

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**AN ASSESSMENT OF STUDENTS' PARTICIPATION IN PEER
FEEDBACK PROCESS IN WRITING ACTIVITY: THE CASE OF
GRADE 10 STUDENTS IN GINNIR HIGH SCHOOL, BALE ZONE.**

BY

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ADAMA, ETHIOPIA

JULY, 2016

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(GRADUATE PROGRAM)

An Assessment of Students' Participation in Peer Feedback Process in Writing

Activity: The case of Grade 10 Students in Ginnir High School, Bale Zone.

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**ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY**

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Declaration

I, Mesfin Tegegn, a postgraduate student in TEFL, confirm that the thesis, entitled **An Assessment of Students' Participation in Peer Feedback Process in Writing Activity: The case of Grade 10 Students in Ginnir High school, Bale Zone**, is my own work which has never been submitted elsewhere. I have incorporated all comments of my adviser, acknowledged all sources I have used accordingly and request to be allowed to submit my Thesis for defense.

Signature

Date

Adviser:

I, Dr. Yeshitla Habtemariam, have gone through Mesfin Tegegn's Thesis, entitled **An Assessment of Students' Participation in Peer Feedback Process in Writing Activity: The Case of Grade 10 Students in Ginnir High school, Bale Zone**, and realized that he has incorporated my comments as appropriate. I, therefore, confirm that his work can be submitted for defense.

Signature

Date

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List of Acronyms

EFL- English as Foreign Language

T-Teacher

UNESCO - United Nations for Education Science and Culture Organization

L₁-First Language

L₂- Second Language

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Abstract

The purpose of the study was to assess the participation of students in giving and receiving feedback to their peers' writing and identify factors that hinder the implementation of peer feedback during writing activities. To achieve the objectives, both quantitative and qualitative research methods were employed. The participants of the study were 4 grade ten English teachers and 90 grade ten students who were selected using available sampling technique. Three data collection instruments –class observation, questionnaire and interview were the three instruments of data collection used in this study. One-to-one in-depth interview was conducted with EFL teachers of the target School. In order to collect appropriate data from students, the questionnaire was distributed to the students and for factual activities of students and teachers during writing lesson; Classroom observation was conducted in four different classes. The quantitative data were analyzed using numbers and percentage, and the qualitative data were transcribed and narrated in words. The study revealed that most of the students of the selected school do not have awareness about the importance of peer feedback and so, they cannot participate in peer feedback process during writing activities. Moreover, the study indicated some factors such as lack of students' motivation towards writing and insufficient concentration of teachers to peer feedback practice are factors hinder the implementation of peer feedback during writing. Based on the findings, it was recommended that teachers should motivate their students towards writing and should develop the ability of students towards peer feedback process. Besides, teachers should give students more opportunities to practice peer feedback during writing activities.

CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter presents the background of the study, statement of the problem, objectives, significance and scope of the study. Besides, key terms used in this study are defined in this chapter.

1.1. Background of the Study

Writing is one of the most necessary language skills. Many scholars agree that writing is an advanced skill which needs more focus to be a good writer. In teaching writing skill, assessment is one of the most important aspects. Among many kinds of assessing techniques, peer feedback is one of them.

The importance of peer feedback to develop students' writing skill is expressed by different scholars from different parts of the world. For instance, Nelson, A (1983) argues that instructors teaching a writing-intensive course or any course that requires students to produce a substantial amount of writing, should consider creating opportunities for students to read and respond to one another's writing. Such opportunities helps students to engage in "peer feedback", When the writing activities are well planned, it can help students to improve their reading and writing skills and learn how to collaborate effectively. To make this more specific, participating students in peer review can help them learn how to read carefully, with attention to the details of a piece of writing and learn how to strength their writing by taking into account the responses of actual and anticipated readers.

Many studies indicate the importance of feedback in improving writing skills. For instance, Mei Ting and Yuan Qian (2010), from Huazhong Agriculture University in their case study of peer feedback in a Chinese EFL writing classroom indicates that peer feedback uses to promote L2 writers' autonomy and it also appears that by reading peers' essays as critical readers, some students became more critical readers and revisers of their own writing.

Peer feedback also builds on the notion of collaboration, which assumes that learning emerges through shared understanding of multiple learners and that learning effectively occurs within interactive peer groups (Asberg and Nulden (n.d). Therefore, from the above discussion, one can understand the use of peer feedback in teaching learning process. Specially, it can be applied in teaching writing in the classroom by encouraging students to check their errors in writing in pairs or small groups.

Peer feedback can enhance disciplinary understanding, critical thinking skills, gives students more ownership over their work, encourage active engagement with students, foster students autonomy and increase understanding of learning outcomes particularly tangible ones. (Salder, 2010). Falchikov (2005) concluded from the investigation that, the value and helpfulness of the feedback were greater when peers were involved than when only the teacher provided feedback. At the same time the experience of learning about and engaging in peer feedback can encourage students to pay greater attention to any feedback they receive from peers as it can improve their awareness of the value of feedback more broadly (Nicol, 2010).

The current Ethiopian Educational curriculum emphasizes on students-centered learning approach, and therefore demands teachers to employ this approach in their classroom. Moreover, it is obvious that the quality of education depends largely on the quality of teaching-learning process (UNESCO, 2006). It could be due to the awareness of this situation that the employment of learner centered approach is emphasized in Ethiopia. One of these approaches is process oriented writing approach. Specially, during teaching learning paragraph and essay writing in Preparatory Schools, students encouraged to wards process approach writing. This approach of writing is emphasizing revision and feedback in all its stages. Especially during revision students are expected to exchange their first draft to provide constructive feedback to their peer's writing.

In addition to these, studies have also been conducted in Ethiopia in connection with feedback. Dawit(2003) and Halefom(2002) indicated the importance of peer feedback during writing activities. According to these local researchers, giving chance to students

to learn from each other can improve students' writing skills. Thus, the researcher intended to assess students' participation in giving and receiving peer feedback to each other in the writing process.

1.2. Statement of the Problem

The importance of peer feedback has been emphasized in second language theories with the shift to the communicative language teaching approach and the process approach to writing. The aim is to move from a teacher-centered classroom into a student-centered classroom where the students confer and help each other. They read and comment on each other's work, thus increasing their opportunities for interaction and improving their relations and increasing their self-confidence (Brown, 1997; Liu and Hansen, 2002).

A student engagement in peer feedback enhance assessment outcomes. Brew (1999) also notes that, when teachers share with their students the process of assessment giving up control, sharing power and leading students to take on the authority to assess themselves the professional judgments of both is enhanced. However, all schools in our country have a learning process problem as a whole. There are serious problem in using effective assessment in English language classrooms. The problem can be attributed to teachers who are using traditional assessment technique and to student who are reluctant in using peer feedback to improve their writing. According to the researcher experience at Ginnir High School, peer feedback or response has been given less attention for different reasons. Language teachers usually find their students reluctant to give as well as to receive comments on their peer's draft and sceptical about the practice of peer response. They do not seem to recognize the benefit of peer feedback to the improvement of students' writing. It is sometimes heard that teachers are not confident about their students' ability to comment on their peers' draft.

In our context, feedback on students' writing is dominantly provided by language teachers. The teacher seems to be the authority in writing classes. Teaching, editing, evaluating and marking of students writing are the routine activities of English teachers

in Ethiopian context, especially in the second language learning. Little or no involvement of students in the feedback exchange activities has been experienced. Together with this norm, problems are observed and complaints are heard from both teachers and students. It is usual to hear that teachers complaining about the workload they experience. They usually have busy time throughout the semester correcting and grading their students writing assignments. This in fact happens when teachers are serious about their teaching.

As a result, most language teachers tend to be reluctant when teaching writing lesson. If at all they find the assignment inevitable, they usually tend to reduce the load through different means.

The above mentioned problem affects the teaching-learning process of writing in one way or the other. The reason is that the teachers either minimize the writing activities or avoid them totally. If they are given writing assignments and provide feedback to students, their comments either focus on the surface features of errors or they may be too general. These types of feedback do not have effect on improving the quality of writing of students.

Another problem is, since the comments are given together with the marks, they may help the writers much in improving particular writing and their writing skills in general. So, students may not consider the comments they receive important to improve the drafts for they are already graded.

A complaint is also heard from students' side that they get their writing assignments back after long delays; usually near the end of the semester. By then, the students may not have even the memory about what they wrote certain months ago. There are also times in which some of their papers may not be returned. The researcher of this study has also recognized that students have faced difficulty in using peer feedback during writing activities. He believes that ineffective learning might result from ineffective way of teaching and hence, the problem needs to be studied further.

Although Ethiopian grade 10 students' English textbook has provided many opportunities for students to use peer assessment in order to improve their writing activity, some students do not have enough understanding about how to give feedback to their peers writing activity; other students are reluctant to comment their peers work. This shows that there is a big mismatch between the students' actual performance with the expectation of their writing skills from the opportunities which grade 10 English text books provides. Moreover, in Ethiopia context, some local studies conducted regarding to peer feedback in writing activities. For instance, Wondwosen (1992), in his research work, "classroom Feedback Behavior of Grade Eleven English Teachers" has shown that the majority of the classroom time is given to the purpose of providing feedback to students' work. And teachers were not successful in providing feedback because they did not involve students in the activity. So, this researcher indicated that the important of students participation in giving feedback.

Halefom (2002) in his study, "The effectiveness of peer feedback on the EFL students' composition writing performance," conclude that, now a day teaching is all about helping students to learn by themselves. One way of doing this is by letting students to learn from each other. To this effect, peer feedback has role in the process approach to writing by letting learners learn from each other how to write and re-write.

In addition, Dawit (2003) in his study "The effect of training students in giving and receiving peer feedback on learners' revisions types and writing quality," recommended that students should be trained for giving feedback to their peers' writing.

The present study differ from the previous researchers in that ,all the studies mentioned above did not consider how students participate in peer feedback and what factors obstruct the practice of peer feedback during writing activities. Therefore, the researcher planned to study grade 10 students at Ginnir High School to fill the gap by assessing students' participation in peer feedback process during activity on the basis of his teaching experiences and the view of scholars.

1.3. Objectives of the Study

1.3.1. General objective

The main Objective of the study is to assess students' participation in peer feedback process during writing activity with particular reference to grade10 students in Ginnir High school.

1.3.2. Specific objectives

The specific objectives of this study are to:

1. Assess students' interest towards peer feedback;
2. Identify how students give feedback to their peer's writing;
3. Find out how teachers help students to develop the ability to provide feedback to their peers during a writing activity in language classroom;
4. Identify factors that hinder the peer feedback practice in classroom situation.

1.4. Research Questions

In Order to achieve the specific objectives of the research, the following question were designed.

1. What does the current interest of students' look like in terms of giving and receiving feedback?
2. How do students give feedback to their peer's writing activity?
3. How do teachers help students in developing the ability to provide feedback to their peers during writing?
4. What factors obstruct the peer feedback practice in writing activities?

1.5. Significance of the Study

The study looked into what goes on in the teaching learning of writing skill and process of writing in the foreign language classrooms. So the present study has benefits for

students, for teachers and it can be an input to those who are involved in this practice and those who have the interest to carry out related studies.

- a. For the students, it has the potential of developing students' abilities to give and receive comments about their writing.
- b. Instructors will get better insights about peer feedback process and learn some practical advice about using peer response and assessment.
- c. The findings also help teachers to create active teaching learning process in the class and smooth interaction between the teacher and students.
- d. The finding may also help the language teachers and students to reconsider the old view that only teacher feedback is 'correct' and 'helpful', and entertain alternatives.
- e. The findings may serve as feedback to experts, editors, syllabus designers and text book writers.
- f. The findings will encourage other scholars or researchers to conduct an organized and comprehensive research on this area.

1.6 Delimitation of the Study

In order to have more comprehensive information about peer feedback, many complex things need to be considered and assessed, but this paper does not claim a task of such nature. It would also be good if the study includes many high schools and classes throughout the country. However, due to time and other related factors the study is confined to assess the participation of students' in peer feedback process during writing activity with particular reference to grade 10 students at Ginnir High school, Bale zone of oromia Region.

1.7 Limitation of the study

This study was believed to have certain constraints. Though the research tries to include both qualitative and quantitative data collection, still there are gaps among the number of

subject of the study in the school. That means only 90 students and four English teachers participated in the study. It is assumed not much enough.

Besides, the study comprises only one governmental school from many of similar high schools around the country due to shortage of time, resources and finance. This again may decrease the validity of the study.

1.8. Definitions of Terms

Feedback- supportive reaction to students' ideas, way of organizing what they say or write in such away to promote improvement by students (Elis, R., 1994).

Peers- students of the same class level learning in the same class room. (Oxford, 2005).

Peer feedback in this study refers to a peer commenting on other students' paper on the aspect of content, organization, vocabulary, grammar and mechanics of writing in written form (Liu and Hansen, 2002).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature concerning writing and feedback. The review first states the definition of writing. Following this, problem of writing, how to solve writing problem, as well as definition of feedback and peer feedback, source of feedback and the advantage and the limitation of peer feedback have been clearly discussed together with their sub components.

2.1. Writing

2.1.1. What is writing?

When we write, we use graphic symbols letters or combination of letters as we make use of sounds when we speak. Writing can be said the act of forming these symbols, that is making marks on a flat of some kind. By contrast writing is much more than the production of graphic symbol, just as speech is more than the production of sounds (Byrne, 1988). The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. Zamel (1998:197) expressed that, 'Writing is a process of exploring ones thought and learning from the act of writing itself. Although writing is a skill of medium of communication beyond producing graphic symbols, it also involves meaningful arrangement of symbols, words, phrases and sentences.

We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short- perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form coherent whole. As a rule, we don't write just one sentence or even a number of unrelated sentences. It is clear that unrelated ideas cannot be together consistently written down on paper to convey meaning to the reader.

Moreover, we need to know that writing is neither an easy nor a spontaneous activity. It requires some conscious mental effort on how to write the sentence consider various ways of combining and arranging ideas.

2.1.2. Problems with writing

Writing is a skill, like reading, which has to be taught in L1 schools and, as Nunan (1999, p. 271) points out, producing coherent written discourse is an effort for many English mother-tongue speakers. He acknowledges that “for second language learners the challenges are enormous.” Hermann.A.W (1989) arguing that, “proficiency in language does not in itself make writing easier.” He add that “people writing in their native language, though they may have a more extensive stock of language resources to call upon, frequently confront exactly the same kinds of writing problems as people writing in a foreign or second language.” Therefore, if writing coherently and clearly is a skill native-speakers find difficult, many L2 users, who have less control of English and its conventions of register and collocation, will inevitably find it a chore that takes time and considerable effort.

So why do so many students have problems in writing? Firstly the difficulties faced by learners are partly linguistic and partly due to a lack of skills to write. The latter arise because many students do not write in their L1 so lack the confidence and experience needed to write in an L2. Secondly, previous learning experience plays an important role in student’s view of what they can or cannot do, and these preconceptions often prevent them from experimenting and taking risks with language, instead resorting to translation from their L1, because it feels safer. The linguistic problems arise partly because, as Nunan (1999) points out, written discourse is generally not just a matter of writing down what we would say. He adds that “linguistically, written language tends to consist of clauses that are complex internally...” and many students do not have the resources to produce more complex language. Moreover, each type of writing requires students to master new vocabulary, format and register conventions and this means that ability to write in one genre does not mean proficiency in another. All these factors affect student motivation, which without a doubt, plays an important role in their success. In addition Byrne (1988) explain that problems with writing using different three headings.

2.1.2.1. Psychological Problems

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Written expression requires motor planning, social thinking, organization skill, special grammar and punctuation to dance together simultaneously. In order to produce reasonably good written expression, students need to realize someone else going to read what they write. They are writing for an audience, meaning they should be considering what the reader is thinking and feeling when they read what the writer has written. They should adjust their writing to help the reader understand their thought. This requires not only knowledge that people have thought that are different from our own but also that they can narrate story across time and/or sequence so the reader can follow and make reasonable conclusion to avoid confusion, (Byrne, 1988).

2.1.2.2. Linguistic Factors

Speaking is sustained through a process of interaction and except in some circumstance, such as lecture, the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentences. We repeat, back track, and expand and so on depending on how people react to what we say. In complete and even ungrammatical utterance usually pass unnoticed. In writing we have to compensate to the absence of these features. we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own, (Byrne, 1988).

2.1.2.3. Cognitive problems

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of our interest or relevant to us socially or professionally. Writing, on the other hand, is learnt through a process of instruction: we have to master the written form of the language and learn certain structures which are less used in speech but which are important for effective Communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us (Byrne, 1988).

From what Byrne (1988) explained in headings above, it can be argued that writing is a complex and demanding activity which requires the effort of the writer. This is because the difficulty of writing in English encompasses the fact that effective writing requires a number of things from the learners.

Bell and Burnaby (1984) also added that, writing is an extremely complex cognitive activity in which the writing is required to demonstrate and control a number of variables simultaneously. According to Bell and Burnaby the writer should control content of formal sentence structure, vocabulary, punctuation and spelling at the sentence level. In relation to this, teachers and students face certain problems in teaching and learning writing in English as a foreign language. This is mainly because acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills (Zheng, 1999).

2.1.3. How to Solve Writing problems

Teachers should identify different ways of guiding their students towards the mastery of writing skills. One way of helping the students is, using written text as our basic format for practice (Ferris, 2003) .This does not rule out some sort of sentence practice, which may be necessary for the mastery of certain types of compound and complex sentence

structure but we do not need to build into writing program a step- by- step approach which will take the learners in easy stages from sentence practice on the production of a text. With the text as our basic format for practice, we can teach within its frame work on the rhetorical devices logical, grammatical and lexical- which the learners need to master.

By using texts (letters, and reports, for example even dialogues) as our basic practice format, we can make writing activities much more meaningful for the students and thereby increase their motivation to write well. The text provides a setting with in which they can practice, for example, sentence completion, sentence combination, paragraph construction, etc., in relation to longer stretches of discourse. In this way they can see not only why they are writing but also write in a manner appropriate to the communicative goal of the text (Ferris, 2003).

Applying what is already said on the above paragraphs, we can solve writing problems by making writing tasks more realistic by relating practice to a specific purpose instead of asking students to write simply for the sake of writing. In order to find our context for written work, we also need to explore opportunities for integrating it effectively with other classroom activities -reading, speaking and listening (Ferris, 2003).

A writing activity, for example, can derive in natural way from some prior activity such as a conversation or something read. As in real life, it can be the consequence of a certain situation. For examples, we see an advertisement for a job which involves reading. We talk about it and perhaps phone up about it, which involves listening and speaking. We then decide to apply for the job- which involves writing.

One thing that needs special emphasis is that the teacher need not tightly control over what the learners write, Sedikides,c(1997) make some references to problems of over correctors and non- correctors. According to these scholars, students can develop a negative attitude towards written error correction if their teacher corrects all their errors. Teachers should not correct every error in a piece of work. She or he correct only in relation to a particular teaching point or unit. Therefore teachers should accept that errors

will occur and to some extent should be allowed in writing. Unless the learners are given opportunities to write what they want to write, they will never learn this skill. They must also be encouraged to look critically at what they write and taught to draft, correct and rewrite.

2.1.4. Approaches to Teaching Writing

Many language specialists like Raimes (1983), Byrne (1988) viewed variety of teaching writing approaches. However, there is no necessarily one best approach of teaching writing. Approach of teaching writing are in fact as many as classroom communities preference in style, behavior and back ground and the style of students, text type being studied, the school system (Raimes, 1983). From many different approaches of teaching writing, the present study emphasizes on process and product approaches.

2.1.4.1. The Product Oriented Approach to Teaching writing

A product approach, as the name indicates focus on the end result of the learning process. Traditionally, the students' writing is the language to reinforce grammar and vocabulary. In other words it is to catch grammar, spelling and punctuation errors. The students are given a short text and instructed to change all the masculine pronouns to feminine ones or to change all singular nouns to plural ones. The writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned.(Nunan, 1989).

As Nunan (1991) indicate the product driven approach of teaching writing emphasize on the correction of the mechanical aspects. In other words, it is to catch grammar, spelling and punctuation errors, and students engage on imitating, coping and transforming models. The writing exercise often typically deal with sentences level writing and paragraph level organization. Since the main focus is on writing form as Ur (1996) asserts, grammar is emphasized and the content is largely controlled by the teacher to make particular effort to avoid students' errors.

Moreover, during product approach to teach writing, students do not create the text themselves because a more traditional philosophy of teaching language has persuaded teachers that students are not ready to create language, they are only to manipulate forms (McDonough and shaw, 1993).

2.1.4.2. The Process Oriented Approach to Teaching Writing

Previously what was important when a student wrote was the product that the student created. What does the final paper look like? Is it free from error? Writing has now become much more important in the language teaching curriculum. There is very reason it should be. Writing is natural outlet for the students' reflection on their speaking, listening and reading exercises in the language. As a reaction to the product approach, a process approach came up with different experience. As Nunan(1989) explains, this recent approach to writing focuses as much on the means where by the completed text was created as an the end product itself.

According to white and caminero(1995), process approach tend to focus more on the varied classroom activates which promote the development skilled language used: brainstorming, group discussion, rewriting. Besides to this, advocates to this approach believe that writing in itself is a developmental process that creates self-discovery and meaning. Hence instead of worrying about errors to a large extent, teachers on the other hand should encourage learners cooperate each other and guide students to meaningfully formulate, organize and develop their idea.

When students do not focus on grammatical error but when they are instead writing freely, writing or trying to write what they think they want to say, they develop confidence and a sense of power over the language. In this way, the students feel that they are actually writing, not merely doing exercises of some kind; they write what they want to write and consequently writing is an enjoyable experience.

Hedge (2000) who favor process center of writing illustrates that, merely looking at the completed text is relatively a bad learning since writing is a long and often painful process in which the final text emerges through successive drafts. So it is possible to realize that this approach writing fully concentrates on the means of how to write good paper rather process approach to writing, in the early stage of writing than what the final product should look like.

2.2. What is Feedback?

In the context of teaching and learning, feedback can be defined as any form of response by a teacher to students' performance, attitude or behavior. It is important to realize that feedback is not only an outcome of student performance but an essential part of the learning process (Keh, 1990).

Many scholars also define the word feedback in different ways. For instance: Ellis, R. (1994) Suggested that feedback refers to the response given by the teacher to the learners to communicate and improve such functions as correction, approval, encouragement or criticism. There is also scope for peer feedback (student-student feedback) and for students to provide feedback to a teacher on that teacher's performance (student-teacher feedback). Teachers can also receive feedback on their performance from peers (teacher-teacher feedback).

2.2.1. Feedback to Students' writing

The ability to write well is not a naturally acquired skill, but it is usually learned process. Byrne (1979) defines writing as "The production of a sequence of sentences arranged in a particular order and linked together in certain ways to form whole, that is a text." Here according to Byrne in writing process it is necessary that the arrangement of sentences is in logical order and the logical flow of idea is a very important concept in writing.

Moreover, Widdowson (1978) classified writing as writing as usage and writing as use. Widdowson notes that writing as usage is the act of making correct sentences and transmitting them through the visual medium as marks on paper. Writing as use, on the

other hand, is more than just putting sentences together because the writer has to reread and edit it again.

As we can see that writing in second language is a complex process that involves the ability to communicate and construct ideas in order to express one's point of view effectively in writing. Most of us seem to have difficulty in getting our thoughts down on paper and getting the best of words.

Writing is commonly a very hard struggle (Widdowson, 1983). Therefore, because learners are less familiar and less confident with structural elements of a new language, writing in second language can be full of errors. These errors should be corrected, and giving feedback to the writer is one from variety ways of correcting writing.

2.2.2. The Importance of Feedback

Writing takes a lot of time and effort, and so it is only fair that students writing are responded to suitably. Positive comments can help build students confidence and create good feeling for the next writing class. Through feedback a writer will become a better writer and writing will become a less painful process. Feedback is equally vital in schooling and includes a variety of functions such as recognizing, correcting, and encouraging, challenging and improving students' performance. Feedback also keeps students "on track" and is an aid to classroom management.

Moreover, according to Keh (1990) feedback is observed as essential to the multiple draft process because it is what pushes the writer through various drafts and so on to the eventual end product. Additionally, through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, logical organization or proper word choice or tense Ferris (1995).

Therefore, from the above mentioned ideas of the scholars, it can be concluded when feedback is provided on students' writing process; it helps the learners to improve their writing skills. It should be noted that there is the potential for feedback to be negative, in that it can discourage students' effort and achievement (Hattie and Timperley, 2007).

2.2.3. Possible Sources of Feedback

There are many different sources of feedback. A writer can get feedback that enables to improve his or her writing by receiving feedback from knowledgeable readers, from an expected reader, from an interested but not familiar reader and even from handouts. In the case of this work, however the researcher will use only three sources of feedback.

2. 2.3.1. Self-Correction

The writers can make their own revision without feedback and improve their writing significantly, (Hyland, 2006). Therefore, it is advisable to indicate students to read their work critically and review their own writing.

Scholars give their suggestion about the importance of self- feedback. For example, Sedikides, c and strobe, (1997) commented that if teachers do not give opportunities for students to correct their own works, then students are likely to face problems of teacher dependence, lack of creativity, lack of independent thought and being worried about making errors. They believe that self- feedback; generally help students to become independent thinker and writer. However, the learners' knowledge about the second language is limited and sometimes they cannot make correction of their own, particularly content wise.

2.2.3.2. Teachers Feedback

Teachers' feedback is a kind of response from the teacher to learners during mid- draft or on the final draft of learners who are expected to improve their writing ability (Hyland, 2006). Moreover, several studies have shown that teachers' feedback is not simply disembodied reference to student text but an interactive part of a productive interpersonal relationship between the teacher and individual students, (Ferris, 2003). However, as research indicates, mostly teachers feedback in second language written contexts has been concerned with error correction (Hyland, 2006) On the other hand, some researchers like (Zamel, 1985; Chaudron, 1988), present teachers feedback as ambiguous, and misleading.

Giving feedback is important for the students to know how well they are doing as they learn. This is because the knowledge that they are doing well gives students a sense of achievement which motivates them to learn more. Similarly, it is important to let students to know when they have made a mistake so that they will learn from it and take correction measures. Hence, it is absolutely essential for teachers to monitor students' learning and give them feedback.

2.2.3.3. Peer Feedback

Peer feedback is a practice in language education in which one student comments on another student's written work. Peer feedback is used to provide students more opportunities to learn from each other. Comments from peer are called as peer feedback. This can be in the form of corrections, opinions, suggestions, ideas to each other. Thus, peer feedback is a two way process in which one co-operate with the other.

Ferries (1995) stated that in peer feedback students develop motivation and confidence because it creates an opportunity for communicative writing system. Teachers must be aware of the complexity involved in the revision process and respond to writing so that students can make modification with confidence and competence.

Students can learn new ideas, vocabulary and also internalize criteria of good writing using peer feedback. So, they can apply them to their future writing situations (keh, 1990; Hyland, 2006). Moreover, peer feedback fosters collaboration and creates positive environment for teaching (Hansen and Liu, 2005). In addition, according to Keh (1990), whatever forms the peer feedback takes it is said to save teachers time on certain task freeing them for more helpful instruction. In connection, in peer feedback learners can have a greater sense of audience in their writing and be able to evaluate their own writing better (Hyland, 2006).

2.2.4. Peer's Feedback vs. Teacher's Feedback

When we compare peer feedback and teacher feedback according to their importance in improving students' writing skills, they have some differences. Teachers' feedback may

not be nearly as effective as has been believed. There may be many deficiencies in the written comments of teachers. For example, they have been criticized as being unspecific, not clear, meaningless to the students, over general and idiosyncratic (Zamel, 1985). So, students may end up making revision of their work without necessarily agreeing with or even understanding the teacher's comment. These kinds of feedbacks do not enable the students to improve their writing.

On the other hand, peer feedback with its potential high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two way feedback is established, and meaning is negotiated between the two (Paulus and Richer, 1999). This may encourage or motivate writers, or at least provide a change from a more one way interaction between the teacher and the student. In addition, it is also obvious that peers can spend much more time providing feedback on an individual draft than overworked teacher. So, they can see every part of the writing and give specific feedback to different aspects of the language. Besides to this there will also be a quicker "turnover" time between finishing writing a draft and receiving feedback (Miao, Badger and Zhen, 2006).

2.2.5. Advantages of Using Peer Feedback

Using peer feedback in learning environment offers a number of advantages. According to Atay and Kurt (2007) there are effects on adopting peer feedback in class. First, it provides diversity with teaching compared with the traditional way of giving teacher feedback. In peer feedback session, students do not just listen to teachers' instructions, but work with their peers to do more practices in writing. In this case, students' anxiety becomes lower and learning motivation can be higher.

Second, peer feedback help in building and increasing one's confidence. Clearly expressing what one is trying to say requires confidence and sufficient knowledge, giving useful feedback definitely strengthens one's confidence. Moreover, peer feedback helps students to take more responsibilities in learning process. Besides doing assignments,

students have to read others' work carefully as well so that they are not only responsible for their own work but also responsible for others' peers work too, (Mc Connell, 2002).

Generally, in writing classroom the cognitive benefit of peer feedback is concerned with the students' inspiration to manipulate their thinking instead of passively sponging comments from the teacher. As Mangels Dorf (1992) states, the communal benefits refers that peer review reinforces the idea that writing is a social, communicative activity.

2.2.6. Limitation of Peer Feed back

As indicated in previous discussion, using peer feedback in writing is advantageous. Some scholars, however, doubt on its reliability. As it is noted by Sadler (2010), some of the drawbacks with this techniques are: some students feel reluctant to correct their friends errors for fear that their relationship may broke up; students do not value their peers' knowledge; after getting correction by peer, they might feel that she or he is inferior to his friends; students feel reluctant about showing their work what they have written because they do not want their class mate know about their errors.

Mangels dorf (1992:280) points out that students who came from cultures that stress teacher center learning environment more often count teacher as a source of knowledge, so prefer teacher feedback more than peer feedback. As a result of cultural discrepancy, peer feedback acceptability can vary simultaneously. Students tend to develop negative mental attitude towards peer revision and began to insist on the other traditional approach.

The other negative outcome of using peer feedback could be attributed to the quality of training given to the students in dealing with peer feedback. This is well recognized by Raimes (1983) who writes that embracing the philosophy without understanding how to translate peer feedback to the L2 environment can often lead to rather disappointing results. In fact, these studies show the complexity in the nature of the peer feedback process and it needs to be careful when implementing it and it doesn't mean that we have confusion or contradiction about the outcome. So if it is introduced with taking care and after training students, it could be a part of any English classroom instructions.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter presents the research design and method, research setting, participants of the study, sample size and sampling techniques, data collection instruments, data collection procedure, and analysis.

3.1. Research Design

As stated in the first chapter, the main objective of the current study is to assess students' participation in peer feedback process during writing activity. Therefore, the study has employed descriptive study. Because it is more appropriate to delineate, compare, classify, analyze and interpret students' participation in written feedback that applied in the language classroom. In other word, descriptive method was designed to specify or describe phenomenon without conducting an experiment (Seliger and shohany, 1989).

The study followed a mixed research design method. This is because the mixed design (a combination of quantitative and qualitative data) minimizes the weakness of the single research design (Onwubuzie and Leech, 2005). Thus, both qualitative and quantitative research designs were employed in order to have valid data which help to achieve the intended objectives of the study.

The instrument that used to gather qualitative data were interview and classroom observation. These data collecting tools used to gather information about feedback process and how teachers try to help their students to develop the ability of peer feedback process. In addition, it also enables to get information about factors affecting the peer feedback giving practice.

On the other hand, the instrument that used to collect quantitative data was questionnaire. It is used to get information about students experience on peer feedback process during writing activity in the classroom.

3.2. Research Setting

Ginnir high school was selected to be the setting of this study for its familiarity and adjacent to the researcher. More over it is the school where the researcher has been working for more than five years as a teacher and more familiar to the problem of the study. The school is found 580 km far from the capital city of the country Addis Ababa to the south East. It is located in Bale Zone, in Oromia Region. It was established as a senior secondary school in 1968 E.C.

3.3. Participants of the Study

Two participant groups were used as a sample in this study. First, all Ginnir High school grade 10 English teachers, and the other participant group were a sample of grade 10 students who were learning in the academic year of 2008E.C. The researcher believed that these selected teachers and students may have a better understanding about the problem under study. Therefore, to get reliable and valid data and to achieve the objectives of the research, the researcher chose these participants.

3.4. Sample size and Sampling Techniques

In order to get sample of the population, purposive sampling and systematic sampling techniques were used. The 4 teachers of grade 10 who were currently teaching English were selected purposively for interview. Among 450 grade 10 students, 20% samples were selected systematically; that was based on their alphabetical order, every fifth students were selected for questionnaire. Using this sampling method the researcher was selected 90 students as sample of the study. In addition to this, from eight (8) sections of grade 10 students four (4) of them were taken using simple random sampling method to select the classrooms for observation. Accordingly grade 10A, 10D, 10F and 10H were selected using a lottery method.

3.5. Data Collection Instrument

In order to obtain the desired and relevant information about the study, the researcher was used three data gathering instrument namely: questionnaire, Classroom observation, and semi- structured interview.

3.5.1. Questionnaire

With regard to the questionnaire, the researcher prepared close ended question. Because it helps to collect information in short time from large population and to get ample information. Besides, questionnaire is widely used in educational research to obtain information about certain conditions; and inquire into opinion and attitude of individual or group (Robson, C.1993).

The purpose of this questionnaire was to discover students' experience towards giving and receiving peer feedback during writing activities. It was consist at list 14 items which develop to get deep information about students' awareness and current participation towards peer feedback. For each item respondent were required to respond with an answer like: strongly agree (SA), agree (A), undecided(UD), disagree (D) and strongly disagree (SD). To make the questions simple and understandable by students, the researcher was with them for more clarification related to the ideas.

3.5.2. Classroom observation

This data collection instrument was used to look at the existing practice of students while the teacher teaches writing lesson. Observational methods have the advantage of directly evaluating learners' involvement and engagement in the learning environment and learning activities(Wragg,1999) . Foster, P (1996) also noted that observation is useful to indicate how the lesson was too accomplished. Therefore, to obtain more information, observation in the actual classroom of EFL classes of grade 10 in the selected setting has been conducted. The purpose of using classroom observation was to identify how

students give and receive feedback to their peers and also to find out how teachers help students to develop the ability to provide feedback to their peers during writing activity in English lesson. For relevant data, classroom observations were used two times for each selected section by using checklist.

3.5.3. Semi-Structured Interview

Interview questions were designed to triangulate data collected through questionnaire and classroom observation. Dornyei, Z. (2007) point out that the use of semi-structured interview as a data collection instrument permits a level of in-depth information, free responses and, flexibility that cannot be obtained by other procedures. Accordingly, semi-structured interview was set to collect relevant information from four English language teachers. In order to be consistent with all participants, the interviewer has a set of pre-planned core questions for guiding of each interviewee. This instrument helps the researcher to get in-depth data response about teachers view towards peer feedback. Furthermore, it assisted to find out more about practical problem encountered by the teachers and students in using peer feedback; how teachers help students to develop the ability to participate in giving and receiving peer feedback and to find out factors that affect practicing peer feedback during writing activity. The reason why the researcher uses semi-structured type of interview to modify for more clarity and to get relevant information that consolidates the objectives of the study.

3.6. Data Collection Procedure

As it has been indicated, the data for this study were collected through questionnaire, classroom observation and semi- structured interview. First, the format of questionnaire, observation, and interview were prepared. Then, they were reviewed by advisor and friends to minimize error before they were administered.

First and most, questionnaire was administered to sample students to identify the current interest of students towards feedback and to find out how students give feedback to their peer's writing in the classroom. Then, the whole questionnaire were entirely returned, tallied and summarized for data interpretation. Secondly, the researcher conducted

classroom observation two times for each selected class using checklist. During the observation the actual practice of peer feedback and the way how students give and receive feedback was recorded in the checklist. Finally, semi-structured interview was conducted with the four English teachers to get information about how they help their students to develop the ability to give feedback to their peer's writing and about factors which hinder the feedback practice in writing activities. All these procedures were conducted after getting permission from the school principal, teachers and students; and having willingness of participants to give their ideas on the prepared items.

3.7. Data Analysis Procedure

Once data were collected through the instrument from the target population, quantitative and qualitative data analyses were used to analyze the collected data. The data obtained from the close ended questions were tabulated and registered with frequency that can show the number of participants' response for each item. Likert scale was used in the data analysis procedure by rating scales. On the other hand, the data gathered from the classroom observation and interview was analyzed qualitatively. That is, data was interpreted in words according to the research questions.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION.

The purpose of this section is to present, analyze and discuss the data obtained in assessing students' participation in peer feedback process during writing activity. The section is divided into four sub sections based on the research questions. The first section deal with the analysis of data obtained from students' questionnaire in relation to their interest to peer feedback. The second section of the research dealt with the analysis of data obtained again from students' questionnaire towards students' current participation in peer feedback. During these two sections the result of teachers' interview and the results from classroom observation were incorporated to confirm the findings.

The third section of the research is about how teachers help their students develop the ability of peer feedback process and the fourth section of the study focuses on the challenges that hinder the implementation of peer feedback during writing activity based on the results of the interview with teachers. .

4.1. Students' Interest in Giving and Receiving Peer Feedback.

Under this section, the discussion and interpretation of data gathered from students' questionnaire regarding to students' interest in the use of peer feedback were analyzed. The results of teachers' interview and classroom observation are used to confirm the findings.

In this sub section the collected data about students' interest in giving and receiving feedback was analyzed as follows based on respondents' idea which is given in the following table. Accordingly Table 1, show the response of students about their interest towards peer feedback and whether they give comments to their peers writing or use the feedback that received from their peers to improve their writing.

Table1. Students Interest to Wards Peer Feedback.

R.No	Statements	Scale	No	%
1	I am interested in the use of peer feedback since my poorly composed paper is only seen by my classmates.	SA	8	8.9
		A	14	15.5
		UD	-	-
		D	44	48.9
		SD	24	26.7
		Total	90	100
2	I use the comments that I receive from my peers during writing and use it to improve my writing.	SA	-	-
		A	24	26.7
		UD	-	-
		D	51	56.7
		SD	15	16.6
		Total	90	100
3	I like giving constructive comments for my peers writing.	SA	4	4.4
		A	12	13.3
		UD	-	-
		D	33	36.7
		SD	41	45.5
		Total	90	100

Keys: SA=strongly Agreed A = Agreed UD= Undecided D= Disagreed SD=strongly disagree

As shown in the above Table, among 90 students 24(26.6%) of them strongly disagreed and 44(48.9%) of the students disagreed with the idea presented on item 1. According to this result almost 75.5% of the students did not participate in peer feedback process. On the other hand, from these respondents, only 8(8.9%) of the respondents strongly agreed and 14(15.5 %) of them agreed. This indicates that the majority of the students did not participate in giving and receiving peer feedback during writing activity. According to

teachers' explanation, these students do not want to participate in peer feedback process because they are afraid of showing their writing to their peers.

In the above table for item 2 students were asked whether they use their friend's idea which received during writing to improve their writing or not. According to this, 24(26.7 %) students agreed with the idea. That means they use their friends comment to improve their writing. On the other hand, 51(56.6%) of the students disagreed and 15(16.6%) of them strongly disagreed. We can conclude that most students do not use their friends comment to improve their writing, because students do not have enough understanding about the use of peers' comment in improving one's writing or do not give value to their peers' feedback.

As can be seen from Table1, for item 3 students were asked whether they like giving constructive comments their peers writing while reading and evaluating each other's work. According to this among 90 students 41(45.5%) strongly disagreed and 33(36.7) of the students disagreed. The result indicated that except a few students the majority of them did not give constructive comments for their peer's writing. However, the rest 12(13.3) and 4(4.4) of respondents said 'agree' and 'strongly agree' respectively that they give comments on their peers writing while reading and evaluating each other's work.

From the above data, it is understood that the students did not have the habit of giving constructive comments that help their peers to improve their writing in the classroom interaction.

During the discussion made with teachers regarding this point, they also indicated that some of their students have interest in giving and receiving feedback.

Among these teachers one said:

Some students have positive attitude towards peer feedback and they like to exchange their writing to evaluate each other's work. This means that they have a feeling that the process of peer feedback is beneficial to them as they benefit

both by giving feedback as well as receiving it. On the other hand, others are not interested to give comments on their peers' writing and also to show their writing to their peers. (T3)

Similarly another teacher also added:

Peer feedback needs critical reading of one's writing to understand the idea mentioned and to give constructive feedback to it. Based on this, some of my students are very happy to discuss with their classmate in giving and receiving comments on how to improve their writing, but others do not want to read their peers writing to give comments on it. (T1)

As pointed in the above discussion, teachers also pointed that some of their students lack interest towards using peer feedback during writing activities. According to these teachers some students do not want to read their peers writing to understand it and to give important feedback to it. Here teachers also indicated that the cause of lack of student's interest towards peer feedback process is that students feel inferior to show their poorly composed paper to their peers. This implies that the majority of students do not develop interest towards peer feedback, because they do not want to show their writing to their peers and do not want to read their peer's writing.

However, the fourth teacher answered for the same question by saying that:

During teaching learning paragraph and essay writing in high schools, students are encouraged towards peer feedback in order to improve their writing. But I did not make them to practice peer feedback, so I can't understand whether they are interested or not towards giving and receiving feedback with their peers. (T4)

According to the discussion made with this teacher, even though he has hint about peer feedback from English material during teaching learning process, but he did not apply it practically by encouraging his students to use it in writing activity. His attention towards

peer feedback is very less. Due to this fact he could not understand the students' current interest towards in giving and receiving feedback with their peers. This implies that lack of students' interest may come from due to absence of teachers' encouragement.

In general, from the above discussion, we can understand that majority of the students did not develop interest towards giving and receiving feedback with their classmates. This may be due to the lack of practicing peer feedback to improve the writing ability of students. So, unless students practice the peer feedback process they could not aware it and it is difficult to develop interest to it. There for this situation affects the participation of students during the writing lesson and it affects the teaching learning process too.

4.2. Students' Current Participation in Peer Feedback Process

This section is concerned with analysis of data obtained from students' questionnaire. The questionnaires were designed for eliciting the current participation of students in peer feedback process during writing activity. Then the results of questionnaire followed by teachers' interview to justify the data gathered through questionnaire. Thus, the response to each questionnaire statements were analyzed and interpreted as follows.

4.2.1. Exchanging the First Draft to be Evaluated

Peer feedback is used in writing classes to provide students more opportunities to learn from each other. It can be in the form of corrections, opinions, suggestions and ideas to each other. So during writing, students are expected to exchange their writing to get feedback from peers. Accordingly, the respondents were asked whether they improved the first draft of their writing before submitting to their teacher for correction or they exchanged their first draft with their peers for feedback. The responses of the target group are illustrated in the following table.

Table 2. Exchanging the first draft

R.No	Statements	Scale	No	%
4	I improve the first draft of my writing before submitting to my teacher for correction.	SA	27	30
		A	42	46.7
		UD	-	-
		D	15	16.7
		SD	6	6.6
		Total	90	100
5	I exchange my first draft with my peers for feedback.	SA	9	10
		A	15	16.7
		UD	-	-
		D	30	33.3
		SD	36	40
		Total	90	100

Keys: SA=Strongly Agreed A=Agreed UD =Undecided D=Disagreed SD=Strongly Disagreed

In the above Table item 4 shows that, 27(30%) of the students strongly agreed and 42(46.7 %) of them agreed with the idea. That means these students improve their writing using self correction or peer feedback, before they submit it to their teacher for correction. On the other hand, 15(16.7 %) disagreed and 6(6.6%) of them strongly disagreed. This means that these students do not rewrite their first draft to improve their writing. The explanation made with their teachers also shows that students take their first draft as the final draft of the writing.

In addition to students' responses to the questionnaire, during the actual classroom observation, the researcher also observed that students give their writing to their teacher after they corrected it and some students were looking for errors they committed during writing the first draft. This indicates that almost all students need correction from their

teachers because they think that teachers' feedback is better than peer feedback. Mangelsdorf (1992:280) points out students who came from cultures that stress teacher centered learning environment more often count teacher as a source of knowledge, so prefer teacher feedback than peer feedback.

In the above Table, for item 5, most of the respondents, 36(40%) strongly disagreed and 30(33.3 %) of them disagreed with the view presented. According to this, a large number of students in the classroom do not show their writing to their peers and do not receive feedback from their peers' on their writing. This implies that most of the students do not have experiences to practice peer feedback and may think that their teacher is the only source of correction. As the result, this may expose the students not to improve their writing in a good manner. This finding matches with Paulvs(1999), that if students do not learn about the use of peer feedback in improving their Writing, they are becoming reluctant to perform it in the classroom.

During the interview, the English teachers also indicated that most of the students do not exchange their writing with their partners to evaluate even the teacher told them to do so. Instead, they prefer to revise their work by themselves.

For instance, one of the teachers expressed:

Peer feedback in English writing classes has many advantages of increasing motivation and improving writing skills, but to exercise this activity during writing class is impossible because the time is not enough for students to write and exchange their writing to comment on. However, a small number of students read their peers work and give some comments on. (T1)

On this similar situation, another teacher also said that:

I know that reading others' writing will make the reader to write better. During teaching writing, I do not force my students to exchange their writing to comment on each others' works, because most of my students do not want to

show their writing to their peers. Some students said that their partners' feedback was not as good as their teachers' feedback; the other said sometimes peers were not very careful and they just wrote comments without reading. (T2)

From the above findings, we can understand that most of the students improve their first draft revising by themselves, but because of different reasons that teachers mentioned above, except a few of the students the majority of them do not exchange their writing to their peers to get feedback. As the teachers said, this is because students feel inferior or superior to show their writing to their peers. Students often hesitate to take peers' feedback seriously when they know their peers are less capable writers than themselves, even if the comments are correct. Therefore, during writing activity, students must rely on self-confidence and be encouraged to practice giving and receiving feedback with others to revise and improve their writing (Quible, 1997).

4.2.2. Reading Peers' Writing to Give Feedback

As indicated in the previous section of this writing, when feedback is provided to students writing, it helps them improve their writing skills. The process needs to read the drafts several times; unless the reviewer reads the draft critically he/she cannot provide such important feedback on the writing. Concerning this view to identify whether students read their peer's writing before giving feedback to them and whether they participate warmly during writing lesson in the classroom, the result of the study is as shown in the following table.

Table3. Students read peers' writing to give appropriate and specific feedback to it.

R.No	Statements	Scale	No	%
6	I like learning writing and I participate warmly during writing lesson in the classroom.	SA	48	53.3
		A	42	46.7
		UD	-	-
		D	-	-
		SD	-	-
		Total	90	100
7	I read my peer's writing critically in order to give feedback on it.	SA	-	-
		A	21	23.3
		UD	-	-
		D	39	43.3
		SD	30	33.3
		Total	90	100

Keys: SA=Strongly Agreed A=Agreed U Undecided SD=Strongly Disagreed D=Disagreed

In the above Table, item 6 shows that 48(53.3%) of the students strongly agreed and 42(46.6%) of them agreed on the point presented. According to their response, all respondents like learning writing lesson and participate warmly in the class room during writing lesson. This indicates that students have positive feeling towards learning writing.

In contrast, item 7 students' response has negative idea. As we can see from the Table, 30(33.3%) of the students strongly disagreed and 39(43.3%) of them disagreed. The result indicated that most of the students do not read their peers writing to give feedback on it. That means except a few students the majority of them did not give feedback to their peers writing or they did not read their peers' writing properly before giving comments. Thus, a large number of the students do not have experience to read and give feedback on their peers' writing.

In addition to the data gained from the students' questionnaire, teachers were asked during interview whether their students read their peer's writing or not. The teachers

answered that most of the students do not have experience to read their peer's writing and only a few of them did so.

One teacher said:

Reading one's writing and give feedback to it is somewhat difficult most of my students. They did not get intensive training to enable them to participate fully in the process. As a result they do not have enough understanding of how to give and on what aspect of the writing they give feedback to their peer's writings.
(T1)

On a similar topic, the other teacher added:

.....a few of my students sometimes give feedback to their peers' writing. But their feedback to their peers writing is not as such helpful, even their evaluation is not perfect and the given comment is not clear. In addition to this they make mistakes when correcting them others' writing. (T3)

From the discussion with teachers on this view, we can understand that except a few students the others do not read their peers' writing to evaluate and to give feedback on it. In addition, during classroom observation only a few students try to read their peers writing, but the majority of them revise their own work by themselves.

This reflects that most students have the inability of giving and receiving feedback, because of they do not have enough understanding of how to give and on what aspect of the writing they give feedback to their peers writing. Besides to this, some English teachers did not encourage students to practice reading their peers' writing to give appropriate feedback to them. As the result, this may expose the students not to participate actively in peer feedback process during writing activity.

4.3. How Teachers Help Students Develop the Ability of Peer Feedback Process

Peer feedback can provide students with valuable learning experience, which benefits for reviewer and reviewees. If students get feedback on their writing, they will become a better writer and writing would become a less painful process. Students would like feedback from someone else about their writing, but they may not be sure how, when, where and from whom they might get effective responses as they develop as a writer.

Peers are one of the sources of feedback from whom students might get effective responses for their writing. Helping students to develop the ability of peer feedback process is very essential to develop students writing skill. If students know the importance of peer feedback and how to exchange feedback with each other, they can apply it in writing classes. The next part of the paper is devoted to the discussion and interpretation of these data.

During the interview conducted, teachers were asked what they did to help their students to know about peer feedback process, whether or not students are aware about the process and whether they encourage them practice it during writing classes.

The result of the interview was presented as follows.

Peer feedback is a time taken process and it takes sometimes too much time more than expected, so it may affect my work in teaching text book and to finish it on provided time. Therefore, my assistance is not helping my students to develop the ability of peer feedback as they use it effectively. (T1)

On the same topic another teacher also said:

I know that an important part of improving your writing is to get other peoples' feedback; it gives you ideas on how to improve your writing. So, if students exchange their writing to evaluate each others' work, they can learn more about

how to develop their writing. So, I sometimes encourage my students to exchange and read their peers' writing and finally to indicate the errors made during writing. Those students who are good in their educational performance do better on it. (T2)

Similarly teacher 3 explains his idea as follows:

Sometimes when my students write paragraphs, I make them to exchange their writing and read it at least two times. Then I tell them to see the errors made and to write the kind of error made on the back of the paper. However, not all students succeed in doing it, but some students were good at it. (T3)

In contrast to the above Teacher 4 said:

I did not help my students to develop their ability of peer feedback process during writing activity, because my concentration was to cover the lessons from the text and to help students to prepare themselves for exam. Besides to this, the time given for this activity is not able students to exchange their writing with peers to evaluate each others' writing. (T4)

Accordingly, of the four teachers, except two, the others two never help their students properly to practice feedback with their peers on each others' writing drafts. On the other hand, the two other said that they sometimes encourage their students to exchange feedback on each others' writing. But none of the teachers trained their students regarding how to give feedback and on what aspect of the language they should give feedback to their peers' writing.

The majority of the students witnessed that their teachers did not help them develop the ability of peer feedback. The response of students to this idea is presented in the following table.

Table: 4. Teachers help their students use peer feedback during writing lessons.

R.N	Statements	Scale	No	%
8	Our teacher gives us training on how to exchange feedback with peers before we practice it.	SA	-	-
		A	-	-
		UD	-	-
		D	34	37.8
		SD	56	62.2
		Total	90	100
9	Our teacher encourages us to exchange our writing with peers to evaluate each others' writing	SA	12	13.3
		A	21	23.3
		UD	-	-
		D	36	40
		SD	21	23.3
		Total	90	100

Keys: SA=Strongly Agreed A=Agreed UD=Undecided D=Disagreed SD= strongly Disagreed

From the above Table in item 8, 56(62.2%) of the students strongly disagreed and 34(37.8%) of them disagreed with the question presented. All students agreed that their teachers do not give training on how to exchange feedback with peers before they practice it.

As shown in Table 9, 21(23.3%) of the students strongly disagreed and 36(40%) of them disagreed with the idea that presented to them. According to the students' explanation, their teachers did not help them develop the idea of peer feedback and exchange their writing to evaluate each other's work.

During the classroom observation, the researcher observed that teachers give correction to their students even at the middle of writing, but they give a small chance to students exchange their writing and to give comments on each other's writing. But, few students evaluate each other's writing by exchanging it after finishing the first draft. From this we can understand that teachers did not give such concentration to peer feedback activity.

From the above discussion we can understand that most of the students were not be helped by their teachers. Teachers participated in encouraging students to practice in peer

feedback process is very low. It seems they did not give due attention for the process. Due to this fact, those students could not give feedback to their peers. As a result, students have faced difficulty in using peer feedback during writing activities. This might create negative effect on the students' writing performance (Liu and Hansen, 2002).

4.4. Factors that Obstruct the Peer Feedback Practices

As we have seen from the past three parts of this research, we can learn that there is a little practice of peer feedback in writing activity. This has not such important contribution to improve students writing skill. So, efforts have to be made on its effective and proper application in writing classroom. Therefore, it is important to see the factors that hinder the implementation of peer feedback and give suggestion to improve it.

To get insight into the situations that obstruct the practice of peer feedback during writing activity, teachers were asked to identify factors which hinder the implementation of peer feedback during writing activity. The responses obtained from the interview showed that the teachers take different factors into account, but the frequently stated factors are identified and discussed under three major themes.

4.4.1. Student Related Factors

Different factors were identified by the teachers during interview related to students' limitations. The subsequent discussion presents the factors related to student.

4.4.1.1. Lack of Awareness

The discussion made with English teachers about factors that obstruct the implementation of peer feedback in writing activity indicated that the majority of their students do not have appropriate knowledge about how to give feedback on their peers' writing.

Sample of the discussions made with the teachers are presented as follows:

Some students are reluctant to give as well as to receive comments on their peer's draft. They do not seem to recognize the benefit of peer feedback to the improvement of their writing. Besides to these, the majority of students do not have awareness on how and on what aspect of the language they should give feedback. They need to be trained or aware about the process. (3)

Another teacher also strengthens this idea by elaborating it saying.

...therefore lack of awareness about peer feedback and how to apply it in the classroom is one of the problems that hinder the implementation of peer feedback during writing activity. Because of this, students have difficulties to apply this process. To alleviate the problem I sometimes encourage them to participate by explain the importance of peer feedback to improve their writing. So, teachers are responsible to create awareness about peer feedback process to the students. (T4)

Having a good understanding about peer feedback help learners to engage in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing. However, the discussion made with the two teachers indicated that the majority of the students do not have awareness on how to give feedback to their peers' writing because they did not trained or aware how to provide feedback to their peers' writing.

As the above teachers reflection indicates, students have difficulties due to lack of awareness to apply Peer feedback process during writing activity. This lead them not participate actively in giving and receiving comments with peers to improve their writing ability. To overcome this difficulties, the teachers reported that they have tried to apply some techniques like encouraging them to participate by explain the importance and objectives of using peer feedback in English classroom.

4.4.1.2. Absence of Motivation

Absence of motivation is one of the factors that the participants addressed that hinder the implementation of peer feedback during writing activity. The interview made with teachers indicates that absence of motivation is one of the factors which affect peer feedback practice during writing.

I know that peer feedback is advantageous, but there are many factors that challenge to implement this process. One of these factors is absence of motivation. Some of my students think that writing is a difficult process; so they do not participate actively in peer feedback activity. Other students do not like their writing to be revised by their classmates again because they think that they cannot learn more from their peers comment. (T1)

On the same situation another teacher said:

The main problem to implement peer feedback activity in the classroom is that students afraid of writing. They think that writing is a difficult activity; because of this they develop lack of confidence. Some students do not share ideas even they were discussing in their group. Besides to this, they prefer to learn like grammar, vocabulary and others which appear in their exam. (T2)

The above discussions indicate that lack of students' motivation in order to give and receive feedback with their peers hinders the implementation of peer feedback during writing activity. From the discussion made with these teachers, one may understand that students prefer learning grammar, vocabulary or reading which usually appear in their exams.

During classroom observation, the researcher also realized that only a few students participate in providing feedback to their peers' writing and most of the students do not participate in peer feedback process. From this, we can conclude that without having adequate knowledge, students could not develop motivation towards peer feedback.

According to respondents, fear of making mistake and lack of adequate self confidence might be affect the implement of peer feedback in writing activity. Thus, it may be appropriate to avoid this inhibiting factor from students by using various activities that could help students to apply peer feedback during writing activity and take risk.

Therefore, in writing lesson, students must rely on self-confidence and be encouraged to practice giving and receiving feedback with others to revise and improve their writing. One of the ways to encourage students to use peer feedback process is to give them opportunity to use the process of giving and receiving feedback with peers during writing activity.

4.4.1.3. Students' Unwillingness to Show Their Work.

Another factor that affects the implementation of peer feedback process during writing activity is students unwilling to show their writing to their peers. During an interview with English teachers, they indicated that students are not confident in their writing so they refuse to show their work to the others.

The inferiority and superiority of some students is another problem. Some students feel disgrace to show their writing to their peers, because they think that their writing is poorer than the others. However, some students think that their peers have less ability than themselves. Therefore, they do not show their writing because they thought that they cannot get such important feedback from their peers. (T1)

The above teacher's comment indicates that students' feeling of inferiority or superiority is a problem not to apply peer feedback during writing activity. These two groups of students do not show their writing to their peers. On one side there are students who think that their writing is poorer than their peers' writing and feel disgraced when their peers see their writing. On the other hand, there are students who feel superior and they think that no one can comment their writing. So, these activities hinder the teacher to apply peer feedback process during writing activity.

In the questionnaire, students were asked whether they submit their writing to their peers to be evaluated. Regarding this idea 30(33.3%) of students strongly disagreed and another 36(40%) of the students disagreed with the idea but the rest respondents accounting 9(10%) and 15(16%) responded strongly agreed and agreed, respectively. In other word, most of the students did not engage themselves in exchanging their writing with their peers. As a result, this affects the implementation of peer feedback during writing activity. This finding matches with Vygotsky (1978), that interactions with other peers will help learners to achieve their full potential. This understanding is achieved through engaging students in meaningful and problem-solving activities that promote their critical thinking skills and creativity.

4.4.1.4. Students Give Less Effort to Evaluate Each Others' Work.

Giving feedback on one's writing needs critical reading. Unless one reads others' writing appropriately, it is difficult to evaluate the writing correctly. Teachers indicated that less effort to analyze each others' writing is also another factor which obstructs the implementation of peer feedback.

.....besides to this, the majority of students do not have awareness on how and on what aspect of the language they should give feedback .Because of this, they do not give concentration to read their peers' writing critically to understand its idea and to give an appropriate comment on it. (T3)

All the respondents agreed with this idea. According to this explanation students do not read and re read about what they are going to give feedback on it. This is because those students do not have understanding on how to give feedback to their peer's writing. According to the discussion made unless the students have adequate understanding of the writing it is not possible to give appropriate feedback. So, not giving appropriate effort to analyze one's writing is one of the factors which hinder the implementation of peer feedback application.

During students' questionnaire, students also replied for the question, I read my peers' writing critically to give feedback on, only 23.3% of the students agreed with the idea. This indicates that except few students the majority of them do not read their peers writing. So, students' effort to evaluate each other's work is less and affects the peer feedback implementation, because unless they read each other writing they cannot give feedback to their peers' writing.

4.4.2. Teachers Related Factors

Among those factors which hinder the practice of peer feedback during writing activities, are teacher related factors that are presented below:

4.4.2.1. Insufficient Consideration to Peer Feedback

During the interview conducted with English teachers, some of them explained that they did not help their students appropriately to develop the peer feedback process (See part4.3 of this writing) According to the information given by teachers, some of them concentrated on lessons that may appear on the exam. That means: grammar, vocabulary and comprehension rather than teaching all language skills equally.

This reflect that these teachers did not get opportunity to help students practice peer feedback in writing. They are thinking about only covering the lesson from the text. This strategy also prevents the students not participate in giving and receiving feedback with peers.

This elaboration reveals that the students have no opportunity to practice peer feedback to improve their writing skill. As a result, most students become passive participants in the classroom because they did not encouraged by their teachers.

4.4.3. Others

Teachers also indicated other factors which hinder the implementation of peer feedback process other than those factors related to teachers and students.

4.4.3.1 Shortage of Time

According to the respondents, one of the factors that hinder peer feedback practice during writing was shortage of time. Concerning this point, all teachers emphasized that time allowed to use in a period is not enough to practice peer feedback in the classroom. Even students do not finish writing before within time allotted.

During interview teachers pointed that shortage of time is one factor that hinders the implementation of peer feedback process.

..Peer feedback needs critical reading of other peer writing in order to give appropriate comment on it. But, the time given for students finish the given writing activity and discussed with their peers about their writing is not enough. So; Shortage of time during writing activity also made me not to practice the process. (T1)

As indicated above, the teachers pointed out that the time allowed for a period is not enough to practice peer feedback in the classroom.

Another teacher also explains:

.. Peer feedback is a time consuming activity. The reviewer needs several times to understand and to give meaningful feedback which enables the writer to revise their writing. However due to Shortage of time it is impossible to practice peer feedback in writing activity because it may have negative impact on others lessons. (T3)

In addition to the data collected during the interview with English teachers, observation was conducted by the researcher during writing classes. He observed that how many of

them completed their writing and exchange with peers in the given time. According to this observation a few students finished writing and discussed with their peers about their writing and other students finished their writing and revised their work by themselves. On the other hand, almost half of the students in the classroom did not finish during the allotted time. This indicated that during writing lessons students use more time than they use during the others lessons because writing has its own process which takes time.

By integrating the information and facts obtained from the three data collection tools used in the study, it is more likely to come up with one concrete result. That is, shortage of time is one of the major factors that affect students and teachers to implement peer feedback in the teaching learning process. Especially, to be effectively implemented the peer feedback approach requires sufficient time. Supporting this fact Farrant(1980) stresses that shortage of time limits teachers and students from implementing peer feedback in the classroom.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter briefly summarizes the complete research, draws conclusions based on key findings and suggests possible recommendations that may help improve the implementation of peer feedback during writing.

5.1 Summary

This study was conducted to assess students' participation in peer feedback process during writing activities in Ginnir High School in Bale Zone. The study was specifically meant to find out students' interest towards peer feedback, to examine how students give feedback to their peers' writing, how teachers help students to develop the ability of peer feedback process and to explore factors obstruct the peer feedback practice.

For the purpose of attaining these objectives, 4 teachers and 90 students who were selected purposively and systematically participated in the study. The data were gathered mainly through questionnaire and interview from all these participants and observation was accomplished by the researcher in eight classrooms. After the data were collected they were sorted, organized and identified according to their categories, similarities and differences. Then the organized data were analyzed in number and percentages quantitatively, and interpreted and narrated qualitatively in integrated way. Thus based on the analysis of the data, the findings were concluded.

5.2. Conclusion

The following conclusions are drawn based on findings of the study;

1. The study revealed that the majority of the students do not participate in giving and receiving feedback with their peers because they lack awareness about the use of peer feedback. According to this study, instead of using peers' feedback, most of the students are interested in teachers' feedback.
2. The study made clear that most of the students do not give their writing to their peers and give appropriate attention to others writing when they give feedback. This implies that students do not know how to exchange feedback and on what aspect of the language they should give feedback to their peers' writing. Besides this the study also proved that students are unwilling to show their work to the others.
3. According to the result of this study, teachers' effort towards helping students develop the ability of peer feedback process is not sufficient. Some of the teachers did not help their students and did not give attention to practice peer feedback in writing activity.
4. The result from interview with teachers revealed factors which hinder the practice of peer feedback during writing activity. These factors are categorized into three: factors related to students, teachers' and others. Lack of awareness, lack of students' motivation towards using peer feedback, unwilling to show their work and giving less effort during evaluation each other's writing are factors related to students. On the other hand, insufficient concentration to peer feedback is factor related to teachers and shortage of time is factor related to other. Therefore, it is indicated that these factors hinder the implementation of peer feedback during writing activity.
5. The study indicated that the majority of the students revise their writing by themselves. Their understanding towards peer feedback is less.

5.3 Recommendations

Although different researchers have generally supported the use of peer feedback to improve students writing activity, as we have seen from this study some teachers do not give appropriate attention to it. Students can be a great help to each other in writing classes with providing constructive comments on each other's writing if they get appropriate guidance or training from their teachers. So, it is no doubt that improving the situation helps to develop students writing activity. Therefore, based on the finding of the study and the conclusion drawn above, the following recommendations were forwarded.

1. In order to use peer feedback in writing classes and enhance its application, first of all, students should know the use of it, for the improvement of their writing and they should learn how and on what aspect of the language they give feedback to their peers' writing.
2. Teachers should know that they are also beneficial if peer feedback practiced in writing classes. Therefore, teachers should develop positive attitude towards peer feedback and give attention for the implementation of it.
3. Peer feedback is a time consuming activity. The reviewer needs several times to understand and to give meaningful feedback which enables the writer to revise the previous work. So, teachers should arrange and use additional time for writing lessons in order to get plenty of time to practice peer feedback and motivate students towards the peer feedback process.
4. Peer feedback needs exchanging writing and reading one's writing critically and several times to understand its idea and to find out the errors made during writing. Unless doing so, it is difficult to give constructive feedback to the writers. So, students should not be reluctant to exchange their writing and they should give attention whenever they evaluate their peers' writing.

5. Peer feedback is used in improving students writing by revising self work using comments from peers. So, it is very essential for teachers to motivate their students towards using peer feedback by creating awareness about the benefit of peer feedback.

6. Students should be intensively trained on how to carry peer feedback in the process of writing including receiving and giving feedback. Then, future studies may examine the effect of different type of peer training on students' performance and attitude.

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APPENDICES

APPENDIX-A : QUESTIONNAIRE FOR STUDENTS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

General information

The purpose of this questionnaire is to assess student's participation in peer feedback process during writing activity. Your response will be used only for research purpose, so you are kindly requested to provide your genuine responses.

Thank you in advance!

Background information: please mark with the sign "X" about your personal data.

Sex Male _____ Female _____

Grade 10th _____

General Direction: In the following table, you find different items that may help to learn about the feedback process during writing activity. Thus, read statements given in the table below and show your response by putting an "X" in one of the appropriate boxes against each statement.

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Statements	5	4	3	2	1
1	Exchanging comments with my classmates' help me to reduce the fear I have in writing.					
2	I participate actively in giving and receiving feedback during writing lesson.					
3	I like my writing to be revised by classmates again so that I can learn more.					

4	I prefer peer feedback to teacher's feedback.					
5	I am interested in using peer feedback since my poorly composed paper is only seen by my class mates.					
6	I use the comments that received from my peers to improve my piece of writing.					
7	I like giving constructive comments on my peers' writing.					
8	I exchange my first draft with my peers for feedback.					
9	I improve the first draft of my writing before submitting to my teacher for correction.					
10	I like learning writing and I participate warmly during writing lesson in the classroom.					
11	I read my peers' writing critically in order to give feedback on it.					
12	I let my classmates to check my piece of writing for any mistake.					
13	Our teacher encourages us to exchange our writing with partner to evaluate each others' writing.					
14	Our teacher gives us training on how to exchange feedback with peers before we practice it.					

(Mohammed Farrah, 2012; Bloom's Taxonomy, 1956; Kissock and Iyortsun, 1982; and Continuing Education, A.A.U, 1999).

APPENDIX- B: A CHECKLIST FOR CLASSROOM OBSERVATION

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

General information

Name of the School _____

Lesson being observed _____

Classroom observed: Grade _____ section _____

Number of students in the class room Male _____ Female _____ Total _____

Date: _____ Time _____

No	Issues observed	Yes	No	Remark
1	Do teachers encourage students to exchange their writing for feedback?			
2	Do teachers use peer feedback method to help their students to improve their writing in the classroom?			
3	Do teachers give guide lines for students to give and receive feedback with each others?			
4	Do students participate actively in giving and receiving feedback with peers in the classroom?			

5	Do students read their peers writing critically in order to give comment on it?			
6	Do students exchange their writing with fellow friends and check the first draft for correct spelling, punctuation, capitalization, etc?			
7	Do students use the comments that received from their peers to improve their writing?			
8	Do students offer constructive comments for their peers writing?			
9	Do students show willingness to offer and receive feedback from their partners to improve their writing skill?			
10	Are there factors that challenge teachers in using peer feedback during writing lesson?			

(Richards and Lockharts, 2000; Long and sato, 1983)

APPENDIX-C: INTERVIEW QUESTIONS FOR TEACHERS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

General Information

The purpose of this interview is to assess student's participation in peer feedback process during writing activity. Your response will be used only for research purpose, so you are kindly requested to provide your genuine responses.

Thank you in advance

Part one: Personal Information.

Name of the school _____

Teacher's code no: _____

Teacher's teaching experience: _____

Grade level teaching: _____

1. How do you describe your students' current interest in terms of giving feedback to their classmates?
2. How willing are your students in giving and receiving feedback to improve their writing?
3. How do your students help each other during writing activity?
4. How do you describe students' awareness about peer feedback?
5. Do your students read others peer writing critically and give feedback on it?
6. During teaching writing lessons what method you use to help your students to improve their writing?
7. Have you ever encouraged your students to exchange their written draft for feedback?
8. How do you help your students develop the habit of giving feedback during their writing lesson?

9. Do you help your students to read their peers writing critically in order to give comment on it?

10. Are you confident about your students' ability to comment on their peer's draft?

11. What factors hinder students from participating in peer feedback during writing activities in English classrooms?

12. What are the challenges you often face in implementing peer feedback process during writing activity?

(Perrott, 1986; cooper, 1986; & Farrant, 1988).