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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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DEPARTMENT OF ENGLISH

THE EFFECTIVENESS OF PEER FEEDBACK ON THE EFL STUDENTS'
COMPOSITION WRITING PERFORMANCE; RAYA/MEKHONI
PREPARATORY SCHOOL IN FOCUS

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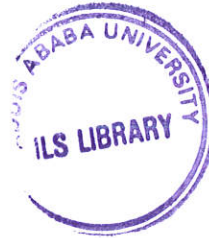


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STUDENTS' COMPOSITION WRITING PERFORMANCE;
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BY:

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Abstract

The major objective of this study was to investigate the effectiveness of peer feedback technique in Raya/Mekhoni 11th grade students' composition writing. The specific objectives were: a) to examine in what aspects of the writing skill the technique was more helpful to the learners, b) to find out the perceptions of the students towards the practice of peer feedback, and c) to find out some of the possible advantages and drawbacks of this technique.

To achieve these objectives a sample of 32 students were selected randomly and the required data were collected through experiment and students questionnaire. The 32 samples of the study were divided into two equal treatment groups. The first experimental groups were taught through strict adherence to the peer feedback. But the control groups were taught without peer feedback treatment. This was purposefully done to see to what extent students who received peer feedback showed significant difference in their writing performance with students who did not get such treatment. The administered questionnaire was disseminated to the 16 experimental students who knew more about how peer feedback is practiced in writing classes.

This experimental study lasted for two months. During the first two weeks of the study pretest was given in order to see whether the two groups had similar performance in paragraph writing. Then, training was given to the experimental group on how they can receive and give peer feedback for one month. The remaining two weeks were used for posttest writing to both groups. Two qualified writing teachers rated the pre and posttest results of the two groups. The first and the second revised draft of experimental group and the first but unrevised draft of the control group were submitted to be marked by the two raters. Analysis of the results was done using t-test set at 0.05 level of significance and 30 (N-2) degree of freedom. Analysis of the students' perceptions towards the use of peer feedback technique was also done qualitatively and quantitatively.

The calculated t-test result revealed that there is no statistically significant difference in the overall writing performance between students who received peer feedback with students without such treatment. As a result of this the formulated null hypothesis, no significance difference in overall writing performance between the two groups is accepted. However, the study showed that, peer feedback has strong correlation with students' progress on cohesion, mechanics and spelling features of writing. The analysis of the data obtained through student questionnaire indicated that students had positive attitude towards the practice of peer revision.

Therefore it was recommended that if there is a need to bring remarkable change and extensive progress in cohesion, mechanics and spelling aspects of writing, well managed and consistent peer revision training is considered necessary. Furthermore English language teachers should motivate their students to comment each other's paper instead of dominantly employing teacher feedback as a sole effective technique in composition classes.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In Ethiopia students learn English language as a foreign language and use as a medium of instruction from junior secondary school all the way up to tertiary levels (Dejenie 1990). Moreover at present time it has crucial position in commerce, government and international communication. In the educational program of the country, English is used as the most determinant factor for academic success in various disciplines, because all the course books and instructional materials are written in English. Poor knowledge in the language, thus, can affect the learners' academic achievement in their respective fields of study.

Though students learn the language as a subject matter starting from grade one their competence is poor. Elementary school levels (Stoddert, 1986) are very poor and it is extremely difficult for them to follow secondary school instruction. Concurrently, the level of English acquired by students in secondary schools, according to some educators, is too low for them to be able to pursue their tertiary education where English is the medium of instruction (Seime, 1999: 15).

Adding up on it Dejenie, (1990); Gebremedhin (1993); Hailemicheal (1993) cited in Italo, (1999) remark that among the contributing factors for students poor language performance in particular and the decline of quality of education in general are: using English as a medium of instruction, the educational system is not in harmony with the fundamental needs of the county, poor teachers qualification, lack of appropriate teaching materials, the use of outdated teaching methodology, large class size and the like.

On the other hand, English language classroom in Ethiopia schools are difficult to manage as the students belong to diversified linguistic and cultural background. Students required teachers who are professionally committed who are sensitive to classroom events. The teachers' need to be intelligent enough to respond to situations flexibly and

to take reasoned decisions appropriately (Hailom, 1993: 10). The case with Ethiopian schools English language teacher seems to be contrary to the above expectations. As Hailom (1993:10) notes, teachers trained in higher learning institutions are not prepared to manage the complex situations prevailing in Ethiopian schools. Teachers often complain of large class size, lack of motivation on the part of the learners as major factors of their inability to teach effectively.

The use of appropriate teaching methodology, to alleviate the above problems, has strong link with level of students' performance in the language. Making proper decision on how English language could effectively and efficiently learn have to be the prior concern of learners in particular and the educational policy of the country in general.

As many research works show, there is no consensus among scholars on how a language particularly second and foreign language is best learnt. Some view language as social phenomena, and is learnt in social interactions. Yet, others hold the position that language is an individual process. Social theory of learning believes that language is best acquired through interaction. One of the theories supporting this statement is Vygotsky's theory of zone of proximal development (ZPD). Vygotsky (in Mooney, 2007) defines ZPD as the distance between the most difficult task someone can do alone and the most difficult task someone can do with help. This point is, thus, a base for the discovery of the concept of cooperative learning and peer feedback. Language offers manifold opportunities for the existence of successful interaction of people and it sounds logical if its learning and teaching is approached based on this assertion. This can be applied to all language skills including writing, in all educational levels. It is through writing that students, in most cases, demonstrate how much they have learnt. For this reason, the currently designed English text book of high school students comprises writing section in each unit. This is done to help students develop comprehensive knowledge in writing in general and paragraph writing in particular.

Strides have been made by the Ethiopian government to spread out education for all the nations and nationalities of the country. As a result Raya/Mehoni secondary school was

constructed in 2006. The school is found in Wereda Rayana Azebo, 680 km north of the capital of Addis. A total of 450 students enrolled in the school while 200 of them are in 11th grade, the remaining are grade 12 students. Temesgen (2008) assures, even though it is claimed that language (writing) is best learnt through social interaction, students practice various writing activities with teacher feedback domination. As far as the researcher knows Raya/Mekhoni students are not different. Teachers more often neglected the contribution of peer feedback as it has no role in developing writing performance. Majority of writing assignments are relegated to home work. Therefore, to suggest alternative teaching strategies it is favorable to conduct careful investigation in this area. Hence the main purpose of the study is to see the effect of peer feedback technique on EFL students' composition writing.

1.2 Statement of the Problem

Writing is one of the most important skills for students to learn English for academic purposes (Atkins and et al 1996). And students' success largely depends on their mastery over writing in academic setting. In view of its significance, writing is included in the syllabus and English textbooks in Ethiopia beginning from grade one. However, teachers' do not often teach it properly. Italo (1999:9) observes that there seems to be a common tendency amongst language teachers in Ethiopia to transfer writing to homework or avoid it altogether. Due to the aforementioned reasons and some others our students have poor background in the writing skills. Therefore, as teacher of English, it should be our concern to improve the students' skills by devising ways that make the learning of writing more appropriate to students' level of understanding and their needs.

The ability to write well is one of the essential skills in the world of academics and other concerns of life. The concept of feedback is central in learning to write. It is through feedback that learners are able to see how successful their learning has been and their needs for improvement. In circumstances where students fail to notice as if they commit errors, providing supportive feedback is extremely important, because feedback permits classroom communities to reduce the chance of errors reoccurrence. Moreover, the

students writing development is occur when mistakes are corrected, ideas are clarified, and suggestions for improvement are given through feedback (Keh, 1990). However without feedback on their performance, learners can think they have mastered something when they have not.

Many language specialists' have reported different findings about the effectiveness of the three techniques of feedback in L1 and foreign language classroom writing. For instance, Atay and Kurt (2007) viewed peer feedback as an optimal technique to build confidence, to promote motivation, to take more responsibility in learning and after all to deliver supportive reactions to the students' ideas. Yet, others claim that peer feedback cannot function as a worthy substitute for teachers' feedback, since pupils lose trust on their classmates' reviewing efficiency.

Though peer feedback is largely welcomed for its cognitive, social, and affective value, many of the teachers as well as students still doubt its benefit (Sultana, 1992). He further explains teacher feedback is the most dominantly used method of error correction. Especially in Ethiopia high schools little attention is given to involve learners in each other's paper revision (Felekech, 2007). In fact, a few dominant

students from the class get the required comment from the teacher, whereas the majorities are informed to finish writing their paper at home. However, in the next class, the teacher cannot comment, even check, whether the students wrote the assignment or not. This sole assessment technique harshly excludes average and slow learners from writing domain.

Because the school is newly established and reference materials and other facilities are insufficiently provided, language learning could be very difficult in this context. Naturally the practice of feedback during writing session does not seem properly implemented. For this reason, writing is found to be the most difficult and complex skill for students. In schools like Raya/Mekhoni, where there are more than roughly 50 students in class, teachers being overloaded, marking students writing and providing feedback to each student seems very demanding and sounds impossible.

researches conducted on feedback are presented in the review
 researcher can get access to, there are few local studies that tried to
 effectiveness of peer technique in particular. Some of these related
 and Temesgen (2008). Italos (1999) objectives are to see: the
 different feedback methods on students writing revisions, which
 used at present time and to suggest feedback methods that
 improve writing skills at AAU. Temesgens (2008) study is also, to explore the
 writing anxiety level during peer feedback and in
 analyzing the given comments are more focused on. However, this study
 differs from other studies in terms of focus and study site. The study is, thus,
 to examine the effect of peer feedback exclusively on EFL 11th grade
 students writing and to understand their perception towards the practice of

and examine the study, the researcher formulated the following

to see if there is a significant difference in the overall writing performance
 of students who received peer feedback with students without such

$$= \mu_{\text{control}} \neq \mu_{\text{experimental}}$$

to see if there is no significant difference in the overall writing performance
 of students who received peer feedback with students without such

1.3. Objective of the Study

1.3.1-General Objective

The general objective of this study is to investigate the effectiveness of the use of peer feedback on EFL student's composition writing at Raya/Mekhoni secondary school.

1.3.2. Specific Objectives

To meet the aforementioned general objective of the study, the following specific objectives were set:

- To find out the perception of the students towards the practice of peer feedback in composition writing.
- To discover some of the strengths and limitations of the peer feedback technique of error correction.
- To examine in what features of the writing skill the technique was more helpful to the learner.

1.4. Significance of the Study

It is obvious that it is needless to exert money, time, and energy unless a research study of this kind is beneficial for people. A study which contains definite problem and achievable objective should come up with fruitful result at the end. Here, since the study is designed to investigate the effect of peer feedback in EFL composition writing, the result may benefit:

- Students to transfer learning responsibly from teacher to pupils and lead them to learn in autonomous, cooperative, and democratic learning atmosphere.
- To text book writers to get valuable suggestion on how to develop and adapt materials that support convenient feedback method in the syllabus of writing courses.
- To teachers to select and think of other feedback mechanisms that promote

composition writing skill.

- Perhaps, to other researchers who want to conduct further investigation on this study area.

1.5. Delimitation (Scope) of the Study

The practice of giving and receiving feedback is usually performed in our daily life. Simultaneously, during learning composition writing process, in classroom, receiving and giving feedback is also widely applicable. The process of feedback happens in three major techniques, namely; peer, teacher and self feedback. However, here, this study is delimited to see the effect of peer feedback on EFL composition writing with special reference to Raya/Mekhoni grade 11 students. The text that the students have produced was delimited to (150 word paragraph writing. It is also restricted to the randomly selected samples from the school sections.

1.6. Limitation of the Study

It is obvious that the present study is not devoid of limitations. This study involved subjective judgments particularly during data analysis. When counting and categorizing the comments, there might be subjectivity the researcher had made much care and attempted to strictly follow other scholar's guidelines and earlier works. Furthermore the small size of the experimental and control groups (16 students each) is a constraint which tends to cause one to be cautious about the experimental result. Another big constraint was also shortage of time. On the whole, it is certain that, with a large sample population and a longer writing course, one could gain a more comprehensive view of how successful peer feedback is in enhancing revision.

1.7. Definition of Terms and Abbreviations

L1 = first language

L2 = second language

μ = mean score

P= p-value

T = t-value

SD = standard deviation

Con = content

Org = organization

Coh = cohesion

Voc = vocabulary

Gra = grammar

Mec = mechanics

Spe = spelling

r = correlation coefficient

R1 = rater one

R2 = rater two

EFL = English as a foreign language

ESL = English as a second language

LOC= lower order concern (grammar, mechanics and spelling)

HOC = higher order concerns (content, organization, cohesion and vocabulary)

- *Peer: students of the same class level learning in the same classroom.*
- *Peer Feedback: having other writers to read and to give feedback on what other writers have written.*
- *Effect: the change in writing performance of students as a result of using peer feedback*
- *Writing performance: the ability students portray in using the skills of writing in producing texts.*

1.8. Organization of the Study

The thesis comprises five chapters: chapter one attempts to provide general background, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study, and definition of special terms and abbreviations. The second chapter reviews the related literature upon which the study is built. The third chapter describes the methodology used in carrying out the study. The fourth chapter deals with analysis of the study, findings and discussions. Finally, a summary of the major findings, conclusions and recommendations are presented

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1-Writing

2.1.1 What is Writing?

Writing, a productive language skill, is the act of forming graphic symbols: that is letters or combination of letters related to the sound we make when we speak on a flat surface of some kind (Byrne, 1988). Zamel (1982 :197) expresses 'writing is a process of exploring ones thought and learning from the act of writing itself what these thoughts are'. However writing as a skill of medium of communication is beyond producing graphic symbols; it also involves meaningful arrangement of symbols, words, phrases, sentences in accordance with certain language convection. It is vivid that unrelated ideas cannot together consistently written down on paper to convey meaning to the reader.

Plenty of novice writers/learners who rarely practice writing, often wrongly assume that writing is a chore that anybody cannot master unless he or she is gifted or has special magic power. However Nordquest (1990) demonstrates...

Writing is a hard work not magic, it begins with deciding why you are writing and whom you are writing for. What is your intent? What you/your reader do you want to get out of it? It is also making a serious time commitment and getting the project done.

Supporting this statement Hedge (1992:384) briefly exemplifies to produce complete contextualized piece of writing, a writer should answer why the writing is being done (sense of purpose) and who it is being written for (sense of audience). From this perspective it is clear that, all texts are written with purpose for an audience so as to prompt writers into anticipating and considering viewpoints other than their own.

Writing is a communication or a social process (Hyland 2005:198). Since writing is a social process, then in writing process the writer should be placed as a member of

communicator, member of classroom society. Placing the writer in this situation gives the writer opportunities to have meaningful input from others (Wenzday, 2010). Hughes and Lascaratou (1982:175) point out if the intent of language teaching is to develop communicative competence, then the work must be assessed with reference to the effectiveness of the communication that it achieves, i.e. to its intelligibility. The suggested idea pinpoints that classroom communities should not overrate accuracy at the expense of communication, since the essential focus on context, purpose and meaning may disappeared when it is obsessed by/ for accuracy perfection. Errors that hamper/impede communication, however, must be improved.

To communicate through medium of writing what writers put down on paper should be quite concise and clear to any reader(s). In light of this White (1992:9), Byrne (1988:1) state that in order to communicate something to our intended audience, and since the audience is not physically present, what we write must be as clear, precise and unambiguous as possible. And it is through this successful communication takes place. Tasks and activities designed for writing purpose should supported pupils to meet their effective communication need. Hedge (1992:384) claims classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized, and appropriate piece of communication. The liner form of writing, thus requires thoughts be organized and be ordered and meaning be explicit. Dehram (1995; 160) in his research about L2 writing shows that, text evolves as a result of the writers effort to explore, formulate meaning through revision.

2.1.2 Approaches to Teaching Writing

Many language specialists like Raimes (1983:5-10), Byrne (1988) viewed Variety of teaching writing approaches into: controlled to free approach, the free writing approach, the paragraph pattern approach, grammar-syntax-organization approach, communicative approach, process approach etc. There is no necessarily one best (optimal) approach of teaching writing. Approaches of teaching writing are in fact as many as classroom communities' preference in style, behavior, and background and the type of student, text type being studied, the school system, (Raimes, 1983; Steele, 2004). From the so far mentioned ample approaches, however the present study exclusively emphasizes on the two major approaches; product and process.

2.1.2.1 Product Oriented Approach to Teaching Writing

Broadly speaking a product- oriented approach, as the title indicates, focus on the end result of the learning process. The product -driven approach of teaching writing emphasizes on the 'correctness' of the mechanical aspects /grammar and syntax structure/ and students engage on imitating, coping and transforming models (Mary, 1972 and Nunan, 1991:87). The writing exercise often typically deal with sentences level writing and paragraph level organization. Since the main focus of this approach is on written 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. This point is also briefly illustrated by many writing experts. For instance, Hedge (1988:8) in her text views, in the product center approach of teaching writing students on their paper should: get the grammar right; have/use a range of vocabulary, sentence structure; punctuate meaningfully; spell accurately; link ideas and information across sentences to develop a topic; develop or organize the content clearly and convincingly. Pupils' on this end product based way of teaching writing ,can carry out classroom activity by passing through → reading model texts →organization →end result stages (Steele,2004).

2.1.2.2 The Process Oriented Approach to Teaching Writing

The process approach of teaching writing is not a new approach: it has been around since the early 1970s. As Keh (1990) demonstrates the working definition of this approach is a multiple- draft process which consists of generating ideas (prewriting); writing the first draft with an emphasis on content (to discover meaning/ author's idea) second and third (and possibly more) drafts to revise ideas and communication of those ideas.

Process approach tend to focus more on the varied classroom activities which promote the development skilled language use: brainstorming, group discussion, re-writing ... (Nunan, 1991 and Steele, 2004). Advocators of this approach believe that, writing in itself is a developmental process that creates self discovery and meaning. Hence instead of worrying about form, students more concentrate on conveying a written message. By tolerating errors to a large extent, teachers on the other hand should encourage learners to cooperate each other and guide students to meaningfully formulate, organize, and develop their ideas.

White and Arndt (1991),Nunan,(1991) and Hedge (1988) and other individuals who favor process-center of writing illustrate 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 of writing fully concentrate on the means of how to write good paper rather than what the final product should looks like. As Hedge (1988)and Steele (2004) attribute learners those who draws on the process –based way of teaching writing usually go through a number of stages: (a)generating idea by brainstorming and discussion (b)extended usefulness of their idea (c)organize their ideas into mind map, spider gram, (d)write the first draft frequently in pairs /groups (e)draft exchange (f)return draft with its feedback from peers.

Even though process writing added a valuable new dimension to language classroom, it has also attracted criticism. Rodrigues (1985) as cited in Nunan (1991:87) in his critique claims that ...

...writing without structure accomplishes as little as writing a mock structure...[students] need structure, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them and to write for real audience and real purpose (Rodrigues,1985).

In addition to this, teachers often pretend to use product approach as a compatible means of teaching writing than process due to some potential rationales. Keh (1990:294) exemplifies teachers particularly those who fellow exam-driven system, viewed the process as too time consuming approach. In such a case teachers equate endless hours of marking particularly red pen correction at surface level. Red marking on the students' paper may prove teachers superiority over students and demonstrate that the teacher is doing his/her job (Keh, 1990). Moreover teachers' often experienced substantial troubles due to their paucity how to properly implement this approach.

2.1.3 Purpose of Writing

As the researcher mentioned in the above section, understanding once audience, for whom the paper is written, should be the prior concern of all writers before they begun to write. Unless writers are clear about their purpose they could encountered with a great deal of challenges upon the selection of appropriate content, form, style that suit to any reader(s).Hughes (1983) as cited in Italo (1999) points out that writers must have intent or purpose before meaningful communication is occurred. The primary objective of writing is communication and there is no writing without purpose and without a reader in mind.

Adding upon this Italo (1999) posits that unless the purpose of writing is necessarily provide, then the business of putting words on a page becomes not a

social activity but a language exercise: a manifestation of linguistic rules for display and not a realization of linguistic rules for communication. As we can see from the real world circumstance there are a number of general and specific reasons that people forced/inspired to participate and involve in the work of writing process. Writing is used to transfer knowledge discovery of some particular time to the upcoming generation or to those who are not physically present and to add certain insight over the existed body of knowledge. In addition to that people may write for personal enjoyment/ reputation, for economic advancement as well as to engage in social phenomenon, and after all to communicate with the community at large. Writing is a means of exploration and discovery, being able to write well is vital skill: people all over the world communicate, exchange information, and conduct businesses instantaneously (Kelly and Lawton, 1998). These reasons could be our incentive that certainly make us highly instigated to master foreign language and help others to learn writing effectively. Shakespeare

Writing which is the definitive and essential part of our daily human experience is used to record and to communicate ideas (Gilbert et al 1987). Obviously it is through writing that we are reading/ using the eternal artistic work of Shakespeare by now, since they are recorded and reserved in script/written form. These are some of the far too general purposes of writing. The general objectives of writing is also well illustrated by Irmscher (1972) as cited in Italo; he states that writing is used to communicate, to frequently record and reveal people's thought, to organize what we think and to inescapably mirror oneself.

Writing is also used for pedagogical purposes as a valuable teaching and learning device. A good deal of writing in the English language classroom is undertaken as an aid to learning. Nonetheless, the fact that people frequently have to learn and communicate with each other in writing is not the only reason to include writing

as part of our foreign language syllabus. There are also other additional and various important reasons. In light of this Hedge (1988:8) and Raimes (1983) point out that writing reinforces and consolidates the learning of new structure, idiom or vocabulary to help students remember new item of language. Extending the idea Pincas (1989:2) states that writing should fulfill three fundamental aims. These are; it should be communicative/ functional, its scope should go beyond producing artificial composition writing, it should go beyond reinforcing grammar or vocabulary learning. However, it should support and integrate with grammar and vocabulary learning and should be recognized as a special part of language teaching with its own aims and techniques (White, 1989).

The pedagogical purpose of writing is also shared by many language experts. For instance Byrne (1988:6) mentions five crucial points that writing is a skill worth developing in the foreign language learning. These are: (1) the introduction and practice of some form of writing enables us to provide for different learning styles and needs. (2) to provide learners with some tangible evidence that they are making progress in the language. To this effect Hedge (1988:8) also reveals that writing allow students to see how they are progressing and teacher to monitor and diagnose problems. (3) exposure to the foreign language through more than one medium especially if skills are properly integrated, as appears to be more effective than relying on a single medium alone.(4) variety in classroom activity, serving as a break from oral work. (5) Writing is often needed for formal and informal writing. While the speaking proficiency of students need have to measure by letting them to speak, even so, due to class size, time and other implicit constraints, teachers obliged to use some form of written exams.

2.1.4. Writing and Speaking

It is not enough to teach our students how to speak adequately to master foreign language; rather the integration of the four language skills is vitally important. During writing session pupils more often confronted with a great deal of challenges. In order for thorough understanding of the nature of writing and to acquire worthwhile solution of those problems, then, it is needful to treat and compare writing with speaking, with the other language skills as well. In a normal circumstance both writing and speaking are not identical by nature, purpose, approach: learning to speak does not mean that learning to write (Nunan, 1983 and Ur, 1996). Supporting this idea Raimes (1983) claims that 'learning to write is not just natural extension of learning to speak a language. We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write the same language.

Many language experts such as Hedge (1988), Byrne (1988:2-3) and Raimes (1983) point out in speaking, that we acquire in the first few years of life, the face to face interaction of speaker and listener is must in order to understand the verbal signs: questions, comments, murmurs, grunts, stress or intonation, pitch or tone voice and non verbal signs: facial expression, body movement, gesture. In addition to that the spoken language could be ungrammatical and incomplete as long as pause, redundancy, and repetitions are very commonly applicable. To ensure writing as equal best medium of communication, like speech, writers have to compensate and incorporate eclectic/various cues in their text that could gently substitute the above mentioned devices of speaking.

Nevertheless in case of writing Hedge (1988) posits that...

Compared with speech, effective writing requires a number of things: a high degree of organization in the development of idea and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus on emphasis; a careful choice of vocabulary, grammatical patterns, and sentences structure to create a style which is appropriate to the subject matter and the eventual readers (Hedge, 1988:5).

Regardless of the real contact with the reader a writer has to construct and organize a text using standard forms of grammar, syntax and vocabulary so as to make the meaning as explicit as possible to any reader(s). Without expecting immediate corrective feedback from the writer, readers will be able to read the text at their own pace and reread as often they like.

2.1.5. The Nature of Writing: Why is Writing Difficult?

Under the influence of audio lingual approach to language teaching, writing has been regarded as a poor second, inferior form of language teaching, or merely sloppy version of speaking (White 1980:8). Hedge (1988:6) also further suggests “writing has been a neglected area of English teaching for many years”. One has to look at the large number of books available to the ELT profession on reading, and the scarcity of books on writing to see the imbalance. As we might all remember from our past experience, writing is a chore, characterized by period of signing, pencil chewing, and foot shuffling agony. For large number of English students writing seems to pose great problems. Possibly for the same reasons that large numbers of adults’ native speakers never achieve a high level of expressiveness in writing their first language (Hedge1988:5).

In writing the writer is expected to maintain unity, organization, theme, and harmony of concepts by grammatically and logically linked set of ideas one another, which is a very challenging work to both foreign and native English language learners. Byrne (1988:4) classify writing difficulty into three factors: psychological, linguistic, and cognitive problems. The psychological problem of writing is concerned to being writing is a solitary activity that the writer sits at the desk alone and writes without looking for corrective feedback and support from the people/readers. The linguistic factor of writing is pertinent to, what makes writing different from speech, the much more effort exerted by writers to organize the text into meaningful whole. With regard to cognitive aspect; so as to get meaning across through writing, to consciously learn and produce accurate structural discourse, to generate new ideas...writers are required to pondering over

things from different perspective and have mental talent. As it is cited in the above section, the difficulty of writing is also well illustrated by Hedge (1988:5). She asserts that effective writing requires a number of things: a high degree of organization to keep harmony of concepts, a high degree of accuracy to avoid ambiguity, the use of complex grammatical devices for focus and emphasis, a careful choice of dictions and grammatical patterns etc. from this perspective we have to mindful that, writing is a demanding skill that require patience, or complex and difficult medium of communication. It could be because of these reasons that a great deal of writing teachers preferred to dominantly practice reading and speaking in class and often relegate writing to homework.

2.2. Feedback on EFL Students Writing

Feedback is a fundamental element/stage of a process of writing. Keh (1990:294) defines feedback as language 'input' from a reader to writer with the effect of producing information to the writer for revision. The term 'input' here refers to any invention/helpful strategy such as brainstorming for vocabulary development, fast writing (by concentrating on the writing text and ignore any grammatical mistakes during writing), clustering, interviewing, reading model writing...employed in the writing process. Hence, briefly feedback is a reader's comments, questions, and suggestions given to the writer/learner about his/her performance of learning so as to improve the quality of the written product.

It is quite essential to develop an awareness of the nature and function of feedback so that teachers and learners can perform their roles effectively in the writing classroom. Revision doesn't only contribute to the improvement of the quality of the final product, but as Summers (1980) argues, promotes learning by enabling writers to organize and reorganize ideas and to discover and rediscover meaning. Furthermore the attribution of feedback in improving learners writing performance is also explained by Keh (1990:294). She states that through feedback writers learn where he/she has misled or confused the reader by not supplying enough information, illogical organization, lack of

development of ideas, or something like inappropriate word choice or tense. The students writing development is occurred when mistakes are corrected, unclearness is clarified, ineffectiveness is criticized and suggestion is applied in their writing through feedback. However, Edge (1984) criticizes the feedback stage being it is often difficult to handle, because of the teachers sensitivity for immediate correction and peers reluctance to comment.

2. 2.1. Sources of Feedback

It is through feedback that learners are able to see the degree of their learning or their needs for improvement. As many teachers and language experts agree that, there are three fundamental sources of feedback: teacher feedback, peer feedback, self directed feedback. Similarly, according to Keh (1990) source of feedback is classified into three areas: peer feedback, conferencing as a feedback and teachers comment as feedback. She replace feedback in isolation by conferencing (just an adequate consultancy/ discussion happened between teacher and students as a writers to improve the quality of the composed product). The detail and precise discussion is given below on each of the three techniques/ sources of feedback.

2.2.1.1 Teacher Feedback

In the traditional method (grammar translation or audio-lingulism method) of language teaching, the teacher was considered to be the sole source of knowledge, therefore it was only his/her prerogative to impart knowledge as well as correct students' knowledge (Sultaņa, 2009). But now owing to the considerable shift to the recent approaches that emphasized a lot on learners' cognition and their autonomy, the teacher role as a feedback provider has been changed (Ancker, 2000).

Among the various roles that a language teacher plays providing feedback to the learner performance is one of the most significant (Hyland and Hyland, 2006). While teachers' feedback has been indicated to be desirable for the students writing development,

debates continue over whether teacher written feedback should be provided as it is often neglected and misunderstood by students (William, 1975).

Sadler (1998) in favor of teacher feedback suggests a great deal of teacher feedback benefits over the other techniques (especial peer). He strongly argues that although teacher and peer assessors' follow the same assessment procedure, a teacher background is more sophisticated, possibly rendering their feedback more trustworthy. Adding upon it he clearly explains...

A good teacher uses experience and skills that are not available to pupils, such as superior knowledge, a set of attitudes and dispositions towards teaching as an activity and towards learners (e.g. - empathy, desire to help) and a deep knowledge of criteria and standards or insights into the set of expectations for a specific assignment. Teachers also bring expertise in judgment from experience on similar tasks, giving them insight into various ways to solve the assessment and difficulties previous learners' encountered (Sadler 1998).

Sadler statement approves that a (good) teacher knows how to formulate feedback most effectively than the other individuals. Therefore pupils are not always deemed appropriate assessors whose feedback can function as a worthy substitute for a teacher feedback (Cho and MacArthur, in press). From the above cited concepts, it is clear that, teacher revision is an essential step in the writing process and writing teacher is an influential person from whom knowledge pours/ follows to the students.

Even if teachers' feedback has these and other merits, it is not devoid of criticism. For instance, as Vygotsky (2000) emphasizes social and cognitive interaction of pupils is so crucial to progress learners from complex to conceptual thinking. Likewise, Krashen (1985) argues that affective filter caused by teacher's correction would be a block of students' confidence. Considering classroom teacher as an expert, the only responsible person to comment on the students' paper has been a false impression of most classroom communities. However, in the recent time most writing teachers agree that (as Keh 1990:301) states, marking on the students' paper provoke frustration and usually take

much time. In addition to that, Zamel (1985) approves the comments that teachers write about their students written assignments are confusing, contradicting, or even useless to the students. Teachers' feedback is also criticized for being product oriented because it occurs most frequently at the end point due to time and class size constraints (Lee, 2009). Therefore, it is sensible to suggest that, writing teachers should adjust conducive circumstance that enable students either to comment each other or to revise by themselves.

Leki (1994); Berkow (2002); Hedge (2003) observe that many teachers now hold the view that the traditional procedure of taking work in, marking it and return it to students when the writing experience is no longer fresh in their minds has serious disadvantages. Alternative methods such as quick writing, reformulating, and conferencing are some of the recommended concepts. Similarly, in addressing the ineffectiveness and inefficient comments by the teacher, Keh (1990:301), suggests that a teacher should first responded as a concerned reader to a writer-as a person with distinctly human voice, not as grammarian or grade giver. If teachers thus practice this method, students will give up worrying about grade and begun to pondering over on the intended changes in their writing ability.

2.2.1.2 Self Feedback

Self feedback refers to the activity in which the writer reviews his/her own draft by way of comments, questions or suggestions. Sultana (2009) reveals as the technique of self correction is closely tied with learner autonomy as well as the say, "tell us, we forget; show us, we remember; involve us, we learn." Self correction is the technique which engages students to correct their own errors. It can foster the development of skills needed to regulate their own learning on the students (Relief, 1990). If our students are to become empowered, autonomous writers, they, as Watkins - Goffman (1989) suggest need to learn self evaluation technique which would serve to help them revise. Numerous research efforts have been made to examine causes, process, strategies, and effectiveness of self correction in first and second language writing instruction. For

instance, as Makino (1993:337) in his study finds that the more detailed the cues to the error the higher the ratio of self correction achieved. However questions like –what kind of corrective feedback is effective? What kinds of teachers’ cues are most effective in enabling students to correct their own errors in English composition? What roles self correction have, how can it be encouraged, Seeks diligent attention of researchers for further investigation.

All Wright (1995) and Long (1977) point out it is important for teacher not to correct learners or give the right answers to them immediately; giving cues to the students so they can correct their own errors will further activate their linguistic competence . The issue of students’ ability to remember mistakes of their own and their advancement in linguistic skill through revision in isolation is also described by Makino (1993:338) as follows.

In the process of language learning, learners sometimes notice some of their errors by themselves, through the strategy of monitoring, and they can also correct some of their errors when other people, such as teachers or peers, given them cues or hints about them. Those learners who are able to correct their own errors can activate their linguistic competence (linguistic knowledge).

It is clear from the study how much students can self correct and improve their linguistic creativity with the help of teachers cues, and that more detail clues lead to a high ratio of self correction.

A study conducted by Lamberg (1980), on the role and nature of self feedback ensures that students will learn to apply their critical skills to their own writing and develop independence and confidence in their ability to direct and evaluate their own performance. Furthermore, the more commonly cited reason for supporting self feedback is that if one had difficulty revising one’s composition, one could ask the teacher around, whose comments and audience were bounded to be reliable and helpful (Raymond, 2009). Form this finding it is possible to conclude that, some students favor feedback in isolation because of the teacher-as- consultant component attached to the

approach. In contrast, some students against self feedback felt they are often poor judges of their own work (Raymond, 2009). In fact, pupils would not patiently overlook and submit their paper with substantial errors in it, if they notice there is actual error and are capable to improve it. However it doesn't mean that, teacher/peer sufficient cues, for self correction have no contribution to produce quality paper. This could be the rationale behind that self feedback is not widely implemented and incorporated into ESL/EFL writing program.

2.2.1.3 Peer Feedback

Like in any other learning situation, in a second or foreign language classroom a learner especially need to be provided with feedback on his/her performance. Due to the emergence of communicative language teaching and learner center teaching, students' active participation in language learning is now highly sought and therefore, peer correction is becoming increasingly popular among practitioners (sultana 2009). Peer feedback is defined by Yang (in Zeng, 2006) as feedback that is given by peer. In writing activity, feedback means having other writers to read and to give feedback on what other writers has written (Hyland, 2005). In this research since the writers are the students, peer feedback is understood as having other students to read and to give comments, corrections and suggestions on what other students have written.

As it is written by many language experts like Keh (1990:295), Bartels (2003:34), Mangelsdorf (1992) peer feedback is referred by many names/ key components like peer response, peer revision, peer editing, peer correction, peer critiquing, peer evaluation, peer review and so on. Peer feedback is an assessment form performed by equal status learners thereby the assessor discusses the strengths and weaknesses of specific performance at length and indicate suggestions for further improvement.

According to Paul Rollison (2005), the philosophy or the principles operating behind applying this technique are: peer feedback is less threatening than teacher feedback; when correction comes from the student, it reinforces student's authority; the involvement of peers in the correction process makes the classroom atmosphere more

supportive and friendlier. Coit (2004:902) also found that when students are authorized to take on the role of the editor for their peers paper to carry out the correction process, they seems to be more confident and motivation stimulated in their writing course. His finding ensures that peer feedback provoke less frustration, takes the focus away from the teacher and thus initiates a transfer of roles from the teacher to the learner.

Peer feedback generates development of the students both as writer and reader. Kurt and Atay (2007) explain that in peer feedback students do not only compose their writing but also read their friends writing. In reading their friends writing, they are aware that their role is 'error searcher' and this awareness makes them to carefully read their friends writing. The relevance of peer feedback in composition writing is thoroughly scrutinized by Tudor (1996:182) as cited in Temesgen (2008) as follows.

The rationale for peer evaluation is that by reflecting critically on ability of other learners with respect to a shared goal, learners are involved in the assessment of those linguistic or communicative parameters which are relevant to their own performance. Peer evaluation is, thus, a practical form of learner training which develops learners' understanding of language usage and the type of difficulties which they are likely to experience in their own language production, which can then be used to inform their self assessment skills (Tudor, 1996).

Tudor's idea on peer review implies that by evaluating other pupils writing performance students could get insight on their paper and thereby avoid the potential problems they encountered during writing.

2.2.1.3.1 Advantages of Peer Feedback

This study is designed to examine how well peer feedback technique is effective to advance the composition writing ability of the students. To see whether the exclusive merit of peer feedback outweighs its demerits, thus, it is vitally important to rigorously scrutinize what various and previous language experts have demonstrated.

As a writing instruction, peer feedback is claimed to have several important merits. Paul and et al (2009); Zeng (2006) evaluate the significance of peer feedback from communal, cognitive, social/ cooperative perspectives. In writing classroom, the cognitive benefit of peer feedback is concerned to the students' inspiration to manipulate their thinking instead of passively sponge's comments from the teacher. Similarly as Mangelsdorf (1992) states, the communal benefit refers that peer review reinforces the idea that writing is a social, communicative activity.

The other special value of peer review is also shared by Chadron, (1990); Lockhart and Ng (1993); Mitten (1989); Keh (1990). According to these researchers peer review is termed as a good method to promote student center learning since through this activity the student's knowledge itself evaluated. Mangelsdorf (1992:278); Mitten (1989); Grabe and Kaplan (1996) argue that peer response gives students a sense of audience, increase their motivation and their confidence in their writing and helps them learn to evaluate their own writing better. Peer review with its potential high level of replays and interactions among classmate, give the sense of confidence through a cooperative and friendly dialogue in which two way feedbacks is established and thinking is negotiated between two sides (Rollison,2005).

According to Atay and Kurt (2007) there are effects on adopting peer feedback in class. Peer feedback provides diversity with teaching compared with the traditional way of giving teacher feedback. In peer feedback revision, students do not just listen to teacher instruction; but work with their peers to do more practice in writing. In this case students' anxiety can becomes lower and learning motivation can be higher.

Peer feedback is suggested as pedagogy of providing more self-control to language learners (Mendonca and Johnson, 1994). The underlying reason seems to be that peer correction would provide more flexible and non-coercive decisions about whether the learner should adopt their peers' suggestions. The issue that peer revision is the best technique of feedback is also proved /shared by Bartels (2003). Mentioning more than seven advantages of peer review, he attributes that peer feedback: creates an interested audience for students writing; provide instant review and negotiation of meaning; enables every student gives and receives peer responses; saves time especially in large classes; provides material for review and is good practice for future carriers. So it is evident that student-student corrections as a technique efficiently let all classroom writing students actively communicate and convey their meaning through this medium by having the sense of audience and purpose.

Peer feedback enhances audience awareness and promotes habit of revision with readers in mind. Mangelsdorf (1992) also pinpoints as peer review expose students to a diversity of thoughts so that they could get better overlook on their own mistakes. Generally speaking, since all fellow students are found on the same wave length (performance and age level), and see what happened behind their assessment, the learning goals can be clarified and internalized.

2.2.1.3.2 Limitations of Peer Feedback

Though peer feedback is largely welcomed for its cognitive, social and affective value others cast doubt on its reliability. As it is noted by Sultana (2009) some of the drawbacks with this technique are: some students feel reluctant to correct their friends errors for fear that their relationship may broken up; students do not value their peers knowledge; after getting corrected by peer, they might feel she/he is inferior of his friends; students feel reluctant about giving/showing their work what they have written because they do not want their classmate know about their errors. These limitations are, of course, supported by numerous researchers.

The criticism toward peer feedback offered by Hong (2006) for instance reaffirms that students devalue peer feedback activity, even they don't like peer feedback at all. The students according to Hong commented that they felt being underestimated by negative feedback given from peers. Since students are learning to write, yet, it is perplex for them to forward supportive /meaningful comment on their fellow's paper. He confidentially claimed that students' criticism cannot be trusted in all times. Other also describes as some students actually lack ability to give peer feedback owing of insufficient knowledge. In this case students hardly learn from others; so peer feedback loses track of its original rationale to help the other get improvement (Atay and Kurt, (2007). As briefly analyzed by Mangelsdorf (1992), the primary objection of pupils is that, peer comment is too vague and negligible. Moreover, students do not offer an enthusiastic support because of their apathy sensation and unwilling to criticize colloquies performance.

The students' cultural background is extremely determinant factor to take granted peer revision as a superficial technique in promoting quality of final draft. Mangelsdorf (1992:280) points out that students those who came from cultures that stress teacher-center learning environment, more often count teacher as a fountain of knowledge/ knowledgeable figure/ prefer teacher feedback than peer. As a result of the cultural discrepancy peer feedback acceptability can vary, simultaneously students tend to develop negative mental attitude towards peer revision and begun 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 Celce-Murcia (1991:259) who writes that embracing the philosophy without understanding how to translate peer feedback to the L2 environment can often lead to rather disappointing results. Generally, from the aforementioned perspectives, it is sensible to note that, peer feedback is not an absolute good technique; however it should be supplemented with the other methods of feedback where necessary.

2.2.2 Previous Research Results on feedback Techniques

The chief goal of the study is to evaluate how well peer revision is effectively working in our area (high school context) so that it seems favorable to look at what several foreign and local researchers have displayed about it.

2.2.2.1 Foreign Research Works

Studies which are conducted by Yang and et al (2006) and Karegianes et al (1980) and other researchers on the nature and impact of teacher and peer feedback ensure that the impact of these two techniques is different. Students consider teachers to be more professional, experienced, and trustworthy than their peers and incorporate more teacher feedback in their essay writing. However most teachers influenced revision happened at surface level, whereas peer feedback results in the higher percentage of meaning changing revision and more initiative towards self correction. Beside this, exposure to teacher feedback lowers their initiative for self-regulating learning, perhaps because students believe that the teachers' points out each mistake, leaving no need for further correction. Finally, teachers initiated revisions are less successful than peers initiated revisions due to more misinterpretations of the teacher feedback. Opposite to the above, a study conducted by Tsui and Ng (2000) on the impact of peer and teacher feedback to the L2 writing learners show that most students' revisions turn out to address a higher percentage of teacher feedback. Teacher comments are perceived as significantly more useful than peer comments, but students also recognize roles for peer feedback sessions that cannot be filled by teacher comments, namely: stimulating motivation by enhancing a sense of audience; raising awareness of own problems through reading peers writing, leads to self correction; encouraging collaborative learning and fostering ownership of their own text, which in the end makes them less reliant on the teacher and more confident in themselves as writers (Gielen and et al, 2009).

In a study which explores the effectiveness of peer and teacher feedback, Chaudron (1984) discovers that there was no significant difference between the amounts of

improvement resulting from these two feedback methods, suggesting that one is not superior to the other in enhancing revision. He recommends that peer review groups be considered by teachers as a means of reducing their paper workload without sacrificing the quality of the instruction.

Examining the role and nature of feedback instruction in L2 writing, Lamberg (1980) regards both peer and self feedback as effective means of motivating learning. He suggests that, through peer feedback students could gain an increased sense of audience and develop their critical reading ability. Likewise, self feedback helps students to develop independence and confidence in their ability to evaluate their own performance. However in the comparative study on the effectiveness of peer and self evaluation, Olson (1990) finds that scores on the rhetorical quality improved significantly between rough and final drafts for her peer response group, whereas the self evaluation group showed a decline in rhetorical quality between drafts.

Jacobs and Zang (1989) compared the effectiveness of teacher, peer, and self feedback in promoting revision. After writing composition drafts, students were randomly assigned to three treatment groups to receive corrective feedback from teacher, peer reader and the student's writers themselves, respectively. It was found that the type of corrective feedback didn't affect information of rhetorical accuracy, but peer feedback as well as teacher feedback was found to be effective for grammatical accuracy.

Eventually, an interesting and a bit conflicting result on the learners' preference and perception towards peer feedback is gained from Chien and et al (2009). Their findings show that most language learners had positive attitude toward the pedagogy of peer feedback. Nevertheless, they surprisingly found that although students felt more contented to read peers' feedback, yet, they felt learning more through teacher's commentaries.

2.2.2.2 Local Research Works

Getnet (1993), Tesfaye (1995), Italo (1999), Dawit (2003), Mesfin (2004), Taye (2005), Felekech (2007), Temesgen (2008)... are some of the local researches done on feedback in our country, Ethiopia. Getnet's study is on the responding behavior of EFL teachers to their students' written works at AAU. The study shows that teachers mainly focus on low order levels (mechanical aspects of the language) like grammar, spelling, vocabulary, punctuation. However he suggests that teachers should also help their learners in high order levels (content and organization).

Tesfay (1995) compared the effectiveness of learner self correction of written errors without teachers cues, learner self correction of written errors with written cues and direct teacher correction of written errors. He found that: when tasks were returned without cues students correct one third of their errors, whereas when the errors located by underlying, three fourth of the errors were corrected. More than anything when errors were indicated using code and specify what sort of error they have made they improve their paper more than 85%.

Italo's (1999) study is concerned with comparing the effectiveness of teacher versus peer feedback on AAU, first year students writing revisions. The result of his study (like what Chaudron mentioned above) shows that both are equally effective in improving students' writing revisions. He well justifies that the improvement of students writing was due to the re-writing of the revisions students did after getting feedback from these sources. This again shows that students writing could improve through rewriting after getting feedback from the teacher or the peer.

Temesgen (2008) conduct a study on the effectiveness of peer feedback in the EFL students writing performance and their writing anxiety at Adama University. His finding reveals that peer feedback is prominently helpful to improve students' paper, if and only if, subsequent training is delivered to the target learners. Without training peer feedback cannot substitute teacher feedback, and students felt better learning by teacher.

Moreover he proves that peer feedback is extremely paramount technique in reducing writing anxiety of students.

In our local environment, the practice of peer feedback is most dominantly used at higher educational institutions than high schools. At university level, students are supposed to have better: reasoning power/cognitive development, age and grade level, self esteem, and are relatively good enough to practically implement peer revision technique compared to high school or elementary school students. It could be because of this reason that most previous researchers of feedback tend to choose their study area at the tertiary level. However, this study is designed to investigate the effectiveness of peer feedback on EFL grade 11th students of Raya/Mekhoni. Beyond investigating its effect in promoting composition writing ability of the students, the pupils' perception towards the practice of peer revision as well as some of its advantages and drawback are well studied.

2.3 Error

Brown (1994:205) and Corder (1973:259) define an error as breaches of code, noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Edge (1989:9-11) also offers simpler definitions which are especially important for classroom teachers to keep in mind. He says a slip/mistake is what a learner can self correct; an error is what a learner cannot self correct; an attempt is a guess or when neither the intended meaning nor the structure is clear to the teacher. By looking at this expression, thus, native speakers could make a mistake in their native language owing to different reason.

Error correction remains one of the most contentious and misunderstood issue in L2 and foreign language teaching profession (Anker, 2000). Recent theories in language accusation and teaching methodology support the position that not all errors should be corrected, and those that are corrected shouldn't be treated immediately (Ur 1996:246-249; Nunan and Lamborg 1996:68-80). Beside this krashen (1983) has emphasized, emotional block (caused by teacher correction) could be one of the primary key factor

affects how well learners can learn a language. They all together firmly agree that errors made by learners are part of natural process of language learning, and simply indicative of a certain stage of learners' interlanguage progress. It is clear from this suggestion that, errors are natural and indispensable part of learning process so that teacher has to be abandoned the practice of immediate or every error correction in writing class.

Errors are no longer looked at as a result of 'no learning' rather it is viewed as the outcome of natural development in language learning (Sultana 2009). This statement strengthens the say "it is only who do nothing that who can't make a mistake". Edge (1989:50-64) also re-assures that the most important sort of mistake is a mistake that leads to misunderstanding. Hence, errors that affect meaning and communication should be corrected earlier than small grammatical points of inside of one sentence. Here it is advisable to note that, during writing session, teachers at all times should not be sensitive for immediate correction. However to some acute and plausible errors that causes meaning confusion to learners should be corrected as could as possible.

Anker (2000) treats the rationale, why teacher should not correct every error into affective concerns, classroom management concerns and teaching concerns. The affective concern is related to the concept that correction may develop something like a barrier that cause students to feel inhibit and consider themselves as dumb/not good enough to write/speak a language. With regard to classroom management problem, it is vivid that, correcting every mistake takes too much time. In contrary, the learning concerns, fossilization concerns and professional concerns are some of the frequently cited reasons, suggested by Anker, why teacher should correct every error. The substantial benefit of correction on learning relays on the assumption that, if errors are not accompanied by exact correction, students will never learn good English at all. The fossilization concerns of error correction are also deals with 'every mistakes should be rectified at the learning moment, otherwise students will keep on making the mistake over and over again'. Lastly incase of professional value, if teachers do not correct errors, they would not be considered as real teachers.

Errors occur for many reasons. as it is suggested by Atkins and et al (1995:138-139), Lengo(1995:21), Hedge (1989), Norrish (1983) mistakes of linguistic form can be caused by the influence of the first language, by misunderstand as rule (paucity of learners knowledge or overgeneralization),by a decision to communicate as best one can, by lack of concentration etc. Indeed, it is through the influence of L1 we often tell where someone comes from by his/her dialectical accent and by the vocabulary and grammar uses in his/her text.

2.3.1 Form and Text Focused Changes

Dheram (1995:163-164) briefly illustrates that form focused changes are mostly sentences level changes which do not affect meaning. They include tense, number concord, third person singular simple present verb +s, negation, pronoun, article, punctuation, spelling, apostrophe and collocation. Continuing, he expresses text focused changes as changes which affect the meaning of the sentences and meaning across sentences boundaries. It includes; adding details, deleting details, changing details, shifting details, replacing words or phrases, adding linking devices, using attitude markers on the organization and content part of the text. In light of this, a study conducted by Cohen (1987:67) shows that students appear to be just as interested in comments on vocabulary, organization, and content as comments on surface structure problems. Teachers however, would appear to be comment primarily on surface level features (Zamel, 1985:84).

Apart from this, as Keh (1990) and Bartels (1990) show that untrained pupils have the tendency to focus/read for surface, mechanical errors owing to lack of adequate experience for high order (text level) revision. Therefore to sharpen students sensitivity to global concerns of writing, and thereby broadening their perception of text revision, the revision strategies instruction principally should centered students focus on text-level revision, drawing students attention to matters such as purpose, audience, content and organization. To this effect Mohan and Lo (1985) observe that no stress should put on surface level revisions, since the short duration of the course practically made the aim helping students' grammar and vocabulary impossible.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

This chapter expresses in detail about the instruments that were used to gather the required data, the procedures that were followed in the study, how the study was designed, how the training was delivered and eventually how the analysis was carried out. Before going through this, however it would be worth noting the general as well as the specific objectives of the study. The general objective of the research was to investigate the effectiveness of peer feedback in improving the writing performance of grade 11 students. The specific objectives were: to find out which features of writing are improved in consequence of peer feedback; to see the students' personal attitude towards this technique and to understand some of the strengths and shortcomings of peer revision. The pertinent response for the first objectives of the study was obtained from the conducted experiment. Likewise, the answers for the two last objectives were gained from the corrective questionnaire.

In light of this, experimental research design was used to measure the effect of peer feedback. The study lasted for eight weeks. The first two weeks were used to provide pretest exam to both groups. The next four weeks were used to provide the training to the experimental group students. The last two weeks were used for post training writing. In the experimental group 20 pupils participated in the pretest and 16 members wrote the posttest. Consequently just 16 students were selected for analysis. In control group 19 pupils participated in the pretest activity and 17 members wrote the posttest. As a result only 16 students test scripts were analyzed. Hence to balance the two group members a total of 32 students (16 students from each group) were used as subjects of the study. However the pretest results of the seven students (4 from experimental and 3 from control) were not recorded since they did not regularly participate in the post-training.

3.2. Population and Setting of the Study

The target populations of the study were grade 11 Raya/Mekhoni secondary school students in the year 2010/11. The total number of 11th grade students in that school was 200, assigned into four sections, one class for social science and three classes for natural science. From this population, 10 students were randomly selected for sampling purpose from each section. Random method of sample selection is used so as to attain validity and offer equal chance to all members of the population to participate in the study.

The researcher selected these samples for the following reasons: being the school is newly established, the numbers of researches conducted at this area are limited. Secondly, the currently designed grade 11 English text book has seven sections in each unit, one of which is writing. And specifically in the writing section, there are many paragraph writing activities. This implies that students with five contact hours a week have the opportunity to do various writing tasks at least once per a week. To achieve good result or to bring extensive progress in the interlanguage, learners have to develop their writing skill in general and their paragraph writing in particular starting from this grassroots. The other reason why the study is being situated there, thus, was so as to help students develop adequate paragraph writing experience.

Thirdly, the study areas for most of the foreign and local research works previously conducted on peer feedback were in tertiary levels. Nonetheless, the researcher purposefully placed the study at preparatory level with the intention to see whether the effectiveness of peer feedback can vary from place to place.

3.3 Instruments of Data Collection

3.3.1. The Experiment

3.3.1.1 Texts used for Experiment

In this study experiment was taken to be a major tool of data collection. Both groups were made to write five different consecutive papers on different topics before and after the training. The obtained result is used to find out whether there is a significant difference in writing performance between the two groups. Two teachers marked the written text contributed by both groups using Alderson et' al (1995) analytical marking profile. (Please refer appendix H for analytical scales). As is clearly described this marking profile is used to measure students' ability in the seven writing features. Each writing feature was marked out of two (2%). The overall information related to sample marked texts is presented in appendix J. Using the given scale, by adding the result of the seven features, each text was therefore marked out of fourteen (14%).

The students' paper on the pretest and posttest were marked by two raters. So as to control the inconsistency of the individual marker on students' papers, the markers given for a sample of papers on two occasions were correlated. Moreover to see whether the two raters tried to match the marking guidelines and ensure reliability the mean score were compared and correlated. (See the correlation coefficient (r) results of the pre and posttest of the two groups in appendix D&K).

Post-training writing activities were set after the experiment students were participated in the peer feedback training for one month. Then the two groups wrote three texts in different topics within a couple of weeks. The three topics are: (a) the personal qualities of one of their teacher, (b) argumentative topic that abortion should/should not be banned and (c) unforgettable memory of their school life. In most cases these topics were familiar to the students and additional clarifications were given to all activities through brainstorming.

The written works of the experimental group revised by peers, but the paper of control groups were discussed without peer feedback based on a model text distributed. 25 minutes were allotted to write one paper for both groups. However while the control group students submitted their final text, the experimental groups were given an additional of 20 minutes to receive and give comments on each other's paper. In all the other successive topics similar procedures were followed.

The written pre-training texts of both groups were used to see the difference on the overall writing performance of the two groups. The first draft and the second revised draft which was developed after peer comment of experimental group and the first but unrevised draft of the control group were also collected.(please refer appendix (K) for the posttest result of the two groups).

3.3.1.2. Procedure of the Experimental Study

Experiment was conducted to investigate the effectiveness of peer feedback using the following procedures.

- ❖ Step1: pre test was given to the experimental and control groups to establish if the students have similar composition writing ability.
- ❖ Step 2: The students were randomly categorized into experimental and control group.

Experimental group

In this group, all revision and correction activities were done through peer feedback. Both pair and group work were used while the students attempted the revision practice exercise, where they examine different examples of poorly and effectively written texts aimed at focusing their attention on each of the writing features: content, organization, cohesion, vocabulary, grammar, mechanics and spelling. Right from the start of correction session, the students were backed up and provided a checklist, peer evaluation feedback criteria to meaningfully translate the technique into practice and to improve their second draft.

Control group

In this group the writing activities was done without getting peer feedback. It was either the teacher responsibility to give additional collective clarification and consultant, if necessary, on the written draft of students or students themselves. In this case, the main focus was not to judge to what extent teacher comment or self directed correction is satisfactory or effective; rather it was used to investigate how well pupils improve their final output using peer revision.

❖ Step 5: Training Students to Participate in the Peer Feedback Activity

During pre-training (posttest) a total of 39 students from the two groups were involved. In the mean time, common instruction on the elements of paragraph, structure of paragraph, how to write organized, coherent, complete... paragraph were given to both groups. The researcher also distributed written model texts to make the instruction successful and thereby he clarified the purpose of the study, what sort of tasks that the students are going to accomplish and other preliminary orientations/information are delivered to both groups. At the same time and on the same topic both groups were made to write two papers. The pre-experiment papers were carefully marked by the raters and all their results are presented in appendix D. Then the students were divided into two.

Training was given only to the experimental group on how to receive and give feedback after the pretest. Though the students practiced and wrote many writing paragraph activities, the results were not marked to make comparison. They were briefed with peer feedback evaluation criteria (see appendix E) and checklist prepared by Hughes (1982) and Keh (1990) appendix (F). Samples of commented papers were given to the group supposing that they would get sufficient insight and experience on how the commenting process was carried out. The code of error corrections are symbols and letters used to show what kind of error students have made such as s, p, w o, t etc that stands for

spelling, punctuation/preposition, word order, tense respectively (refer appendix G). Moreover they were advised to use commenting symbols like con for content, org for organization, coh for cohesion, voc for vocabulary, gra for grammar, mec for mechanics and spe for spelling. The researcher just rendered four weeks training on how to indicate/identify peers errors using the labeled symbols and back up pupils when rewrite their draft using the given comments.

Step 4: Topic selection and text production.

The students in both groups were purposefully made to write on the same topic. As mentioned so far, the writing topics were selected by the students and throughout the training the students commonly produced five successive texts.

Step 5: Marking the written paper of the control group and the experimental group.

After the experimental groups wrote their revised draft using peer comment, and the control groups' first draft without peer revision, marking was conducted. For marking purpose, two experienced writing teachers of similar academic qualifications were chosen.

Step 6: Compare the calculate t-value with the critical table t-value and compare if significant difference is exhibited due to the different feedback techniques employed in different sections.

Step 7: At the end of the project, an evaluative questionnaire was given mainly to discover further information about the awareness of learners concerning this technique.

3.3.2 Questionnaire

A questionnaire was administered asking students how they experienced giving and receiving peer feedback. After the training session had completed and learners wrote the posttest papers, the questionnaire was disseminated to the experimental groups. The respondents reacted positively to all questions. By and large, the brief summary and analysis of the data is presented in chapter four.

The questionnaire designed for the experimental students consisted of total of 18 items, out of which three were open ended questions. (See appendix L). The closed ended questions were prepared based on the liker scale. The following were the main objective of the questionnaire.

- I. Five items were designed to find out some of the advantages of peer feedback
- II. Five items were constructed to point out the learners perceptions on the points which were stated as disadvantages by previous researchers.
- III. Three items were constructed to find out on which features of writing the given comments focused.
- IV. The additional three items were designed to figure out students perceptions about which technique of error correction is their primary preference and other related issues.
- V. Eventually, the remaining three open ended questions were prepared to let pupils put across their ideas freely and to get further insight about the research problem.

Generally the purpose of the task, the used instruments and the number of samples that were involved in the study are summarized below.

Table3.1: summary of instruments employed with number of participants

No	Instrument	Purpose	Participants
1	Pretest	In order to see the current writing performance of learners before peer feedback was employed	20= experimental 19= control
2	Training	Training to the experimental students on how to give and receive peer comment	16= experimental
3	Posttest	In order to find out the significance difference in writing performance of the two groups after the training	16= experimental 16=control
4	Questionnaire	In order to point out the students perception regarding to the peer feedback pedagogy and to compliment the experimental analysis	16= experimental

3.4 Analysis of the Questionnaire

Qualitative and quantitative methods of data interpretation were employed to see the respondents' perception towards the practice of peer feedback technique. Analysis of the closed ended questions was done through percentage and brief description/summary on each questions were given.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

The main target of this research was to investigate the effectiveness of peer feedback on English as a foreign language (EFL) students' composition writing performance and to point out students' perceptions towards this method. This study was therefore intended to address the following research questions.

- 1) Is there any significant difference in writing performance between the students who learnt through peer feedback method with the students who did not get such treatment?
- 2) In which features of writing the practice of peer feedback technique is the most significant and helpful?
- 3) What are the pupils' perceptions towards the practice of peer revision?
- 4) What are the main advantages and disadvantages of peer feedback technique?

The results of the first two questions were verified from the conducted experiment. The findings for the remaining two research questions (question 3 and 4) on the other hand were obtained from the designed questionnaires.

4.2 Analysis of the Students' Writing Performance at the Very Beginning of the Study

During the phase of this study the students were produced two papers on different topics. Firstly the Students were described the physical appearance of one of their classmate and next they wrote some of the advantages and disadvantages of living in the countryside. The results were marked and scored carefully by the two qualified writing teachers. To ensure writing background similarity between the control and experimental group comparison was made using t-test and averaged out as follows.

Table 4.1: The comparison between the writing performance mean scores of the experimental group and the control group at the beginning of the study.

group	Writing 1 (14%)	Writing 2 (14%)	Total (28%)	Mean	Sd	Df	T	P
Group1	7.3593	7.4218	14.7811	7.3897	0.04292	30	0.5412	0.82
Group2	7.27812	7.4625	14.74063	7.3713	0.12905			

At 0.05 level of significance

Note: * SD = *Standard deviation*

- *Df = refers to degrees of freedom ($n1 + n2 - 2$) where n is the number of study units in each group*
- *T= the calculated t-value*
- *P =the calculated p-value*

To claim a significant difference between the two research groups the above t-value and p-value were used to reject/accept the null hypothesis or the alternative hypothesis. If the calculated t-value is greater than the critical (table) t-value with particular degree of freedom and the calculated p-value is less than the significance level (usually $\alpha = .05$) set at that appropriate degree of freedom the directional hypothesis (**H1**) must be accepted. For a given degree of freedom (df), if the calculated t-value is less than the value in the table the null hypothesis (**H0**) of no difference between the means should be accepted.

Therefore as it is calculated in the table the writing performance mean score of experimental group is 7.39 and the mean score of the second group is 7.37. The samples mean scores in the two consecutive writing activities is almost closer. The calculated t-value was found to be 0.5412 and the table (critical t-value presented in appendix M) set at 0.05 significance level with 30 degree of freedom is 2.042. Moreover the observed/calculated significance level of this table is 0.82 which is greater than α 0.05. Hence it is possible to declare that there is no significance observable difference between the writing performances of the two groups so that the null hypothesis (**H0**) is accepted.

4.3 The Students' Composition Writing Features Performance at the Beginning of the Study

This study considered seven features of writing: namely; content, organization, cohesion, vocabulary, mechanics and spelling. Keh (1990) named the first four features of writing as higher order levels (HOLs), whereas the rest (grammar, mechanics and spelling) are called lower order concerns (LOCs) of writing. Since 'what features of writing is improved as a result of peer feedback' is the other specific objective of the study, pretest should be given to confirm that the two research groups have similar knowledge in each feature. There is an outstanding affinity between the overall writing performance and writing features. The overall composition writing performance of the two groups are measured through these specific features. And to effectively write there must be an adequate knowledge and experience in all features. Hence to investigate the level of performance between the groups in the seven writing features, a comparison was made using t-test.

Table 4.2: Students writing features performance at the beginning of the study

Writing features	Group	Writing 1 (2%)	Writing 2 (2%)	Total (4%)	Mean	SD	Df	T	P
Content	1	1.0625	1.0750	2.1375	1.06875	0.173927	30	-0.049	0.847
	2	1.0531	1.0906	2.143725	1.071863	0.181994			
Organization	1	.9813	1.0625	2.0438	1.0219	0.189581	30	1.0317	0.347
	2	.8906	1.0188	1.90935	0.954675	0.179273			
Cohesion	1	1.0500	1.0125	2.0625	1.03125	0.165763	30	-0.693	0.415
	2	.9562	1.0313	1.98745	0.993725	0.13923			
Vocabulary	1	1.0219	1.0281	2.050025	1.025013	0.169717	30	0.2506	0.724
	2	1.0563	1.0219	2.078175	1.039088	0.145385			
Grammar	1	1.0531	1.0188	2.07185	1.035925	0.155754	30	0.1522	0.888
	2	1.0563	1.0344	2.090675	1.045338	0.191656			
Mechanics	1	1.1656	1.1281	2.293725	1.146863	0.118031	30	0.0899	0.420
	2	1.1281	1.1750	2.3031	1.15155	0.17259			
Spelling	1	1.0250	1.0969	2.121875	1.060938	0.148074	30	0.8932	0.498
	2	1.1375	1.0906	2.228125	1.114063	0.186064			

At 0.05 level of significance

Note:

- SD = *Standard deviation*
- Df = *refers to degrees of freedom*
- T= *the calculated t-value*
- P =*the calculated p-value*
- 1 = *experimental group*
- 2 = *control group*

As we can observe from the table both groups did not demonstrate significant difference in their writing performance in all features. The calculated t-value for content was (-0.049), organization (1.0317), cohesion (-0.693), vocabulary (0.2506), grammar (0.1522), mechanics (0.0899), and spelling (0.8932) all of which are below the critical t-value (2.042, $df = 30$) set at 0.05 level of significance. Simultaneously, the calculated p-values in all the seven writing aspects were also found to be greater than α 0.05. Therefore the obtained pretest mean score demonstrated that the background knowledge of both the two sample groups in the seven writing features were relatively equal. It was after this finding that the researcher investigated the magnificent impact of peer feedback on improving the writing proficiency of the sample groups in the seven features.

4.4 The Overall Writing Performance of the Two Groups after the Training

The main purpose of the post training activities was to see whether students who wrote their paragraph under peer feedback treatment show significant writing performance improvement than students without such treatment at all. While experimental students made to write through peer review technique of writing, the control group students kept on learning without receiving peer feedback treatment. The posttest mean scores of the two groups were compared to determine the difference obtained in the mean scores were significant, a t-test statistics was computed.

To make comparison, then, it is worth noting the formulated tentative hypothesis again.

The null hypothesis of this study was:

- **H₀** = the mean score for the writing posttest of the control group is not significantly different from the mean scores of the experimental group.

$$H_0 = \mu_{\text{control post test}} = \mu_{\text{experimental posttest}}$$

The alternative hypothesis was:

- **H₁** = the mean score for the writing posttest of the control group is significantly different from the mean scores of the experimental group.

The statistics is calculated as:

$$H_1 = \mu_{\text{control posttest}} \neq \mu_{\text{experimental posttest}}$$

The sum total of the students mean score in the seven writing features are needed to calculate the overall writing performance of the students in the posttest. Comparison was made using t-test and the following table discusses all about that.

Table 4.4: the comparison of the posttest mean scores of the experiment and control group students over all writing performance.

Group	Writing 3 (14%)	Writing 4 (14%)	Writing 5 (14%)	Total (42%)	Mean score	Sd	Df	T
Group1 (exp)	8.6812	8.515625	8.5875	25.78438	8.594792	+0.830529	30	2.0173
Group2 (control)	7.834	8.028125	7.95938	23.82151	7.940502	+0.984298		

At 0.05 level of significance

Note:

- *SD = Standard deviation*
- *Df = refers to degrees of freedom*
- *T= the calculated t-value*
- *P =the calculated p-value*

To determine whether the mean scores were statistically significant, or else, the differences in the mean scores were not attributed by sampling error, the observed t-value must be greater than the critical t-value.

As presented in the table, the mean scores of the experimental group and control group in the three writing topics were 8.5948 and 7.9405 respectively. Similarly, the calculated t-value of the two groups set at 0.05 level of significance is found to be 2.0173, $p > 0.05$, $df = 30$). But the critical t-value ($df = 30$) at 0.05 significance level is 2.042, which is somewhat greater than the observed t-value. In this case, the null hypothesis, there is no significance difference between the two groups is accepted. Therefore, according to the obtained data it is concluded that there was not considerable difference in writing performance between students who received peer feedback with students without such treatment.

4.6 Analysis of the Control and Experimental Groups Writings Features Performance after the Training

During the pre-training, the study units mean scores in the seven writing features were closer. For this reason the calculated t-test confirmed that both groups had the same writing performance in all features. However after the experimental group students trained on how to effectively receive and give peer revision for one month, the samples of both groups were made to write three consecutive topics at different period of time. This was purposefully done to find out whether significant performance difference could occur due to their posttest result of the two groups. T-test was computed to see the level of differences between the groups in each feature as follows.

Table 4.5: comparison of experimental and control group students writing features performance results after the training

Writing features	group	Writing 1 (2%)	Writing 2 (2%)	Writing 3 (2%)	Total (6%)	Mean score	Sd	df	T	P
Content	1	1.1000	1.1281	1.2094	3.4375	1.1458	0.056815	30	0.3444	0.63
	2	1.1375	1.1219	1.1625	3.4219	1.1406	0.02048			
organization	1	1.1063	1.0563	1.1219	3.2844	1.0948	0.03427030	30	0.702	0.503
	2	1.0563	1.0469	1.0563	3.1594	1.0531	0.0542709			
Cohesion	1	1.3000	1.2969	1.2594	3.8563	1.2854	0.2259875	30	3.4101	0.007
	2	1.0781	1.1188	1.0781	3.2750	1.0917	0.2349816			
Vocabulary	1	1.2000	1.1375	1.1938	3.5313	1.1771	0.344344	30	0.4451	0.448
	2	1.1594	1.0750	1.1594	3.3938	1.1313	0.04872836			
Grammar	1	1.2250	1.2313	1.1531	3.6094	1.2031	0.04344449	30	1.9481	0.571
	2	1.0500	1.2500	1.1500	3.4500	1.1500	0.10000			
mechanics	1	1.5000	1.4094	1.3781	4.2875	1.4292	0.06330832	30	3.934	0.005
	2	1.1844	1.2406	1.1844	3.6094	1.2031	0.03244709			
Spelling	1	1.4063	1.2563	1.2719	3.9344	1.3115	0.08246890	30	2.704	0.04*
	2	1.1688	1.1750	1.1688	3.5125	1.1708	0.00357957			

At 0.05 level of significance

Note:

- SD = *Standard deviation*
- Df = *refers to degrees of freedom*
- T= *the calculated t-value*
- P =*the calculated p-value*
- 1 = *experimental group*
- 2 = *control group*

As indicated in the table experimental group students writing proficiency was improved. The mean scores of experimental are slightly better than the control one. Nonetheless, statistically speaking, progress was not occurred in all writing features. More than others, the mean score for cohesion from the higher order levels and mechanics and spelling from the lower order levels was considerably high. The calculated t-value was found to be for content (0.3444), organization (0.702),

vocabulary (0.4451) and grammar (1.9481) which all scores are below the critical (table) t-value (2.042, $df=30$) set at 0.05 level of significance. In the three writing tasks the experimental group students showed substantial performance progress in matters of cohesion, mechanics and spelling. The observed t-values of these aspects are 3.4101, 3.934 and 2.704 respectively. The calculated p-value for the three features was ($< \alpha = .05$).

4.7. Discussion of the Result

The result of previous researchers such as Temesgen (2008), Felekech (2007)... who conducted their study in tertiary and other advanced levels) demonstrated that peer feedback was very effective technique on the lower order concerns than the higher order concerns of writing. However the finding of this experimental study was not fully in line with those previous results. As it is briefly described so far peer revision had influential impact on cohesion, mechanics and spelling aspects of writing. However the learners writing proficiency on content, organization, vocabulary and grammar were not greatly improved like the above features.

Before proceeding with an overview of similar studies in the past, it is important to stress that comparing and combining studies is not straightforward. It should take into account contextual differences between studies (such as subjects, level of education and educational culture. A clear idea of the choices made concerning the control condition, the experimental condition and the dependent variable should be stated.

Apart from the nature of peer feedback, the acceptability and validity of this technique may vary by reason of age level differences. It is often claimed that, the human beings psychological development has positive strong bearing with age level. According to Sultana (1992) while age is increased, in the mean time, the critical/reasoning power of the people is advanced. He further remarks since the cognitive development of students of high school level is relatively lower than tertiary level students, so the sample may tend to focus on the easily identifiable errors like cohesion, mechanics and spelling. The

ability of the students to distinguish errors committed on the other features however are found to be absent at this level. Below worth clarification is given in all features.

As clearly presented in appendix (E) the term grammar covers broad language areas such as the pupils' previous knowledge in, tense, concord (subject-verb agreement), word order, parallelism, the appropriate use of article and pronoun reference. Hence, it is quite impossible to internalize all these aspects within short spell of one month training. The study demonstrated that, even so, students are very serious at grammar, most of the given and used grammar comments were inappropriate. Similar findings are also found in the content, organization and vocabulary knowledge of the students.

The content knowledge of the students is measured by to what level the stated supporting details are relevant to the topic. And in fact during free paragraph writing students had freedom to explain/jot down whatever ideas/words deemed worth mentioning to them. Consequently it is obvious that content aspects of all papers are not limited for some premises.

Feedback on organization covers the revision made by the students in terms of the clarity, completeness, logical coherence of ideas and the schematic structure of the paper. Simultaneously, vocabulary knowledge of the students is also pertinent to the appropriate, powerful and effective usage of dictions to portray their ideas clearly through the writing medium. And, of course, writers are not restricted for some amount of words to explain their point of view. Pupils are mainly confronted with several challenges and are not overoptimistic to comment on these features on their classmates' draft. Therefore to experience substantial discrepancy on these features long and consistent training is usually recommended.

Some highlights were given on the transitional signals that are used for addition, concession, time order, cause, result, summary, etc. to both groups during the pre training session. A copy of some materials was also distributed to assist students' knowledge of cohesive devices. However unlike the above aspects the experimental

groups demonstrated significant performance change in the connectors. This difference is observed due to peer revision practice employed in the experimental groups.

In this study, mechanical aspect of writing is related to the appropriate use of punctuation and capitalization. As discussed, in the pre-training students lacked mechanical knowledge. This was identified through the unnoticed mistakes found in the students' draft. Those mistakes were unobserved both by the student-writer and student-reader or responder. However in the post training activities, the comments given by peers were more of mechanical oriented. As mechanical errors are easy to notice, peers were more sensitive for these matters and the amount of comments given in the first draft and, used to improve the final draft was abundant in mechanics. Unlike the control group, the experimental group students brought considerable improvement in their mechanics aspect. This significant difference occurred because of the fact that mechanical errors are few in number (limited in scope) and quite easy to master within a short period of training.

The term spelling refers to the students' knowledge of representing the exact/appropriate word form in the text. In fact spelling is also one aspect of writing that enthusiastic improvement was observed in the post training. It is realized that even though misspelt words are comparatively easy to identify, students were not in position to correct the misspelt words or most comments which were given in the spelling area were found to be wrongly modified. In this circumstance learners had no chance to consult dictionary to check their spelling accuracy under that limited time pressure. The experimental group students' exhibited significant difference in this aspect since spelling accuracy is developed through consistent revision.

4.8. Questionnaire Analysis

4.8.1. The Students Overall Perceptions Regarding to the Peer Feedback Technique

Understanding learners' attitude towards the use of peer feedback is vitally important either to totally discard or to make the technique as effective and conducive as possible to the learners need. To this end, in order to substantiate the experimental (test) source of data the researcher prepared questionnaire of 18 items. The items were concentrated on four major issues: advantage of peer feedback, disadvantages of peer feedback, the focus of the written comments and pupils preference. Analysis of the questionnaire was performed using the liker scales of strongly agree, agree, no idea, disagree and strongly disagree (see appendix L). For simplicity the response with 'strongly agree' and 'agree' were considered together. the responses with 'disagree' and 'strongly disagree' were merged together. Respondent's answer in each key is counted and expressed in percentage.

4.8.1.1 Students' Perception on the Merits of Peer Revision

Table 4.6: students' perception on the advantages of peer feedback

No	Questions	Keys									
		Strongly agree		Agree		No idea		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	Sharing comments is helpful to build one's confidence	12	75%	3	19%	1	6%	-	-	-	-
2	Exchanging comments with my classmates helped me to reduce the fear I have in writing	7	44%	6	37%			3	19%		
3	Classmate's comments helped me to rewrite my first draft	7	44%	8	50%	1	6%				

4	The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier	10	63%	5	31%			1	6%		
5	I am interested in the use of peer feedback since my poorly composed paper is only seen by my classmates	4	25%	8	50%			4	25%		

The above first question is concentrated on whether sharing comment with classmate was helpful to build learners confidence. From this analysis of the collected data 15 (93.5%) of participants agreed that peer comment activities did make them more confident in their writing. But only one respondent was refrained from forwarding his/her personal response. There was no one who (strongly) disagreed with this idea.

With regard to the second question, if exchanging comments with classmates helped them to reduce their writing anxiety, seven and six subjects responded that they strongly agree and agree respectively. This study indicated that 13 just more than 81% of the study units firmly agreed on this idea. On contrary to this, three for about 18.75% samples found that peer revision was pointless practice in avoiding their writing embarrassment. Generally from the briefed points it is relevant to realize that peer feedback is vitally important to increase students' confidence and to reduce their writing frustration.

As described in the table, 15 (around 93%) of respondents found that peer review was very helpful technique to re-write their second draft. They expressed that quality of students paper is evolved as a result of subsequent revision. However only one sample revealed that peer feedback was helpless to improve his/her second draft.

Does peer feedback make the writing classroom situation more supportive and friendlier was the other issue asked by the researcher. 15 Students agreed that peer revision was the most fundamental way of learning writing for it enabled students to learn in a more

democratic atmosphere. On the other side, one student suggested that peer revision permits students neither to entertained nor change the ordinary classroom learning atmosphere.

As depicted in the table, the last question deals with to what extent pupils were interested in the peer feedback pedagogy since their poorly composed paper is only seen by their classmates. To this effect four subjects were fully agreed while half of the samples (8) agreed to some extent. Totally, three fourth (75%) of volunteers agreed with this idea. And from the counterpart 4 students expressed their disapproval on this question. Hence 25% of the samples pointed out that they did not worry if their insufficiently written papers are seen by classroom communities.

4.8.1.2 Students Perceptions Concerning to Drawbacks of Peer

Feedback

No	Questions	Keys									
		Strongly agree		Agree		No idea		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
6	I feel reluctant about giving my paper/work to friends because I don't want my classmates know about my errors			4	25%			7	44%	5	31%
7	Sometimes I feel reluctant to correct my friends errors because it might harm my relationship			2	13%			4	25%	10	63%
8	I don't value my peers comment and knowledge since they know less than my teacher			2	13%			6	37%	8	50%
9	After I get comments from classmates, I feel that, I am inferior to them			7	44%			4	25%	5	31%
10	During the practice of peer feedback students criticism are apathetic (peers feel indifferent on my paper)			4	25%	1	6%	6	38%	5	31%

Table 4.7: The students' perceptions with regard to the disadvantages of peer feedback

As we can observed from the table, the above question focused on the issue that whether students felt reluctant to give their written work to classmate for revision, perhaps peers may know that their paper has got a number of errors. In this case, 4 (25%) of the students responded that they felt reluctant to some extent. On the other hand, three fourth just 12 subjects expressed that showing their effectively or poorly composed paper did not make them reluctant hesitant.

In order to accept or discard peer revision during composition writing classes it is paramount to rigorously scrutinize its contribution on strengthening harmonious relationship among pupils. In light of this, only 2 (12.5%) respondents agreed that there were some students who did not like to give or receive any criticism from peers. On the other aspect, for about 14 (87.5%) volunteers demonstrated that peer feedback was a crucial technique in strengthening the companionship of students. Hence by taking the majority favored principle in to account, it is possible to summing up that peer review strengths smooth relationship of classmates and promotes students to develop sense of unity, cooperation and willingness to help each other.

With regard to subjects perception towards if students offered the required value to the peer comments equally like the teacher's comments, 2(12.5%) amount of students believed that teachers background is more sophisticated, the comments are trustworthy than the students. The primary objection of these respondents is that since students are learning to write, they are not critical enough to provide supportive comment as the teacher would be. On the other hand 14(above 87%) samples expressed their disagreement on this idea. They claimed that even though peers are a bit insufficient critiques, the decisive point is not 'who is reading the paper,' rather what type of comments are given. If the given comments are much satisfactory, regardless of who gave it, the comment could fully accept.

With regard to question number nine 7 (43.75%) of the samples responded that they felt inferior after they received comments from classmates. The possible rationale behind this feeling was that when there were insufficiently written paper and the assessor identified a lot of errors in it, thereby the writer considered as he/she knows less than the criticizer. On the other side 9 (almost 56%) respondents revealed that they did not feel any inferiority sense at all.

How well students felt apathetic to provide the needed comments on the written paper were one part of the prepared questionnaire. 5 out of sixteen volunteers agreed that students' carelessness to comment on their peers' paper was an acute problem of the students. Majority (63 %) of the respondents on the other hand revealed that students' indifferent sense was not a serious challenge that most students encountered during commenting process. When peers noticed/recognized as some actual errors there they rather felt eager to comment on/improve that part, because their role is to search errors and assist their classmates.

4.8.1.3 In Which Features of Writing the Given Comments More

Focused on

In order to investigate the effectiveness of peer feedback and to reassure the reliability of the result obtained through the experiment, the researcher also prepared various questions that assess different points. The other concern of the designed questionnaires, thus, was to address in which features of writing the given comments were helpful.

Table 4.8: In which features the given comments are more focused on

No	Questions	Keys									
		Strongly agree		Agree		No idea		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
11	Peer feedback comments gave me helpful points on the content, organization... of my writing	1	6.25%	4	25%	-	-	11	68.75%	-	-
12	My classmate gave me helpful comments on the form (grammar spelling...) part of my writing	6	37.5%	6	37.5%	-	-	2	12.5%	2	12.5%

With respect to whether peer feedback comments gave the students the most helpful points on the content, organization, grammar and vocabulary features of writing, five (31.25%) volunteers agreed with it. The rest majority 11(68.75%) of the students, on the other hand, revealed that classmate comments were not supportive on the higher order concerns of their paper. Therefore quite good proportion of the study respondents expressed their disagreement to the fact that students could offer substantial comments on the global concerns (higher order levels) of writing.

Regarding the above second question that deals about to what extent the practice of classmates feedback provide supportive comments on the form (lower order levels) of writing , 12 around three fourth of the students claimed their agreement. The other 4 (25%) volunteers expressed that peer revision was not relevant technique to improve grammar, mechanics and spelling aspects of writing.

4.8.1.4 Analysis of Learners Preference

The learners' preference and choice in which method of feedback they would like to carry on is the other issue asked by the researcher.

No	Questions	Keys									
		Strongly agree		Agree		No idea		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
13	I prefer peer feedback to teacher feedback and self feedback	1	6%	9	56%	1	6%	5	31%	-	-
14	I incorporate comments I got from peers to improve my second draft when I found it useful	3	19%	5	31%	1	6%	3	19%	4	25%
15	Generally, I found peer feedback technique the most helpful and supportive to enhance my writing ability	12	75%	2	13%	1	6%	1	6%	-	-

Table 4.9: An analysis of 'which pedagogy of feedback' is the samples preference

As discussed in the table, 10 (62%) volunteers agreed that they preferred peer feedback to teacher and self criticism. Only one out of sixteen respondents refrained from deciding which technique of error correction is more desirable. Whereas the rest of the 5 answers (31%) indicated, they preferred the other method of feedback than peer revision. Thus, around two third of the study units liked to learn with peer feedback pedagogy.

With regard to, to what extent students incorporate their peers comment to improve their second draft, half (50%) volunteers agreed that they usually incorporate useful comments they got from classmates. One out of sixteen students was abstained from forwarding his/her personal perception in either way. In contrast 7 (below 44%) respondents stated that they did not incorporate peers comments at all.

14 (88%) students agreed that peer feedback technique was helpful to enhance their writing ability. Even for the future time it is their preference to carry out writing

activities through peer revision. Very high percent of the respondents had positive attitude towards this method. Nonetheless, one student expressed that neither s/he found it supportive nor liked to learn by peer revision.

4.8.2 Analysis of the Open Ended Questions

As discussed in the review section, there are many advantages and drawbacks of peer feedback. Nevertheless, the previously numerated points may/may not be applicable in our local context, because what those researchers mentioned only represents their background and experience. Some of the merits and demerits of peer feedback stated by the respondents were the following.

The first advantage mentioned by many respondents was that they perceived peer feedback as more understandable and more helpful since they are classmates and are found in the same educational level. Nevertheless teacher's feedback was often not directly accessible to students for the intellectual distance between pupils and teacher is high. Secondly peer feedback is quicker. The study samples revealed that imperfect feedback from peers provided immediately has positive impact than more perfect feedback given from teachers some days later, because when time extended ideas could disappear from pupils mind and then hardly learn from their mistakes. The third merit is the individualization of peer feedback. To make the answer feasible teachers often provide feedback collectively to the whole class. Collective feedback cannot, however, address personal needs and provide opportunities for personal interaction as often as individual feedback could. In favor of peer revision, respondents also suggested that learners cannot hide their weaknesses and doubts from classmates. But in the other case since teachers are always unaware of particular students' difficulties and misconceptions students felt unwilling to reveal their ignorance. Moreover the samples emphasized that only giving feedback at the end of learning process was not enough to support learning effectively and may provoke frustration. Indeed peer feedback may bypass all these weaknesses. Peer feedback makes also students learn that what one believes true or correct is not always true for others.

Some of the potential shortcomings cited by the samples were that some peers' comments are misleading then cannot be trusted. Secondly the students' comments were not readable and specific. Students' apathy was also the serious problems for some students. As respondents mentioned the other problem associated with peer feedback technique was that Peers are insufficient to provide satisfactory comments as the teachers would be. Several students were also considered peer feedback as means of reducing teachers' workload and sign of irresponsibility for their job.

CHAPTER FIVE: SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main objective of this study was to investigate the effectiveness of peer feedback in the EFL Raya/Mekhoni grade 11 students writing performance. To this end necessary data were collected through two basic instruments; i.e. tests and student questionnaire. The result of the obtained data are briefly summarized and concluded; and the possible recommendations are forwarded based on the findings.

5.1 Summary

To make the research topic more precise it is worth mentioning the research problems again. As discussed in chapter one, comparative study among the techniques of feedback have been made by various researchers in different areas. The comparison was related to: students' feedback preference, correct understanding of comments, types of revision initiated, effects on performance to translate into a new assignment and effects on longer term learning (like self regulation). However the concept of the effectiveness of peer feedback on enhancing the composition writing ability of the learners has been remaining hotly debated issue. In accordance with this controversy, thus, the researcher formulated two research hypotheses.

As already reported in chapter four, the calculated t-test demonstrated that there is no statistically significant difference in writing proficiency between the two groups. This implies that the null hypothesis (H_0) is accepted. In other words, the t-value confirmed that the four weeks duration of the training given to the experimental on how to receive and give peer feedback has contributed little to the improvement of their writing ability.

With regard to second objective, what features of writing are improved as a result of this technique, the observed statistical t-test proved that peer feedback has strong positive correlation with cohesion, mechanics and spelling aspects. There are features which can or cannot easily be mastered in the determined time duration. Writing aspects like grammar, organization, vocabulary selection...are broad in scope so that they seek

diligent effort and long time training to master. On the contrary, comparing the above, writing features such as transitional signals, spelling, mechanics... are relatively limited in scope (few in number). Hence it is concluded that, peer feedback has strong bearing with features which are limited in scope, accessible and easy to understand.

☞ With regard to the advantages of peer feedback around 94% of the students revealed that sharing comments is helpful to build once confidence and helped them to rewrite their first draft. Besides teacher feedback is said to be the main source of frustration for some students. In turn, 73% of the samples found that peer feedback was very helpful technique in reducing their writing anxiety. In case of the cooperative/social value of peer feedback, 94% of the samples agreed that, the involvement of peers in the correction process makes the learning atmosphere more supportive and stimulating. Three fourth of the respondents are also interested in the practice of peer review since their insufficiently written papers are hardly seen by the teacher. Generally majority of the students perceived positively the aforementioned merits of peer feedback.

The other purpose of the designed questionnaire was to see how they perceive the points which were termed as drawbacks. 11 (68.75%) of respondents claimed that they neither worry whether their classmates know more about their papers poor quality nor felt apathetic to comment their peers' error. In the other questions, 87.5% volunteers/respondents believed that peer feedback promotes harmonious relationship among students and they offer the required value and attention to the given comments. Eventually, 56% study units assure that they did not exhibit any inferiority sense after they received peer comments at all.

According to the 68% students' response, the researcher understood that the given peer comments were more focused on the lower order concerns than the higher order concerns. Corresponding to pupils primary choice the study showed that above three fifth (63%) of the respondents preferred peer feedback than the other feedback techniques. However it doesn't mean that, the other methods are usually ineffective. It is simply to say if they had choice to select one they would prefer peer feedback. All in all,

the data that are obtained through student questionnaire demonstrates that learners have positive impression towards the practice of peer feedback technique.

5.2 Conclusions

Based on the obtained result the following conclusions can be drawn.

- ❖ Similar to what Taye (2005), Chaudron (1984), Temesgen (2008)...state, the study revealed that there is no significant difference in the amount of improvements observed between the two groups
- ❖ Regarding the second specific objective; cohesion, mechanics, and spelling are the only three features which are improved as a result of peer feedback. Furthermore studies conducted by Keh (1990), Felekech (2007), Temesgen (2008) etc. prove that peer feedback is the most effective technique in developing lower order concerns (grammar, mechanics and organization) than higher order concerns (content, cohesion...). This discrepancy could appear due to the difference in study area, grade level, duration of the training and other implicit factors.
- ❖ The data gathered through student questionnaire also demonstrates advantage of peer feedback outweighs its drawbacks. For this reason majority of learners tend to have positive attitude towards the peer revision technique.

5.3 Recommendations

In accordance with the findings and conclusions made above, the following points were recommended.

- In order to reach the required change in writing performance, consistent and long time training should be carried out. Though the calculated t-test proved that, there is no significant difference in writing performance between students who received peer feedback with students without such treatment; it does not mean that the mean scores of the two groups are exactly the same. Rather, some (but statistically insignificant) progress is observed on most of the features. Hence in most part, training of long duration is recommended.
- The negative views that many students hold regarding peer revision should not discourage teachers from implementing peer review in their writing courses. Irrespective of its ineffectiveness and at the expense of its drawbacks, the contribution of peer feedback from communal, cognitive, social/cooperative and confidence perspective should be emphasized.
- For practicing peer feedback the teacher has to create a safe environment in class where students' motivation is promoted. S/he must assure the students that writing evolves as a result of continuous trial and error.
- Peer feedback should not be exercised as the sole way of providing feedback. Because even if students welcome this technique, it should not be taken for granted that students always provide corrective feedback. There is no one optimal feedback technique (Mangelsdorf, 1990) that satisfies the interest of all learners, so they have to practice the three feedback techniques accordingly.
- While writing tasks are designed, the individual difference in educational background/culture, style, preference, age and other inherent factors should be taken in to account. And in most cases, the topics should be chosen by the students and familiarized through brainstorming.
- Every writing activity should be supported by feedback. To back up learners develop their composition writing ability providing supportive feedback is often

considered necessary, because it is found that feedback allows students to reduce the chance of their errors reoccurrence (being fossilizing in errors) Norrish, (1992).

- Teachers of writing skill should understand as writing is a multi-draft process which contains generating ideas, organizing, writing, editing again and again. Therefore in writing class they should help students on the means (process) rather than on the end product.
- Nowadays, teaching is becoming helping students to learn by themselves. One way of doing so is by letting students learn from each other. To this effect, peer feedback has a role in the process approach to writing by letting learners learn from each other how to write and rewrite. Thus, writing teachers are advised to employ this feedback technique to have students comment on each other's cohesion, mechanics, and spelling.
- Finally it is difficult to generalize the effects of peer feedback on the students writing performance based on this limited study. Further studies in the area are highly recommended to substantiate the findings of the present study.

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Appendix A: Writing Topics

Write unified, coherent and complete paragraph on the following topics. You can use the given supporting details, or if possible add you own, to adequately explain your idea.

1) Describe the physical appearance of one of your classmate

- (Oval, horse, round) face
- (Pointed, turned, straight) nose
- (Slim, stubby, energetic, fat, thin, strong, weak, short, long) body structure
- (blue black, green, yellow, pink) colored jeans trouser, T-Shirt, coat...)

2) Advantages and disadvantages of living in the countryside

- ✓ Access to fresh/open air, free from (car, factory...) noises
- ✓ Needs cheap/low cost of living, good social life/hospitality/
- ** No/little exposure to media
- ** Low access to (accommodation, education, travel, entertainment, quality health care...)

3) The personal qualities of one of your teacher

- ✓ Hard worker, clever, come always ready to class, punctual
- ✓ Love his/her students, cooperative and friendlier, helpful
- ✓ Dressed well, disciplined, patient, easygoing, kind, generous, humble

4) Abortion is the act of killing unborn child. In fact, the duties of all mothers are more than bearing a child. They are also the most responsible parent to feed and grew up their children. However, mothers are poor in economy compared to fathers. Therefore they should not be accused when they commit abortion because it is up to them to let alive and kill their little infants.

Write a paragraph on this argumentative topic by using the following evidences, and add your own, to strengthen your argument.

- Mother's unreserved effort to conceive, to grow up and to look after little babies for some years.
- The effect of over population and family planning
- Poverty and hunger (the miserable life most poor children spent across the world...)
- ✓ The effect of maternal mortality, divorce, social withdrawal and psychological damage of mothers.
- ✓ Child's right to be born
- ✓ Look through religious doctrine (sin and God punishment)

5) Unforgettable incidence at your school

Your incidence might concern on:

- the good relationship you might spent with your classmates, teacher or school community as a whole
- the time you receive school praise
- The time you made confident trick on your teacher, on the school guard or someone else
- The things that make you laugh for a long time
- the time you find your favorite book and study the whole night

Montes & \$ di Advantages of living

in the country side

Advantages of living in the country side

Several Advantages are there living in country side. Such as having good air and free from car accident as well as free from taxing air like, CO₂ & CO. And also good life because it is visited green plants, domestic animals & domestic animals. Specially in summer season there is full of green full, excess of fruits and have good enjoyment with their friends.

Physical appearance of my teacher

My teacher has full appearance of body and good standard of body if you see with his head.

He is always available to talk and write his notes. He has a nice face, straight nose, like body. He is very smart in his dressing style. He is amazing in wearing his black trousers, black t-shirt and blue black shoes. He is like the mechanical drafted by Leonardo da Vinci in his mind. In addition to this man.

Advantage and disadvantage of living in the country side

Living in the country side has many advantages and disadvantages.

The first advantage of living in country side is people can be free from accident of car, good place access to fresh air and they are free from air pollution that come from the factory.

In addition to this, living in the country side is very amazing and interesting because of children can play different cultural and local sports, such as Gidie, Mukufey, Huruibe, Akalaka, Talamoirom, Karsha and Tilo.

Moreover the acceptable and useful living in country side is working in groups to solve social problem of the society, for example ofora.

In another way the disadvantage of living in country side is lack of access to media, low access of education, low quality of health care and unclear or low standard of living place. For example, if one person accidental cuts his leg it is difficult to get the health care in short period of time.

Content = 1.8
Organization = 1.8

Grammar = 1.8
Vocabulary = 1.8

12.5
14

grammar = 1.8
Mechanics = 1.9
Spelling = 1.7

Appendix D: The pre-test scores of the experimental and the control group

W1 Experimental Result

W1 = writing one																						
No	Content (2%)			Organization (2%)			Cohesion (2%)			Vocabulary (2%)			Grammar (2%)			Punctuation (2%)			Spelling (2%)			Sum average
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	
1	1.3	1.2	1.25	1	1.1	1.05	1	1	1	0.8	1.2	1	1	1	1	1.2	0.9	1.05	1.2	1	1.1	7.45
2	1.2	1.2	1.2	1.2	1.1	1.15	1.1	1.3	1.2	1	1.2	1.1	1.2	0.8	1	1.2	1.3	1.25	1	1.2	1.1	8
3	0.8	1.2	1	1	1	1	1.2	1.1	1.15	1	0.9	0.95	1	1	1	1	1.2	1.1	0.9	0.9	0.9	7.1
4	1.3	1.3	1.3	1.3	1.1	1.2	0.9	1.1	1	1.2	1	1.1	1.3	1.1	1.2	1.1	1.3	1.2	1	0.9	0.95	7.95
5	1	1	1	1.2	0.8	1	1.2	1.2	1.2	1	0.8	0.9	1	1.2	1.1	1.3	1.3	1.3	1.3	1	1.15	7.65
6	1	0.5	0.75	0.6	0.8	0.7	0.8	1	0.9	0.7	0.9	0.8	0.9	1.2	1.05	1.3	0.9	1.1	0.8	0.8	0.8	6.1
7	1.3	1	1.15	0.9	0.7	0.8	1.2	1.3	1.25	1.2	1.2	1.2	1	1.2	1.1	1.1	1.4	1.25	1.2	0.8	1	7.75
8	0.9	0.9	0.9	0.8	1	0.9	1	0.8	0.9	1.2	1	1.1	0.8	1.1	0.95	0.8	1.2	1	0.7	1.1	0.9	6.65
9	0.6	1	0.8	1	1.1	1.05	1.2	1.1	1.15	1.3	1.1	1.2	1.2	1	1.1	1.3	1.3	1.3	1	1.2	1.1	7.7
10	1	1.2	1.1	1	0.8	0.9	0.5	0.8	0.65	0.5	0.7	0.6	1	1.2	1.1	1.2	1	1.1	1	1.3	1.15	6.6
11	0.9	1.1	1	1.2	0.8	1	1.3	1.1	1.2	1	1.3	1.15	1.2	1.2	1.2	1.1	0.8	0.95	0.8	1.2	1	7.5
12	1.3	1.1	1.2	1.2	1.2	1.2	1.4	1.2	1.3	1.1	1.1	1.1	0.9	0.7	0.8	1.3	1.3	1.3	1	1.3	1.15	8.05
13	1.1	1.2	1.15	1	0.9	0.95	1	1.2	1.1	1	0.9	0.95	0.7	0.7	0.7	0.8	1.2	1	0.7	1.3	1	6.85
14	1.4	1.2	1.3	0.9	1.1	1	1	0.8	0.9	1.2	1	1.1	1.3	1.1	1.2	1.3	1.3	1.3	1.2	1	1.1	7.9
15	1	1.1	1.05	1.2	1	1.1	0.7	1	0.85	0.8	1	0.9	1.3	1	1.15	1.2	1.2	1.2	1.1	1.1	1.1	7.35
16	0.8	0.9	0.85	0.5	0.9	0.7	1	1.1	1.05	1.3	1.1	1.2	1.2	1.2	1.2	1.3	1.2	1.25	1	0.8	0.9	7.15
aver	1.0625			0.98125			1.05			1.021875			1.053125			1.165625			1.025			7.359375
sum	17			15.7			16.8			16.35			16.85			18.65			16.4			117.75

- *R1 = rater one*
- *R2 = rater two*
- *aver = average*
- *correlation of the two raters = 0.78*

The pre-test W2 experimental result

W2= Writing two																							
No	content			Organization			Cohesion			vocabulary			grammar			Punctuation			spelling			Sum average	W1+W2 average
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1.2	1.3	1.25	0.8	1.1	0.95	0.6	1.1	0.85	1	0.9	0.95	1.3	1.1	1.2	1.1	1	1.05	0.8	1.1	0.95	7.2	7.325
2	0.8	1.1	0.95	0.8	1.3	1.05	0.5	1	0.75	1	0.9	0.95	1	1	1	1.3	0.9	1.1	0.9	1.4	1.15	6.95	7.475
3	1	1.1	1.05	0.9	1.1	1	1.1	1.2	1.15	1.1	1	1.05	0.9	1.2	1.05	1.2	1	1.1	1	1	1	7.4	7.25
4	1.2	0.9	1.05	1.5	1.3	1.4	1.4	1.2	1.3	1.4	1.1	1.25	1.1	1.2	1.15	1.2	1.4	1.3	1.3	1.1	1.2	8.65	8.3
5	0.7	0.8	0.75	0.9	1	0.95	0.9	1.1	1	0.9	0.6	0.75	1.2	0.9	1.05	1.1	1.3	1.2	0.6	0.6	0.6	6.3	6.975
6	0.9	1.4	1.15	1.4	0.9	1.15	1.1	0.9	1	1.3	0.7	1	1.2	0.8	1	1	1.5	1.25	0.9	1.2	1.05	7.6	6.85
7	1.2	1.2	1.2	1.3	1.1	1.2	1	1.5	1.25	1	1.4	1.2	0.9	0.8	0.85	1	1.2	1.1	1.3	1.2	1.25	8.05	7.9
8	1.4	1.1	1.25	1.3	0.8	1.05	1.2	0.8	1	0.7	1	0.85	0.6	0.8	0.7	1.4	1.3	1.35	1	1.3	1.15	7.35	7
9	1	1	1	0.5	0.7	0.6	0.6	1.3	0.95	1.2	1.2	1.2	1.1	1	1.05	1.2	1	1.1	1.3	1	1.15	7.05	7.375
10	1.1	1.2	1.15	1	1.4	1.2	0.8	1	0.9	1.2	0.6	0.9	0.8	0.9	0.85	1.5	0.8	1.15	1.2	1.2	1.2	7.35	6.975
11	0.9	0.8	0.85	0.7	0.5	0.6	0.9	1	0.95	1.3	1.1	1.2	0.9	1	0.95	1.3	1	1.15	1.1	1.5	1.3	7	7.25
12	1.1	1.1	1.1	1.1	0.9	1	1	0.9	0.95	0.5	0.9	0.7	1.3	1.1	1.2	0.7	1.1	0.9	1	1.5	1.25	7.1	7.575
13	1.3	1.5	1.4	1.3	1.5	1.4	1.4	1	1.2	1.3	1.1	1.2	1.3	1	1.15	1	1	1	1.1	1.4	1.25	8.6	7.725
14	1	1.3	1.15	0.8	1.4	1.1	0.9	1	0.95	0.9	1	0.95	1.3	1.3	1.3	0.8	1.2	1	0.9	0.7	0.8	7.25	7.575
15	0.7	0.9	0.8	1.4	1	1.2	0.8	0.9	0.85	1.3	1.1	1.2	0.6	0.9	0.75	1.1	1.2	1.15	1	1.1	1.05	7	7.175
16	1.2	1	1.1	1.2	1.1	1.15	1	1.3	1.15	1.2	1	1.1	0.9	1.2	1.05	1.1	1.2	1.15	1.5	0.9	1.2	7.9	7.525
aver	1.075			1.0625			1.0125			1.028125			1.01875			1.128125			1.096875			7.421875	7.3906
sum	17.2			17			16.2			16.45			16.3			18.05			17.55			118.75	118.25

- R1 =rater one
- R2= rater two
- aver= average
- correlation of the two raters =0.84

w1 = writing one
w2 = writing two

Pre-Test w1 Result of Control Group

W1 = Writing one																							
No	Content (2%)			Organization (2%)			Cohesion (2%)			Vocabulary (2%)			Grammar (2%)			Mechanics (2%)			Spelling (2%)			Sum average	
	R1	R2	aver	R1	R22	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	0.8	1	0.9	0.8	0.9	0.85	0.6	1.4	1	1.1	1.1	1.1	1	0.8	0.9	1.5	1	1.25	1.1	1.5	1.3	7.3	
2	1.4	1.2	1.3	0.6	1.1	0.85	0.5	1	0.75	1	1.2	1.1	1.1	1.3	1.2	0.8	0.6	0.7	1.2	1.6	1.4	7.3	
3	1.1	0.8	0.95	0.5	1.1	0.8	1	1.2	1.1	1.3	1.1	1.2	1	1	1	1.1	1	1.05	1.2	1.2	1.2	7.3	
4	0.8	1.1	0.95	0.4	0.8	0.6	1	0.6	0.8	0.9	1.3	1.1	0.8	1.6	1.2	1.3	0.8	1.05	0.9	1.4	1.15	6.85	
5	1.1	0.9	1	1	0.6	0.8	1.1	0.9	1	1.4	1.2	1.3	1.3	1.1	1.2	1.4	1.4	1.4	1.2	1.4	1.3	8	
6	1.2	1.3	1.25	1.1	0.9	1	1.3	0.5	0.9	1.2	0.8	1	1.3	0.9	1.1	1.1	1.4	1.25	1.1	1.4	1.25	7.75	
7	1	1.3	1.15	1.3	1	1.15	1	1.1	1.05	1.1	1.3	1.2	1.1	1.1	1.1	1.4	1.7	1.55	0.8	1	0.9	8.1	
8	0.6	1.1	0.85	1.4	1	1.2	1	0.9	0.95	0.9	0.8	0.85	1.4	1	1.2	1	1.2	1.1	0.8	0.9	0.85	7	
9	1.3	1.2	1.25	0.5	0.5	0.5	0.3	0.7	0.5	0.7	1.2	0.95	0.7	1.2	0.95	0.6	1.2	0.9	1.3	1.4	1.35	6.4	
10	0.8	0.9	0.85	0.5	0.9	0.7	0.9	1.3	1.1	1	1.2	1.1	1.1	1.3	1.2	0.9	1.3	1.1	0.8	1.4	1.1	7.15	
11	1	1.2	1.1	1	0.6	0.8	1.1	1.1	1.1	1.1	0.9	1	1	0.5	0.75	1	1.3	1.15	1.3	1	1.15	7.05	
12	1.3	1.1	1.2	0.9	1.3	1.1	1.1	0.9	1	1	1	1	1	0.5	0.75	1.1	0.9	1	1.2	1	1.1	7.15	
13	1.1	0.9	1	1.1	1.3	1.2	1	1.2	1.1	1	1.2	1.1	1.1	0.8	0.95	1.5	1.1	1.3	0.6	1.1	0.85	7.5	
14	1.2	1.2	1.2	1	1	1	1.2	0.7	0.95	0.5	0.9	0.7	0.9	1.3	1.1	0.8	1	0.9	1.1	1.7	1.4	7.25	
15	1	0.8	0.9	1	0.6	0.8	1	1.2	1.1	1.1	1	1.05	1.3	1.3	1.3	1.3	0.9	1.1	1.4	1.1	1.25	7.5	
16	0.7	1.3	1	1.1	0.7	0.9	0.7	1.1	0.9	1	1.3	1.15	1.2	0.8	1	1.1	1.4	1.25	0.5	0.8	0.65	6.85	
aver	1.053125			0.890625			0.95625			1.05625			1.05625			1.128125			1.1375			7.278125	
sum	16.85			14.25			15.3			16.9			16.9			18.05			18.2			116.45	

➤ **R1** =rater one

➤ **R2**= rater two

➤ **aver**= average

➤ correlation of the two raters = 93.5

Pre-Test w2 Result of Control Group

W2 = Writing 2																							
No	Content (2%)			Organization (2%)			Cohesion (2%)			Vocabulary (2%)			Grammar (2%)			Punctuation (2%)			Spelling (2%)			Sum average	W1+W2 average
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1.1	1.3	1.2	1	0.9	0.95	0.8	1	0.9	1.3	1	1.15	1.2	0.9	1.05	1.2	1	1.1	1	1.2	1.1	7.45	7.375
2	1.2	1.3	1.25	1.3	1.1	1.2	1.3	1.2	1.25	1.1	0.8	0.95	1.2	0.9	1.05	1.3	1.4	1.35	0.9	1	0.95	8	7.65
3	1	1.1	1.05	1.1	0.8	0.95	1.4	0.7	1.05	1	1.3	1.15	1.3	0.8	1.05	1.4	1.2	1.3	1	1.3	1.15	7.7	7.5
4	1.3	1.4	1.35	1.2	0.5	0.85	1.2	0.7	0.95	1	1.3	1.15	1.3	1.1	1.2	1.1	1.1	1.1	1.3	1.4	1.35	7.95	7.4
5	1.4	1	1.2	1	1.3	1.15	1	1	1	0.8	0.8	0.8	1	1.2	1.1	1.2	1.3	1.25	1	1.2	1.1	7.6	7.8
6	1	1	1	0.9	0.6	0.75	0.9	1.3	1.1	0.9	1.2	1.05	1	1.1	1.05	1	1.4	1.2	1.2	0.9	1.05	7.2	7.475
7	0.8	0.9	0.85	1	0.9	0.95	1.3	1	1.15	1.3	1	1.15	1.4	0.9	1.15	1	1.4	1.2	1.2	1	1.1	7.55	7.825
8	0.6	1	0.8	1.1	0.9	1	1.4	0.9	1.15	0.6	1	0.8	1	1.3	1.15	0.8	1	0.9	1.4	1.1	1.25	7.05	7.025
9	1.2	1	1.1	1	1.3	1.15	0.8	1.3	1.05	1.2	1.2	1.2	1.4	1.6	1.5	1.4	1	1.2	1.4	1.3	1.35	8.55	7.475
10	0.9	0.9	0.9	0.8	0.8	0.8	0.9	1.3	1.1	1	0.6	0.8	0.6	0.5	0.55	1.5	0.8	1.15	0.8	0.9	0.85	6.15	6.65
11	1.4	1	1.2	1	1.4	1.2	0.9	0.8	0.85	0.6	1	0.8	1	1	1	1.2	1.2	1.2	1	1	1	7.25	7.15
12	1.5	1.3	1.4	0.8	1.5	1.15	1	1	1	1.3	1	1.15	0.6	0.8	0.7	1.4	1.1	1.25	0.8	0.9	0.85	7.5	7.325
13	1	1.4	1.2	1.4	1	1.2	0.6	1.1	0.85	1.1	0.9	1	1.1	1	1.05	1.3	1.3	1.3	1.3	0.8	1.05	7.65	7.575
14	0.7	1	0.85	0.8	0.9	0.85	1.1	0.9	1	0.9	1.2	1.05	1.1	1.3	1.2	0.9	0.9	0.9	0.8	1.2	1	6.85	7.05
15	0.7	0.8	0.75	1.3	0.8	1.05	1	1.3	1.15	1.1	1.1	1.1	0.9	1	0.95	1.4	1.3	1.35	1.1	1.4	1.25	7.6	7.55
16	1.3	1.4	1.35	1.1	1.1	1.1	1	0.9	0.95	0.9	1.2	1.05	0.7	0.9	0.8	1	1.1	1.05	0.8	1.3	1.05	7.35	7.1
aver	1.090625			1.01875			1.03125			1.021875			1.034375			1.175			1.090625			7.4625	7.370313
sum	17.45			16.3			16.5			16.35			16.55			18.8			17.45			119.4	117.925

- **R1** =rater one
- **R2**= rater two
- **aver**= average
- correlation of the two raters = 0.85

w1 = writing one
w2 = writing two

Appendix E: Peer Evaluation Feedback Criteria

Instruction: read the paper carefully and evaluate your classmates' paper based on the following parameters/ criteria

Content

- ✓ Treatment of the subject /knowledge of the topic
- ✓ Considerable variety of ideas or argument
- ✓ Relevance to the topic
- ✓ Accurate detail/development of paragraph/thesis

Organization

- ✓ Fluency
- ✓ Ideas clearly stated and supported
- ✓ Logically sequenced (coherence)
- ✓ Connectives appropriately used (cohesion)

Vocabulary

- ✓ Master/knowledge of words
- ✓ Choice of words
- ✓ Effective words/idioms

Language use and grammatical accuracy

- ✓ Concord (agreement)
- ✓ Articles
- ✓ Pronouns
- ✓ Tense
- ✓ Number
- ✓ Word order

Mechanics

- ✓ Spelling
- ✓ Punctuation
- ✓ Capitalization
- ✓ Layout (indentation, margin)
- ✓ Legibility (clarity)

From: Jacobs (1981) and Carroll and West (1989) cited in Italo (1999).

Appendix F: Revision Checklist

Comment the written paper of your classmate base on the following points

- ❖ -What is the central idea (topic sentences) of the essay? Underline it in the text.
- ❖ -If you don't think the central idea is clearly stated, say it clearly in one sentence.
- ❖ -What are the main points in the essay? Write them down briefly.
- ❖ Are these main points relevant to the topic? Circle the points you think are irrelevant.
- ❖ -Do you think the writer has said enough about the topic? If not, write down the points you think should be included.
- ❖ -Do you think the writer has used enough examples? Are these examples relevant to the main points? Circle the ones that you think are irrelevant.
- ❖ What are the paragraphs that you like? Write down their numbers and give reasons why you like them.
- ❖ Are the main ideas presented in a logical order? If not, re-order if you have to.
- ❖ -Is there any part which is repetitive? How can this part be eliminated and/or written?
- ❖ Does the writer provide good conclusion? If not, add your own.
- ❖ -Is there any part you find confusing?
 - ✓ Clarify the idea by saying to yourself what the writer is trying to say.
 - ✓ Say it in the best possible way by reading the part before and the part after.
 - ✓ Write this new version down.

From: Hughes (1982) and Keh (1990)

Appendix G: codes of error correction

This is normally done by underlining the mistakes and using some kind of symbol to focus the attention of the students on the kind of mistake they have made. For a possible list of these, see below.

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I rec ^S la ^S nded <u>four</u> letter.
W.O.	Wrong word order	We know <u>W.O.</u> this city. W.O. Always I am happy home.
T	Wrong tense	If he <u>will</u> come, it will be too late.
C	Concord Subject and verb do not agree	Two policeman ^C <u>has</u> come. The new ^C s are bad today.
WF	Wrong form	We want <u>that</u> you come. That table is <u>our</u> .
S/P	Singular or plural form wrong	We need <u>an</u> information. ^S
L	Something has been left out	They said <u>was</u> wrong. He hit me <u>on</u> shoulder.
[]	Something is not necessary	It was too much <u>difficult</u> . ^{C]}
?M	Meaning is not clear	Come and rest with us for a week. The view from here is very <u>suggestive</u> . ^{?M}
NA	The usage is not appropriate	He <u>requested</u> me to sit down. ^{NA}
P	Punctuation wrong	Whats ^P your name ^P He asked me what I wanted? ^P

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Enn: Byrne (1952)

Appendix H: Analytic Marking Profile

This is a marking criteria designed to be used by the two selected qualified writing teachers to mark students' paper.

No	Marks	Criteria
1	*	<i>Relevance and adequacy of content</i>
	0	The answer bears almost no relation to the task set: totally inadequate answers
	1	Answers of limited relevance to the task set: possible major gaps in treatment of topic and/or pointless repetition
	2	For the most part answers the task set, though they may be same gaps or redundant information
	3	Relevant and adequate answer to the students task
2	*	<i>Compositional organization</i>
	0	No apparent organization of content
	1	Very little organization of content, underlying structure not sufficiently apparent
	2	Some organizational skills in evidence but not adequately controlled
	3	Overall shape and internal pattern clear
3	*	<i>Cohesion</i>
	0	Cohesion almost totally absent- writing is so fragmentary that comprehension of the intended communication is vitally impossible
	1	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
	2	For the most part satisfactory cohesion through occasional deficiencies may mean that certain parts of the communication are not always effective
	3	Satisfactory use of cohesion resulting in effective communication

4	*	<i>Adequacy of vocabulary for purpose</i>
	0	Vocabulary inadequate even for the most basic parts of the intended communication
	1	Frequent inadequacies in vocabulary for the task, perhaps frequent lexical inappropriacies and/or repletion
	2	Some inadequacies in vocabulary for the task, perhaps some lexical inappropriacies and/or circumlocution
	3	Almost no inadequacies in vocabulary for the task, only rare inappropriacies and/or circumlocution
5	*	<i>Grammar</i>
	0	Almost all grammatical patterns inaccurate
	1	Frequent grammatical inaccuracies
	2	Some grammatical inaccuracies
	3	Almost no grammatical inaccuracies
6	*	<i>Mechanical accuracy I (punctuation)</i>
	0	Ignorance of conventions of punctuation
	1	Low standard of accuracy of punctuation
	2	Some inaccuracies of punctuation
	3	Almost no inaccuracies of punctuation
7	*	<i>Mechanical accuracy II (spelling)</i>
	0	Almost all spelling inaccurate
	1	Low standard of accuracy in spelling
	2	Some inaccuracies in spelling
	3	Almost no inaccuracies in spelling

From: Alderson et al (1995: 109-110) cited in Temesgen (2008)

Appendix I: posttest sample written texts

- * Abortion Is the mechanism (act) of killing or avoid of the pregnancy from on time.
- Abortion Is unwanted activity of mothers to reject the Unborn ch. Infants from their overy mother. Abortion can be affect to mother In different problems such that The damage of highly Blood, contract of the product organ. And In to different type of Disease.
- * They for Mothers & parents have Responsibility to protect the unwanted reject of pregnancy and you have to be the right of child. Understand the right of child.

personal quality of my teacher



- Teacher Abebe ¹⁰⁶⁰ is civic teacher in menont Frankil preparatory school, is one of the local and punctual teacher from the others.
- The reason why Abebe is the local and punctual teacher from the other is: he has harmonious relation ship with students and with the teachers of the preparatory.
- In addition to that he loves all of the students of the company either his behaviour or his learning and teaching ability of our teachers. And he is very hard working and good advise and all reserved support to his students to become good scorer and the second competitive with over all the world.
- Generally the teacher has well discipline not selfish, local and punctual in his practice and he is on work matter in his company and he is independent of others.

Abortion is the act of avoiding Unborn child.
 These way of acting unnecessary for the child and for
 the mother. Abortion may be come risk to the
 mother on the avoiding Unborn child process.
 Abortion or avoiding the Unborn child become a sin
 Shment by God. The Un born child must be born
 because it's chance we do not know.
 It will be a doctor, a farmer, a president of a country
 And so on! Therefore, the Un born child must be
 born. Females that avoid unborn child
 be come problem on herself. For example the female
 avoid Un born child may be died herself.

Grammar - 1
 Mechanics - 1.5
 Spelling - 1.4

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Content - 1
 Organization - 1
 Coherence - 1
 Vocabulary - 1

Personal quality of my teacher

- Abebe who is civic teacher in mehon fenkel preparatory
 school, is one of the loyal and punctual teacher from the
 others; he has harmonious relation shep with students and
 with the teacher of the preparatory.

In addition to this he loves all of the students of the
company either his behaviour or his learning and teaching
 ability of our teacher. And he is very hard working and
good advise and unreserved support to his students.
 become good scorer and to make the students have
 well known skill and competitive with all over the world
 with different professions.

Generally the teacher have well disciplined, not
 and punctual in his profession and in using
 material in his company and workhard and be
dependent of others.

and 1.2

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Appendix K: Posttest Results of the Two Groups

Posttest Writing Activity Three Result of the Experimental Group

W3 =Writing activity three																							
No	Content			Organization			Cohesion			vocabulary			grammar			punctuation			spelling			Sum average	
	R1	R2	aver	R1	R2	Aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1.1	1.3	1.2	1.1	1.3	1.2	1.3	1.3	1.3	1.3	0.9	1.1	1.4	1.2	1.3	1.5	1.3	1.4	1.3	1.3	1.3	8.7	
2	1.3	1.4	1.35	1.4	1	1.2	1	1.1	1.05	1	1.3	1.15	1.3	1.3	1.3	1.4	1.4	1.4	1.4	1.4	1.4	8.75	
3	1	1.5	1.25	1.1	1	1.05	1.4	1.3	1.35	1.4	1.3	1.35	1.6	1.4	1.5	1.3	1.8	1.55	1.3	1.6	1.45	9.45	
4	0.8	1.1	0.95	0.8	1.3	1.05	1.4	1	1.2	1.3	1.3	1.3	1	1	1	1.7	1.1	1.4	1.2	0.8	1	8.1	
5	1	0.5	0.75	1.2	1.3	1.25	0.8	1.3	1.05	1	1.4	1.2	1.5	1	1.25	1.8	1.2	1.5	1.5	1.6	1.55	8.55	
6	1	0.6	0.8	1.3	1.3	1.3	1	1.4	1.2	0.9	0.7	0.8	1.3	0.9	1.1	1.6	1.6	1.6	1.6	1.7	1.65	7.95	
7	1.2	0.9	1.05	1.2	0.9	1.05	1.6	1.4	1.5	1.4	1	1.2	1	0.7	0.85	1.1	1.5	1.3	1.2	1.5	1.35	7.85	
8	1.4	1.2	1.3	1.3	1.1	1.2	1.5	1.3	1.4	1.5	1	1.25	0.8	1.2	1	1.5	1.3	1.4	1.6	1.3	1.45	8.95	
9	1.6	1.4	1.5	1.2	1.1	1.15	1.5	1.6	1.55	1.6	1.5	1.55	1.6	1	1.3	1.8	1.8	1.8	1.7	1.7	1.7	10.25	
10	1	0.9	0.95	0.7	1.1	0.9	1.4	1.4	1.4	0.8	0.9	0.85	1	1.2	1.1	1.6	1.7	1.65	1.3	1.5	1.4	7.7	
11	0.8	1.3	1.05	1.3	0.7	1	1.5	1.2	1.35	1.3	1.2	1.25	1.5	1.3	1.4	1.6	1.5	1.55	1.3	1.3	1.3	8.9	
12	0.9	1.3	1.1	1.2	0.8	1	1.1	1.3	1.2	1.2	1	1.1	1.4	1.2	1.3	1.3	1.8	1.55	1.5	1.2	1.35	8.35	
13	1.3	1.1	1.2	1.2	0.8	1	1	1	1	1.3	1.4	1.35	1	1	1	1.4	1.3	1.35	1.1	1.5	1.3	8.25	
14	1	1	1	0.8	0.9	0.85	1.5	1.5	1.5	1	1.4	1.2	1.3	1.5	1.4	1.6	1.6	1.6	1.2	1.5	1.35	8.7	
15	1.4	1.1	1.25	1.4	1.2	1.3	1	1.7	1.35	1.4	1.4	1.4	1.3	1.6	1.45	1.7	1.6	1.65	1.4	1.4	1.4	9.65	
16	1	0.8	0.9	1.1	1.3	1.2	1.3	1.5	1.4	1	1.3	1.15	1.3	1.4	1.35	1.4	1.2	1.3	1.7	1.4	1.55	8.9	
aver	1.1			1.10625			1.3			1.2			1.225			1.5			1.40625			8.68125	
sum	17.6			17.7			20.8			19.2			19.6			24			22.5			138.9	

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters = 0.90

Posttest writing activity four result of the experimental group

W4 = Writing activity four																						
No	content			organization			cohesion			vocabulary			grammar			mechanics			spelling			Sum aver
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	
1	1.1	1.2	1.15	0.8	0.9	0.85	1.2	1.6	1.4	1	1	1	1	1	1	1.2	1.5	1.35	1.3	1.2	1.25	8
2	1.3	1.1	1.2	1.3	1	1.15	1.2	1.1	1.15	1	1.2	1.1	1.2	1.2	1.2	1.1	1.3	1.2	1.1	1.5	1.3	8.3
3	1.3	0.9	1.1	1.1	1.2	1.15	1.1	1.5	1.3	1.2	0.8	1	1.5	1	1.25	1.4	1.4	1.4	1	1.3	1.15	8.35
4	1	1.1	1.05	1.1	1.2	1.15	1.3	1.3	1.3	1	1.3	1.15	1.3	1.2	1.25	1.2	0.8	1	0.9	1	0.95	7.85
5	0.8	1.4	1.1	1	1.2	1.1	1.4	1.7	1.55	1.1	1.3	1.2	1.1	1.4	1.25	1.4	1.2	1.3	1.2	1.6	1.4	8.9
6	1	1.2	1.1	1	0.8	0.9	1.5	1.4	1.45	0.8	1.1	0.95	1.1	1.3	1.2	1.5	1.5	1.5	1.1	1.3	1.2	8.3
7	1.3	1.5	1.4	1.1	1.1	1.1	1.1	1.3	1.2	1.1	1.4	1.25	1.5	1.2	1.35	1.7	1.6	1.65	1.2	1.5	1.35	9.3
8	1	1.2	1.1	1.1	1	1.05	1.5	0.8	1.15	1.3	1.5	1.4	1.5	1.3	1.4	1.1	1.3	1.2	1	0.8	0.9	8.2
9	1.8	1.2	1.5	1	1.3	1.15	1.1	1.4	1.25	1.4	1.3	1.35	1.1	1	1.05	1.7	1.6	1.65	1	1.8	1.4	9.35
10	1	0.9	0.95	1.2	0.7	0.95	1.3	1.1	1.2	1.6	1.1	1.35	0.9	1.3	1.1	1.3	1.2	1.25	0.9	1.6	1.25	8.05
11	1.1	1.3	1.2	1.4	0.5	0.95	1.1	1.2	1.15	1.1	0.8	0.95	1.3	1	1.15	1.5	1.5	1.5	1	1.3	1.15	8.05
12	0.9	1	0.95	0.9	1.2	1.05	1.1	1.7	1.4	0.9	0.7	0.8	1.3	1.1	1.2	1.5	1.3	1.4	1.4	1.2	1.3	8.1
13	1	1.2	1.1	1.1	1	1.05	1.5	1.3	1.4	1.1	1	1.05	1.1	1.1	1.1	1.3	1.7	1.5	1.3	1.1	1.2	8.4
14	1.2	0.7	0.95	1.3	1.2	1.25	1.1	1.5	1.3	1.3	1.6	1.45	1.4	1.6	1.5	1.7	1.6	1.65	1.7	1.6	1.65	9.75
15	1.1	0.9	1	1.1	1.1	1.1	1.2	1.2	1.2	1.5	1.1	1.3	1.6	1.1	1.35	1.3	1.5	1.4	1.1	1.4	1.25	8.6
16	1.2	1.2	1.2	0.9	1	0.95	1.3	1.4	1.35	1	0.8	0.9	1	1.7	1.35	1.7	1.5	1.6	1.4	1.4	1.4	8.75
Ave	1.128125			1.05625			1.296875			1.1375			1.23125			1.409375			1.25625			8.515625
sum	18.05			16.9			20.75			18.2			19.7			22.55			20.1			136.25

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters =0.95

Posttest Writing Activity Five Result of Experimental Group

W5 = Writing activity five																							
No	Content			Organization			cohesion			Vocabulary			grammar			punctuation			spelling			Sum average	W3+W4+W5
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1.6	1.3	1.45	1.4	1.3	1.35	0.9	1.2	1.05	1.3	1.5	1.4	1.4	1.2	1.3	1.6	1.2	1.4	1.6	1.7	1.65	9.6	8.76666
2	1.3	1.2	1.25	0.9	1	0.95	0.7	1	0.85	1.1	0.8	0.95	0.7	1.2	0.95	1.4	1.2	1.3	0.8	1.3	1.05	7.3	8.11666
3	0.9	0.7	0.8	1.3	1	1.15	1.3	1.7	1.5	1.2	1.3	1.25	1.3	0.8	1.05	1.3	1.4	1.35	1	1.4	1.2	8.3	8.
4	1.3	1.1	1.2	1	0.9	0.95	1.4	1.6	1.5	1	1.2	1.1	1.1	1	1.05	1.2	1.5	1.35	1	1.4	1.2	8.35	8.
5	1.5	1.3	1.4	1	1.4	1.2	1.2	1.6	1.4	1	1.4	1.2	1.4	1.1	1.25	1.8	1.5	1.65	1.5	1.3	1.4	9.5	8.98333
6	1.2	1.3	1.25	0.8	1.3	1.05	1.1	0.8	0.95	1	1.4	1.2	1.4	1.2	1.3	1.4	1.7	1.55	1.3	1.3	1.3	8.6	8.28333
7	0.8	1.1	0.95	0.6	1	0.8	1.4	1.6	1.5	0.8	1.1	0.95	1	0.8	0.9	1.1	1.1	1.1	1.5	1.2	1.35	7.55	8.23333
8	1.2	1	1.1	1.3	1.4	1.35	1.7	1.4	1.55	1.3	1.1	1.2	1	1.3	1.15	1.1	1.5	1.3	1.6	0.9	1.25	8.9	8.68333
9	1.1	1.4	1.25	0.5	1.1	0.8	1.5	0.7	1.1	1.4	0.9	1.15	1.3	1.2	1.25	1.2	1.6	1.4	1.3	1.2	1.25	8.2	9.26666
10	1.3	1.1	1.2	1.6	1.1	1.35	1.3	1.5	1.4	1.3	1.5	1.4	1.5	1	1.25	1	1.6	1.3	1.2	1.7	1.45	9.35	8.36666
11	1	1	1	1.3	1	1.15	1.6	1.6	1.6	1.1	1.3	1.2	1.3	1.1	1.2	1.6	1.4	1.5	1.4	1.5	1.45	9.1	8.68333
12	1.1	1.3	1.2	1	1.3	1.15	0.8	1.3	1.05	1.2	1	1.1	0.8	1.1	0.95	1.1	1.8	1.45	1.1	1.6	1.35	8.25	8.23333
13	1.4	1.2	1.3	1.2	1.5	1.35	0.5	1.7	1.1	1.4	1.4	1.4	1.3	1.5	1.4	1.3	1.5	1.4	1	1.3	1.15	9.1	8.58333
14	1.2	1.2	1.2	1	1.3	1.15	1.2	0.7	0.95	1.2	0.8	1	1.2	0.9	1.05	1.6	1.3	1.45	1	1	1	7.8	8.7
15	1.5	1.5	1.5	0.9	1.1	1	1.3	1.4	1.35	1.3	1	1.15	1.3	1.3	1.3	1.8	0.7	1.25	1.2	0.9	1.05	8.6	8.9
16	1.5	1.1	1.3	1.1	1.3	1.2	1.1	1.5	1.3	1.4	1.5	1.45	1.2	1	1.1	1.5	1.1	1.3	1	1.5	1.25	8.9	8.8
aver	1.209375			1.121875			1.259375			1.19375			1.153125			1.378125			1.271875			8.5875	8.59479
sum	19.35			17.95			20.15			19.1			18.45			22.05			20.35			137.4	137.516

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters = 0.98

w3 = writing activity three
w4 = writing activity four
w5 = writing activity five

Posttest writing activity three result of control group

W3 = writing activity three																						
No	content			organization			cohesion			vocabulary			grammar			mechanics			spelling			Sum aver
	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	
1	1	1.3	1.15	1	1.1	1.05	1	1.4	1.2	1.3	1	1.15	1	0.8	0.9	1.5	1.1	1.3	0.8	1	0.9	7.65
2	1	1.1	1.05	1	1.3	1.15	1.2	1	1.1	1.2	1.2	1.2	1.6	1.4	1.5	1.4	1.4	1.4	1.2	1.6	1.4	8.8
3	1	1.2	1.1	1	0.8	0.9	1.1	1.2	1.15	1.3	1.1	1.2	1	1.2	1.1	1.1	1.3	1.2	1.3	1.5	1.4	8.05
4	1.2	1.4	1.3	1	1	1	1.4	1.2	1.3	1.4	1	1.2	1	1.2	1.1	1.3	1.2	1.25	1.3	1.1	1.2	8.35
5	1.3	0.7	1	0.6	1	0.8	0.8	1.4	1.1	1	0.8	0.9	0.8	1	0.9	0.8	1.4	1.1	0.6	0.6	0.6	6.4
6	1	1.6	1.3	1.4	1	1.2	1.1	1.1	1.1	1.4	1.6	1.5	1.3	1.3	1.3	1.4	1.2	1.3	1.5	1.7	1.6	9.3
7	1	1.4	1.2	1.2	1.3	1.25	0.7	1.3	1	0.8	1	0.9	0.5	1.1	0.8	1.3	0.9	1.1	1.1	1.1	1.1	7.35
8	1.1	1.3	1.2	1.3	1.3	1.3	1	1.2	1.1	1.4	1.2	1.3	1	1	1	1.1	1.1	1.1	1	1.4	1.2	8.2
9	1.3	1.4	1.35	1.2	0.8	1	1	1.2	1.1	1.3	1	1.15	1	0.6	0.8	0.9	1.8	1.35	1.3	1.2	1.25	8
10	1	1	1	0.9	1	0.95	0.8	0.6	0.7	1	1.4	1.2	1.2	0.8	1	1.5	1.1	1.3	1.4	1.1	1.25	7.4
11	0.8	0.8	0.8	0.9	0.7	0.8	0.6	1	0.8	1	1.2	1.1	1.2	1	1.1	1	1	1	1.1	1.2	1.15	6.75
12	1.1	1	1.05	1.1	1.3	1.2	1.2	1.3	1.25	1	1.2	1.1	0.9	1.3	1.1	1.3	1.1	1.2	1.2	1.1	1.15	8.05
13	1.1	1.3	1.2	1	1.2	1.1	1.1	1	1.05	1.1	1.1	1.1	0.7	1.1	0.9	0.6	1.2	0.9	1.2	1	1.1	7.35
14	0.9	1.3	1.1	1.2	1	1.1	1.2	1.2	1.2	1.3	1.1	1.2	1.1	1.5	1.3	1	1.5	1.25	1.3	1.2	1.25	8.4
15	1.2	1.2	1.2	0.6	1	0.8	1	1.2	1.1	1.3	1.3	1.3	1.1	0.9	1	0.8	0.8	0.8	1.2	1.5	1.35	7.55
16	1.4	1	1.2	1.4	1.2	1.3	1	1	1	0.9	1.2	1.05	0.7	1.3	1	1.6	1.2	1.4	0.5	1.1	0.8	7.75
aver	1.1375			1.05625			1.078125			1.159375			1.05			1.184375						7.75
sum	18.2			16.9			17.25			18.55			16.8			18.95						7.834
																						125.35

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters = 0.95

Posttest Writing Activity Four Result of the Control Group

W4 = Writing activity four																							
No	Content (2%)			Organization (2%)			Cohesion (2%)			Vocabulary (2%)			Grammar (2%)			Punctuation (2%)			Spelling (2%)			Sum average	
	R1	R2	aver	R1	R2	Aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1	1.3	1.15	1	1.1	1.05	1	0.9	0.95	1.1	1.3	1.2	1.3	1.5	1.4	1.5	1	1.25	1.3	1.1	1.2	8.2	
2	1	1.2	1.1	1.2	1.1	1.15	1.3	1.4	1.35	0.8	1	0.9	1.4	1.4	1.4	1.5	1.3	1.4	1.3	1.4	1.35	8.65	
3	1.2	1	1.1	1	0.8	0.9	1.1	1	1.05	0.9	1.1	1	1	1.1	1.05	1.4	1.2	1.3	1.4	1.3	1.35	7.75	
4	0.7	1.1	0.9	0.9	1.1	1	0.9	0.9	0.9	1.1	0.9	1	1.3	1.2	1.25	1.3	0.7	1	0.8	1	0.9	6.95	
5	1	1.2	1.1	0.7	1	0.85	1.3	1.3	1.3	1.3	1	1.15	1.1	1.3	1.2	1.4	1.4	1.4	1.5	1.3	1.4	8.4	
6	1.3	1.4	1.35	1.1	1.2	1.15	1.4	1	1.2	1.3	1.4	1.35	1.5	1.5	1.5	1.6	1	1.3	1.2	1.2	1.2	9.05	
7	0.8	1.2	1	0.8	1	0.9	0.8	1.3	1.05	1	1.4	1.2	1	0.8	0.9	1.1	1.1	1.1	0.9	1	0.95	7.1	
8	1.3	1.3	1.3	1.3	1	1.15	1.4	1	1.2	0.9	1.2	1.05	1	1.4	1.2	1.7	1.4	1.55	1.6	1.3	1.45	8.9	
9	1	0.6	0.8	0.8	1.4	1.1	1.3	0.9	1.1	0.8	1	0.9	0.9	1.1	1	1	0.9	0.95	0.8	1.2	1	6.85	
10	1.2	1.4	1.3	1	1.1	1.05	1.3	1.3	1.3	1.5	0.9	1.2	1.6	1.2	1.4	0.8	1.3	1.05	1.1	0.6	0.85	8.15	
11	1.2	1.2	1.2	1.2	1	1.1	1.3	0.8	1.05	1.2	1.2	1.2	1	1.2	1.1	1	1	1	1.3	1.1	1.2	7.85	
12	1.2	1	1.1	1.3	1	1.15	1.2	1.2	1.2	1	1	1	1.6	1.4	1.5	1.2	1.4	1.3	1	1.4	1.2	8.45	
13	1.3	1.5	1.4	1.3	1.3	1.3	1.2	1.2	1.2	0.7	1.3	1	1.4	1.4	1.4	1.4	1	1.2	1.6	0.9	1.25	8.75	
14	1	1.3	1.15	0.7	1.4	1.05	1.1	1.3	1.2	0.8	0.8	0.8	1.2	1.5	1.35	1.4	1.5	1.45	1	1	1	8	
15	0.7	0.8	0.75	0.7	0.9	0.8	0.7	0.8	0.75	1.1	1.1	1.1	1.3	1	1.15	1.1	1.6	1.35	1.5	1.3	1.4	7.3	
16	1.5	1	1.25	1	1.1	1.05	1	1.2	1.1	1.1	1.2	1.15	1.3	1.1	1.2	1.5	1	1.25	1	1.2	1.1	8.1	
aver	1.121875			1.046875			1.11875			1.075			1.25			1.240625			1.175			8.028125	
sum	17.95			16.75			17.9			17.2			20			19.85			18.8			128.45	

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters = 0.90

Posttest writing activity five result of the control group

W5= writing activity five																							
no	content			organization			cohesion			vocabulary			grammar			mechanics			spelling			Sum aver	W3+w4+ w5
	R1	R2		R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver	R1	R2	aver		
1	1	1.3	1.15	1	1.1	1.05	1	1.4	1.2	1.3	1	1.15	1	0.8	0.9	1.5	1.1	1.3	0.8	1	0.9	7.65	7.833333
2	1	1.2	1.1	1	1.3	1.15	1.2	1	1.1	1.2	1.2	1.2	1.6	1.4	1.5	1.4	1.4	1.4	1.2	1.6	1.4	8.85	8.766667
3	1	1.2	1.1	1	0.8	0.9	1.1	1.2	1.15	1.3	1.1	1.2	1	1.2	1.1	1.1	1.3	1.2	1.3	1.5	1.4	8.05	7.95
4	1.2	1.4	1.3	1	1	1	1.4	1.2	1.3	1.4	1	1.2	1.4	1.2	1.3	1.3	1.2	1.25	1.3	1.1	1.2	8.55	7.95
5	1.3	0.7	1	0.6	1	0.8	0.8	1.4	1.1	1	0.8	0.9	0.8	1.3	1.05	0.8	1.4	1.1	0.6	0.6	0.6	6.55	7.116667
6	1	1.6	1.3	1.4	1	1.2	1.1	1.1	1.1	1.4	1.6	1.5	1.3	1.3	1.3	1.4	1.2	1.3	1.5	1.7	1.6	9.3	9.216667
7	1.2	1.4	1.3	1.2	1.3	1.25	0.7	1.3	1	0.8	1	0.9	0.5	1.1	0.8	1.3	0.9	1.1	1.1	1.1	1.1	7.45	7.3
8	1.1	1.3	1.2	1.3	1.3	1.3	1	1.2	1.1	1.4	1.2	1.3	1.3	1	1.15	1.1	1.1	1.1	1	1.4	1.2	8.35	8.483333
9	1.3	1.4	1.35	1.2	0.8	1	1	1.2	1.1	1.3	1	1.15	1	1.1	1.05	0.9	1.8	1.35	1.3	1.2	1.25	8.25	7.7
10	1.3	1	1.15	0.9	1	0.95	0.8	0.6	0.7	1	1.4	1.2	1.4	0.8	1.1	1.5	1.1	1.3	1.4	1.1	1.25	7.65	7.733333
11	0.8	0.8	0.8	0.9	0.7	0.8	0.6	1	0.8	1	1.2	1.1	1.2	1.2	1.2	1	1	1	1.1	1.2	1.15	6.85	7.15
12	1.1	1	1.05	1.1	1.3	1.2	1.2	1.3	1.25	1	1.2	1.1	0.9	1.3	1.1	1.3	1.1	1.2	1.2	1.1	1.15	8.05	8.183333
13	1.1	1.3	1.2	1	1.2	1.1	1.1	1	1.05	1.1	1.1	1.1	0.7	1.3	1	0.6	1.2	0.9	1.2	1	1.1	7.45	7.85
14	0.9	1.3	1.1	1.2	1	1.1	1.2	1.2	1.2	1.3	1.1	1.2	1.1	1.5	1.3	1	1.5	1.25	1.3	1.2	1.25	8.4	8.266667
15	1.2	1.4	1.3	0.6	1	0.8	1	1.2	1.1	1.3	1.3	1.3	1.5	0.9	1.2	0.8	0.8	0.8	1.2	1.5	1.35	7.85	7.566667
16	1.4	1	1.2	1.4	1.2	1.3	1	1	1	0.9	1.2	1.05	1.4	1.3	1.35	1.6	1.2	1.4	0.5	1.1	0.8	8.1	7.983333
aver	1.1625			1.05625			1.078125			1.159375			1.15			1.184375			1.16875			7.95938	7.940502
sum	18.6			16.9			17.25			18.55			18.4			18.95			18.7			127.35	127.05

- R1 = rater one
- R2 = rater two
- aver = average
- correlation of the two raters =0.95

- w3 = writing activity three
- w4 = writing activity four
- w5 = writing activity five

Appendix L: Questionnaire to the Experimental Group Students

The aim of this questionnaire is to find out your perceptions about learning composition writing through peer feedback. Think about the comments you have been giving and receiving during the paragraph writing sessions for the last two months. Then, put a tick mark (✓) in front of each statement to indicate the extent to which you agree or disagree with the idea. All the information you provide including negative comments will not affect your final grade and nor does the researcher disclose your personal secret at all.

Please answer honestly and freely using the following keys. Thank you

Key: 1= strongly agree

2= agree

4= disagree

3= no idea

5= strongly disagree

No	Questions	1	2	3	4	5
1	Sharing comments is helpful to build one's confidence					
2	Exchanging comments with my classmates helped me to reduce the fear I have in writing					
3	Classmate's comments helped me to rewrite my first draft					
4	The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier.					
5	I am interested in the use of peer feedback since my poorly composed paper is only seen by my classmates					
6	I feel reluctant about giving my paper/work to friends because I don't want my classmates know about my errors					
7	Sometimes I feel reluctant to correct my friends errors because it might harm my relationship					
8	I don't value my peers comment and knowledge since they know less than my teacher					
9	After I get comments from classmates, I feel that, I am inferior to them					

10	During the practice of peer feedback students criticism are apathetic (peers feel indifferent on my paper)					
11	Peer feedback comments gave me helpful points on the content, organization... of my writing					
12	My classmate gave me helpful comments on the form (grammar spelling...) part of my writing					
13	I prefer peer feedback to teacher feedback and self feedback					
14	I incorporate comments I got from peers to improve my second draft when I found it useful.					
15	Generally, I found peer feedback technique the most helpful and supportive to enhance my writing ability					

Answer the following questions briefly and clearly

I. What aspects/areas of writing do you often receive from your classmate (content, organization, grammar, mechanics, vocabulary...) why?

II. Do you generally think that peer revision enhances composition writing ability of the students? How?

III. What are some of the advantages and drawbacks of the practice of peer feedback technique on composition writing?

Appendix M: Statistical Table T-value

Critical value of t (table III of Fisher and Yates, statistical tables for biological, agricultural and medical research), London: Longman group u k Ltd.)

For any given *df*, the table shows the value of t corresponding to various levels of probability. The obtained t is significant at a given level if it is equal to or greater than the value shown in the table.

	Level of significance for one – tail test					
	0.10	0.05	0.025	0.01	0.005	0.0005
	Level of significance for two – tail test					
<i>Df</i>	0.2	0.1	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
—	1.282	1.645	1.960	2.326	2.576	3.291

From: Bachman (2004) statistical analysis for language assessment

Declaration

I the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all the sources of materials used for this thesis have been duly acknowledged.

Name: *Halefom Asheborom*

Signature: 