on teacher giving immediate feedback to class work writing was ($X=3.1$, $SD=0.577$) which was less than cumulative mean and that in turn implied teacher giving immediate feedback to class work writing was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table 4.3).

In item 6 of Table 4.4, students' response on teachers' correction of students' written homework, and class work only for assessment, evaluation was analyzed. In view of that 48(53.3%) of the respondents it was never practiced while the rest 9(10%) , 18(20%),15(16.7%) of the students said that their teachers practiced correction of students' written homework, and class work only for assessment, evaluation usually, sometimes and rarely respectively. The mean score of students responses on the teacher correcting written homework, and class work only for assessment, evaluation was ($X=4.1$, $SD=1.062$) which was greater than cumulative mean and that in turn implied the teacher correcting written homework, and class work only for assessment, evaluation was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table 4.3).

In item 7 of Table 4.4, most 57(63.3%) of the respondents replied that teachers' usually gave feedback on the final draft of writing while 12(13.3%) of them teachers' rarely and never respectively said that gave feedback on the final draft of writing the mean score of students' responses on teachers giving feedback on the final draft of writing was ($X=3.3$, $SD=0.827$) which was greater than cumulative mean and that in turn implied teachers practice of giving

feedback on the final draft of writing was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

In item 8 of Table 4.4, students asked to tell EFL teachers practice of giving written feedback home taken written activity. Accordingly, 9(10%), 27(30%), 48(53.3%) and 6(6.7%) of the respondents replied that EFL teachers usually, sometimes, rarely and never practiced giving home taken written activity. The mean score of students' responses on teacher facilitates students by giving homework given us writing activity. The mean score of the responses was ($X=3.6$ $SD=0.765$) which was less than cumulative mean and that in turn implied teacher facilitates students when homework giving student writing activity was moderately practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

As can be seen in Table 4.4 of item 9, most 57(60%) of the respondents said that their teachers' sometimes gave feedback for home writing in the next day while 9(10%) of them said their teachers never practiced giving feedback for home writing in the next day and the others 9(10%) and 18(20%) of the respondents replied their teachers usually and rarely practiced feedback for home writing in the next day. The mean score of students' responses on teachers give the feedback for home writing in the next day was ($X=3.3$, $SD=0.785$) which was less than cumulative mean and that in turn indicated teachers practice of giving student feedback for home writing in the next day was moderately practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

In item 10 of Table 4.4, students' response on teachers' feedback on writing and instructions before we start to write was analyzed. Accordingly, 15(16.7%), 24(26.7%), 18(20%) 33(36.7%) of them replied that teachers usually, sometimes, rarely and never practiced writing for us instructions before we start to write. The mean score of students' responses on teachers writing instructions before the students start to write was ($X=3.8$, $SD=1.122$) which was greater than cumulative mean and that in turn pointed out that teachers practice of instructions writing for students instructions before we start to write was frequently practiced in sampled secondary schools. The analysis of teachers' response on the same request was similar (Table3).

4.1.1.4. The relationship between EFL Teachers' Perception and Practice of giving Written Feedback to Students Writing

Table 4.5. Relationship between EFL teachers' perception and practice of giving written feedback

Correlations

		teachers practice	teachers perception
teachers practice	Pearson Correlation	1	
	Sig. (2-tailed)		0.725
	N	30	
teachers perception	Pearson Correlation		1
	Sig. (2-tailed)	0.725	
	N		30

** . Correlation is significant at the 0.01 level (2-tailed).

The objective of this section was to analyze the relationship between EFL teachers' practice and perception of providing written feedback to student writing. To examine the relationship between EFL teachers' practice and perception of providing written feedback to student writing, Pearson product moment correlation coefficient was used. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and direction of linear relationship that occurred between variables is therefore important for further statistical significance. The Pearson correlation coefficient was computed to test the relation between EFL teachers practice and perception of providing written feedback to students writing in sampled secondary schools of HaderoTuntoZuriaWoreda. The result revealed significant relationship between perception and their practice ($r= 0.725$, $N= 30$). The correlation coefficient was positive which revealed strong linear relationship between EFL teachers' perception and practice. This implied that if teachers perceive providing written feedback positively, they can improve the their' writing practice of providing written feedback fostered, and on the other hand if teachers

perceive providing written feedback to students writing negatively, it had no significance on improving students' writing.

4.1.1.5. Results of data analysis of teachers 'challenge in practicing written feedback.

Table 4.6 Challenges to practice written feedback provision.

s/ n	Teachers' challenges of providing written feedback to students writing	Statistical result of the response												
		N	VH		H		M		L		VL		X	SD
			F	%	F	%	F	%	F	%	F	%		
1	Lack of interest to learn writing skill from student side	30			14	46.7	2	6.7	14	46.7			4.37	0.615
2	Limited vocabulary knowledge of students	30			16	53.3	4	13.3	10	33.3			4.43	0.728
3	Limited competency of teachers	30	3	10	10	33.3	13	43.3	4	13.3			3.63	0.850
4	Lack of good preparation to teach writing	30			4	13.3	10	33.3	12	40.0	4	13.3	3.37	0.765
5	Poor guidance and support during teaching	30	3	10	11	36.7	12	40	4	13.3			3.57	0.898
6	Lack of good knowledge of grammar of students	30	1	3.3	23	76.7	3	10	3	10			3.93	0.583
7	Lack of good knowledge of mechanics to practice writing	30			24	80.0	2	6.7	4	13.3			4.10	0.548
	Average												3.91	0.712

As can be seen from the Table 4.6 of item 1, 14(46.6%),of the respondents said lack of interest to learn writing skill from student side pose high challenge for EFL teachers in providing written feedback. On the other hand, 14(46.6%),of the respondents believed lack of interest to learn writing skill from student side caused medium challenge for EFL teachers in providing written feedback and the remaining 2(6.7%) of them responded that lack of interest to learn writing skill from student side had low challenge for EFL teachers in providing written feedback. The mean score of the responses was ($X=4.37$, $SD=0.615$) which was greater than average mean. This implied that EFL teachers' providing written feedback was challenged by lack of interest to learn writing skill from students' side.

In item 2 of Table 4.6,limited vocabulary knowledge of students requested whether it was the challenges of EFL teachers during providing written feedback to their students or not. Accordingly , more than half 16(53.4%) of them replied that EFL teachers during providing written feedback to their students highly challenged by limited vocabulary knowledge of students while. the remain 4(13.3%) and 10(33.3%) of them said the challenge of limited vocabulary knowledge of students for EFL teachers during providing written feedback to their students was moderate and low respectively. The mean score of the responses was ($X=4.43$, $SD=0.728$) that was greater than average mean. This indicated that limited vocabulary knowledge of students was the challenges of EFL teachers during providing written feedback to their students' writing in sample secondary schools of HaderoTuntoWoreda.

As can be seen from the Table 4.6 of item 3, 13(43.3%) and 3(10%) of the respondents said that limited competency of teachers highly challenged EFL teachers' provision of written feedback to students writing while the remain 13(43.3%) and 4(13.3%) of them replied that the challenge of limited competency of teachers on EFL teachers' provision of written feedback to students writing was moderate and low respectively. The mean score of the responses was ($X=3.63$, $SD=0.850$) which was less than average mean but when it was seen against interpretation scale at higher level. This pointed out that limited competency of teachers challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda.

In item 4 of Table 4.6, respondents asked to tell lack of good preparation to teach writing skill as the challenges of EFL teachers' provision of written feedback to students' writing. In line with this request, 4(13.3%) of the respondents said lack of good preparation to teach writing skill highly challenged EFL teachers' provision of written feedback to students' writing and 10(33.3%) of them said it moderately challenged while the remaining 12(40%) and 4(13.3%) of participants replied that lack of good preparation to teach writing skill had low challenge to EFL teachers' provision of written feedback to students' writing. The mean score of the responses was ($X=3.37$, $SD=0.765$) which was less than average mean. This indicated that lack of good preparation to teach writing skill moderately challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda.

As shown in Table 4.6 of item 5, 3(10%) and 11(36.7%) of the respondents said poor guidance and support during teaching writing lesson highly challenged EFL teachers' provision of written feedback to students' writing while the other 12(40%) and 4(13.3%) of them responded that poor guidance and support during teaching writing lesson moderately challenged EFL teachers' provision of written feedback to students' writing. The mean score of the response was ($X=3.57$, $SD=0.898$) that fall below cumulative average mean. This implied that poor guidance and support during teaching writing lesson moderately challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda.

In item 6 of Table 4.6, 1(3.3%) and 23(76.7%) of the respondents said lack of good knowledge of grammar of students highly challenged EFL teachers' provision of written feedback to students' writing . On the other hand, 3(10%) and 3(10%) of the respondents replied that the challenge of lack of good knowledge of grammar of students on EFL teachers' provision of written feedback to students' writing was medium and low. The mean score of the responses was ($X=3.93$, $SD=0.583$) which was greater than cumulative mean. This pointed out lack of good knowledge of grammar of students highly challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda.

As indicated in Table 4.6 of item 7, respondents asked to reply whether lack of good knowledge of mechanics to practice writing was one of the challenge of EFL teachers' provision of written feedback to students' writing or not. Accordingly, 24(80.0%) of the respondents replied that EFL teachers' provision of written feedback to students' writing was highly challenged by lack of good knowledge of mechanics to practice writing while the remaining 2(6.7%) and 4(13.3%) of the respondents said lack of good knowledge of mechanics to practice writing had moderate and low challenge for EFL teachers' provision of written feedback to students' writing. The mean score of the responses was ($X=4.10$, $SD=0.548$) which was greater than cumulative average mean. This implied that lack of good knowledge of mechanics to practice writing was one of the challenges of EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda.

4.1.2. Qualitative Data Analysis

4.2.1. Results and Analysis of EFL teachers Interview on practice of written feedback to students writing.

1. What are your focuses when you give feedback for your students' writing error?

Teacher 01 stated

I give written feedback to my students' writing errors by telling the students what must be added to or controlled from the writing and how tenses kept during writing because the students should know what they write in their writing activity and use correct language so that the writing can convey meaningful message to the readers. This indicated that teacher 01 provided written feedback generally without focusing in any types writing activity.

Teacher 02 supposed that

"I practice providing written feedback based on the various writing activity to make students accurate writers by providing written constructive comment mainly grammar, punctuation and flow of idea through paragraph".

This was true as that of Grammi (2005) "form feedback which will be also known as " grammar feedback" and surface level feedback is the type of feedback that concentrates on matters as spelling, grammar punctuation. This implied that EFL teachers provided grammar focused feedback to their students writing.

As teacher 03 responded:

"I provide feedback in class room but the system of provision was oral because the number of students in class room was large. Therefore, I tell the student how to correct their writing error by themselves". This was opposed by Leki (1990) that said teacher written feedback is effective when it focuses on content together with a limited amount of feedback on grammar, punctuation, and spelling into consideration. This implied that feedback provided by teacher 03 has given focus on oral than content so teachers should focus content not only oral.

Teacher 04 said that

“I give written feedback on students writing in short writing in class room while for long writings I don’t give attention to give any feedback because of limited time to cover the other lesson”. However, Harmer (2007) points out, spend time with learners on pre-writing phases, editing, re-drafting, and finally producing a finished version of their work, “a process approach aims to get to the heart of the various skills that most writers’ employ- and which are, therefore, worth replicating when writing in a foreign language”. This implied that the practice of EFL teachers 04 written feedback provisions was not followed process approach in sampled secondary schools.

2. How do you comment your students’ errors in their writing activities?

The teachers 01 responded for this question that

“I give written feedback to students’ writing errors and I appreciate if the students tried to do their best; otherwise, I criticize and give direction to improve their writing skill”. This was confirmed to Ferris (1997), providing feedback can be categorized into three main types: requests, criticism, and praise. Hyland and Hyland (2001) also add the terms “suggestions” and “constructive criticism” to refer to feedback that includes a clear recommendation for remediation. This implied that teacher 01 provide written feedback by parsing the better writer and constructively criticizing the weak writing of the students.

Teacher 02 expressed practice of written feedback as:

“I give written feedback for all students in general, not for each student one by one because I don’t give written feedback continuously for each student in large class size”. In another way, Coffin et al. (2003: 121) points of view, feedback dialogue is an approach to feedback which emphasizes an exchange of views, comments and questions between students and tutors. This indicated that the practice of written feedback provision was obstructed by large class size and it should be exchange of views, comments and questions between students and teachers

Teacher 03 replied

“I give written feedback most of the time when I check and mark students’ writing assignments because this is most useful when students have previously been given the assessment criteria and have a clear understanding of the expectation “This indicated teacher 03 practiced provisions of written feedback on the assignment but he cannot check whether students corrected his comment or not because most of the time assignment not returned back to teachers so that he monitors the improvement after comment.

As **Teachers 04** responded

“Most of the time, I give written feedback in classroom to majority of the students immediately as soon as possible”. This was true as that of (Nicol, 2011) that stated “If the assignment allows drafting with feedback provided on the draft, students are more likely to see the feedback as timely and make good use of it” This pointed out that the way EFL teachers gave written feedback to their students writing in sampled secondary schools was differ on the teachers experience and methods of teaching writing skill.

3. What steps do you follow in giving written feedback in teaching writing skill?

Regarding to the above questions **Teacher 01** said:

“I do not follow any steps in teaching writing and giving written feedback for the students’ error and I simply give written feedback to students writing activity”

Moreover, the writing feedback contains enough information that provides suggestions to facilitate improvement and provides opportunities for interaction between the teacher and the students (Hyland & Hyland, 2006).This implied that teacher 01 missed steps providing written feedback to students writing that make him simply jump errors and in the next session, students may give less weight to his comment as feedback to their writing.

On the other hand, **teacher 02** replied the above questions as:

“I follow procedures of errors correction like: Identifying the type of errors existing, determining the technique for the error adjustment and correcting the error in the way that students are

motivated and learn effectively from their error”. From this one can understand that teacher 02 can practiced systematically by fulfilling the principles of teaching writing.

Teacher 03

“I give written feedback after the students finished writing their assigned class work and I comment without providing prewriting direction to my student this was because if I give way how to write they do not care for the writing activity”. This implied that Teacher 03 practiced written feedback provision by considering students’ behavior and he perceived them careless if they thought by simplifying writing activity.

Teacher 04 replied that

“If I give written feedback by following stepwise strategy of teaching writing, I have no time to cover the whole lesson so that I simply give written feedback to my students writing”. This implied EFL teachers in sampled secondary schools were not follow steps during giving written feedback to student writing.

II. Responses on EFL teachers’ perception in providing written feedback to students writing.

1. What do you think the importance of the written feedback to students’ writing skill performance?

Teacher 01 said

“.....While I provide a written feedback on the students writing, I consider the students’ interest and level of understanding, and my written feedback also varied from students to students or groups to groups. I mean that for students who performed well, I only point out the error which requires particular notice, whereas for students who fail to attain the planned objective, I provide detail comment i.e. I locate each mistake, and then replace it with correct word or punctuation”. This implied that Teacher 01 practiced written feedback depending his perception on students’ achievement level.

Teacher 02 responded that

“I think easily correctable errors like spelling and grammar are given little attention during providing written feedback, so my focus while I evaluate my students’ writing is on what the students wrote i.e. I concentrate on the message.” This pointed out that teacher 02 provided written feedback by jumping abovementioned errors like spelling.

Teacher 03 that

“.....In providing written feedback I follow certain criteria, such as spelling, grammar, content and organization I read each written work seriously in order to give special attention while I wrote feedback. Then I give detail narrative of concerning the strength and weakness students’ written work, and then I suggest what the student should do in his or her correction process, but I do not feel that I give equal attention for each student’s work since written feedback is by nature exhaustive”.

Form this it clear that Teacher 03 believed in practicing each and every error correction on students’ writing activity.

Teacher 04 replied that

“I feel that my students and I still have not certain on foundation of writing skill that means we are still practice it as a supplementary to the other language skills. I, as a teacher have to be blamed because my students, for sure, follows my way”.

This indicated most of the teachers agreed that teachers’ written feedbacks are very much important to improve students’ writing skills. They said that teachers should instruct their students by giving them written feedback which help the students try to correct their errors themselves, and to help them know the right one.

III. Interview results with respect to challenges of providing written feedback.

1. Do you faced Student related challenge at time of written feedback provision ?

Teacher 01 that

Students don't understand and lack interest to practice writing activity to make themselves effective writer, they fail to practice activities like assignments, home-work and class-work, lack of confidence and interest to practice writing activities. Students have lack of time to practice writing activity to in school because the length of time is too short to practice them writing activity.

As teacher 04 respondents said

Students' background knowledge problems influenced them. The students' lack of interest towards writing is due to various reasons, like being grammar-focused, affects me not to change their attitude easily. For this reason, I rarely provided writing activities, and the same is true for that of written feedback.

2. Do you Tackled School related challenge at time of written feedback provision?

Teacher 01 told that

“Schools have lack of large class-room size due to a number of students were crowded in a single class room. Teachers listed the problem of class room facilities materials like chair, table, teacher's guides, students' books, and enough windows which are centralized to enter enough air.” This indicted school facilities were not fulfilled in sampled secondary school that challenged the practice of written feedback provision.

Teacher 02 replied that

“Lack of supervise how teachers give feedback provision and peer to peer feedback provision to students' written activities. “Not only this, there are large number of students in a single class and students did not attend every class continuously because the schools have no enough attention to control students to attend class and to do homework. This implies that schools were challenged teachers to provide feedback to students writing.

3. Do you confront teachers' related challenge at time of written feedback provision?

Teacher 04 responded that

".....Teachers by themselves lack of teaching knowledge, teaching skills and sharing experience since they didn't practice their students' written activity. Besides, absence of training, workshop, clear hand writing, unorganized form of writing skills are among the problems of teachers which hinder them to develop students' writing skills by giving feedback provisions. Moreover, they are failure to set the right tasks, poor understanding of students' problem, poor advice, encourage, support, and poor attendance taking to control students."

This implied that EFL teachers' perception on written feedback provision distorted for instance workshop and written feedback provision to writing unrelated so that some of the teachers challenged effective written feedback provision.

4.2.2. Results of Class-room Observation Data Analysis

In this section, the investigator tried to assess how feedback provision has been taken place in the class room by observing the teachers' practice of providing written feedback to students writing activity in context of class room. During class room observation, as I non participant observer prepared some observation check lists on which I was going to assess teachers and students during feedback provision of students' writing activity. The numbers of teachers observed were 4 male teachers in four of sampled secondary schools

This class room observation was done in grade 10. In the 1st observation, the researcher tried to observe grade 10th how teachers and students practice writing activity. Finally, the researcher observed grade 10 English teaching learning to check what changes occurred from previous comments.

The researcher observed the four grade 10 English language teachers of the school twice in teaching writing classroom. This means, the 4 teachers were observed 2 times, two times their teaching writing and commenting the students' writing performance, and once while the teachers were giving written feedback on students' assignments. The researcher observed, for example, how the teachers give their students written feedback after checking and marking the students'

assignment. They wrote some of the students' errors by taking as sample on the chalkboard, and told them how to correct the errors. The teachers themselves showed the students how the errors must be corrected.

The students were not given chance to correct the errors although it is important to encourage the learners to give chance first to correct their own or each others' errors. Regarding the whole class correction, Witbeck (1976) cited in Mekonnen (2009) stated that "The simplest and most commonly used procedure is merely to show the class one selected essay from the previous day's batch and ask for corrections". He further states that the selected writing activity could be put on the blackboard or projected instead of duplicating so that the students will focus their attention and write the corrections made easily. However, it was observed that the teachers did not use the whole class feedback. This implies that teachers' written feedback is important to improve students' writing performance. The result of the observation showed that the teachers gave written feedback for all students in the classroom at once on the chalkboard. It is advisable if the teachers give the first chance of errors correction to the students.

As researcher and his colleague teacher observed the class room based observation check lists, both checklists indicated similar responses. As the observation checklist indicated the objective wasn't clear to the peer feedback is not facilitated, teacher did not give immediate feedback, time is not enough, errors area and types were not clear.

In the second observation, the English language teacher prepared the writing topic what they are going to correct by students' peer feedback provision. He wrote instructions on the black board. Next to it, he wrote the paragraph which had a lot of errors; the writing paragraph is clear; the teacher moved and facilitated students by rounding around their site. The objective of the writing was not told to students. The teacher adjusted peer feedback in his practicing writing activity. He ordered each of the students by individual. Next he instructed students to change their writing

each other in order to give feedback provision by pair or two. The pair groups also exchanged with other pair groups to give peer feedback correction. Finally, he collected the students written to give the final feedback and mark.

To sum up, as the researcher observed the class room, the teacher integrated the paragraph writing activity for students in pair. He give them chance of correcting by themselves. He moved around them and observed what and how they gave peer feedback each other. Besides, he facilitated peer feedback, during their peer feedback correction the teacher gave them the chances of correcting by each other.

Moreover, the teacher did not state the objectives of peer feedback. If teachers did not tell the objectives for students they might not take it as value one, because telling objectives students does mean creating force of doing to do something in some body. Besides, he didn't give brief explanation how they are going to do. For example, he wrote on the black board correct the paragraphs by punctuation and capitalization. Students were bored after a time and they say that it is not clear for them. We gave them additional explanation in their mother language. So, writing the instructions only on the black board is not makes clear instructions for students.

It was observed that the students didn't get immediate feedback for their peer feedback correction from their teachers. Because their teacher collected from them and to give them back in the next day after he observed students' peer feedback written error corrections at home. There is shortage of time. This is not only for teachers but also for students during their peer feedback provision. As the teacher was writing for students in the black board, students copy it, rather correcting it. The error correction area was not indicated the students. So, it is difficult to get and identify it.

4.2.3. Results of Document analyses

In this section document analysis was done with the objective of recognizing the type of written feedback provided the focus of feedback given as the document analysis check lists. Accordingly, sample documents analyzed in Tunto secondary school was the title of writing 'Accidents'. The teacher circled spelling error on word dangerous because the student wrote as 'dangeros' (appendix 5). The second feedback the teacher gave error was verb subject agreement students wrote accidents 'is' the teacher replaced it with 'are' (appendix 5). The teacher gave feedback to students writing error without circling on the error. In the same students writing students wrote see instead of 'sea,' 'mager' instead of major for these errors the teacher gave comment without circling on them by showing how students correct it. In this sampled document capitalization problem was identified in students writing like student wrote 'the' at the beginning of the sentence and the teacher provided written feedback by circling on the error without pointing direction how students correct it. This indicated that teachers gave feedback by correcting the error for some writing and left the other errors for students to correct by themselves.

The second secondary school that the document analyzed was Sodicho (appendix 6). The title of writing in this secondary school was life in country side and life in the city. In this school teacher located the error like capitalization and gave comment at the end of students writing by saying check grammar, vocabulary and tense. This implied that teachers' written feedback provision system not suitable for students to correct their error and write accurately in their next writing activity because the feedback system of this teacher was more general.

Document from the third secondary school's students writing was Chacho (appendix 7). In this document the teacher located each and every writing error and replaced it with correct one. The errors made were capitalization for instance student wrote his name biruk instead the teacher corrected as Biruk. The second error was students wrote 'sucedde' but the teacher corrected as succeed. Similarly, 'gradate' replaced by graguate, comunity was replaced by community (appendix 7). This implied that written feedback provision of this teacher was relatively good.

Finally, the title of writing in Mugunga secondary school was Haile G/sileessie(appendix 8) .In this document, the teacher gave feedback on the students spelling error, capitalization and subject verb agreement. The students wrote haile and teacher replaced Haile, students wrote he ' is' born but the teacher made it 'was', students wrote ' reacher'but the teacher wrote as richest, students wrote feeld but the teacher corrected as field(appendix 8). The feedback provision system of this teacher was similar to teacher preceding him (in appendix 7).

4.3. Discussion of the Findings

4.3.1. Introduction

The main purpose of the study was to examine EFL teachers' perception, practice, and challenges of providing written feedback to students writing. In the first section of this chapter quantitative and qualitative findings are discussed concurrently. In this second section, discussion is done based on the results of quantitative and qualitative data analysis in order to cross validate the findings.

4.3.2. EFL teachers' practice of providing written feedback to students writing

Regarding the EFL teachers' practice of providing written feedback to students writing respondents were asked about practice related questions and the result analysed in preceding section.

According to the teachers' interview response, they give written feedback for all students in general, not for each student one by one. As they explained, the reason why they don't give written feedback continuously for each student is large class size. This was true as that of Penny Ur (1999) argument that said correcting written work is very time-consuming, particularly if we have large classes. This was also supported by Peterson (2008) statement that said scheduling one-on-one with student is always difficult and not necessary to read and respond to every student's writing very weak. One possible solution is to let students correct and edit each other's writing.

Interview result explained that they give feedback most of the time when they check and mark students' writing assignments. Elbow (1998) states that criterion-based feedback addresses the clarity of communication through the organization of language. This type of feedback is most

useful when students have previously been given the assessment criteria and have a clear understanding of the expectation. Here, the teachers explained that giving indirect and direct written corrective feedback is useful for students in the way that it enables them correct their own activities for their next essay writing activities.

The results of quantitative data analysis pointed teachers in sample secondary schools of HaderoTuntoWoreda moderately practiced in providing writing activity to their student during lesson. The qualitative data obtained through interview supported this finding because teachers and their students feel that writing activity was practiced but not with the intention of feedback provision.

Teachers' interview said written feedback was given for all students in general, not for each student one by one because they didn't give written feedback continuously for each student in large class size. This was also supported by Peterson (2008) statement that said scheduling one-on-one with student is always difficult and not necessary to read and respond to every student's writing very weak. One possible solution is to let students correct and edit each other's writing

Giving peer feedback to their students in the class room was moderately practiced by the teachers of sampled secondary schools of HaderoTuntoZuriaWoreda. the observation result assured that most of the teachers do not give immediate feedback for their peer feedback correction from their teachers because it was observed that they collected writings from students and give them back in the next day after he/she observed students' peer feedback written error corrections at home. As the teacher was writing for students in the black board, students copy it, rather correcting it.

Teachers highly practiced giving home writing activity to their students than providing written feed back immediately in sampled secondary schools of HaderoTuntoZuriaWoreda. Therefore, provision of written feedback was rarely practiced because teachers may jump to the next teaching session without correcting home writing activity. Students fail to read the written comments on their papers, caring only about the grade (Burkland& Grim, 1986).The results of quantitative data analysis showed teachers highly practiced giving class writing activity to their students writing but qualitative data obtained through interview said provision of written feedback is not intentionally practiced in sampled secondary schools of HaderoTuntoWoreda.

The result of quantitative data analysis with respect to practice of giving feedback on the first draft of writing assignment in sampled secondary schools of HaderoTunto Woreda was lower level which was indicated Table 4.2 ,more 60% of the respondents it was never practiced. The interviewed teachers explained that they did not followed any steps in teaching writing and giving written feedback for the students' error and for this reason they simply gave written feedback to their writing activity. However, according to Rechards and Charles Lokckhart (1996) effective teaching strategies teachers should follow the following procedures of errors correction like: Identifying the type of errors existing, determining the technique for the error correction and correcting the error in the way that students are motivated and learn effectively from their error. If the teachers simply start giving feedback without reading the whole text, other problems may occur. The reason is, that what seems error in the beginning can be meaningful, when it was corrected later in the text. Therefore; the responses of the teachers showed that they didn't follow the steps when they give corrective feedback. This implied the practice of giving feedback on the first draft of writing assignment in sampled secondary schools of HaderoTuntoWoreda was not strategic that followed the process of writing.

4.3.3. EFL teachers' perception towards providing written feedback to students writing.

Most of the teachers agreed that teachers' written feedbacks are very much important to improve students' writing skills. They said that teachers should instruct their students by giving them written feedback which help the students try to correct their errors themselves, and to help them know the right one”.

Empirically this is true as that of (Keh 1990) cited in Mekonnen, 2009) the students' response for written feedback is good for teachers that they use it to identify whether they have taught effectively or not. The teachers explained that although they believed that giving written feedbacks was an important instruction in teaching writing skill, they didn't practice giving written feedbacks as much as expected.

However, TekleFerede,Endalfer Melese and EhabuTefere(2012) recommended in their study that teachers' perception should relate to their practice. In general, all the teachers explained that

giving direct and indirect constructive comments enable the students to improve their writing skill through limitations are seen towards giving corrective feedback.

The finding showed most of teachers believed that it is their responsibility to provide feedback to students and that it is important for students to improve their writing skills that confirmed Bitchener (2012) observation that most language teachers believe that providing written feedback to students' writing is one of their responsibilities.

The result of quantitative data analysis in previous section indicated teacher less believed the role of providing written feedback to inspire student in writing activity insampled secondary schools of HaderoTuntoWoreda. This was also theoretically true as that of Griffiths (2007, 91_98) that said "other than teachers' expertise, their beliefs about teaching and learning also influence their feedback practices. In fact, teacher's views and practices are the crux of the matter in a classroom, because they underlie their overall teaching and learning approaches".

The teachers not as much supposed the role of providing written feedback to encourage collaborative learning in wring activity in sampled secondary schools of HaderoTuntoWoreda. In support of this, in Alamrew 2005 in (Endalfer, Tekle and Ebabu) stated in (Alamrew 2005) postulated that most often, writing at high school level is either not covered at all or not taught effectively, since teachers perceive that writing is not as important as listening, speaking, reading, grammar and vocabulary. There are two views regarding to the relation between perception and practice. The first view suggests that change in teachers' practices precedes change in teachers' perception. For example, Guskey (1986) argues that teachers change their perception after they change their practice and see positive changes in student outcomes. In contrast, the second view suggests that changes in teachers' practices are a result of changes in their perception (Golombek, 1989). The results of this study assured that the teachers' practice of written feedback provision was limited because limited perception of EFL teachers in study area.

4.3.4. EFL teachers' challenges of providing written feedback to students writing

The result of quantitative and qualitative data showed limited competency of teachers challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoZuriaWoreda. This was true as that of the most significant factor found to affect

feedback is teachers' competence. Newton (2008) suggests that if teachers themselves are not proficient in the required writing style, they cannot provide students with accurate feedback on their writing. Recent studies (Iqbal et al., 2014; Poulos and Mahony, 2008; Schartel, 2012) also demonstrate that teachers' professional development in the area of providing feedback has the strongest influence on the nature and effectiveness of their written feedback. Such findings lead to the conclusion that teachers who are properly trained in providing feedback will be in a better position to guide their students. Lack of good preparation to teach writing skill moderately challenged EFL teachers' provision of written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda this finding confirmed Ferris et al. (2011b) that stated lack of proper teacher preparation for teaching writing has its own impact on teaching writing.

4.3.5. The relationship between EFL teachers' perception and practice of providing written feedback to student writing.

Most of the teachers who participated in this study believed that teachers' belief and practice are highly related that shown in previous result part of the study that confirmed Lee (2009) argument said teachers' beliefs and practices play a pivotal role in the classroom because they directly affect the teaching and learning process. Therefore, "it was clear that the beliefs that underlie teachers' practices can help identify the factors that contribute to effective feedback" (Lee, 2009). In addition, teachers who are willing to reflect on their beliefs and how they influence their practice can capitalize on their beliefs by identifying the beliefs that do not serve their students which in turn can support their own professional growth (Xu, 2012).

With regard to the relation between teachers' perception and practice, the finding of this study showed the practice was affected by teachers' perception. This was supported by the view (Golombek, 1989). However the relation between teachers practice and perception viewed differently by different scholars like Guskey (1986) argues that teachers change their beliefs after they change their practice and see positive changes in student outcomes. In contrast, the second view suggests that changes in teachers' practices are a result of changes in their beliefs (Golombek, 1989). The third view proposes that there is interaction between beliefs and practices. Phipps and Borg (2009b, 380-390) clarify that "beliefs influence practices and practices can also lead to changes in beliefs". Although there is general agreement that teachers' beliefs have an impact on their pedagogical practices, it has been acknowledged that teachers'

practices do not always reflect their beliefs (Borg, 2003, 2012). In fact, there is evidence in the literature that there can be inconsistency between teachers' beliefs and their classroom practices (Lee, 2009; Montgomery & Baker, 2007; Phipps & Borg, 2009). This could be related to contextual factors that might hinder teachers from implementing their beliefs in practice.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5. Introduction

In this chapter conclusions that were drawn from the data analysis presented and then recommendations were forwarded accordingly. The main objective of this study was to examine EFL teachers' perception, practices and challenges of providing written feedback to students' writing. Descriptive co relational research design was adopted. The study used both quantitative and qualitative research approaches. Quantitative data were obtained through close-ended questionnaires distributed to 30 teachers and 90 students in sampled secondary schools of Hadero and TuntoZuriaWoreda in KambataTambaro Zone, SNNPRS. The return rate was 100%. The quantitative data analyses were conducted by using SPSS 20 version of software. The qualitative data were obtained through interview of four EFL teachers, document analysis and classroom observation by the researchers that were analyzed by using narration.

Their responses were categorized according to the basic research questions and premise that appeared in the process of research design. The research questions were:

Question 1: How often do EFL teachers practice written feedback provision to students writing?

Question 2: What are the perceptions of EFL teachers' written feedback provision to students writing?

Question 3: What are the major challenges of EFL teachers' written feedback provision to students writing?

Question 4: What is the relationship between EFL teachers' perception and their practices of providing written feedback to students writing?

5.1. Conclusion

The purpose of this study was to examine EFL teachers' perception, practice and challenges of providing written feedback. The finding of the study showed teachers' perceived provision of written feedback to students writing could bring improvement to students writing skill but the practice of written feedback provision was founded in this study at medium level. Therefore, It was concluded that the EFL teachers' practice of providing written feedback to students writing was moderately practiced despite their positive perception towards practicing written feedback to students writing in sampled secondary schools of HaderoTuntoWoreda.

The result of the study showed EFL teachers limited practice emanate from teachers limited believe on providing written feedback about the significance of noticing students' writing errors, so the results have confirmed that the method, focus, and follow-up system of providing written feedback were moderately practiced by the EFL teachers. Thus, it was generalized that the study showed positive perceptions of EFL teachers toward the significance of providing written feedback on students' written texts.

It was found that EFL teachers practice of providing written feedback to students' writing in sample secondary schools of HaderoTuntoWoreda was challenged by limited competency of teachers, lack of good preparation to teach writing skill, limited vocabulary knowledge of students, poor guidance and support during teaching writing lesson, lack of good knowledge of grammar of students and lack of good knowledge of mechanics to practice writing. Hence, the perception towards providing written feedback was confronted by the above mentioned challenges of written feedback provision.

The finding of this study showed the practice was affected by teachers' perception and there was strong relation and the direction of the relation was positive that was pointed in the result and discussion part of the study. Therefore, it was winded up that there was positive relation between teachers' perception and practice of written feedback provision.

5.2. Recommendations

- ❖ The finding of the study pointed that teachers' not fully practiced there was limited practice of written feedback provision to students' writing. Therefore, teachers should practice written feedback provision to students' writing by breaking through the challenges of written feedback provision.
- ❖ The finding of the study indicated that the EFL teachers practice of written feedback provision was shaped negatively by the school and school related factor .So, student should be interested to accept and improve the written feedback provided by their teachers and sampled secondary schools should facilitate situations for EFL teachers to support them practicing written feedback provision to students writing.
- ❖ Grade Ten English teachers in Donga tunto Sodicho, Mugunja and chacho, should also give more serious attention to contents, organization of ideas, language use and mechanics respectively when they provide feedback to their students on their written texts, as the trend of the day is communicative approach to English language teaching as a foreign language.
- ❖ According to the findings from the research, most of challenges of providing written feedback to students writing were school and school community related challenges .To alleviate such constraints, they must be provided with supplementary classes that are conducted at spare time. For its implementation, the English teachers teaching at this grade level should come together and discuss the matter with the heads of the department and the management body of the school

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Appendix-A 1: Questionnaire for Teachers

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear teachers:

The main purpose of these questionnaires is to collect relevant data to study the EFL teachers' perception, practice and challenges of giving written feedback to students writing: Donga Tunto, Chacho, Sodicho and Mugunga schools grade 10th in focus. The aim of the study is for the partial fulfillment of Masters of art in TEFL. The information will be used for academic purpose only and your responses will be kept confidential so that you are kindly requested to respond the questions, in order to provide the necessary information on topic of the different issues related to the study. Thus, the achievement of this study depends on your truthful and real response to the questions.

Thank you in advance for your cooperation!!

Instruction

Please read all the items before attempting and no need to consult others to answer the questions and do not need to write your name on the questionnaire.

Part I: Personal Information of respondents.

Please put your personal background a (x) sign in the box corresponding to your choice.

1. Sex: Male Female

2. Age in year: 20 and Less than 21-25 26-30 31-35 36-40 41 and ve

3. Educational Qualification Diploma BSC Degree /MSC Degree

4. Work experience in Year s 0-5 6-10 11-15 16-20 21 and above

1) Items related to EFL teachers practice of providing written feedback to students writing.

1.1 Teachers' Practices of Writing Feedback Provision

A=Always, U=Usually, S=Sometime, R=Rarely, N=Never

No	Question items (I= participant teachers)	Frequency of practice				
		A	U	S	R	N
1	I provide writing activity to my student during lesson					
2	I give to my students peer feedback practice in the class room.					
3	I give home writing activity to my students					
4	I give my students class work activity					
5	I give them immediate feedback in the class room after writing activity.					
6	I give them feedback on the first draft of writing assignment					
7	I give them feedback on final draft of writing assignment					
8	I facilitate peer feedback during writing activity in the class room.					
9	I give them feedback for home writing in the next day					
10	I comment all errors I have observed in my students' writing assignment					
11	I plan, give clear instructions what they are following in their writing before they start to write.					
12	I tell to my students' strength , weakness about their written work through feedback					

Please forward any practice of giving written feedback other than above listed one in the space provided below

2. Items related to the perceptions of EFL Teachers' towards feedback Provision to writing Skill.

SA=Strong- agree, A=Agree, N=Not sure, DA=Disagree, SDA=Strong disagree

No	Question items (it=providing written feedback)	Level of teachers agreement				
		SA	A	N	DA	SDA
1	It is one way of motivating student in writing activity					
2	It is encouraging collaborative learning in wring activity.					
3	It is praising learners' writing for its strengths.					
4	It is giving selective feedback to learners' written words, assessing learning mistakes.					
5	It is rewriting comments after teachers have commented them.					
6	It is rewriting comments after teachers have commented them.					
7	It is encouraging learners to make them effective writers					
8	It is collecting important errors to be analysis for all the class					
9	It is assessing the faults which are made by students during their writing activity.					
10	It is advising, commenting students indicating them where they made mistakes, giving chance to them for rewriting and etc.					

Please forward any additional information that perceived by EFL teachers about providing writtenfeedback _____

3. Items related to the challenges of EFL teachers' providing written feed back to students writing skill.

3.1 Close Ended Questions

VA=very high , H=high ,M=medium, L=low, VL= very low,

s/n	Items	Levels of being challenge				
		VH	H	M	L	VL
1	Lack of interest to learn writing skill from student side					
2	Limited vocabulary knowledge of students					
3	Limited competency of teachers					
4	Lack of good preparation to teach writing skill					
5	Poor guidance and support during teaching writing lesson					
6	Lack of good knowledge of grammar of students					
7	Lack of good knowledge of mechanics to practice writing					

If any other challenge

Appendix 2: Students' view towards Teachers' Practice

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Questionnaires for students

Dear students:

The main purpose of these questionnaires is to collect relevant data to study the EFL teachers perception, practice and challenges of giving written feedback to students writing: Donga Tunto, Chacho, Sodicho and Mugunga schools grade 10th in focus. The aim of the study is for the partial fulfillment of Masters of art in TEFL. The information will be used for academic purpose only and your responses will be kept confidential so that you are kindly requested to respond the questions, in order to provide the necessary information on topic of the different issues related to the study. Thus, the achievement of this study depends on your truthful and real response to the questions.

Thank you in advance for your cooperation!!

Instruction

Please read all the items before attempting and no need to consult others to answer the questions and do not need to write your name on the questionnaire.

Part I: Personal Information of respondents.

Please put your personal background a (x) sign in the box corresponding to your choice.

1. Sex: Male Female

2. Age in year: 20 and Less than 21-25 26-30 31-35 36-40 41 and ve

3. Educational Qualification grade 10 BA/BSC Degree MA/MSc Degree

1.2. Students' view towards teachers' Practice of Feedback provision.

A=Always, U=Usually, S=Sometime, R=Rarely, N=Never

No	Questions items	Frequency of practice				
		A	U	S	R	N
1	My teacher always practices writing activity					
2	My teacher gives us the chance of peer feedback in the class during writing activity					
3	My teacher gives us home writing activity					
4	My teacher gives us class work writing activity					
5	My teacher gives us immediate feedback to class work writing					
6	My teacher corrects my written homework, and class work only for assessment, evaluation.					
7	He gives us feedback on the final draft of writing					
8	Teacher facilitates us when homework given us writing activity					
9	He gives us feedback for home writing in the next day					
10	Our teachers write for us instructions before we start to write					

Please if you have any more view on the above issue write in the space provided below

Appendix 3: Interview for Teachers

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear interviewee:

The main purpose of these interview is to collect relevant data to study the EFL teachers perception, practice and challenges of giving written feedback to students writing: Donga Tunto, Chacho, Sodicho and Mugunga schools grade 10th in focus. The aim of the study is for the partial fulfillment of Masters of art in TEFL. The information will be used for academic purpose only and your responses will be kept confidential so that you are kindly requested to respond the questions, in order to provide the necessary information on topic of the different issues related to the study. Thus, the achievement of this study depends on your truthful and real response to the questions.

Place of interview _____

Time of interview _____

Code of interview 01T, 02 T, 03T, 04T

Interview guiding questions

I/Interview with regard to EFL teachers practice of written feedback provision

1. What are your focuses when you give feedback for your students' writing error?
2. How do you comment your students' errors in their writing activities?
3. What steps do you follow in giving written feedback in teaching writing skill?

II/Interview with regard to EFL teachers' perception of written feedback provision

4. What do you think the importance of the written feedback to students' writing skill performance?

III/ Interview with regard to EFL teachers challenges of written feedback provision

5. Do you faced Student related challenge at time of written feedback provision

6. Do you Tackled School related challenge at time of written feedback provision?

7. Do you confront teachers' related challenge at time of written feedback provision?

Appendix 4: Classroom Observation Checklist

Grade: 10

Section: _____

Lesson: _____

Teacher: _____

Time _____

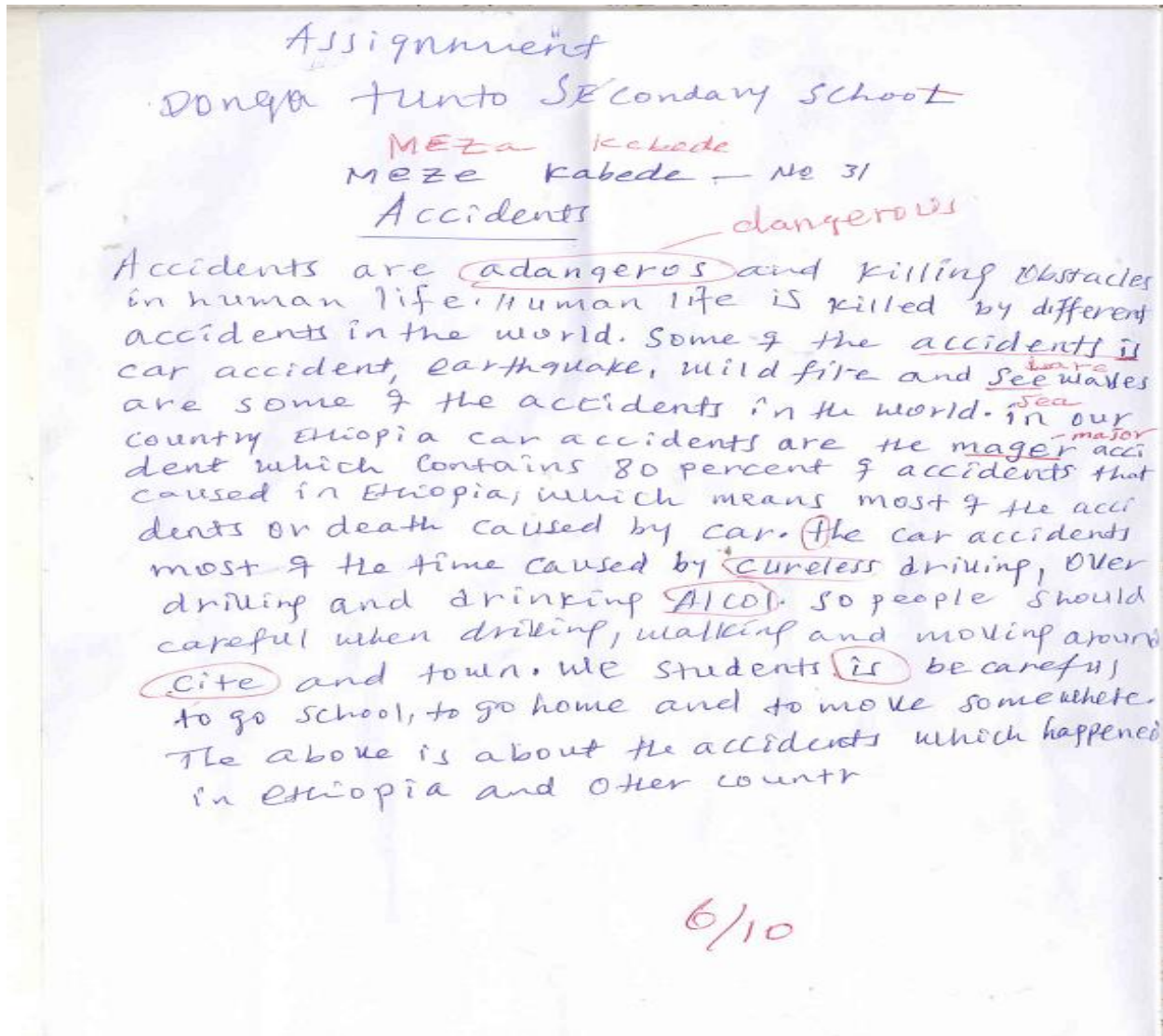
Date of observation: _____

No	Activities to be observed	seen	not seen
1	The writing activities assigned by the teacher are suitable for feedback		
2	The teacher moves and facilitates students through the class and provides either oral or written feedback.		
3	The teacher makes brief the objects of feedback for students?		
4	The teacher gives clear guide lines for students on how to provide feedback on others written work.		
5	The teachers facilitates peer feedback		
6	The teacher gives a chance to the students to write and revise their work after receiving feedback.		
7	Students get immediate response for their written work.		
8	The time given to students for writing activity is enough		
9	The feedback has shown where the students get error clear to students		
10	The students follow attentively when their teacher gives them the instructions during writing activity		

Appendix- 5 Document Analysis Check list

This document analysis the researcher collected students' assignment, exam paper, writing on exercise book and designed to assess different types of error corrections on which teachers frequently gave in their feedback provisions

No	Feedback types	Comments by the researcher
1	Grammar	
2	Vocabulary	
4	Content	
5	Organization	
6	General comments	



Assignment

Sodicho Secondary School

Countryside and town

living in countryside are difficult in different ways when compare with town. (town have electricity for different function but in countryside lack of electricity. (in town full of infrastructure for example road, education center, Health center, market and so on. (because they has funds far from living area. most of time people has like to live town than countryside

Please, check

grammar

vocabulary

tense

⋮

7/10

Meridas Abera

NO 39

Sampled document analysis paper from chacho secondary school

Assignment
Chacho Secondary School
Biruk Terefe - No 15
Future Aim

My name is ^{corrected} Biruk Terefe. I was born in 1999. my future aim is doctor and police. After finishing my secondary and preparatory school I go to university and I will join Health department and succeed and I will ^{succeed} graduate a good result. then I will employ as a doctor and I will help our community and my family. I believe that I will be a doctor because I always read, write any text which is written in the text book and other books and I want to understand what ~~my~~ teacher gave us as soon as possible, so my future aim is doctors.

Lastly, to be a doctor to read hard is away of coming a doctor because a good reader will succeed and success ^{the same is above} comes from hard work.

9/10

MUGUNJA Secondary School
Assignment
Teshahun Betele - No 41
Haile G/Sileessie

Haile G/Sileessie is one of the famous and known athlete in Ethiopia. He is born in Aromia region Arsi zone. Haile gets the first medal in Tokyo in 1995 since he was at median age. know aday Haile stopped running at field and moved to invest at different investing areas in different regions of Ethiopia. Not only this Haile G/Sileessie is the richer teacher person in Ethiopia and East Africa. He can speak different languages fluently such as Amharic, English, Afan oromo and others. He is known in Ethiopia and Africa after he has started running in Ethiopia Africa and the world, this is my Haile G/Sileessie's life story and short about Haile G/Sileessie.

8/10

Teachers' observation in sampled secondary schools

Sampled Observation in Donga tunto



Sampled **Observation in sodicho**



Sampled Observation in chacho



Sampled Observation in mugunja

