

Students' Perceptions of Teachers' Corrective Oral Feedback in ELT Classroom

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
SapanaGairey**

**Faculty of Education
Tribhuvan University,
Kirtipur, Katmandu, Nepal
2021**

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Declaration

I hereby declare that to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Recommendation for Acceptance

This is to certify that **Ms. Sapana Gairey** has prepared this thesis entitled “**Students Perceptions of Teachers' Corrective Oral Feedback in ELT Classroom**” under my guidance and supervision.

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Dedication

Dedicated To

My parents and all the gurus of my academic journey for their everlasting love,
patience, guidance, and invaluable inspirations to me.

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Sapana Gairey

Abstract

The title of my research was 'Students Perceptions of Teachers' Corrective Oral Feedback in ELT Classroom. The main objectives of this research study were to explore students' perceptions towards teachers' oral feedback on their speaking and to suggest some pedagogical implications. A quantitative research design was used in this study. This study was carried out using both primary and secondary sources of data. For, primary data, sixty students were selected from two secondary schools of Tanahun District. I used both closed and open-ended questions to elicit the required data. The data were collected by doing classroom observation and group discussion. It was found that the students would like to get positive feedback and sometimes both simultaneously to improve themselves. Students would like to be informed about their mistakes rather than readymade answers by the teachers. The majority of the students were found paying attention to the teachers' feedback. They also suggested some tips for helping them to revise more successfully.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter presents the review of theoretical literature, review of the empirical literature, implication of the review for the study, and conceptual framework. Similarly, the third chapter deals with a methodology that includes research design and method of the study, study area, population, sample and sampling procedure, sources of data, data collection techniques and tools, data collection procedure, data analysis, and interpretation procedure and ethical considerations. Likewise, the fourth chapter deals with the analysis and interpretation of results. And the fifth chapter presents findings, conclusions, and recommendations. This chapter is also followed by references and appendices.

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List of Symbols and Abbreviations

Ed.	:	Education
ELT	:	English Language Teaching
et al.	:	and others
Exam	:	Examination
M. Ed.	:	Masters in Education
No.	:	Numbers
Prof.	:	Professor
S.N.	:	Serial Number
SLA	:	Second Language Acquisition
T.U.	:	TribhuvanUniversity
Viz.	:	Vide Licet (namely)

Chapter I

Introduction

The present study is an attempt to investigate students' perceptions of teachers' corrective oral feedback in the ELT classroom. This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

Teaching-learning is a very challenging job. It involves two parties; teacher and students. The job of a teacher is not merely teaching students rather he/she can function as a guide, feedback provider, corrector, motivator, counselor, and many more for the students (Harmer, 2008). A good teacher should be able to pinpoint the mistakes of the students. Not only this, one should be able to provide correct feedback to his students so that the students can improve further. In the practice of language teaching, the teacher supports students in both verbal and non-verbal forms. They may correct their responses or simply acknowledge them. This act of support is taken as feedback. Feedback helps in the effective learning of the students but this can be measured only through the outcomes. Feedback should be provided to the students so that they can bring change in their performance. What a student did and what he or she can do with the feedback provided by the teacher is the main concern of providing feedback to the students. Feedback has crucial a role in encouraging and consolidating learning.

Feedback, in a general sense, refers to the process of informing about one's performance and helping for further improvement. It is information about the action which may help to know about the action and its further betterment.

In the words of Hattie and Yates (2014), "Feedback is information allowing learning to reduce the gap between what is evident currently and what could or should be the case. It is information provided by an agent to one's performance or understanding" (p.81). It means, feedback is provided so that one can do better in the

days to come. Winnie and Butler (1994, as cited in Petchprasert, 2012) argue, "Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies". This definition focuses on the cognitive aspect of the learner. The feedback provided by the teacher helps to know the learners about the nature of the information. In the same way, Hyland and Hyland (2006) state that, in the process-based classroom, it is seen as an important developmental tool moving learners through multiple drafts towards the capability for effective self-expression. That means feedback can work as an important tool for making learners self-expressive. They can think on their own or they can reflect on their work after the feedback is provided to them.

Recently, corrective feedback becomes a controversial issue in second language acquisition research (Agudo, 2013; Brown, 2007; Rezaei et al., 2011). Its effectiveness while being implemented in the class becomes the subject of debate (Agudo, 2013; Chen et al., 2016). Despite the good potential of implementing corrective feedback in the class, most researchers come up with divergent results. Some researchers notice its effectiveness (Chu, 2011; Leontjev, 2014), while others obtain the opposite (Naziri&Haghverdi, 2014). Moreover, its impact on second language learners' performance is also an interesting topic of discussion (Ayhan et al., 2011). Ellis (2013, p.3) states that "correcting students may be deemed necessary but it is also seen as potentially dangerous because it can damage learners' receptivity to learning. In this respect, some scholars shared their point of view". Harmer (2007) claims that it is necessary to point out and correct students' mistakes involving accurate work due to its advantages that lead to complete accuracy. However, Harmer (2007) also believes that it is better not to interrupt students' mistakes in grammar, lexical, or pronunciation errors during communicative activities because such circumstances can raise students' stress levels and hinder the acquisition. On the other hand, Brown (2007) proposes that "too much negative cognitive feedback leads learners to decrease their attempts to communicate, while too much positive cognitive feedback causes the errors to become uncorrected" (p. 274). In line with Brown's statement, Truscott (1999) as cited in Agudo (2013) believes that feedback on error does not work because corrective feedback may cause embarrassment, anger,

inhibition, and a sense of inferiority among learners. Additionally, Macintyre (2007), as cited in Rashidi et al. (2016), mentions corrective feedback both as something that increases and decreases students' willingness to communicate, depending on how it is expected and offered. In line with this, Brown (2007) also believes that "too much negative feedback, a barrage of interruptions, corrections, and overt attention to malformations, often lead learners to shut off their attempts at communication" (p. 274). Both statements lead to the assumption that students' willingness to communicate is a result of corrective feedback implemented by the teacher in the class. Therefore, it is important to investigate the relationship between teachers' corrective feedback and students' willingness to communicate. . Zarrinabadi and Abdi (2011) investigate the effect of the teacher on students' willingness to communicate, it showed that "teacher's wait time, error correction, the decision on the topic, and support exert influence on students' willingness to communicate" (p. 288). In another study by (Tavakoli&Zarrinabadi, 2018) proposed that the effect of explicit corrective feedback could increase students' willingness to communicate. Moreover, Zadkhasht and Farahian's (2017) study, showed that there is a significant effect of immediate and delayed corrective feedback on the students' willingness to communicate. In line with this, Rashidi et al. (2016) investigate the effect of different types of corrective feedback on students' willingness to communicate. The study reports that corrective feedback gives a significant effect on the students' willingness to communicate. From those studies, it can be assumed that some studies were investigating corrective feedback and relating it to the students' willingness to communicate, but they only focus on finding out whether it gives a significant effect or not. They have not yet investigated the reasons behind such impacts and how the teacher's strategy relates to the students' willingness to communicate. Those previous researches and this current research have several things in common. First, the context of the research involved EFL learners (Chu, 2011; Naziri&Haghverdi, 2014; Zohrabi&Ehsani, 2014). Second, the types of corrective feedback used in the class are also discussed (Chu, 2011; Faqeih, 2015; Zohrabi&Ehsani, 2014). Despite having two similar points, this current research is slightly different in terms of the subject of the research. This research involved senior high school students as the subject of the research. Meanwhile, most of the previous research involved university students (Chu, 2011; Naziri&Haghverdi, 2014). Therefore, in this study, the researchers would like to explore the types of oral corrective feedback used in the class and how is the relationship between corrective

oral feedback towards students' willingness to communicate. This research implements the views on corrective oral feedback proposed by Lyster and Ranta (1997), as cited in Yang (2016, p. 76). This theory is chosen because Lyster and Ranta's work involves learners' oral production and has been widely applied in many studies (Chu, 2011; Pfanner, 2015; Roothoof, 2014; Yang, 2016) due to its comprehensiveness in classifying the taxonomy of corrective oral feedback (Agudo, 2012).

But the feedback may have both the negative and the positive impact on the learners. In the same way, Hattie and Timperley (2007) take feedback as one of the most powerful influences on learning and achievement but the type of feedback and the way it is given can be differently effective. In the process of teaching and learning as well, the teacher provides feedback to the students so that they can be familiar with their mistakes and learn from them. Since feedback plays important role in developing competencies for the students, I was quite interested to observe the practice of teachers for providing feedback and students' perception of its role. So, I have chosen this topic for my study.

Statement of Problem

Feedback has always a formative role in language learning. Providing feedback is one of the most important aspects of teaching-learning activities in the ELT classroom. How a teacher provides feedback to his/her students matters a lot. Going through the related literature, it is said that practices of corrective oral feedback of secondary level English teachers and also perceptions of students towards corrective oral feedback are not sufficient. So, in this study, I would like to explore how teachers provide corrective oral feedback to their students in the ELT classroom and what the students' perceptions towards corrective feedback are. I would like to share my teaching experience in school-level English language teaching. While providing feedback in the classroom, a teacher would never humiliate students. He should use proper language in the classroom either it is written or oral feedback by group discussion and pair group formation. Teaching is the art of science that gives knowledge about the learning process and other activities in the learning and teaching process. Feedback is the mechanism of learning improvement techniques and provides knowledge about the related confusion.

Harmer (2008) has talked about the feedback that can be provided in the oral and written work of the students. He has also talked about the different techniques for providing feedback. Focusing on the role of feedback, he says that most of the students expect feedback on their performance from their teachers. Similarly, Hyland and Hyland (2006) acknowledge the importance of feedback in second language writing. Likewise, Petchprasert (2012) has talked about the impacts of feedback in second language learning and has focused on the role of feedback for motivation in second language learning.

Feedback is one of the crucial aspects of the teaching and learning process. It is important to make the necessary improvements in learning. It can have a positive impact on the construction of ideas for the students of teaching and learning. So, it cannot be neglected. Feedback is taken as the most influential activity of language teaching. There are many more theoretical ideas about it. From Harmer, the practice and its role in language teaching have not been studied so far in our context of language teaching. He just focused on providing feedback and was less informed about the impact of feedback on learning and teaching. From Hyland, he talked about the importance of feedback in a second language. Similarly, Petchprasert has talked about second language speaking and just focused on motivation in second language learning. Oral feedback is necessary for ELT classrooms to do corrections for the mistake, for comfortable learning. In the classroom, there is not sufficient oral feedback. Lack of oral feedback hampers teaching-learning. Students are not interested in teaching-learning because oral feedback is not given. There is a problem in practices due to less oral feedback. This is my subject matter. There is not enough feedback in the classroom. Feedback is a compulsory task in teaching skills. Though in our scenario the practices are not enough. Students are not familiar with that activities neither the teacher practices it better while teaching language skills in the classroom nor the students are familiar and participate in oral feedback. What is done in the classroom is not enough and it needs some improvement. Feedback is an integral part of teaching and learning. It makes the teaching enjoyable and comfortable. Oral feedback is faster than written feedback. Either they are not familiar or not ready to use this technique in learning and teaching. Similarly, students can take teachers' feedback in quite different ways. What do they think was my other curiosity. So, I took their views on the role of feedback in their learning. Feedback is

inevitable teaching and learning techniques but it is not practiced better so, the motivation level looks weaker.

Objectives of the Study

The objectives of the present study were as follows:

- (i) To explore students' perceptions towards teachers' oral feedback.
- (ii) To suggest some pedagogical implications.

Research Questions

The following questions have been formulated to highlight the practices and perception towards corrective oral feedback in an ELT Classroom.

- a. What types of practices are given in corrective oral feedback in an ELT classroom?
- b. What are the students' perceptions towards the practices of oral feedback?

Significance of the Study

As feedback is taken as a crucial aspect of teaching and learning a language, its role cannot be neglected. It is one of the most important aspects that teachers need to consider in the process of teaching and learning. Unless the teacher provides feedback to their students, they were unknown to their weaknesses. So, a good teacher should be able to provide necessary feedback to his students. In this sense, providing feedback is beneficial in many ways. This study is fruitful to many people in different ways. Firstly, the teacher of language teaching and learning can be benefitted from this study as it provides information about the ways of providing feedback to the students. The study may also help them to know what type of feedback works best in what situation.

Moreover, they may get ideas about the different techniques of providing feedback to the students in different types of works as oral or written. In the same way, they would also be benefitted being familiarized with the types of perception that the students have towards feedback or how they perceive the feedback that they

receive from their teachers. Secondly, the students were also being benefitted from this study. It provides the knowledge of different types of feedback to the students so that they know which feedback works best in their teaching and learning and how to implement the feedback for further progress. They were knowing what kind of feedback can bring the best outcome for them. In the same way, this study may be helpful to other students who want to carry out a similar study in the future in the field concerned. Overall, this study may be beneficial to the teachers and the students of second language teaching and learning, course designer, syllabus designer, writer's policymakers, other researchers, and stakeholders who want to carry out a similar kind of study.

Delimitations of the Study

The study had the following limitations:

- i. The study was limited to only the two schools of Tanahun district.
- ii. Only the 10th graders were included as the sample of the study.
- iii. The study was limited to only the students' responses on oral feedback.
- iv. Only oral questions as well as closed-ended and open-ended questions were asked.
- v. The study included only 60 students represented from two schools Shree Damauli Model Academy and Shree Satis English School.

Operational Definition of the Key Terms

Corrective feedback. It is feedback given to the students to correct their erroneous performance.

Feedback. It is the report given on students' performance.

Oral feedback. It is the feedback given to students orally in the classroom

Perception. It is the students' attitude towards oral feedback giving and receiving.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter includes a review of related literature, empirical review of the study, implications of the review for the study, and conceptual framework.

Review of the Theoretical Literature

This research was concerned with the following relevant theoretical reviews on practices and perception towards corrective oral feedback in the ELT classroom. Some research works related to this study are reviewed as follows:

Definitions of feedback. In a general sense, feedback in teaching refers to comments on students' performance. Various scholars have defined feedback in multiple ways. Westberg and Hilliard, Timperley Ellis (2001, p.13) "Information that students are given about their performance to guide them in acquiring desired attitudes and skills". Hattie and Timperley (2007, p.81) mostly take feedback to be "one of the most powerful influences on learning and achievement". With this note, it is important to truly see the effect that feedback has on people in different contexts and situations, all the way from homes to schools and classrooms. Another definition of feedback relating to the field of education arises from the assumptions that feedback ultimately is what one needs to learn. Ellis (1999) defined feedback as a tool to give information to learners which they can use to comprehend their language use in the teacher-student learning environment. Feedback is used in the process of learning in the classroom. It is used when the teacher corrects the errors which are produced by the students.

Feedback is used in the process of learning in a classroom. It is used when the teacher corrects the errors which are produced by the students (Asnawi, 2015). When teachers use the feedback it can be positive or negative. 'Positive feedback' should be used to praise students for doing a good job. The teacher gives good comments about what the students do. The teacher says "very good" or "excellent" which is called positive feedback (Fata, 2014).

Helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. From this statement, one can already see that feedback can be given on multiple issues and with different approaches. What is important, however, is the fact that it is given to improve the receiver's performance in the future. Askew, S.(2000) describes feedback as simply a judgment about the performance of another. She continues to state that when feedback is given, the receiver is usually someone who is not as skilled in that topic as the feedback giver. In other words, it is assumed that the one giving feedback is competent enough to advise someone else. This is often the case with teacher-student feedback when the teacher helps the students and shows his/her expertise. Moreover, it can be assumed that whether the person providing the feedback is a student talking to another student or a child providing feedback to an adult. The receiver of the feedback is someone who at that point is not aware of the issues and wants to hear what the other person says. These assumptions are not always held but are a good base for the concept of feedback.

Moss and Brookhart take feedback as “a teachers’ response to students’ work to further learning” (2009, p. 44). This simple definition takes into consideration not only the fact that teachers must often reply to students’ work by providing suitable feedback but also the issue of the usefulness of feedback. After all, a teacher’s job is to make sure people learn the topics they are meant to learn with the focus on effective learning and thus also effective feedback.

Being fluent is not the only component of language learning/teaching in foreign language classes. Accuracy is also an indispensable element to create meaningful interaction, particularly for oral communication. One way to improve accuracy in oral communication is the constant corrective oral feedback during second or foreign language teaching. In both behavioral and cognitive theories of language learning, feedback is an essential element of language learning. In both structural and communicative approaches to language teaching, feedback is seen as a tool for strengthening student motivation and providing linguistic accuracy (Ellis, 2009). Nevertheless, the principles on which the correction should be based and formulated in several very eloquent questions of whether to correct, what to correct, how to correct, and when to correct by Hendrickson (1978).

Feedback has emerged in the literature as a means to facilitate both the learning process and teaching performance. The term feedback is though common to all but very difficult to define. It is the information or statement of opinion about something such as a new product that provides an idea of whether it is successful or liked. Hammer (1989) defines feedback as “any input for revision” (p.18). In language teaching, feedback is supposed to show learners what is wrong or right for better learning in the future. Guentee (2007) concludes any type of feedback that does not take the crucial variable of motivation to consideration is perhaps doomed to fail. If the students are not committed to improving their writing skills, there will not be an improvement, no matter what type of corrective feedback is provided (p.12).

In class interaction, negotiation of the form can only occur if the teacher initiates a corrective move; that is, there is a formal error and that the student gets an opportunity to correct his/her mistake. In corrective feedback (CF), negotiation of form is thought to provide opportunities for foreign language learning by letting learners recognize the gap between their expressions and the target language and create more accurate utterances (Lochtman, 2002). Major theories derived from Chomsky's Universal Grammar argue that acquisition is completely motivated by positive feedback and corrective feedback should be regarded as a source of positive response. The theory of cognitive interactionists claims that CF assists acquisition via helping learners to develop target-like form-meaning mappings while engaging in communication efforts (Ellis, 2010). Corrective feedback plays a key role in teaching as it highlights a learner's errors that enabled them to gradually eradicate such errors in an extended time. The target language skills are acquired through practice and adequate feedback is crucial to fasten the learning process and to improve the pronunciations (Alsolami, 2019). The language learning process is generally described by errors involving pronunciation and even spelling. In addition to learning the accurate pronunciation of words in a given language, it is also very essential for the learners to know how to spell the words properly as well as how to interact efficiently using the language (Sheen, 2010). Teachers recognize the importance and advantages of corrective feedback and the effectiveness of instant correction of student mistakes to improve their oral skills (Lee, 2013; Rahimi& Zhang, 2015). Similarly, Richards et al. (1999, p. 137) define feedback as “any information which provides a report on the result of behavior” (p.137). This shows that feedback is any

comment given by the listener, reader, or viewer for the improvement and betterment of the writers' or speakers' output. Feedback helps to improve the writing. Especially, when feedback is combined with instruction in the writing process, the dialogue between students and teachers is strengthened. Providing and receiving feedback also helps students to develop readers' sensitizing and their writing style.

In the same way, Sadler (1989) argues that formative assessment is “specifically intended to provide feedback on performance to improve and accelerate learning” (p.77). Feedback is an essential part of the educational process but one which cannot be approached randomly. The important role of feedback in improving student performance has long been recognized by educational researchers and has viewed the issue of feedback from the cognitive perspective, mastery of learning, and assessment. Feedback comes to be understood by students according to their learning objectives. It describes the nature of outcomes and the qualities of cognitive processing that led to those states. The effectiveness of feedback is determined by the anticipated outcome. The qualities of cognitive processing required to achieve these outcomes are further defined as a set of criteria generated by the learner which assist them to monitor their performance as they work towards the desired outcome.

Butler and Winne (1995) divide feedback into two types: internal and external. Internal feedback is performed by the students themselves whereas external feedback is generated by the teachers or other than students. While the teacher provides feedback on student work regularly, this feedback can only be incorporated into student learning when it is sorted by them and related specifically to their individual learning goals and objectives. But if the learner does not possess or has not developed the goals or objectives for desired learning outcome then feedback can do little to assist them in the learning process to define their objective and understand the feedback provided by teachers.

Thus, nowadays people are experiencing a growing need to broaden the scope of English language studies for scientific, academic, application, world event news, etc. Almost all the linguistic fields are surviving with the English language because language is a procedure that enriches the same field.

Types of feedback: Oral feedback and written feedback. Oral feedback is one type of feedback and as its name already states. It is the feedback that is provided orally and often in interaction with people. It can be given to an individual, to a group, or the whole class (Brookhart, 2008). As a feedback experience, it is the most natural one, because it can be provided instantly and frequently (Clarke, 2003). Moreover, one knows what one has done right and what could be improved right after the performance, not a day or a week later. With oral feedback, there is also a chance to ask questions about the feedback one received or justify or argue one's choices. Thus, the issue is still fresh and one can assume that the student also feels more motivated to listen to the feedback because he/she still remembers how the task and the performance were like.

There are many ways of providing feedback orally and some of the most common ways to provide oral feedback to an individual are at the student's desk quietly while the class is doing something else. This way it does not have to be planned and a teacher can easily talk about issues that arise during class or something else he/she wants to provide feedback on. The teacher can also give feedback at the teacher's desk either by planning it with a student or more informally, for example, if a student decides to come and ask something. Oral feedback to an individual can also be scheduled for a specific time even after school or during recess. (Brookhart, 2008, p.48). It often depends on the type of feedback one wants to provide whether one needs to make an appointment or casually implement individual feedback as part of the class. Oral feedback to a group or class is often provided at the start of the class when one wants to summarize previous issues that arose in the last session. It can be a way of ending the class and for example, corrective feedback is one option (Mendez and Cruz, 2012). Moreover, it is a good way of providing information about a certain issue, for example when a teacher wants to make sure students understand everything. Group feedback is profitable also during performances and it can be provided both live as the matter arises or even videotaped later in the class. Videotaped oral feedback is still more personal than written comments (Harmer 2004). One should always remember the importance of feedback and during class, it is often easier to provide feedback to a whole class rather than focus merely on individuals.

The feedback must be encouraging and respectful, making the students develop using their ideas and own strengths during the process while the feedback only works as a guiding mechanism. Harmer (2004) has divided written feedback broadly into two categories: responding and correcting. Responding refers to the type of written feedback that is concerned with the content and the outline of the writing not merely accuracy. The teacher's role, in this case, is not to judge students' work but to build an atmosphere for effective dialogue. As for correcting, it focuses on pointing out the errors in various ways and thus indicating that there is something wrong in students' work. Especially if one uses process-writing, responding has proven to be more useful. (Harmer, 2004, pp.108- 109). Moreover, it is always important to remember to handle errors and their correction with specific care because it can be threatening or demotivating for students to receive information on where they perform wrongly. Interestingly, students often prefer feedback on grammatical items instead of for example on the content or the design (Harmer 2004, p.112).

Corrective feedback.The error correction in speaking class is closely related to providing feedback. Error correction is seen as a form of the feedback provided to learners by the teacher on language use (Amara, 2015). About providing feedback in oral activity as teachers of English we also need to know the students' perceptions toward feedback provided by the teacher in an oral activity. Some students might feel uncomfortable while they are being corrected and some students might want to be corrected immediately by the teacher. Generally, the students want the correction of their spoken errors to be corrected very often (Calsiyao, 2015).

Lyster and Ranta (1997, pp. 46-48) have divided corrective feedback into six categories and their definitions have been used in several studies later on. First, according to them, an explicit correction occurs when a teacher provides a correct form indicating that what the student said was incorrect. Second, recasts refer to the reformulation of all or part of the student's utterance except the error. Third, clarification requests indicate that there is something wrong in the student's utterance or that it has been misunderstood. Fourth, metalinguistic feedback occurs when a teacher does not explicitly provide the correct form but uses comments, information, or questions to help a student. Fifth, elicitation refers to the ways a teacher can directly use to get the correct form from a student. It can be done by pausing the

speech, asking to reformulate, or asking questions to get the correct form. The sixth and final type of corrective feedback is repetition which occurs when a teacher repeats a student's erroneous utterance often using intonation as help. Moreover, it always depends on the situation and the case when deciding what corrective feedback type to use. For example, if the goal of the task is to simply produce the right form of the word, then a teacher can simply repeat the incorrect form or even provide the correct form. Time, unfortunately, is often in short supply in classrooms and thus it is not always possible to spend a great amount of time trying to get students to correct their mistakes. Thus, explicit correction is often used when correcting errors.

Corrective feedback plays a key role in teaching as it highlights a learner's errors that enabled them to gradually eradicate such errors in an extended time. The target language skills are acquired through practice and adequate feedback is crucial to fasten the learning process and to improve the pronunciations (Alsolami, 2019). The language learning process is generally described by errors involving pronunciation and even spelling. In addition to learning the accurate pronunciation of words in a given language, it is also very essential for the learners to know how to spell the words properly as well as how to interact efficiently using the language (Sheen, 2010). Teachers recognize the importance and advantages of corrective feedback and the effectiveness of instant correction of students' mistakes to improve their oral skills (Lee, 2013; Rahimi& Zhang, 2015)

The investigation on the effect of implicit and explicit corrective feedback on EFL learners' awareness of and accuracy in English demonstrated that applying both implicit and explicit corrective feedback helps to improve grammatical accuracy and learners' awareness. In addition, explicit group outperformed implicit group and explicit corrective feedback appears to be more efficient than implied feedback (Zohrabi&Ehsani, 2014). Teachers might generally depend on metalinguistic feedback and elicitation when they initiate the correction move. Such corrective feedback which usually results in negotiations seems to be typical for an analytical foreign language teaching (FLT) context, as opposed to recasts which are believed to be more in the context of natural foreign language (FL) learning (Lochtman, 2002). Lee found that recasts were the most frequent form of corrective feedback based on classroom observations which produced a higher rate of learner repair (Lee, 2013).

Other recent studies on oral CF have shown that output-prompting strategies are more effective than recasts-an an input prompting strategy (Ammar&Spada, 2006; Ellis, 2009; Lyster, 2004; Mousavi&Alavinia, 2018). The mutually exclusive feedback strategies in response to any expression containing an error in the target language are recasts (implicit feedback) and metalinguistic explanation (explicit feedback). A clear advantage of explicit feedback over implicit feedback for both delayed imitation and grammar judgment tests was reported and the study concluded that both types of CF implicit and explicit, assist acquisition and explicit CF is generally more effective than implicit (Ellis et al, 2006).

Reasons for providing feedback. There can be various reasons to provide feedback. For instance, feedback can be provided for correcting students' performances for encouraging their works and modeling the work. Feedback depends on the task and situation. Harmer (2004) has made a distinction between fluency work and accuracy work, in other words, the oral work of students. According to Harmer during fluency work teacher should only correct errors that are in the way of communication. A correction needs to be subtle and one has to use one's judgment to see what needs to be corrected and what does not. The point with this is the fact that students are speaking a foreign language to gain experience and become more confident in speaking. Thus, there is no point in correcting all the little mistakes they make. Moreover, by using gentle correction students do not feel incompetent and have the dared to speak in the future (Harmer 2004). Luoma (2004) also points out that informal feedback is rather common with speaking assessment. On the other hand, she also states that one needs to develop more organized strategies for reporting feedback. When it comes to accuracy work however feedback can be more precise and the focus is usually on one issue at a time. For example, if students are practicing the present tense of a verb, it is essential that they are being corrected, if the form is not present or if they are not sure how to say something. During this oral work, teacher corrections are not meant to give away the right answers directly. Here, as in all aspects of feedback, the teacher should strive for feedback that helps the students find the right answer themselves using their thoughts and previous knowledge as help (Harmer2004). Moreover, oral feedback works well in situations where writing could feel overwhelming to the student. In other words, if a teacher feels he/she has so much to say that in writing all of it might go to waste or make the student anxious, it is a

good strategy to use oral feedback. Verbally one can focus on many issues if one wants to but still be encouraging and effective. Moreover, oral feedback instead of written feedback is especially useful with young students or with students struggling with written text (ibid.). With oral feedback, it is easier for students to pay attention in some cases and they can just listen and absorb the information whereas written text demands concentration and skills for assimilating the matters differently.

Teachers must be able to take advantage of feedback as a part of formative assessment. If feedback is merely provided because that is what teachers are supposed to do, it might not result in good achievement. Second of all, Hattie and Timperley (2007) have designed a formative assessment system consisting of three components: feed-up, feedback, and feed-forward. They see feedback as an important part of the system providing students help and information about their progress. Feed up consists of the part where students have presented the purpose of an assignment whereas feedforward is a phase where student learning is guided based on their performance. Together these phases ensure an effective learning process. Finally, formative assessment describes not only to teachers but also to students how the students are performing when compared to classroom learning goals. Formative assessment takes into account both the cognitive and motivational factors of the students. If feedback is provided properly students can understand where they are at the moment and where to go next. Moreover, when they know where they are, they probably will be more motivated to continue and feel that they have some control over their learning. (Brookhart 2008:1). From the above discussion, we can conclude that the need and scope of the English language are growing much more in the present-day world.

Feedback in the classroom. Under this sub-heading, we were discussing feedback content and feedback strategies in the classroom.

Feedback content. Feedback includes choices about the feedback content and teachers have several issues to consider when deciding on the suitable content on each topic. Content can also be divided into different subgroups. Brookhart (2008) and Moss and Brookhart(2009) have used a division consisting of seven issues: focus, comparison, function, valence, clarity, specificity, and tone. All of these issues matter a great deal when choosing the feedback content and it should be used accordingly for feedback to be effective and to gain results. When used in the wrong situations, they

can do more harm than good. Below all the issues relating to feedback content have been addressed and examples of good use of feedback have been provided.

First, feedback content can vary in focus. Thus, focus can be on multiple matters such as on the process, on the work itself, on the students' self-regulation, or the student personally. Good focus always describes the relationship between the content and the process. It avoids any personal comments and more importantly it only comments on self-regulation if it is constructive and fosters students' self-efficacy. Second, a comparison is a part of content consisting of criterion-referenced, norm-referenced and self-referenced comparison. All three parts should be used in ways that help students learn and develop their skills. Criterion-referenced feedback should give information about the work itself, giving guidelines for good work and norm-referenced feedback gives information about the processes and efforts the students make compared to other students. Finally, self-referenced feedback is useful for struggling students, so that they realize the progress they made. The third part of feedback content is a function, meaning simply whether the feedback is evaluative or descriptive. Both of the functions need to be used properly and evaluative feedback should never be used to judge people (see also Hargreaves et al. 2000). Valence, the fourth part of feedback content refers to positive and negative feedback. The use of both is important and positive feedback should be used to describe what is done well, not who has done well. Negative or constructive feedback is essential for the improvement but Brookhart (2008: 6) suggests it should be provided together with positive feedback. One does not want to discourage the students, so providing positive feedback along with the negative helps to maintain students' self-esteem. The fifth part, clarity is essential in teaching: whether something a teacher says is clear or unclear to the students matters significantly. For feedback to be clear, one should use understandable language and take into account students' level of knowledge. Moreover, older students can comprehend more than young students. Sixth, the specificity of the feedback needs to be taken into account as well. It needs to be just right, not too general so that the main point remains a question mark but also not too strict so that the student feels anxious about the amount and specificity of the feedback. The final and seventh component of feedback content, according to Brookhart (2008) and Moss and Brookhart(2009), is tone. Moreover, word choice is essential because one wants students to feel respected, make them think, and words

that make students focus on the work itself. Overall, just the feedback content includes multiple issues to consider. If one did not realize it before, this is the proof that convinces us of the multidimensional role of feedback in the classroom.

Feedback strategies and methods. Feedback strategy or feedback method can be defined as an aspect of feedback where the teacher is “imparting directly a judgment of a child, a child’s strategies and skills or a child’s attainment (often about goals) and giving information about the judgment” (Hargreaves et al. 2000, p. 23). Strategies are always present in classrooms and often it is the teacher who determines the direction the whole class is heading for by choosing a strategy he/she assumes to provide the best outcome.

Brookhart(2008, p. 5) has made a distinction between different feedback strategies. In her division, strategies can vary in several ways. One has to take into account the timing of feedback, in other words, how often and when feedback is provided. The amount is an essential issue to consider: how many issues one wants to focus on and how much should one talk about each point. Moreover, feedback mode affects the use of strategies. Whether it is oral, written, or visual/ demonstrated influences a great deal. For example, oral feedback is very useful especially when a student needs instant feedback but written feedback might work better when correcting a test. Furthermore, one has to remember the impact of the audience with feedback strategies. As mentioned earlier, individual and group or class feedback differ from each other and one has to consider the usefulness of each strategy before deciding what to do. Students should receive feedback as soon as possible for it to be effective. When it comes to amount, students should get the right amount of feedback for each task and feedback needs to be provided individually. Some students might need more feedback while others may feel overwhelmed if they get too much feedback. The mode of feedback depends on the assignment but also student’s age and verbal abilities matter as well as the initial learning target of the lesson.

Descriptive feedback strategy is more complex and includes for example ways of telling students that they are right or wrong. Moreover, a teacher or someone else can describe why an answer is incorrect. Thus, descriptive strategies are more complex and useful for students when it comes to learning. A teacher can also specify a better way of doing something instead of only pointing out that he/she was wrong.

Furthermore, explaining the achievement levels and how they have been reached is one part of descriptive feedback, the same as involving other students in the process of feedback as well (Hargreaves et al. 2000). As one can see, in evaluative feedback the strategies are more shallow and their impact is very different from descriptive feedback, which aims at a deeper level of understanding.

The discussion has nowadays become a more popular area of classroom talk. Multilogues are suggested to be effective. What they essentially mean is that these multilogues include students and teachers in a conversation together instead of one-on-one dialogue. Individual feedback is no doubt effective but it can be difficult to give in a large classroom. Multilogue is useful especially when the problem or issue covers many of the students since the teacher can address the issue simultaneously with everyone. In addition, this exchange of talk can be done both orally and in writing.

Models of teaching and feedback. Various ELT experts have developed different models for providing feedback. Especially for providing feedback on the oral performance of the students. Askew and Gipps (2000) have identified three models: receptive-transmission, constructive and co-constructive. The first one, the receptive transmission model sees the teacher's role as an expert and as someone who imparts knowledge, concepts, and skills. Feedback in this model is quite traditional and students should feel happy to receive a gift of feedback from the expert and where the main goal is evaluating. The second one, constructive still views the teacher as an expert but his/her goal is also to help students learn by gaining new insights and making connections. Feedback here is more expanded discourse compared to receptive-transmission mode and the primary goal is describing and discussing instead of evaluating. Askew and Gipps (2000, p.10) use the term "ping-pong" to refer to this feedback model. The third and final model, co-constructive sees students more equally working with the teacher and even the teacher is viewed as a learner. The practice of self-reflection is also seen as essential in this model. As for feedback, it is based on common discourse and discussing learning, in other words, "loops of dialogue and information" (Askew and Gipps 2000, p.13). Moreover, the first model seems relatively outdated and the second and third ones appear to consider the

students' role and needs in more detail. Feedback should not be a gift but rather something both the students and the teacher create together.

Feedback can be divided into four levels according to Hattie and Timperley (2007). First, feedback about the task is a level where the teacher informs the students about how they are performing. Moreover, this level often includes the use of corrective feedback strategies. Second, feedback about the processing of the task focuses not only on the results of the task but on the processes one uses when doing it. Third, feedback about self-regulation is related to students' themselves, their self-appraisal, and self-management. A teacher is an important role when guiding students in the right direction and helping them to understand their abilities and how to use them. The fourth and final level is called feedback about the self as a person. This level fully focuses on the student and even though this sort of external feedback is often not effective if used alone, it can be useful together with other levels. Simple praise such as "good job" does not probably result in any changes but when it is linked to the reason why the work was good, it has a deeper meaning. Feedback has four different functions in organizational learning: bridging, illuminative, challenging, and renewed purpose. First, bridging functions in a way that feedback used links chunks of information together and shows their relationship with each other. Second, the illuminative function clarifies problems and makes them easier to manage in a classroom. Third, challenging feedback, as the name states, challenges old views and enables new ideas and information to shape the way we think. The fourth and final function is a renewed purpose where the issue concerns the possibility of re-connecting the whole school into its primary goal and task in education. Moreover, it looks at feedback from a point of view that affects the whole school system.

Some common templates of providing corrective oral feedback. It is sometimes considered best to correct students immediately as soon as they make mistakes and sometimes best to wait until after they have finished speaking (Harmer, 2007). When students are involved in inaccurate work, it is part of the teacher's function to point out and correct the mistakes that the students are making. The teacher can intervene with the students and make the corrections. For example, if a student mispronounces a word or sentence that can break communication or can be misunderstood in that situation the teacher should correct the mistake.

But, during communicative activities, it is generally felt that teacher should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error since doing so interrupts the communication and drags an activity back to the study of language form or precise meaning. Teacher intervention in such circumstances can raise stress levels and stop the acquisition process in its tracks (Harmer, Ibid). Teacher intervention in such circumstances can raise stress levels and stop the acquisition process in its tracks. Hence, delayed correction is preferred to the correction of communicative errors.

The teacher can offer corrections or suggest alternatives when the students' communication is at risk. The teacher should not correct students' every error if they correct every error that can interfere with the students' flow and reduce their confidence. The teacher should not correct the students' errors that do not break their communication. The teacher needs to be careful of over-correction during a fluency stage. If they constantly interrupt the students, that bring them to a standstill.

The errors which come frequently or occur frequently should be corrected because repetition can lead to the fossilization of errors.

It is suggested that the global and group errors should be corrected rather than individual and local errors. Immediate correction is preferred to the correction of grammatical errors. If the students are unable to correct themselves or respond to reformulation the teacher needs to focus on the correct version in more detail.

Cross (1992) has presented the following techniques for error corrections.

- Teachers can use explicit correction techniques where teachers point out students' errors openly.
- Recasts technique (involves the teacher's reformulation of all or part of a student's utterance, minus the error e. g. S: why you don't like Ram? T: why don't you like Ram?),
- Clarification technique, meta-linguistic feedback (S: we look at the people yesterday. T: what's the ending we put on verbs when we talk about the past? S:- ed),
- Repetition technique

To correct spoken errors teacher can use the following phrases:

What she means...

What he is trying to say is that...

He wants to know...

I think she means...

Oh, I see what you mean. You want to say...

That's a good point but difficult to express...

Are you trying to say...?

Do you mean...

Review of Empirical Literature

Many research works have been carried out in the field of feedback in teaching and learning. They have some kind of connection with my research too. Some of the research works that have been carried out previously in the area of feedback are reviewed in this section.

Al- Fadhi (2004) carried out a research on 'Teacher's Use of Oral Feedback'. The study was conducted to find out the types of oral feedback used by teachers in Oman. The data were collected in a boy's school with about 1000 learners. Similarly, data were collected through recording and observation. From this research, it was found that strategic feedback was not used very often by teachers. Such feedback helps learners to develop a skill that allows them to avoid errors in the future by monitoring and checking their performance.

Bhandari (2007) conducted a research on 'The Role of Feedback in Teaching English Language'. The study was carried out to find out the role of feedback in teaching English at grade ninth grade. To be specific, it was conducted to explore the ways of providing feedback in teaching English at the secondary level by English teachers and to find out the student's perception of the role of feedback in learning the English language. She employed a random sampling procedure selecting ten schools from the different parts of Morang District. From each school, one secondary teacher and ten students from grade ninth were selected. Semi-structured interviews and non-participant observations were the tools of data collection. From the study, it was

found that rather than making many marks on the written assignment just pointing students' mistakes and errors in the effective techniques to the students.

Lamichhane (2009) carried out a research on 'Teachers' Written Feedback on Writing of Grade Nine Students'. The research was conducted to find out the teachers' feedback giving practice in the ninth-grade students writing and students' reactions towards the feedback they received from the teachers. The researcher employed questionnaires and observation as a major tool for data collection. It has been found that the majority of the ninth-grade teachers provided positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback.

Ph.C. (2010) conducted a research on 'Teachers' Immediate Oral Feedback in Speaking Lessons for 11th-Form Students'. The major objectives of the research are to obtain a sharp insight into an issue of multi-facets and complexities, namely teachers' and immediate feedback in speaking lessons from the viewpoints of both teachers and students. The research employed a survey questionnaire, semi-structured interview, and classroom observation as the tools of data collection. The study showed that gentle correction is beneficial for their improvement in speaking rather than stopping them whenever they make mistakes and errors.

Abukhadrah (2012) carried out a study on 'Arab Students' Preferences for Oral Corrective Feedback. The study was carried out to find out the students' preferences for their performance correction. 20 male students and 10 teachers were interviewed, observed and focus group interviews were held. Students were all adults, over 23 years old. The results point out that the students and teachers both have positive attitudes towards error correction. Thus, L2 learning can benefit from corrective feedback. Moreover, most students find focusing on grammar, pronunciation, and vocabulary important, and feel these areas should receive the most attention. Errors relating to other areas such as social interaction are seen as less important. However, there was a difference between teachers and students when studying different error types. Teachers believed that in addition to grammatical errors, semantic errors should receive more attention, too. The most popular feedback strategy for students was metalinguistic feedback, followed by explicit feedback, elicitation, recasts, and clarification requests. As for teachers, they preferred recasts

and prompts in the form of clarification requests, followed by repetitions and elicitation. As the results show, there is a mismatch between students' and teachers' perceptions about oral corrective feedback strategies.

Joshi (2012) carried out a research on "Feedback Techniques used by the Secondary Level Teachers". The main objective of her study was to find out the techniques employed by secondary-level teachers in providing feedback. The population of her study was all the English teachers and the sample of her study was 40 teachers of English from different schools of Kathmandu valley. She sampled the population using a purposive non-random sampling strategy.

Two sets of questionnaires were the main tool for data collection in her study. The result of her study showed that repetition activity, confirmation technique, raising awareness, reviewing students' work, group work, elicitation, giving tasks, classwork, focus on the evaluation were the main feedback techniques used by the teachers.

Similarly, K.C (2014) conducted a research on "Teachers' Perception on Immediate Feedback". The main aim of his research was to find out the perception of secondary-level English teachers on immediate feedback. The population of his study consisted of the English teachers of secondary level from Kathmandu district and the sample of the study consisted of 40 teachers from them. He used a purposive non-random sampling strategy for sampling the population. The researcher used both close-ended and open-ended questionnaires as the tool for data collection. The result of his study showed that the teachers provided feedback to the students both orally and in a written manner. They were found to be teaching all the aspects of the language like spelling, pronunciation, meaning, providing immediate feedback frequently to their students.

Upadhyay (2015) conducted a research on "Role of Delayed Feedback in Developing Writing". The main objective of his research was to find out the role of delayed feedback in developing the writing skill of grade 11 students. The population of his study was all the students of grade 11 and the sample was 30 students of the same grade. Non-random judgmental sampling strategy was used for sampling in his study. He used test items for data collection. The findings of his study revealed that

the students were motivated by the use of delayed feedback in writing.

Pokhrel (2016) conducted a study on “Teachers’ Perception and Practices of Using the Nepali Language in Providing Feedback”. The main objective of his study was to find out the perceptions of English teachers towards the use of L1 while providing feedback to the students and to find out its practice. The population of his study was all the English teachers of the Dang district and the sample of his study consisted of twenty teachers of English language from twenty different colleges of the same district. Non-random purposive sampling strategy was used for sampling. He used both open-ended and close-ended questionnaires and an observation checklist as the tools for collecting the data.

The results revealed that most of the teachers in the higher secondary level teachers used L1 for providing feedback to their students and 75% of them perceived the use of L1 positively in providing feedback.

Implications of the Review for the Study

Through the intensive study on the theoretical and empirical literature, I got clear direction to conduct the research. I have reviewed altogether six others thesis reading “Reading Comprehension Ability”. The review of related literature made me feel the need to research in this field. They also helped me to coverage my study and enthusiasm.

Westberg, Hilliard, and Timperly Ellis (2001) gave me the idea about acquiring desired attitudes and skills. Hattie and Timperly (2007) gave me the idea that feedback is one of the most powerful influences on learning and achievement. Ellis (1999) and Asnawi (2015) gave me an idea about tools and techniques in language teaching in the classroom. Askew, S. (2000) gave me an idea about judgment about performance of one to another in the classroom. Moss and Brookhart (2009) gave me an idea about a teacher’s response to the student work intention of further learning. Gunttee (2007) gave me an idea about what type of corrective feedback is provided to improve students’ performance. Lochman (2002) gave me an idea about the theory of feedback as well as target make. Richards (1999) gave me an idea about the improvement of feedback. Similarly, Ellis (2010) gave me an idea

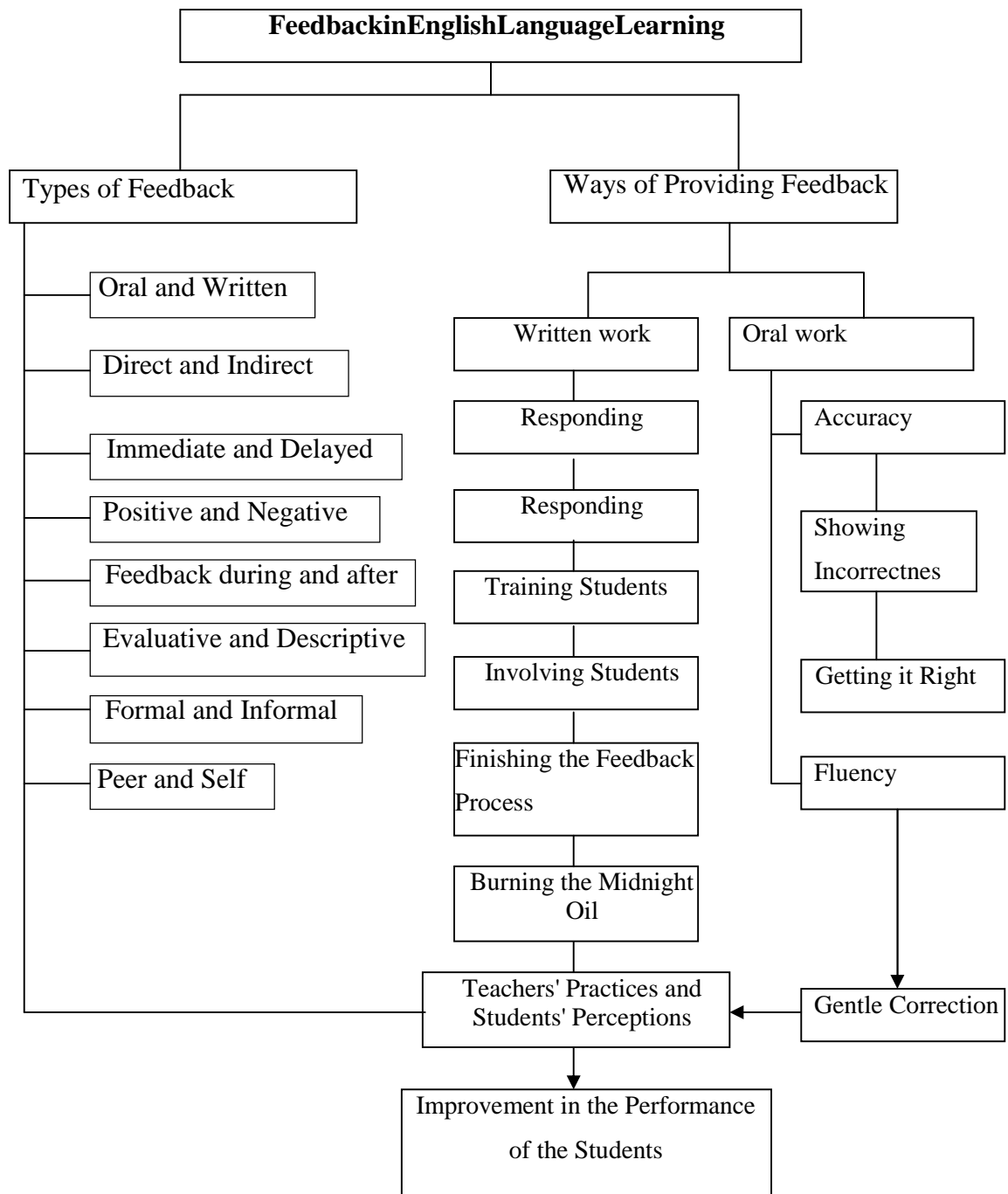
about practice and adequate feedback.

The above-reviewed literature helped me in many ways.

The study carried out by Al-Fadhi (2004) helped me with some pedagogical techniques to prepare the data collection procedure. The research carried out by Bhandari (2007) helped me with some questionnaire structure for data collection and cross-checked. The other study carried out by Lamichahane(2009) helped me with employed questionnaires and observation as a major tool for data collection. The other study conducted by Ph.C. (2010) helped me with observation as the tool of data collection. The study carried out by Abukhadrah (2012) helped me with employed raw data collection method and technique. The study carried out by Joshi (2012) helped me with some theoretical backup and to prepare the data collection tools. In the same way, the study carried out by K.C (2014) helped me to go with the perception that the teachers have towards immediate feedback which helped me to prepare the research tool, questionnaire. Similarly, Likewise, Pokhrel (2016) helped me by providing the ideas for preparing the research tool. In the same way, other research works also provided support to me for preparing the questionnaire and the observation checklist in this research.

Conceptual Framework

The conceptual framework of my research is as below:



Chapter III

Methodology

This chapter consists of the methods and procedures that were adopted to carry out the study. It includes the discussion on the design and method of the study, population, population and sampling procedure, data collection tools, sources of data, data collection procedures, data analysis process, and ethical considerations.

Research Design and Methods of the Study

I have selected the survey design for collecting information from a pool of respondents by asking multiple survey questions. This research includes the recruitment of individuals, collection and analysis of data.

Survey research design is important for this research which analyzes the issues of corrective oral feedback in an ELT Classroom. The study is based on the quantitative data which is collected from the field. The field site is chosen in Vyas, Municipality. During my time here, I got an opportunity to interact with them, know about their status and condition of linguistic and how they felt being considered as poor or weak due to which what were the problems they were facing in their day to day lives and how they had to cope up this situation. The reason for selecting this area was due to my past involvement and here also this place is a convenient place for my study because of my relationship with students in this school, travel time, etc. Survey research means collecting information about a group of people by asking them questions and analyzing the results. To conduct an effective survey, follow these six steps:

-) Determine who participate in the survey
-) Decide the type of survey (mail, online, or in-person)
-) Design the survey questions and layout
-) Distribute the survey
-) Analyze the responses
-) Write up the results

Study Area

School A and School B both are schools of Tanahun district, situated in the central part of a workplace, was the site for the study. It is located 15 km far from my house and a sub-division of two blocks. There is an interesting history behind its name, about centuries ago, one statue of poet BhanuBhaktaAcharya was found in the area and people made a temple placing the statue inside it.

There are several reasons behind the selection of this place as my study area. Firstly, it is one of the major areas of educational sectors where the population of students is sufficient for my study. Secondly, it is the famous and more renewable place of teaching and learning sectors. Therefore, students of those schools were purposively selected for the study area.

Population, Sample, and Sampling Procedure

The population of the study was secondary level students of Tanahun district. I used a non-random sampling procedure to select schools from the Tanahun district. The sample consists of 60 students. Thirty students were from School A and thirty students were from School B.

Sources of Data

The researcher used both primary and secondary sources of data which have been discussed as follows:

Primary sources of data.The primary sources of data for the proposed study were the responses provided by 60 students from two Secondary Schools of Tanahun district who were studying at Grade X.

Secondary sources of data.The researcher studied books, thesis, articles, and journals to facilitate the present study. Some of them were Nunan. D.(1992), RgMicol D.J., and Dick.D.M (2006).

Data Collection Techniques and Tools

The researcher designed a set of questionnaires for the students to elicit the required data. Data was obtained from closed and open-ended questionnaires. The questionnaire was designed to get the perceptions of the students on teachers' oral feedback in their speaking. Therefore, the questions were students oriented.

Data Collection Procedure

I collected the data from the primary source by forming a set of open-ended and close-ended questionnaires. For this purpose, I adopted the following steps:

- At first, I went to the concerned schools and talked to the authority to get permission and explained to them the purpose and process of the research.
- After getting permission from the authority, I consulted the students of Grade – X and requested them to take part in the study.
- After that, I distributed the questionnaires and requested them to fill them within twenty minutes.
- Then, I collected the questionnaire distributed to the students.

Data Analysis and Interpretation Procedure

The data and information collected from the data collection tools have been transformed into a master sheet and raw data have been tabulated based on the master sheet. Information has been grouped, sub-grouped, and classified as necessary to meet the objective of the study. Mainly quantitative tools have been used to analyze the information and results were presented in analytical forms with sufficient information from school and students' performance. The data obtained from the class observation and GD was interpreted and analyzed separately thematically.

Ethical Considerations

For the present study, ethical aspects and issues have been highly valued and considered. Anonymity to the respondents has been made for identity protection. The information is ensured for the confidentiality of their identity and information that is gathered during the data collection process. All the respondents were given detailed

information about the objects of the present study and the purpose of their participation in the study. Informed consent has been made before the interview and they were free to withdraw the interview at any if they don't want to participate further in the study.

Chapter IV

Analysis and Interpretation of Results

This section deals with the analysis and interpretation of the data collected from primary as well as secondary sources. The main focus of the study was to explore the students' perceptions of teachers' corrective oral feedback at the secondary level. For this purpose, the researcher collected 60 informants from two different secondary schools in the Tanahun district. The analysis of the collected data is carried out in subsequent sub-units below:

Analysis of the Students' Perceptions

This section mainly deals with the 10th-grade students' perceptions of teachers' corrective oral feedback they receive on their speaking. As mentioned in the previous chapter, I distributed a set of questionnaires with 15 different questions for the data collection.

Importance of oral feedback. The students were asked how important teachers' oral feedback was to improve their speaking. The perceptions of the students are given in the table below.

Table 1

Importance of Oral Feedback

S.N.	Perception	Frequency	Percent
1	Not important	-	
2	Important	16	26.67%
3	Very important	18	30%
4	Extremely important	26	43.33%

Table 1 presents, that 43.33 percent of the participants said that oral feedback is extremely important whereas 30 percent responded that it is very important. Likewise, 26.67 percent of them replied that it is important. This shows that almost all of the students perceive that teachers' oral feedback is important to their speaking.

Frequency of teachers' response to students' speaking.The table below shows that half of the informants (i.e. 50 percent) said that their teachers asked them to revise their speaking two times whereas 18.33 percent and 31.67 percent of the students were asked once and three times respectively.

Table 2

Teachers' Response to Students Speaking

S.N.	Responses	Frequency	Percent
1	Once	11	18.33%
2	Twice	30	50%
3	Thrice	19	31.67%

Table 2 explains that the majority of the teachers wanted to revise their students' speaking more than once. This shows that the revision of spoken feedback based on teachers' speaking is needed for better speaking.

The focus of oral feedback.The following table shows the focus of teachers' Oral feedback:

Table 3

Focus of Feedback

S.N.	Responses	Frequency	Percent
1	Paragraph construction	8	13.33%
2	Grammar	25	41.67%
3	Vocabulary	11	18.33%
4	Content	5	8.33%
5	Mechanism(spelling & pronunciation)	12	20%
6	Organization of ideas	13	21.67%
7	All of them	27	45%

The above table shows that forty-five percent of the students thought that all the listed aspects were focused on by teachers while providing feedback whereas

41.67 percent of them focused on grammar. Similarly, 21.67 percent of students said that the feedback was focused on the organization of the ideas. Mechanics, vocabulary, paragraph construction, and content were also given importance by 20, 18.33, 13.33, and 8.33percent respectively. This shows that students want the teachers' oral feedback to be focused on almost all aspects of speaking.

Kinds of oral feedback.In this section, the researcher tried to find out whether the students desired negative or positive or both types of feedback from their teachers. From the responses, it is clear that no student desired to get only negative feedback. The majority of the respondents i.e. 63.33 percent replied that they wanted positive whereas 36.67 percent of them preferred both types of feedback according to the seriousness of mistakes. The table below gives a clear concept of it.

Table 4

Kinds of Feedback

S.N	Responses	Frequency	Percent
1	Negative Feedback	-	
2	Positive Feedback	38	63.33%
3	Both of them	22	36.67%

Location to oral feedback.Students' responses in the table below show that they like to receive feedback at the end than in the margin. But 36.67 percent of them said that they preferred both according to the error they made.

Table 5

Location of the Feedback

S.N.	Responses	Frequency	Percent
1	In the margin	12	20%
2	At the end	26	43.33%
3	Both of them	22	36.67%

Types of feedback. Students were also asked what type of feedback they would like to receive. The table below depicts that 40 percent of them like both general and specific whereas 35 and 25 percent of them like the specific and general type of feedback respectively.

Table 6

Types of Feedback

S.N.	Responses	Frequency	Percent
1	Specific	21	35%
2	General	15	25%
3	Both of them	24	40%

This means the majority of the students responded that they liked to receive both general and specific types of feedback.

The forms of feedback. I had also asked the students about how helpful are each form of the teachers' feedback to revise the draft.

Table 7

Forms of Feedback

S.N	Forms of feedback	Not at all	Helpful	Very helpful
1	Question	3 (5%)	25 (41.67%)	32 (53.33%)
2	Statement	5 (8.33%)	25 (41.67%)	30 (50%)
3	Imperative	8 (13.33%)	27 (45%)	25 (41.67%)
4	Exclamation	20(33.33%)	22 (36.67%)	18 (30%)
5	Marking the error but not correcting them	25 (41.67%)	20 (33.33%)	15 (25%)

The above table shows that most of the students supported that questioning is a useful form of feedback to revise their draft. Among the respondents, 53.33 percent of them thought it was very helpful but 41.67 percent of them thought it was helpful only and 5 percent of them thought it was not helpful at all. Similarly, 50, 41.67, and

8.33 percent of them thought that the statement is very helpful, helpful, and not helpful at all respectively. Marking errors but not correcting them is the least preferred by a great number of respondents. Out of total respondents, 41.67 percent thought it was not helpful whereas 33.33 percent of them replied that it was helpful and only 25 percent of respondents took it very helpful.

Understanding of feedback. The following table presents students' perceptions on the teachers' feedback was weather easy to understand.

Table 8

Understanding of Feedback

S.N.	Perception	Frequency	Responses
1	Understanding	30	50%
2	Do not understanding	30	50%

Fifty percent of the students replied that they understood the feedback provided by their teachers easily whereas the same percent of them said that they did not understand it easily.

Regarding the reason as to why the students do not understand the teachers' feedback, the table below shows the 60 percent of them supported that teachers use new feedback strategies time and again whereas 30 percent of them agreed the teachers use new vocabulary and structure in the feedback. Similarly, 10 percent of them opined that feedback is too general to understand.

Table 9

Reasons for Not Understanding Feedback

S.N.	Reasons	Frequency	Percent
1	Feedback is too general to understand	6	10%
2	Teachers use new vocabulary and structure	18	30%
3	Teachers use a new feedback strategy	36	60%

Strategies in solving the problems. Here, the respondents were asked what strategies they use to solve their problems. Most of them opined that they asked the teacher or peer for help.

Table 10

Strategies in Solving the Problems

S.N.	Strategies	Frequency	Percent
1	Asking the teacher or peer for help	42	70%
2	Consulting a grammar book or dictionary	14	23.33%
3	Doing nothing	2	3.33%
4	Others	2	3.33%

Table 10 assures that 70 percent of the students asked the teacher or peer for help to solve their problems. 23.33 percent took help from a grammar book or dictionary. 3.33 percent did nothing. 3.33 percent did some new strategies for solving their problems.

Teachers' role in providing feedback. I also tried to know whether the teacher must correct the students' oral work. The table below presents the detail.

Table 11

Teachers' Role in Providing Feedback

S.N.	Perceptions	Frequency	Percent
1	Strongly like it	41	68.33%
2	Like it	13	21.67%
3	Do not know	4	6.67%
4	Dislike it	1	1.67%
5	Strongly dislike it	1	1.67%

The table explains, most of the students said that teacher should correct their mistakes. 68.33 percent of the students said that they strongly liked the idea. Whereas 21.67 percent of them simply liked it and 6.67 percent of them replied that they

disliked and strongly disliked the idea. The result showed that most of the students want their teacher to correct their spoken work.

Teachers' feedback to improve English. Students were also asked whether the teachers' correction help them to improve their English or not. The table below shows that the teachers' correction is a must to improve English.

Table 12

Teachers' Feedback to Improve English

S.N.	Perceptions	Frequency	Percent
1	Strongly like it	49	81.67%
2	Like it	11	18.33%
3	Do not know	-	-
4	Dislike it	-	-
5	Strongly dislike it	-	-

The table shows that 81.67 percent of the respondents were found to strongly like the idea whereas 18.33 percent of them were found in the column just like it. It was found that almost all of them think that teachers' correction is very helpful to improve their English.

Instruction in feedback. The following table shows students' perception of whether they need clear instructions or correction techniques from their teachers.

Table 13

Instruction in Feedback

S.N.	Perceptions	Frequency	Percent
1	Strongly like it	28	46.67%
2	Like it	28	46.67%
3	Do not know	2	3.33%
4	Dislike it	2	3.33%
5	Strongly dislike it	-	-

Table 13 presents that 46.67 percent of the students strongly liked and just liked the idea. 3.33 percent responded that they didn't have any idea whereas 3.33 percent of them disliked it. This shows that students want clear and direct instruction before doing mistakes rather than the correction technique after the errors.

Attention to teachers' feedback. Students should pay attention to teachers' feedback if they want to improve themselves. Students were asked to give their opinion on whether they like to pay attention to the teachers' feedback on their speaking not to repeat the mistakes. The table displays the detailed information on it.

Table 14

Attention to Teachers' Feedback

S.N.	Perceptions	Frequency	Percent
1	Strongly like it	34	56.66%
2	Like it	19	31.67%
3	Do not know	5	8.33%
4	Dislike it	2	3.33%
5	Strongly dislike it	-	-

The table depicts that 56.66 percent of students strongly support the idea of paying attention to teachers' feedback. Similarly, 31.67 percent of them simply like it. On the other hand, 8.33 percent of them said that they did not have any idea. Similarly, 3.33 percent of them disagree with the idea. In general, it is found that most of the students are in the favor of paying attention to teachers' feedback.

Forms of providing feedback. Students were asked what forms their teachers use while providing oral feedback. The table below shows the responses of the students.

Table 15**Forms of Providing Feedback**

S.N.	Forms	Never	Sometimes	Frequently
1	Question	1 (1.67%)	47 (78.33%)	12 (20%)
2	Statement	4 (6.67%)	45 (75%)	11 (18.33%)
3	Imperative	1 (1.67%)	20 (33.33%)	39 (65%)
4	Exclamation	4 (6.67%)	27 (45%)	29 (48.33%)
5	Marking the errors	28 (46.67%)	26 (43.33%)	6 (10%)

The table illustrates that there is a variation in the use of forms according to the question and the purpose they are used for. Questions, imperatives, and statements are found to be used more frequently than other forms.

Interpretation of Open-ended Questions

This section mainly deals with the 10th-grade students' perceptions of teachers' corrective oral feedback they receive on their speaking. As mentioned in the previous chapter, I distributed a set of questionnaires with 4 different questions for the data collection.

J) What do you want your teachers to do to help you revise more successfully?

Feedback may help the students in creating interest or motivation in their learning. More motivated students will learn to a greater and faster degree. The perceptions of the students were made judicious use of peer editors, providing a supportive peer with whom the students can work constructively. Feedback provides very clear goals for the revision process, for example, giving simple directions to add ideas to make their papers more interesting. Allow students to use word processors for speaking. They can ease the physical process of speaking, enable students to produce error-free final trials, and make revision possible without needing to repeat. The common perceptions and expectations were: encourage students while doing classroom activities, interestingly defining the content, defending them in front of the class, explaining in a better way, treating equally at the classroom, making friendly

environment, doing practically, giving some hints, discussing with them, providing some materials and co-operating with students.

) What do they want their teacher to do to help them revise their speaking more successfully?

Feedback helps in improving the learning of the students. I wanted to know the perceptions of the students towards the role of feedback in improving their learning for which I prepared an item and the responses of the students gave more ideas from the lesson and teacher explained it again and gave some questions to practice. Similarly, the teacher gave more questions on the related chapters and explained them. Did not correct directly, gave students a chance to think about the mistakes. Shared his ideas with his colleagues, revised difficult words, spelling, and meaning, as well as helped in grammar, helped to revise the lesson, and focus on meaning. At last, we preferred to revise question answers to be friendlier to the students taking tests from time to time and encourage the creativity of the students.

) What do they want their teachers to do to help them revise their feedback more successfully?

There are different techniques for correcting the mistakes of the students. The teacher may use different techniques for the correction of the students' errors and the students may prefer the different techniques than that of teachers. I wanted to find out which technique of correcting the mistakes do the students like the most? To find out the correction technique, I prepared an item and the responses of the students on a given item were presented. Students got more ideas from the lesson, the teacher explained it again and gave some questions to practice and the teacher gave more questions on the related chapters and explained them. Did not correct directly, gave students a chance to think about the mistakes, and shared his ideas with the colleagues. The expectations of the students were making a friendly environment, discussing with them, and providing some materials.

) What do they want their teachers to do to help them revise their corrective oral feedback more successfully?

Students may expect feedback in the middle or at the end of the lesson. Their expectation may also affect their learning. So, what do the students expect from their teachers? All which time do they like their teachers to provide feedback to them was

another concern of the study. For this, I prepared an item so that I could find out the actual expectation of the students. The responses of the students were presented. Students get more ideas from the lesson. The teacher explain it again and gave some questions to practice. The teacher gives more questions on the related chapters and explains them. Do not correct directly, give students a chance to think about the mistakes. Share his ideas with his colleagues. Revise difficult words, spelling, and meaning, help in grammar, help revise the lesson and focus on meaning. Revise question answers, be friendlier to the students, fake tests from time to time and encourage the creativity of the students.

Students' Opinion

In the end, the researcher tried to collect students' opinions on what they wanted their teachers to do to help them revise their speaking more successfully. The perceptions of the students are listed below:

- Students give more ideas from the lesson.
- The teacher explains it again and gives some questions to practice.
- Teachers give more questions on the related chapters and explain them.
- Do not correct directly, give students a chance to think about the mistakes.
- Share his ideas with his colleagues.
- Revise difficult words, spelling, and meaning.
- Help in grammar.
- Help revise the lesson.
- Focus on meaning.
- Revise question answer.
- Be friendlier to the students.
- Take tests from time to time.
- Encourage the creativity of the students.

Though the students suggested some solutions, these did not seem very useful for the purpose. It may be because of the lack of the students' knowledge of it.

Chapter V

Findings, Conclusion and Recommendations

This chapter includes findings and recommendations or pedagogical implications of the study.

Findings

Based on the analysis and interpretation of the data, the following findings have been derived. Teachers' corrective oral feedback is important to improve the students' speaking.

Half of the students wanted to revise the task more than once following the teachers' feedback. Forty-five percent of the students wanted to focus on all the aspects of language in teachers' spoken feedback. They liked to be informed about their mistakes rather than readymade answers by the teachers. None of the students wanted to get negative feedback. They wanted positive feedback and sometimes both simultaneously to improve themselves. About forty-three percent (43.33) of the students wanted to get feedback at the end of each page rather than on the margin. They thought all the forms of feedback have a role to revise their draft. Fifty percent of the students did not understand the feedback provided by the teachers because of new strategies used by them and the lack of explanation about them. Seventy percent of the students asked their teachers or peers whenever they have problems. They suggested studying harder and looking at the previous model as some of the good strategies for this.

The majority of the students were found paying attention to the teachers' feedback. They also suggested some tips for helping them to revise more successfully.

Conclusion

From the findings drawn from the study, I have realized that feedback has several benefits in the teaching-learning process. It functions as a constructive tool in the teaching-learning process and also works as a motivation tool and helps in

improving the learning of the students. So, it can be concluded that feedback has an invaluable role in learning. Every teacher inside the classroom should make use of feedback so that the improvement in the learning can be ensured. So, it is thought that is based upon the interest and expectation of the students, the teacher should make use of the right type of feedback. As the students prefer the self-correction techniques, the teachers should make less use of the teacher correction techniques and involve the students in correcting the mistakes themselves. There are many ways of providing feedback to the students. So, what I believe is that the teachers should also focus on other ways like responding, training, and involving the students rather than merely focusing on a single correcting technique. Moreover, the gap has been found in the teachers' practice of providing feedback in the middle of the class immediately after the performance of the students but the students prefer feedback to be provided at the end of the lesson. So, these all need to be considered in the process of teaching-learning so that the expected outcome can be achieved. Thus, it can be claimed that feedback has a constructive role in teaching and learning and this role cannot be neglected.

Recommendations

The recommendation of the findings has been presented under the sub-heading recommendation in policy-related, practice-related and further research related.

Policy related. As my research was based on finding out the practice of feedback of pedagogical scenarios and the perceptions of the students on providing feedback in English language learning and English language teaching, the findings of the study can be highly beneficial to all ELT teachers. So, I want to recommend the following things at policy-related which maybe help to improve the quality of English language learning and teaching in the future:

-) Feedback functions as a tool that motivates the students and helps them to build up ideas for further improvement.
-) Feedback programs on the importance of the English language should be organized at the School level.

-) It is better to ask the student how they are feeling about the feedback strategies which are used to comment on their oral works. Students help the teachers to change their responding strategies according to the feeling of the students.
-) Teachers praise and encourage peer correction so that the students can correct each other's mistakes and can do better in learning the English language.
-) From the study, it has been found that the teachers provided an only correction to the students' work as a technique of providing feedback. So, I would like to suggest the policymakers include different ways of providing feedback in the teaching manual, teacher training course, and other teaching guidelines.
-) Teachers provide their students an opportunity to revise their tasks at least two times so that they can improve themselves.
-) From the study, it has been found that the teachers provided feedback either at the beginning of the lesson with the purpose of revision or at the end of the lesson to summarize the lesson. So, I would like to suggest policymakers make teacher guidelines explicit at the school level.

Practice related. As my research was based on finding out the practice of feedback in the pedagogical scenario and the perceptions of students on providing feedback in English language learning, the findings of the study were highly significant to all the ELT teachers. So, I want to recommend the following things at the practice level which may help to improve the quality of English language learning in the future:

-) Since the findings of the study showed that the teachers made use of correction as the only technique for providing feedback to the students. I would like to suggest the teachers make use of varying ways of feedback like training, involving and responding to students rather than merely following the correcting technique.
-) Teachers should explain their feedback strategies before applying them because many students may have a problem understanding what teachers say.
-) Students should take teachers' feedback as a way to succeed. Therefore, the English language teachers should frequently give feedback to the students.
-) The findings of the study showed that the students preferred the self-correction technique for correcting their errors. The teachers are also suggested to focus

on this technique for correcting the mistakes of the students rather than just focusing on the teacher correction technique.

-) Since the findings of the study showed that 94% of the students like the feedback to be provided for their content, the teachers can be suggested to make use of feedback more on content rather than other aspects.

Further research related. The following recommendations have been suggested for further research related based on the findings and conclusion of the study:

-) Teachers should encourage the students by providing positive feedback to improve their spoken work.
-) Teachers should focus on all the aspects of language (grammar, vocabulary, etc.) while providing feedback on students' oral work.
-) Students liked to be informed about their mistakes to get a chance to correct themselves. So, the teachers should not give them the readymade answer. Give them a chance to correct themselves.
-) Teachers should be friendlier with the students and they should not use any new strategies while giving feedback before explaining them to the students.
-) Corrective oral feedback has a crucial place in teaching-learning. It has very wide coverage in a pedagogical setting. So, it can be an area of interest to many researchers or ELT practitioners. There might be many more areas for further investigation and exploration. This study was limited to finding out the practice of feedback by the teachers and the perceptions of the students on feedback. So, other researchers can go beyond this.
-) The findings drawn from this study may not be generalizable to the whole nation as this research was limited to a narrow area due to various reasons. Similar types of studies can be done in other areas.

Moreover, the perceptions of teachers can also be looked at. The other researchers may also follow other research designs such as experimental. More needs to be investigated in the field of teaching learning and the use of corrective oral feedback in this process.

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Appendices

Appendix I

Survey Questionnaire

This questionnaire has been prepared to have the authentic data to achieve the objectives of the study entitled '**Students' Perceptions of Teachers' Corrective Oral Feedback**' which is conducted under the supervision of **Bhim Prasad Wasti** reader, Department of English Education, Faculty of Education, T .U., Kirtipur, Kathmandu. The researcher hopes that your invaluable co-operation will be a great contribution to the accomplishment of this work for M.Ed. dissertation.

Thanks for your cooperation.

SapanaGairey

Instructions

The questionnaire is in two parts, please put a tick in the appropriate or give a short answer in the space provided.

I Personal information

Your gender: male female

Class:

Name:

Age:

School's name:

Signature:

Close-ended questions

Your perceptions on the teachers' oral feedback you received

1. How important is teachers' oral feedback to your speaking?
 - a. Not important
 - b. important
 - c. Very important
 - d. extremely important
2. How many times do you want your teacher to respond to each of your speaking assignments?
 - a. once/assignment
 - b. twice/assignment
 - c. three times/assignment
3. Which aspect(s) in the speaking would you prefer teacher oral feedback to focus on? (You can tick more than one answer)
 - a. paragraph construction
 - b. grammar
 - c. vocabulary
 - d. content
 - e. mechanics (spelling and punctuation)
 - f. organization of ideas
 - g. all of them
4. What kind of feedback would you prefer to receive?
 - a. negative
 - b. Positive
 - c. both of them
5. Where would you prefer your teacher provide the feedback?
 - a. In the margin
 - b. at the end
 - c. both of them
6. Would you like your teachers' oral feedback to be.....
 - a. specific?
 - b. general?
 - c. both of them?
7. How helpful is the teachers' oral feedback in the following forms to your revision?
 - a. question
 - b. statement
 - c. imperative
 - d. exclamation
 - e. making the errors, but not correcting them.

15. How often does your teacher use the following forms to provide oral feedback on your speaking?

Forms of feedback

a. never

b. Sometimes

c. Frequently,(Please write any of these types against the following alternative)

- Question (why don't you use capital letters at the beginning of a sentence?)
- Statement (I like your ideas and organization)
- Imperative (change the preposition; correct the spelling)
- Exclamation (excellent! Nonsense!)
- Marking the errors, but not correcting them

Open-ended questions

1. What do you want your teacher to do to help you revise more successfully?
.....
2. What do they want their teachers to do to help them revise their speaking more successfully?
.....
3. What do they want their teachers to do to help them revise their feedback more successfully?
.....
4. What do they want their teachers to do to help them revise their corrective oral feedback more successfully?
.....

Appendix-II

Importance of Oral Feedback

S.N.	Perception	Frequency
1	Not important	-
2	Important	16
3	Very important	18
4	Extremely important	26

Frequency of Teachers' Response to Students' Speaking

S.N.	Responses	Frequency
1	Once	11
2	Twice	30
3	Thrice	19

The focus of Oral Feedback

S.N	Responses	Frequency
1	Paragraph construction	8
2	Grammar	25
3	Vocabulary	11
4	Content	5
5	Mechanism(spelling & pronunciation)	12
6	Organization of ideas	13
7	All of them	27

Kinds of Oral Feedback

S.N	Responses	Frequency
1	Negative Feedback	-
2	Positive Feedback	38
3	Both of them	22

Location to Oral Feedback

S.N.	Responses	Frequency	
1	In the margin	12	
2	At the end	26	
3	Both of them	22	

Types of Feedback

S.N	Responses	Frequency
1	Specific	21
2	General	15
3	Both of them	24

The Forms of Feedback

S.N	Forms of feedback	Not at all	Helpful	Very helpful
1	Question	3	25	32
2	Statement	5	25	30
3	Imperative	8	27	25
4	Exclamation	20	22	18
5	Marking the error but not correcting them	25	20	15

Understanding of Feedback

S.N.	Perception	Frequency
1	Understanding	30
2	Do not understanding	30

Reasons for not Understanding Feedback

S.N	Reasons	Frequency
1	Feedback is too general to understand	6
2	Teachers use new vocabulary and structure	18
3	Teachers use a new feedback strategy	36

Strategies in Solving the Problems

S.N.	Strategies	Frequency
1	Asking the teacher or peer for help	42
2	Consulting a grammar book or dictionary	14
3	Doing nothing	2
4	Others	2

Teachers' Role in Providing Feedback

S.N.	Perceptions	Frequency
1	Strongly like it	41
2	Like it	13
3	Do not know	4
4	Dislike it	1
5	Strongly dislike it	1

Teachers' Feedback to Improve English

S.N.	Perceptions	Frequency
1	Strongly like it	49
2	Like it	11
3	Do not know	-
4	Dislike it	-
5	Strongly dislike it	-

Instruction in Feedback.

S.N.	Perceptions	Frequency
1	Strongly like it	28
2	Like it	28
3	Do not know	2
4	Dislike it	2
5	Strongly dislike it	-

Attention to Teachers' Feedback

S.N.	Perceptions	Frequency
1	Strongly like it	34
2	Like it	19
3	Do not know	5
4	Dislike it	2
5	Strongly dislike it	-

Forms of Providing Feedback

S.N.	Forms	Never	Sometimes	Frequently
1	Question	1 (1.67%)	47 (78.33%)	12 (20%)
2	Statement	4 (6.67%)	45 (75%)	11 (18%)
3	Imperative	1 (1.67%)	20 (33.33%)	39 (65%)
4	Exclamation	4 (16.67%)	27 (45%)	29 (48%)
5	Marking the errors	28 (46.67%)	26 (43.33%)	6 (10%)