

**Students' Attitudes and Expectations Towards Teachers' Feedback in Thesis
Writing**

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

**Submitted by
Arjun Parajuli**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
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Declaration

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

Date: 28/08/2021

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Arjun Parajuli

Recommendation for Acceptance

This is to certify that **Mr. Arjun Parajuli** has prepared this thesis entitled **Students' Attitudes and Expectations Towards Teachers' Feedback in Thesis Writing** under my guidance and supervision.

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Dedication

Dedicated to

*My **parents and teachers** whose blessing is with me forever.*

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Abstract

The role of teachers' feedback on students' thesis writing has received a considerable attention in the field of ELT research and applied linguistics. This thesis aimed to dig out students' attitudes towards teachers' feedback in their thesis writing process and to identify their expectations from teachers. To carry out this study, survey research design was used and thirty M. Ed. English students of T.U, who had been working on their theses were selected as the sample population using simple random sampling procedure. Questionnaires were used as the main tools for eliciting the required information and findings of the study were analyzed statistically and thematically. This study revealed that teachers' feedback played a role of motivation for the improvement of the thesis. Students had positive attitudes towards teachers' feedback as they perceived feedback as guidance, motivating tools and sources of encouragement in their thesis. From their thesis guide, they expected that the supervisor should explicitly show where the errors are and also provide clear hints on how to correct them. Moreover, they expected constructive ideas, friendly and unbiased behavior, proper guidance and proper and sufficient time etc. by their supervisor in thesis writing.

This study contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms. The chapter two comprises review of the theoretical and empirical literature, implication of the study and conceptual framework. Likewise, chapter three consists of design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical considerations. Chapter four includes analysis of data and interpretation of the results. Similarly the fifth chapter focuses on conclusions and recommendations of the study. Finally, the references and appendices have been included in the last part of the study.

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List of Abbreviation and Symbols

ESL	:	English as a Second Language
EFL	:	English as a Foreign Language
R1	:	Respondent One
R2	:	Respondent Two
R3	:	Respondent Three
SA	:	Strongly Agree
SD	:	Strongly Disagree
S.N	:	Serial Number

Chapter I

Introduction

This is a study on **Students' Attitudes and Expectations towards Teachers' Feedback in Thesis Writing**. This chapter consists of 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.

Background of the Study

Thesis, in general sense, is a process of writing formal and academic document which is submitted to the department for academic degree based on research and findings. It is a long essay or dissertation involving personal research, written as part of university degree. It is a form of academic writing and research report. Higher level students write thesis for developing research skills. Thesis and Dissertation Writing in a Second Language is a practical guide containing useful real-life examples (Paltridge & Starfield, 2007). Thesis writing is the best way for developing writing and research skills. Department of English education, Tribhuvan University has implemented a course of thesis writing consisting of 6 credit hours in fourth semester of master in English Education. It has been taken as compulsory part for all the students to accomplish their master's degree. It is a research-based work. Research is a systematic investigation of a problem. In this regard, Kumar (2009) states "Research is one of the ways to find answer of your problem". Similarly, Nunan (2010, p.2) states "Research is an evaluation, asking questions, investigations analysis, confirming hypotheses, overview, gathering and analyzing data in a specific field according to certain predetermined methods". Therefore, research is a process of collecting, analyzing and interpreting information to answer the questions.

In the present world, the value of writing thesis or dissertation has been increasing day by day. It is found that almost all universities of the world have given priority on writing thesis or dissertation for the purpose of developing writing and research skills of the students. So that, most of the universities have provisioned of writing thesis or dissertation for students to accomplish their graduation or degree. It has been highly prioritized all over the world. It is supposed to be an academic and

challenging work. Research is a systematic process which includes different components of writing. Thesis writing begins with the selection of issue to be investigated. In Nunan's (1992, p. 3) word, "Research is a systematic process of inquiry consisting of three components: (1) a question, problem or hypothesis, (2) data (3) analysis and interpretation of data". So, research becomes one of the complex tasks. No one can write a thesis in a single attempt. It needs rigorous efforts to the researcher. To make research academic, feedback is compulsory. Feedback helps to improve writing to make them academic. Students need teachers' feedback to make their writing academic. So, Feedback is necessary for writing academic research. It is an integral part of thesis writing to the students.

Feedback, in general sense, refers to the process of informing about one's performance and helping for further improvement. Kahu (2008, p. 187) states "feedback as information provided to learners about their knowledge and / or performance". In another words, it is information about reactions to a product or a person's performance of a task which is used as a basis for improvement. In this regard, Ur (1996, p. 17) defines feedback as the information that is given to the learners about their performance of learning task usually with the objectives of improving their performance. Likewise, in the context of teaching learning activities, feedback means an information, comment and reactions of the teachers to the students' product of writing, especially for betterment. Feedback is an essential part of effective learning. Feedback is incredible part of teaching learning activities which helps to the students to understand the subject being studied and gives them clear guidance on how to improve their learning.

Likewise, feedback plays the most important source of input for accomplishment of thesis report. It promotes personal and professional growth which creates the creativity in research writing. It is an essential part of effective learning. It provides clear guidance on how to improve writing. It can develop student's confidence, self-awareness and enthusiasm for learning.

Teachers are supposed to be feedback provider. Although teachers have been providing different types of feedback, students are not seemed to be satisfied with teachers' feedback in writing thesis. They have been facing many problems by their supervisor while receiving feedback. Some of the students use to say that teachers do

not provide sufficient time and feedback; they have not been showing collaborative behavior as expected by them. As being a thesis writing student, I have also been facing these problems and have many expectations from my supervisor. On the other hand, teachers may not know the expectations of the students. Therefore, there is a gap between teachers' practices of providing feedback and students' expectations. However, the way thesis guides provide feedback, its usefulness, and student's expectations are the matter of quest. So, this study aimed to explore students' attitudes towards teachers' feedback in their thesis writing process and to identify the students' expectations from teachers' feedback.

This study will be really significant and fruitful to those teachers who are guiding their students in thesis writing. It will have indirect or direct benefits to those students who are writing their thesis. It will be helpful to build positive wash back effect on students towards thesis writing and build smooth rapport with thesis guide.

Statement of the Problem

Feedback is one of the crucial aspects in thesis writing. It plays an important role in order to make the necessary improvements. It may have positive impact in the construction of ideas in the process of thesis writing. So, it cannot be neglected. Feedback is taken as the most influential activity in academic writing. Furthermore, it also plays crucial role in thesis writing process. In our context, students are required to write a thesis to accomplish their respective degree. Thesis writing is a rigorous process. So, the students couldn't write a thesis in a single attempt. To make thesis an academic, students need teachers' feedback in their writing. Teachers are supposed to be feedback provider. Although teachers have been providing different types of feedback, students are not satisfied with teachers' feedback in writing thesis. They have been facing many problems by their supervisor while receiving feedback. Some of my friends use to say that teachers do not provide sufficient time and feedback; they have not been performing friendly behavior as expected by them.

On the other hand, the ways of perceiving teachers' feedback differ from one student to another. Students may take teachers' feedback in quite different ways. In this context, how the students perceive teachers' feedback in thesis writing is my first concern. Similarly, students are not seemed to be satisfied with teachers' comments

and feedback. The ways of providing teachers' feedback and students' expectations are totally different. Teachers provide feedback to the students beyond their expectations. For example, students are expecting friendly behavior by their teachers while receiving feedback. However, teachers have not been performing such a friendly behavior to students as per students' expectations. Some of the students do not want teachers' feedback in thesis writing as they expect that the thesis should be approved without teachers' feedback. On the other hand, some students expect teachers' more feedback in thesis writing as they believe that teachers' feedback would encourage, motivate, support and provides clear concept to improve thesis writing. Sometimes, teachers may not know students' expectations in thesis writing. Therefore, there are some gaps between teachers' practices of providing feedback and students' expectation. In this context, what the students expect by their teachers in thesis writing is another major concern.

Similarly, many researchers have talked about teachers' feedback in writing. There are much more theoretical ideas about it. However, very less attention has been paid on the feedback in thesis writing. Moreover, students' attitudes and expectations towards teachers' feedback in thesis writing have not been studied so far in our context. So, this study aimed to explore the students' attitudes and expectations towards teachers' feedback in thesis writing.

Objectives of the Study

This study had following objectives.

- (i) To explore students' attitudes towards teachers' feedback in thesis writing process.
- (ii) To identify the students' expectations on teachers' feedback.
- (iii) To suggest some pedagogical implications and recommendations on the basis of findings of the study.

Research Questions

The study had oriented to find out the answers to the following questions:

- i) How do the students perceive teachers' feedback in thesis writing?

- ii) What do the students expect from teacher's feedback?
- iii) How would be the students motivated by feedback provided them?
- iv) What are students' preferences for feedback and error correction?
- v) Which types of feedback do the students expect from their supervisor?
- vi) What types of benefits do the students get by their supervisor?

Significance of the Study

Feedback is one of the important aspects in writing thesis. It plays vital role to make necessary improvements in learning. Likewise, feedback thesis writing also has great value. It is the most important source of input for accomplishment of thesis report. It promotes personal and professional growth. It is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. It will be significant for those who are interested for knowing about the teachers' feedback.

More specifically, this study is really significant and fruitful to those teachers who are guiding their students in thesis writing. It has indirect or direct benefit to those students who are writing their thesis. It helps to build positive wash back effect of students towards thesis writing and build smooth rapport between the thesis guide and thesis writer. Similarly, it also helps the policy makers for making new plan for the further improvements.

Delimitations of the Study

This study was limited to students' attitudes and expectations towards teachers' feedback in thesis writing by applying survey research design. It was limited to thirty thesis students at the Department of English Education of T.U Kirtipur, Kathmandu. Likewise, this study was limited to questionnaires as a data collection tools. The questionnaires were administered to the thirty students who have been writing thesis at department of English education.

Operational Definition of the Key Terms

The definitions of the specific terms used in the study for the investigation are known as operational definitions. Some specific terms this may carry different

meaning than general meanings. Operational definitions of the key terms for this research are given below.

Attitude: In this study attitude refers to students' perception, beliefs and way of thinking and perceiving ideas and feedback

Feedback: In this research feedback refers to teachers' guidance, support, and comments on thesis writing

Student: In this study, student refers to those people who have been writing thesis, thesis writer and respondents

Teacher: In this study, teacher refers to the thesis guide or supervisor who provides feedback

Thesis: In this research, thesis refers to a written work or report made by M.Ed. students in partial fulfillment for master of education in English

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter is on the theoretical and empirical bases of the research that have been already carried out in this area. It includes four sub-sections, i.e. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The review of related literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. Similarly, it presents different theories to explain a certain phenomenon. It helps to establish what theories already exist and relationship between them. It equally helps to select the research methodology. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this study, I basically reviewed literature related to my study.

Thesis writing. Thesis is a systematic research that is carried out by higher level students with scientific evidences for the completion of a particular degree. “Thesis and Dissertation Writing in a Second Language is a practical guide containing useful real-life examples” (Paltridge & Starfield, 2007, p.2). Thesis refers to a long essay or dissertation involving personal research, written as part of university degree. It is designed to enable Students to acquire in depth Knowledge and skills developing research. It is a process of writing formal lengthy document which is submitted to the Department for academic degree based on the evidences and findings. Writing a thesis is one of the most important academic works. Thesis writing aims to develop the research skills of the students. A thesis is a document submitted in the respective department for academic degree finding a new thing. Thesis writing is a process of finding the answer of the questions raised by the researchers. In other words, thesis writing is exploring new idea, knowledge and innovation and writing report.

Almost all the universities of the world have provisioned of thesis writing to their students for the completion of respected degree. Each and every university or

institution has its own style of writing thesis or research report. Therefore, the structure of research report varies from institution to another institution. Department of English Education, Tribhuvan University also has its own style of writing thesis. There is the provision of writing thesis in partial fulfillment of master' degree. It has been allocated 6 credit hours. It is compulsory for all students who are studying in master's degree.

Thesis writing is an academic and practical task. It needs to be academic as far as possible. It needs specific knowledge in the academic field. Writing thesis needs specific knowledge in the academic field. The researchers should be conscious on different areas of thesis while writing thesis. According to Kumar (2009, p.4), "The report should be written in an academic style and be divided into different chapters and/ or section based upon the main themes of the study". So that, research writing must be absolute, accurate, clear, free of ambiguity, logical and concise. The purpose of the research writing is to tell readers the problem investigated, the method used to solve the problem, the result of the investigation and conclusions inferred from the results. The researcher should write thesis again and again to make it academic. The final report of the thesis should meet the predetermined goals.

Currently, the office of Dean, Faculty of Education, (2076) has designed a course of thesis writing consisting of 6 credit hours. This course is designed to provide the students with hands-on experience in preparing a research report in the form of a thesis work. The overall aim of this course is to enable students to acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a research report as a thesis under the given format.

Components of thesis. The course is divided into three parts: Academic writing, proposal writing and writing of thesis. Academic writing introduces the basic concepts of writing for academic purpose; proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of their interest in their major subject. The third part engages the students in actually writing a thesis in the area of their choice, probably on the theme already selected for the proposal. The students are therefore encouraged to prepare a proposal into the form of a thesis if they would like to extend, elaborate and develop the proposal into an actual research work- thesis. They are also required to prepare the

proposal and present it for acceptance and evaluation. So is true with thesis which demands a systematic investigation of a problem/theme under the guidance and supervision of a thesis supervisor.

The structure of thesis and research report given by Department of English Education, (2076) is presented below.

Preliminaries of the thesis. There are some pages containing information that precede the body of the thesis which is called preliminaries of the thesis. The researcher should be familiar with the preliminary pages used in the theses as prescribed by the office of Dean, Faculty of Education in the Department of English Education, Tribhuvan University. This section contains-cover page, inside cover page, declaration, recommendation for acceptance, recommendation for evaluation, evaluation and approval, dedication, acknowledgements, abstract, table of contents, list of tables and charts, and list of abbreviation and symbols.

The body of the thesis. This is the main part of the thesis. Generally, it focuses on the research problem, methodology and finding. The body of the thesis is divided into five chapters. First chapter is introduction section which includes background of the study, statement of the problem, objective of the study, research questions, hypothesis, and significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, second chapter is review of related literature and conceptual framework which contain review of the related Literature, review of the empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter is about methodology which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations. Like that, fourth chapter is about results and discussion. Finally, fifth chapter is about conclusion and recommendations.

Other components of the thesis. Besides these main components of the thesis, the researcher should be familiar with some other components, too. In this section the supportive evidences are included which can prove and verify the logics. These include references and appendices.

The purpose of thesis writing. Every task has its own purpose. Purpose of the task depends on the problem and issues of the task. Students write a thesis and dissertation being based on some particular issues and problems including the purpose. Students should be considered the actual purpose of their research. The main purposes of the thesis or research are to answer a question, to solve a problem, or to prove something, as well as to contribute to knowledge in their area of study. The purpose may equally be to display knowledge and understanding of a particular topic, to demonstrate particular skills, to convince a reader, as well as, often, to ‘gain admission to a particular area of study’ (Paltridge and Starfield, 2007, p.4). Similarly, Bailey, (2015, p. 3) has given some purposes of academic writing are; to report on a piece of research the writer has conducted, to answer a question the writer has been given or chosen, to discuss a subject of common interest and give the writer’s view, to synthesize research done by others on a topic

Similarly, The Office of Dean, Faculty of Education in the Department of English Education, Tribhuvan University (2076) has mentioned following general objectives of thesis writing. The general objectives of this course are as follows: to make the students conversant with basic concepts, processes and techniques of academic writing, proposal writing and thesis writing, to prepare the students to write a research proposal on a researchable problem, to enable the students to write a thesis report in a standard given format and to make the students able to apply different approaches and methods of research while writing a thesis.

Feedback in thesis writing. Feedback in the thesis writing also has great value. It is the most important source of input on an accomplishment of thesis report. Ur (1996, p.17) defines feedback as “the information that is given to learners about their performance of learning task usually with the objective of improving their performance”. It promotes personal and professional growth. Feedback plays an even more important role in the final piece of work in most master’s programs, which is writing a master’s thesis (Kleijn, Mainhard, Brekelmans and Pilot, 2013, p.1012 as cited in Dhami, 2019).

Feedback can be given by supervisor both oral and written form. Feedback that is given in oral form basically known as oral feedback. It usually occurs during a task. It is supposed to be an informal type of feedback. The provision of oral feedback

to ESL students at the postgraduate level plays an interventionist role in their development as writers (Abdulkhaleq and Abdullah, 2013, p.26). Similarly, written feedback means the suggestions, comments and guidance that is provided by the reader to the writer in written form to bring improvement in their work. Written feedback works as best if it is provided in a time in an appropriate manner (Rai, 2018). Written feedback plays vital role in learning. Supervisors provide written feedback and this is usually supported with oral feedback which appears to play a crucial role in the supervision process in that it scaffolds students' academic writing and learning, fosters autonomy, equality, and learning skills among ESL learners, develops students' dialogical skills, helps students focus on their research, and guides them to conform to dissertation/thesis writing. (Abdulkhaleq and Abdullah, 2013, p.26).

Similarly, feedback can be given by supervisor both ways positively or negatively. Positive feedback encourages the learner to do better in their work. (Dhami, 2019, p. 21) So it leads them towards destination. Feedback that generally discourages the learners is known as negative feedback. According to Gas and Selinker, (2009, p.225) "negative evidence refers to the types of information that is provided to the learners concerning the incorrectness of an utterance" So, usually, providing negative feedback to the students is discouraged. However, supervisor's feedback plays vital role to bring change in students' work and make them better. Supervisor comments enable them to look in general at what he/she had written more critically. It is equally beneficial both of them. Feedback provides development of both supervisor and supervisee (Vijay & Elke, 2007 as cited in Dhami, 2019, p.21). Teachers and students get benefitted by the feedback. It contributes to the further development of his communicative and collaborative skills. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Feedback can improve student's confidence, self-awareness and enthusiasm in writing thesis. Feedback on draft of a thesis is arguably the most important source of input on what is required or expected of thesis writing students by the academic community.

Feedback. In general sense, feedback means the information provided by someone to a product or performance. Hattie and Timperley (2007, p.81) defines

“feedback is conceptualized as information provided by an agent (e.g teacher, peer, book, parent, self, experience) regarding the aspect of one’s’ performance or understanding”. Anyone can provide information, suggestions and response to a performance for better learning and understanding. Thus, we can say that feedback is consequence of performance.

Similarly, feedback can be defined as “all kinds of comments made after the fact, including advice, praise, and evaluation” (Wiggins, 2012 pp. 10-16). Feedback is a comments and suggestions to the product and fact which is taken as advice and praise. The advice and praise encourage to the learners to improve their product of writing. Positively, feedback is taken as advice, suggestions and appreciation. But “in every case the information received is not advice” (Wiggins, 2012, p. 10). All the information may not be advice and feedback.

Moreover, Keh (1989, p.18) defined feedback as “any input for revision.” Feedback encompasses not only correcting students but also offering them assessment to assess how well they have done during or after a longer language production exercise.

In the words of Kepner (1991, p.14), feedback is “any procedure used to inform a learner whether an instructional response is right or wrong.” That means, feedback provides information about whether the response that the students give is right or wrong. If it is right, feedback is provided in the form of praise or encouragement and if it is wrong, feedback is provided in such a way that the students find the ways for improving it. Likewise, the feedback is defined as any information which provides a report on the result of behavior (Richards and Schmidt 1985, as cited in Wagle, 2017 p. 8). In this regard, we can say that feedback is any comment or information given by listener and reader for the purpose of improving betterment of writer’s output.

Similarly, Ur (1996, p.17) defines feedback as “the information that is given to learners about their performance of learning task usually with the objective of improving their performance.” This definition of feedback also focuses on the improvement of the learners’ performance”. So, we can say that feedback is supposed to improve the performance or action of the performers. Feedback plays crucial role in

developing learners' competence and confidence. It is supposed to encourage the learners, reflect on the performance, learn from it and make changes for better. So, we can say that the effective teaching learning demands effective feedback from the side of the teachers as well.

Likewise, Kahu (2008, p. 187) defines feedback in broad sense as “an information provided to the learners about their knowledge and/ or performance. Ranging from simple praise, to an evaluation in the form of a grade, through to detail about the strategies for improvement, the depth and efficacy of feedback vary.” By this definition we can say that feedback provides information to the learners about their performance. It is a strategy for improvement.

Feedback is also taken as formative assessment. In this regard, Sadler (1998 as cited in Kahu, 2008) defines an assessment that is “intended to provide feedback on performance to improve and accelerate learning” (p.77).

Feedback plays crucial role in academic writing. It may have both the positive as well as negative impact in learning. The impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards and punishment (Hattie & Timperley, 2007). Positive feedback has generally positive impact in learning and the negative feedback has negative impact. As a result, we can experience both negative and positive impact in learning. Praise and reward function as positive feedback, and punishment, generally functions as negative feedback.

Effectiveness of feedback. Effectiveness of feedback plays crucial role to make writing academic. Feedback should be effective and timely that helps to the learners to be more critical. In this regard, Kahu (2008, p. 194) suggests that feedback must be timely, not overwhelming, positive and constructive, linked to the goals and focused on both immediate task and domain as well as the deeper learning process. Similarly, Huntley maintains that feedback on content and organization should be provided to students while feedback on form should be avoided for effective learning. There are different keys and essentials for effectiveness of feedback. Different scholars have given their ideas regarding keys of effective feedback.

Wiggins (2012, pp.10-14) has given seven keys to effective feedback.

Goal referenced. For effective feedback the person should has a goal, takes an action to achieve the goal, and receives goal related information about his and her actions.

Tangible and transparent. Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. When the information is tangible and transparent, the person gets good results.

Actionable. Effective feedback is concrete, specific, and useful; it provides actionable information. The information provided by the teacher should be actionable for effective feedback. Actionable information brings change in behavior of the person. Effective supervisors and coaches' work hard to carefully observe and comment on what they observed based on a clear statement of goals. Effective coaches also know that in complex performance situations, actionable feedback about what went right is as important as feedback about what didn't work.

User friendly. The teacher should be user friendly to provide effective feedback. If the teachers perform user friendly behavior, the information provided by him or her will be effective.

Timely. The sooner the better, it means that the sooner we get feedback, the better result we perform. The feedback should be provided in proper time, so that the learners get a chance to improve their learning.

Ongoing. Providing feedback is an ongoing process. Feedback should be provided in a formative form, which provides opportunities for improving in learning.

Consistent. To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

Feedback techniques for teaching writing. Only one feedback technique may not work in every situation. The teacher should use variety of feedback techniques to bring necessary improvement in learning. It is supposed that the more

feedback techniques the teacher use the more students will be benefited by the feedback and teacher can achieve more desired improvement in students' learning. Variety of feedback techniques help to engage students in different tasks and to bring better improvement in their learning. Different scholars have given their feedback techniques in different ways.

Harmer (2008) presents following techniques to provide feedback in writing:

Repetition. In this technique, we can ask the students to repeat what they have written. For example, *saying again?*

Statement and question. We can, of course simply say *Good try, but that's not quite right or do people think that's correct?* To indicate that something wrong work hasn't quite worked.

Expression. When we know our classes well, a simple facial expression or a gesture may be enough to indicate that something doesn't quite work. This needs to be with care as the wrong expression or gesture can work well in correcting students' mistakes in writing.

Hinting. A quick way of helping students to activate rules they already know (but which they have temporarily mislaid) is to give quite hint.

Reformulation. It is a constructive way of responding to students' written work is to show alternatives ways of writing. It is a correction technique which is widely used for accuracy work is for the teacher to repeat back a corrected version of what the student has said, reformulating the sentences I their writings.

Coding system. Teachers use correction codes to indicate that students have made mistakes in their written work. These codes can be written into the body of the text itself or the margin such as 'S' it means mistake in spelling.

Probing feedback. We can ask our students continuously until they give correct response for the incorrect forms.

Involving students. In this technique, students themselves involve in correcting activities. For example, the teacher might start by writing incorrect sentences on the board, such as *I don't enjoy to watch T.V.* Students come up to the board and underlined the mistake in the sentence. (e.g. *I don't enjoy to watch T.V.*)

Types of feedback. Feedback can be given in different form and different way. The form and ways of providing feedback affects to the performance and learning of the students. Feedback is supposed to bring positive impact in students' performance and learning. It always may not bring such impact and positive improvement in learning. Anyway, feedback is supposed to be provided in proper or appropriate time. There are many types of feedback in terms of forms, ways and impact. In general types of feedback are as follows:

Oral and written feedback. Feedback that is given in oral form basically known as oral feedback. It usually occurs during a task. It is supposed to be an informal type of feedback. And we can say that it is underestimated because it is less formal. But it can be a very powerful and effective tool as it can be provided easily in teaching and learning process. It is mostly practiced type of feedback in the present era. Oral feedback basically is given in oral and written work. Harmer, (2008) states that oral feedback is given for accuracy and fluency of work. Oral feedback helps to the learners to make improvements in their work in a rapid way. On the other hand, written feedback means the suggestions, comments and guidance that are provided by the reader to the writer in written form to bring improvement in their work. According to Wagle (2017) Effective written feedback provides the students with a record of what they are doing well, what needs improvement and suggested next steps. Written comments or notes that the teachers provide to the students after checking their answer sheets can be taken as the example of written feedback. Written feedback works as best if it is provided in a time in an appropriate manner (Rai, 2018). Written feedback plays vital role in learning. So that, it should be provided in appropriate time.

Immediate and delayed feedback. On the basis of timing, feedback can be provided immediately after the students' response or later. Teachers' comment delivered on the spot when a mistake or good point is made by students is known as immediate feedback. If the teacher provides feedback to the students during their

performance or immediately after their performance, it can be the example of immediate feedback. Whereas delayed feedback is provided after a certain period of the time of the performance. And if the teacher provides the written comments on the assignment of the students, it can be the example of delayed feedback. If the learner is provided feedback too late, there is more chance to forget what the learners have said. Upadhyay, (2015) showed that delayed feedback plays significant role to develop students' writing ability. In the name of delayed feedback, we shouldn't provide delayed feedback too late. He suggested to the teachers to provide feedback when students need.

Positive and negative feedback. On the basis of the effectiveness, feedback is divided into two types as positive and negative feedback. The feedback that creates positive vibes and motivates the learners is known as positive feedback. It is encouraging and entertaining to the learners. It helps to the learners to build confidence and makes them pleasure. It is important to encourage to the learners to move forward with better performance. It is taken as teachers' praise and encouragement toward the learners' work. Teachers' proper support, co-operation, understanding, intimacy creates proper vibes on the students. On the other hand, feedback that generally demotivates or discourages the learners is known as negative feedback. According to Gas and Selinker, (2009, p.225) "negative evidence refers to the types of information that is provided to the learners concerning the incorrectness of an utterance" So, usually, providing negative feedback to the students is discouraged. For example, if the teacher says. "No, it is wrong. What is this? It is like this....". It can be taken as the instance of negative feedback. Teachers' wrong and rude behavior discourage to the students. In this regard, we can say that, students should be provided positive feedback as far as possible.

Levels of feedback. The levels of feedback help to make feedback effective. It brings change in quality of product and performance. The focus of feedback is critically important. Hattie & Timperley (2007) purposed four levels of feedback at which feedback is directed influences its effectiveness.

Feedback about the task. Feedback can be about a task or product, such as whether work is correct or incorrect. This level includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect

answers, acquiring more or different information, and building more surface knowledge. This type of feedback is most common and is often called corrective feedback or knowledge of results, and it can relate to correctness, neatness, behavior, or some other criterion related to task accomplishment.

Feedback about the processing of the task. This feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. For example, a teacher or peer may say to a learner, “You need to edit this piece of writing by attending to the descriptors you have used so the reader is able to understand the nuances of your meaning,” or “This page may make more sense if you use the strategies we talked about earlier.” This feedback focuses on the learning processes needed for the task.

Feedback about self-regulation. This feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on a task. This feedback addresses students’ self-monitoring and self-assessment, both encourages deeper learning and mastery.

Feedback about the self as a person. This feedback can be personal in the sense that it is directed to the “self,” which, we argue below, is too often unrelated to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done.” Self-feedback such as praise is targeted at the student rather than at performance on the task and is considered the least effective according to (Kluger & DeNisi, 1996). Praise can increase self-efficacy if it is specific and focuses on effort or engagement.

Functions of feedback. Feedback plays vital role in teaching and learning process. It plays different roles and functions in learning process. It brings a drastic change in the students’ behavior and performance. It encourages to the students to improve their task and product of writing. It also motivates to students to move forward in their activities. It creates positive influences on the students’ performance. Kahu, (2008 p. 187) states that the feedback also plays an important role in changing students’ attributions that is their beliefs about the causes of their performance. Along with this, feedback can be seen to have three different functions: evaluation,

motivation and learning. (Butler & Winne, 1995; Nicol & Macfarlane-Dick, 2006; Pithers & Holland, 2003 as cited in Kahu, 2008 pp. 188-189).

Evaluation function of feedback. It works as formative assessment rather than summative assessment. It provides suggestions and information for further improvement.

Motivation function of feedback. This feedback motivates to the students in their learning. Berry's (2005) research found that teachers link feedback mostly to the motivational function that is, encouraging students to continue to behave in ways that get positive feedback and to increase effort and performance in the future. Similarly, Kahu, (2008 p. 189) states that feedback increases motivation if it is: clear, frequent, and conveys developing competence. So that, feedback should be clear, frequent and timely to motivate the students. Lee (2008 p. 146) also states that feedback helps to increase motivation and proficiency level. So that, we can say that feedback helps to encourage and motivates to the students towards better learning.

Learning function of feedback. Finally, the most direct function of feedback is its role in guiding learning. Feedback reinforces to the better learning. Many theories have advocated that feedback helps in better learning. Goal theory states that feedback aims to reduce the discrepancy between the current, performance and a desired goal. Feedback needs to be directly relevant to goals for better learning. (Hattie, 1999; Hattie & Timperly, 2007).

Review of Empirical Literature

Several researches work both in Nepal and abroad have been carried out in the field of English language teaching. Many researchers have studied under the area of teachers' feedback in the Department of English Education, TU. Being the researcher, one should gather adequate knowledge from the previous studies which provide him/her basic framework to prepare further new research. In order to make my study easy and systematic, I have reviewed the different studies related to my topic.

Saito (1994) has carried out a research on Teachers' practices and students' preferences for feedback on second language writing: A case study of Adult ESL

Learners. It aimed to investigate the teachers' practices and students' preferences for feedback and the students' strategies for handling feedback on their written work. The second part of this study focused on students' perception of "thinking prompts" for their writing. Thirty-nine students in ESL intensive courses and an ESL Engineering writing class were asked to fill out a questionnaire concerning feedback and thinking prompts. In addition, three classes were observed to see how each teacher used feedback and thinking prompts in their classes and for responding to students' writings. The results showed that students preferred teacher feedback (teacher correction, teacher correction with comments, error identification, commentary, teacher-students conferencing) to non-teacher feedback (peer correction and self-correction), though the three teachers used non-teacher feedback frequently in their classes. These students' strategies for handling feedback varied depending on the type of feedback each teacher gave on the student's paper. Among the thinking prompts, students found the rule prompt most useful and the comparison prompts least useful. The results suggest that the extent to which the thinking prompts are integrated in the class and students conceptualize them is reflected in their attitudes toward thinking prompts.

Similarly, Diab (2005) carried out the research in titled "EFL University Students' Preferences for Error Correction and Teacher Feedback on Writing". The objectives of their study were to explore University EFL students' preferences for error correction, to explore University teacher's practice of error correction and feedback providing to the students and to explore universities EFL students believes about what constitutes the effective feedback. 156 EFL students enrolled in different English communication classes at American University of Beirut were taken as sample population. Questionnaire had been used as main tools for data collection. The findings of the study showed that, Majority of the students agreed that their teachers should point out errors in the grammar (86% in First and 82% in the final draft). In the same way 74% of the student considered that teachers comment more important on writing style and 72% on content /ideas. Majority of the students agreed that their teachers should point out errors in the grammar (86% in First and 82% in the final draft). Regarding student's preference to teacher's response 49% of the students wanted to indicate where error is and give clue about how to correct it in the first draft and in the final draft 57% students preferred that teachers should cross out what is

incorrect and rewrite the correct words or structure. Regarding teachers focus on error correction among so many errors in first and the final draft of student's written work, majority of the students (45%) preferred that their teacher should correct all errors major and minor.

Likewise, Carvaelho, Santosh, Conboy & Maetins (2014) conducted a research entitled "Teachers' feedback: Exploring Differences in students' perceptions". The objectives of their study were to explore the nature of teachers' feedback and students' perceptions on it. Their statement of problem was to induce whether there is an impact of and program diversity in the perception of teacher's feedback. This research had been carried out in Lesbian University of Portuguese. 178 students were selected as sample population and process of sampling was purposive. Questionnaire and school trajectories (the path followed by the teachers in providing feedback) were used as tools of data collection. The finding of the research showed no difference in perceived feedback regarding the main effect of type of educational program attended. However, the result revealed students' gender main effect with girls perceiving more effective feedback than boys.

Likewise, Pokhrel (2014) carried out a research on "Types of teacher's feedback and their role in learning English". Her main objectives were to find out types of teacher's feedback and ways to giving feedback used by English teachers in learning English. She applied survey research design. She collected data from secondary schools of Kathmandu district. The required data were collected by using questionnaire and observation checklist. The total samples were four teachers from two schools where ten classes of each teacher were observed. This study found that teachers' feedback makes the students aware of their strength and weaknesses so that they can improve their learning.

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 was consisted the English teachers of secondary level from Kathmandu district and the sample of the study consisted 40 teachers from them. He used purposive non-random sampling strategy for sampling the population. The researcher used both close-ended and the open-ended questionnaire 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.

Similarly, Bohara (2015) conducted a research on “M. Ed English Students Perception towards Thesis Writing” to explore the perception of M. Ed students towards thesis writing. He used survey research design. He selected twenty students from central department of English education T. U. Kirtipur and twenty students Mahendra Ratna Campus Thachal among M. Ed second year students using purposive non-random sampling procedure. The tool for data collection of this study was questionnaire. The major findings of this study were that 52% of the M. Ed English students (i.e. 21 students) responses strongly agree with the statement whether thesis writing is appropriate for M. Ed students. Similarly, 45% students (i. e. 18 students) agree whereas 3% students i. e. 1 student) disagree with the statement.

Likewise, Sitaula (2015) carried out research on “Students’ Perception on Writing Theses”. The main objective of this study was to find out students’ perception on thesis writing. He used survey research design. Fifteen students were selected from thesis writing group and other fifteen were the students who have completed their master’s degree under the same department as the sample for the study. Similarly, he used purposive sampling procedure for choosing informants. The tool for data collection of this study was questionnaire. The major finding of this study was that majority of the respondents (56%) selected their research problem/topic from their own area of interest.

Moreover, Upadhya (2015) carried out on “Role of delayed feedback in developing writing” to find out effectiveness of delayed feedback in developing students’ ability in writing. The researcher selected thirty students by using nonrandom judgmental sampling procedure. He used different types of tests as research tool. The study showed that delayed feedback plays significant role to develop students’ writing ability. In the name of delayed feedback, we shouldn’t provide delayed feedback too late. He suggested to the teachers to provide feedback when students need.

Similarly, Rai (2018) carried out a research entitled in “feedback in English language learning: teachers’ practices and students’ perceptions” to explore the current practices of providing feedback in semester classes and to find out the perceptions of the students on the role of feedback in their learning. Survey research design was used in this study. The researcher administered questionnaire and observation check list as the main tools for eliciting the required information. This study found that the teachers practiced correcting as the common way of providing feedback to the students. Similarly, the students perceived feedback as information provided to the learners with objectives of improving their performance. They said that feedback played constructive role in their learning. Teachers’ feedback worked as a motivation tool in the process of teaching and learning.

Moreover, Dhami (2019) conducted a research on M.Ed. English students’ perceived difficulties in writing thesis for the purpose of identifying the perceived difficulties if M.Ed. English students in writing thesis. It also aimed to find out expectations and experiences of the thesis writing students. Mixed method design was used. He carried out this research among 40 thesis writing students. Questionnaire and interview were used as the main tools for collecting data. From the analysis and interpretation of the collected data it has been found that the students expected thesis writing workshop before writing thesis seminar for writing proposal and specific guidance on technical aspects. Similarly, they experienced sleepless night while selecting thesis topic. They searched different topic on internet and consulted their friends. Some of the students had got topics from their supervisor. Likewise, majority of the students (75%) had difficulties in collecting resources. Regarding the difficulties, they faced the problems of resources and technical skills to search literature in internet.

The above mentioned studies are related to the perception of students on thesis writing and feedback, but no one has studied on students’ attitudes and expectations towards teachers’ feedback in thesis writing. Therefore, this study seems to be distinct from the other researches done previously.

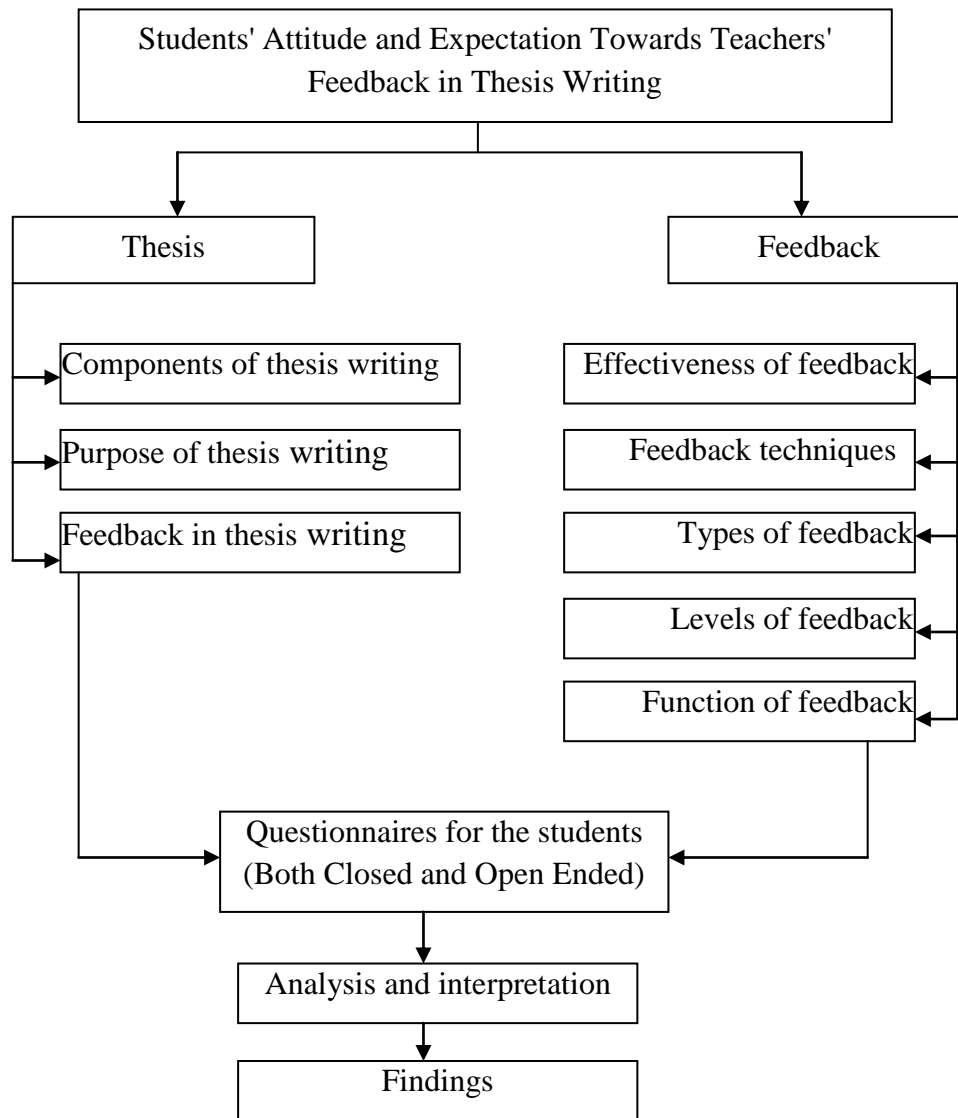
Implications of the Review for the Study

Literature review has invaluable implications from selection of the topic to deriving the findings. It plays vital role to carry out the new research. To select the researchable new topic in teachers' feedback in writing thesis, I reviewed some research works, articles which were already been carried out. These works had recommended some possible researchable topics which helped me know the gap between what has already been found out and what has not found out yet. It shows that any researchable topic gets background knowledge from the literature review because all the problems may not be research topics.

From the above review of different theories and empirical literature, I got many fruitful insights, ideas and procedures to conduct my research in easy and systematic way. Similarly, theoretical review is implied to extend the knowledge of concept of thesis, components of thesis, concept of feedback, types of teacher feedback, strategies of increasing effective feedback, function of feedback, and role of feedback in writing etc. Among the studies, the study by Harmer (2008) & Hattie & Timperly (2007) supported me to understand the theoretical aspects of the study. Similarly, Rai (2018) supported me to write the statement of the problem and methodology part of the study. Dhami, (2019) assisted me to construct the conceptual framework. Likewise, Wagle (2017) provided insights to write research questions. Similarly, Diab (2005) & Rai (2018) helped me construct questionnaire and overall understanding of the research work.

Conceptual Framework

The study on “students’ attitudes and expectation towards teachers’ feedback in thesis writing” is based on following conceptual frame work.



Chapter III

Methods and Procedures of the Study

The researcher had use following methods and procedures to collect the required information for this study.

Design of the Study

I adopted survey research design in order to achieve the objective of my study. Survey research is the most commonly used descriptive method in educational research. It is the systematic gathering of information from respondents for the purpose of understanding or predicting some aspects of the behavior of the population of interest. In other words, Survey research is conducted in natural setting specially to find out behavior of the person or the existing reality of the objects. It administers a survey to a sample or the entire population of people to describe the attitudes, opinions behaviors or characteristics of the population. Kerlinger, (1986) defines “survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population discover the relative incidence, distribution and inter relationship of social and psychological variables”. Thus, survey is a research design which can be conducted in both large and small population to find out peoples’ beliefs, attitudes, thoughts, perceptions etc.

The above discussed research design is one of the important research design used in educational investigations. It was mainly carried out to find out peoples’ attitude opinions, and specified behavior on certain issues, phenomena and events or situations. The finding of survey research generalizes to the whole group achievement. For this reason, I chose survey design in my research study.

Population, Sample and Sampling Strategy

The population of this study was all M.Ed. English students at the Department of English Education who have been writing a thesis. Thirty participants or M.Ed. English students who have been writing thesis were the sample of this study. Participants were selected by using simple random sampling procedure.

Sources of Data Collection

I used both primary and secondary sources of data. Thus, this study was based on the following source of information:

Primary sources. Primary data were collected from thirty M.Ed. English students who have been writing a thesis at the department of English education. The primary data were obtained from the questionnaire given to the respondents.

Secondary sources. The secondary information was derived from different printed and electronic materials like books, articles, theses, journals and documents related with the study.

Research Tools

In the study, I used questionnaires as major tools for data collection. The questionnaires were divided into two parts. First part consisted of thirty-eight closed ended questions whereas second part consisted of three open ended questions.

Data Collection Procedures

For the collection of required data, at first, I met to the intended respondents. After that, I requested them to fill up the questionnaires by clarifying the objectives of this study. Then, I distributed the questionnaire to the participants expecting the response from them. After that, I collected filled questionnaire from the respondents. Lastly, I thanked to the respondents for their support and help. After collecting the data, I went for analyzing and interpreting the data.

Data Analysis and Interpretation Procedure

The collected data were analyzed quantitatively and thematically. The collected data through open-ended questions were analyzed thematically and the responses obtained from the close ended questions were analyzed statistically in tables on the basis of major themes.

Ethical Considerations

Ethical consideration is an important matter in the research. The researcher has several ethical considerations while taking any research. I made proper use of all the available materials that had provided to me. I would not misuse them. I made use of those materials to the extent I was permitted to do. I would not mention them as my own. I gave proper reference, citations or quotations them.

In the process of data collection, I clearly informed my purpose to my respondents. I would not use the data for other purposes. Similarly, the findings of this study would not harm to the respondents. They would be assured that all identifiable personal information will be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications.

Chapter IV

Results and Discussion

The data collected from both primary and secondary sources have been analyzed and interpreted in this section. I have analyzed the data both descriptively and statistically. The data collected from questionnaires and the responses from the participants have been analyzed and interpreted using both descriptive and statistical tools like percentage. Based on the analysis of the data, the interpretation has been made.

To collect the required data the respondents were requested to respond two broad areas like as students' attitudes towards teachers' feedback in thesis writing and students' expectations towards teachers' feedback. In each of these topics, there were a set of questions and statements and the respondents were requested to respond to them by ticking the most appropriate option according to their understanding. There were three open-ended type questions where the respondents had to write a few words or sentences to express their views and opinions toward teachers' feedback. I have sub-divided questionnaires into three areas on the basis of theme to interpret the collected data systematically. These areas are given below.

Students' attitudes towards teachers' feedback

Students' expectations by their teachers in feedback

Teachers' practices of providing feedback

The item and theme wise analysis and interpretation of the data collected from the questionnaire has been presented below on the basis of aforementioned areas.

Students' Attitudes towards Teachers' Feedback

There were 10 questions within this area. The analysis and interpretation of this area has been presented below.

Meaning of feedback. Feedback is considered as a roadmap which leads a learner to reach a destination with necessary guidance and inputs from teachers and experienced ones. In this regard, the participants were asked a question centering on

what feedback is for them. Participants' responses to this question are tabulated to below.

Table 1
Meaning of Feedback

S.N.	Responses	No. of respondents	Percentage (%)
1	Teachers' support	3	10
2	Suggestions	9	30
3	Guidance	17	56.67
4	Comments	1	3.33
	Total	30	100

The table 1 shows that 10 % of the participants responded that feedback is teachers' support. Similarly, 30 % of them reported that feedback is suggestions for them to whom they need. Likewise, 56.67 % of them mentioned that feedback is guidance to needed ones. Moreover, 3.33 % of them responded that feedback is comment from the teachers. Majority of the participants considered that feedback is both the guidance and suggestions.

The above discussion shows that majority (56.67%) of the students took feedback as guidance and suggestions that help to motivate the students in thesis writing. A very few of participants responded that feedback as comments. It is clear that majority of the participants had positive attitudes towards teachers' feedback.

Students' views on task of thesis writing. Thesis writing is one of the compulsory courses under the Department of English Education where hundreds of students submit research reports in a one academic year. Each and every student has their own perception in writing thesis. In this regard, the participants were asked a question i.e. *how do you perceive the task of thesis writing?* The responses to this question are presented in the table to below.

Table 2**Students' Views on Task of Thesis Writing**

S. N.	Responses	No. of Respondents	Percentage
1	Rigorous task	18	60
2	Interesting research task	3	10
3	Stressful job	1	3.33
4	Part of compulsion	8	26.67
	Total	30	100

The table 2 shows that 60% of the participants responded that thesis is rigorous task. Similarly, 10% of them reported that thesis as an interesting task. Likewise, 3.33% of them mentioned that thesis as a stressful job. Moreover, 26.67% of them responded that thesis as a part of compulsion.

To sum up, majority of the participants agreed that thesis is a rigorous task. A less number of students (3.33%) agreed that feedback as a stressful job. It is found that majority of the participants considered that thesis as a rigorous task.

Feedbacks in literature review. Literature review is regarded as an important aspect of thesis writing which provides clear roadmap to explore the research gap. In this regard, respondents were asked a question i.e. *do you expect any specific feedback in literature review?* The collected responses from the participants are presented in the table to below.

Table 3**Feedbacks in Literature Review**

S. N.	Responses	No. of Responses	Percentage
1	Yes	27	90
2	No	3	10
	Total	30	100

The table 3 clearly shows that 90% of the respondents' responded feedback is necessary in literature review. Similarly, rest of other or 10% of them mentioned that feedback is not necessary in literature review.

The above discussion shows that majority of the respondents seem to be agreed and a very few of the respondents seem to be disagreed with this statement. It is found that majority of the respondents expected specific feedback in literature review.

Attitudes on effectiveness of feedback. It is believed that feedback helps the students to improve the way of writing and brings change and improves in thesis writing process. Feedback helps to the students to make their thesis more valid and academic. It always plays vital role for the improvement and effectiveness of the thesis. So, finding out the students' attitudes on effectiveness of feedback, respondents were asked six questions under this topic. The majority of the students were found positive towards teachers' feedback and effectiveness of feedback. They thought that teachers' feedback helps them to get constructive ideas and improve in thesis writing. Here, I have summarized the students' attitudes on effectiveness of feedback in table to below.

Table 4

Attitudes on Effectiveness of Feedback

S.N.	Statements	Responses					
		Agree		Neutral		Disagree	
		No.	%	No.	%	No.	%
1	I need feedback in methodology part.	27	90	3	10	-	-
2	I need feedback to interpret and analyze the collected data.	27	90	2	6.67	1	3.33
3	I found teachers feedback as constructive means in my writing.	24	80	4	13.33	2	6.67
4	I am really benefited by teacher's feedback.	23	76.67	07	23.33	-	-
5	Feedback helps in improving our writing.	28	93.34	2	6.66	-	-
6	Feedback helps in creating motivation for thesis writing.	24	80	3	10	3	10

The data presented in the table 4 shows that 90% of the respondents mentioned that teachers' feedback is needed in methodology of the thesis. Likewise, 10% of the respondents responded that feedback may be or may not be needed in methodology of the thesis. None of the respondents mentioned in the last ones. According to the result, majority of the respondents (90%) agreed with the first statement. A very of the students were neutral with the statement. None of the students disagreed with the first statement. It is clear that majority of the students need feedback in methodology part.

Similarly, 90% respondents agreed that they need feedback to interpret and analyze the collected data. Similarly, 3.33% respondents disagreed with the statement whereas 6.67% respondents were neutral with the second statement. It is found that majority of the students agreed with the second statement. In similar way, the data presented with the statement 3 shows that 80% of the respondents agreed with the statement whereas 13.33% of the respondents didn't know whether feedback as constructive means in thesis writing or not. Similarly, 6.67% respondents disagreed with this statement. The result shows that majority of the respondents considered that feedback is constructive means to them in the thesis writing. Moreover, 76.67% of the respondents agreed that they were really benefitted by teacher's feedback whereas 23.33% of the respondents didn't know whether they are benefitted by teachers' feedback or not. The result shows that majority of the respondents agreed with the statement. They seem to be really benefitted by teachers' feedback in thesis writing. None of the respondents were disagreed with the given statement. Majority of the respondents considered that they are really benefitted by the teachers' feedback.

In the similar way, 93.34% of the respondents agreed that feedback helps them in improving our writing. Very less number i.e. 6.66% of the respondents didn't know whether feedback helps in improving their writing or not. The result shows that majority of the respondents agreed with the statement. None of the students were disagreed with the given statement. It means that students have positive attitudes towards teachers' feedback. Majority of the respondents considered that feedback helps in improving their writing. Likewise, the data presented in the statement 6 shows that 80% of the respondents agreed with the statement whereas 10% of the respondents didn't know whether feedback creates motivation or not. Similarly, 10%

respondents disagreed with the statement. The result shows that majority of the respondents considered that feedback helps in creating motivation in the thesis writing. From the discussion of table 4, it can be said that students' perceptions towards teachers feedback were very much positive and it had positive effect in creating motivation in thesis writing, developing writing skill and improving their thesis.

Roles of feedback in thesis writing. Feedback may have various roles in learning process. It has a number of benefits. If the students realize the role of feedback, they try to put the feedback in their practice. So, finding out students' attitudes towards teachers' feedback and perception on the role of feedback to the students in their thesis, I formed a question as, *in your understanding what could be the role of feedback specially in writing thesis?* Regarding this, the students mentioned that feedback had constructive role in writing thesis which also functioned as motivational tools and helped to reduce the complexities of the thesis. It also helps for the authenticity of the research. In this connection,

R1 said, *Feedback itself is a component which takes the students in a track that means in a better path. In thesis writing too, it helps to the students to find out appropriate ways of thesis fulfillments correctly by the teachers. Giving feedback frequently helps for the authenticity of the research.*

The role of feedback is to take the students in a right track that helps to move forward in a better way. It also helps to the students to make their thesis authentic and valid.

Similarly, R2 said, *the roles of feedback are correcting the major errors, encouraging the learners in thesis writing, creating intrinsic motivation to the learners, creating good rapport between supervisor and learners, leading thesis to a fine art i.e. refining the task, etc.*

Likewise, R3 said, *feedback helps in reducing the complexities of the thesis, motivating students, guiding to the right path, completing the task on time.*

Based on the given responses, feedback has many benefits in writing thesis. According to their view, it is clear that feedback plays vital role in writing thesis. It means that they have positive vibes and impacts of teachers' feedback in writing thesis. The foremost benefit of feedback is improving learning and making thesis valid. It also works as a motivating tool in writing thesis. Through feedback, the students can be motivated and show their better performance in thesis. Despite these, some respondents said that feedback helps to correct major errors, helps to enhance their ability in thesis writing, encourages students to learn more, builds up confidence of the students, helps in organizing ideas, works as a backbone for achieving competency in writing thesis.

Students' views towards teachers' feedback. Students' perceptions towards teachers' feedback plays crucial role in thesis writing process. Students may have various attitudes toward teachers' feedback. If the students have positive attitude of feedback, they try to put the feedback in their practice whereas if they don't have positive vibes on teachers' feedback, they can't move forward in their thesis writing. So, finding out students' attitudes towards teachers' feedback in their thesis, I formed a question as, *in your opinion, what should be the attitude towards teachers' feedback?* Regarding this, the students said that they had positive impact of feedback in thesis writing that helped them to be a good researcher. It also leads them towards targeted destination. In this connection,

R1 said, *in my opinion, we should always keep positive attitude towards teachers' feedback because they lead us towards the targeted destination. They help us to make our research valid, weighty and fruitful.*

In similar way, R2 said, *in my opinion, teachers' feedback is an essential part of thesis writing. It helps every thesis writers to be a good researcher. I think that we cannot complete our research work on time without teachers' feedback. It is a strong pillar and true foundation of thesis writing. The learners should take teachers' feedback positively as a catalyst of making the writing economical and consistent. The teachers would provide both oral and written feedback as much as possible when it is requested by learners.*

Likewise, R3 said, *in my opinion, teachers' feedback should be positive, supportive, helpful and creative. The feedback should not discourage to the students who are writing thesis.*

The excerpt reveals that the students have positive impacts of feedback in thesis writing. Majority of the students agreed with they should have positive attitude towards teachers' feedback. They took teachers' feedback positively as a catalyst of making the writing economical and consistent. They have kept feedback as a strong pillar and true foundation of thesis writing. It is crystal clear that they have positive attitude towards teachers' feedback as it leads them towards the targeted destination. It also helps them to make their research valid, weighty and fruitful. Participants considered that they have positive attitudes towards teachers' feedback in thesis writing.

Students' Expectations towards Teachers' Feedback in Thesis Writing

This section deals about the students' expectation towards teachers' feedback in thesis writing. Students may not be satisfied with the teachers' feedback and way of providing feedback and teachers' behavior. Students may have several expectations from their teachers and teachers' feedback. I had made several closed ended questions and a few open-ended questions in order to know the students' expectations by their teachers in thesis writing. The item and theme wise analysis and interpretation of this area has been presented in the next page.

Table 5

Students' Expectations towards Teachers' Feedback in Thesis Writing

S.N.	Statements	Responses									
		S. Agree		Agree		Neutral		Disagree		S. D	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	The supervisor would provide me constructive feedback.	12	40	17	56.67	1	3.33	-	-	-	-
2.	The supervisor would tell everything in detail about thesis writing process.	8	26.67	16	53.34	5	16.66	1	3.33	-	-
3.	The supervisor had to show friendly behavior while providing feedback.	17	56.67	11	36.67	2	6.66	-	-	-	-
4.	The supervisor would provide me sufficient time.	17	56.67	7	23.33	6	20	-	-	-	-
5.	The supervisor would not discriminate to the students while giving feedback.	17	56.67	12	40	-	-	1	3.33	-	-
6.	The supervisor's feedback would encourage students.	16	53.33	14	46.66	-	-	-	-	-	-
7.	The supervisor would provide feedback to organize the ideas.	15	50	15	50	-	-	-	-	-	-
8.	The supervisor should correct all major errors.	6	20	11	36.67	9	30	4	13.33		

The data presented in table 5 shows that 40% of the respondents strongly agreed that the supervisor would provide them constructive feedback in thesis writing process. Similarly, 56.67% respondents agreed whereas 3.33% respondents seem to be neutral with this statement. In brief, the result shows that majority of the respondents expected constructive feedback in thesis writing. Similarly, 26.67%

respondents strongly agreed with the statement that the supervisor would tell everything in detail about thesis writing process. Similarly, 53.34% respondents agreed whereas 16.66% respondents were neutral with this statement. Likewise, very few of the respondents (3.33%) disagreed with the statement. According to the result, Majority of the respondents expected feedback in detail. In similar way, 56.67% respondents strongly agreed that the supervisor had to show friendly behavior while providing feedback. Similarly, 36.67% respondents agreed whereas 6.66% respondents were neither agreed nor disagreed with this statement. According to the result, Majority of the respondents agreed with the given statement. By this result, we can say that students expected teachers' friendly behavior while providing feedback.

Similarly, 56.67% respondents strongly agreed that the supervisor would provide them sufficient time while providing feedback. Likewise, 23.33% respondents agreed whereas 20% respondents seemed to be neutral with this statement. According to the result, Majority of the respondents agreed with the given statement. In the same way, 56.67% respondents strongly agreed that the supervisor would not discriminate to the students while giving feedback. Similarly, 40% respondents agreed whereas 3.33% respondents disagreed with this statement. By this discussion, majority of the respondents considered that they expected indiscriminate behavior of the teachers while receiving feedback. Moreover, 53.34% respondents strongly agreed that the supervisor's feedback would encourage to the students.. Similarly, 46.66% respondents agreed with the given statement. According to the result, all of the respondents agreed with given statement. All the respondents considered that supervisors' feedback would encourage to them in thesis writing.

Likewise, 50% respondents strongly agreed that the supervisor would provide feedback to organize the ideas. Similarly, 50% respondents agreed with the given statement. According to the result, all of the respondents agreed with the given statement. By this result, we can say that students had expected that teachers had to provide feedback to organize the ideas they brought. Finally, 20% respondents strongly agreed that the supervisor should correct all major errors. Similarly, 36.67% respondents agreed with the given statement. Likewise, very less number of respondents i.e. 13.33% disagreed and 30% respondents seemed neutral with the given statement. According to the result, Majority of the respondents agreed with the

given statement. By the discussion of aforementioned table, it was found that students expected constructive ideas, friendly behavior; proper and sufficient time and unbiased behavior from their supervisor.

Expectation of more feedback. Students need feedback in every area of the thesis. One of the areas of thesis may need more feedback than other areas. Some students need more feedback in one area whereas some students may need in another area. Expectations may differ from one person to another person. In this regard, the respondents were asked multiple choice questions and regarding where they did expect more feedback in the thesis. I asked them to respond '*What do you think, which areas of the thesis need more feedback than other areas?*' The data obtained from questionnaire has been displayed in the following table.

Table 6

Expectation of More Feedback

S.N.	Responses	No. of Respondents	Percentage
1	Topic Selection	6	20
2	Problem Statement	8	26.67
3	Literature Review	6	20
4	Methodology	10	33.33
	Total	30	100

The data presented in the table 6 shows that 20% respondents responded that they expected more feedback in topic selection. Similarly, 26.67% respondents mentioned in problem statement. Likewise, 20% respondents reported that they expected more feedback in literature review. Finally, 33.33% respondents expected more feedback in methodology. According to the result, most of the respondents had expected more feedback in methodology part as they felt difficulty and confusion in this part.

Expectations on modes of feedback. There are different modes of providing feedback to the students in thesis writing. Specially, oral and written feedback has been practicing to provide feedback. Students were given a closed ended question to explore their expectation regarding modes of feedback. The question was '*which types of feedback do you expect from your supervisor?*' The responses collected from the respondents are presented in the table to below.

Table 7**Expectations on Modes of Feedback**

S.N.	Responses	No. of Respondents	Percentage
1	Oral Feedback	2	6.66
2	Written Feedback	0	0
3	Both Feedback	28	93.34
	Total	30	100

The data presented in the table 7 shows that 6.66% respondents responded that they expected only oral feedback by their teachers in thesis writing. Similarly, 93.34% respondents mentioned that they expected both written and oral feedback in their thesis writing process. According to the result, Majority of the respondents agreed with both modes of feedback. A very few of the respondents expected that only oral feedback by their supervisor. Majority of the respondents considered that they expect both oral and written feedback by their supervisor.

Students' preferences regarding teachers' techniques of providing feedback. Under this heading, I had given a closed ended question to the students to explore students' preferences regarding teachers' ways to provide feedback. The question given to them was '*Which of the following mode of providing feedback you like most?*' The collected data from all the respondents to this question are presented in the table to below.

Table 8**Students' Preferences Regarding Teachers' Techniques of Providing Feedback**

S. N.	Responses	No. of Respondents	Percentage
1	Only showing where the errors are	4	13.34
2	Showing where the errors are and giving hints about how to correct them	24	80
3	Crossing out error and rewrite correct form	1	3.33
4	Others	1	3.33
	Total	30	100

The table 8 shows that the 13.34% of the respondents preferred that only showing the where the errors are by the teachers. Similarly, 80% respondents preferred the technique that by showing where the errors are and giving hints about how to correct them. Likewise, 3.33% respondents preferred the techniques that by crossing out error and rewrite correct form. Finally, 3.33% respondents liked the other technique of providing feedback.

As a result, majority of the respondents preferred the technique that by showing where the errors are and giving hints about how to correct them. A very few of the respondents preferred other technique of providing feedback. Thus, majority of the respondents considered that they preferred the technique that by showing where the errors are and giving hints about how to correct them. They believed that this technique of providing feedback would help them to make their thesis academic and perfect.

Expectation of constructive feedback in thesis. Constructive feedback helps to the students in thesis writing by encouraging them. It provides insightful knowledge to the students for making their thesis academic and fruitful. It is one of the important things in thesis writing. In this regard, I asked an open ended question to the participants about expectation related to feedback in thesis writing. In this connection,

R1 said *the teachers should provide constructive feedback that helps to avoid of the burden for the students.*

Similarly, the R2 said *I expect good comments, suggestions from supervisor to get overall progress of the study.*

Likewise the R3 said, *as a thesis student, we have lots of confusions because we newly get introduced to thesis writing. So, we had expectations to get constructive feedback to avoid our confusions related to thesis.*

The excerpt reveals that the students had expectations of constructive feedback from their supervisor. They believed that constructive feedback would help them to

avoid the burden of the thesis. It also helps to the students to move forward with good confidence in writing thesis.

Expectations of friendly behaviors. Teachers' friendly behavior while providing feedback plays crucial role in writing thesis. Teachers' friendly behavior helps to build rapport between the teachers and students. Regarding this topic, the respondents were given a question to explore their expectations towards teachers' friendly behavior. They expected friendly and collaborative behavior from their supervisor that helps them to take the right tract in thesis writing. In this connection, I have included some of the responses from respondents.

R1 said *supervisor should have friendly behavior with students*. Similarly, R2 said *the teachers should provide feedback in collaborative and friendly environment which creates positive attitude towards teachers' feedback*.

Likewise R3 said, *I wish I had a supervisor as a good friend that means person who can understand my heart, my errors and leading to me a right track while writing the thesis. I had expectation that my supervisor would provide me positive feedback in spite of staring like the enemies*.

The excerpts reveal that the students had expectations of friendly behavior from their supervisor. They believed that friendly behavior would help them to make writing academic, reduce the unnecessary tension and develop the good rapport between teachers and students. If the teacher performed friendly behavior to the students, then students would be motivated and followed right tract while writing thesis.

Expectation of proper and sufficient time. Teachers' proper and sufficient time to provide feedback may have positive influence for the students to improve their thesis writing. If the teachers provide proper and sufficient time to the students while providing feedback, students may also complete their tasks in proper time with purposefully. I asked open ended questions with the participants about expectation related to time of the teachers in providing feedback. In this connection,

R1 said *the supervisor should provide proper and sufficient time to the students to provide feedback.*

Similarly, R2 said *the teacher should receive our calls when we call them to ask for our thesis.*

The excerpt reveals that the students had expectations of proper and sufficient from their supervisor. They believed that if they got proper and sufficient time they would not be bored in writing thesis and they would get more feedback that would help to make thesis academic. Students have been facing many difficulties in thesis writing due to the lack of proper and sufficient time.

Expectation of unbiased behavior. Unbiased behaviors of the teachers affect in the students' learning. If the teachers performed such behaviors, students couldn't make any improvements in their learning. I asked open ended questions with the participants about expectation related to unbiased behavior of teachers in providing feedback. Majority of the participants expected that the supervisor should perform clear and fair behavior to all the students. They should provide equal opportunities to all the students. Majority of the respondents expected unbiased, free and fair behavior from their supervisors. In this regard,

R1 said *"I expect that the supervisor should perform clear and fair behavior to all the students. They should provide equal opportunities to all the students"*.

Likewise the R2 said *"the supervisor should not give much emphasis only on girls and the person in favor of them while providing feedback"*.

The excerpt reveals that the students had expectations of unbiased behavior from their supervisor. From their views, it is found that they have been facing the discriminate behavior from their supervisor. It is beyond the students' behavior so the teacher should provide students equal opportunities. They have to perform free and fair behavior to all the students that helps to develop positive attitude towards teachers. Teachers' behavior play vital role to guide students in the thesis. If the teachers performed good behavior with students, the students would complete their task easily.

Expectation of seminar and workshop. It is believed that seminar and workshop related to thesis writing helps to the researchers to get more ideas about thesis. Being participating in workshop, they can develop their competency in writing thesis that helps them to write a thesis in a better way. In this regard, I asked them a question as *Do you have any more expectations from your supervisor? Please, feel free to write?* Most of the respondents had expectation of seminar, workshop and thesis orientation class. In this connection,

R1 said, *I had an expectation that the department would conduct seminar and workshop related thesis before writing a thesis. Similarly, supervisor would provide thesis orientation class before selecting topic.*

Likewise, R2 said, *it is better to conduct workshops and seminars before writing a thesis which help us to select topic and write a good thesis.*

The excerpts indicate that students had expectations of seminar, conference and workshop program to support thesis writing skill. If they were given thesis orientation classes, they wouldn't face more difficulties in writing thesis. They need to get technical, social and academic skills from department to fulfill their thesis. So, the Department and supervisor should conduct thesis writing workshop and thesis orientation class to address students' problems.

Teachers' Practices of Providing Feedback

In this section, I have analyzed the closed ended questions given to the students regarding teachers' practices of providing feedback in thesis. The item wise analysis of closed ended questions has given below.

Frequency of providing feedback. Regarding this topic, the respondents were given a question that how often their supervisor provided feedback to them in their thesis. In details, the data collected from the respondents are presented in the table next page.

Table 9**Teachers' Frequency of Providing Feedback**

S. N.	Responses	No. of Respondents	Percentage
1	Frequently	12	40
2	Sometimes	18	60
3	Rarely	0	0
4	Never	0	0
	Total	30	100

The table 9 shows that, 40% of the respondents responded that their teachers used to provide feedback frequently. Similarly, 60% respondents mentioned that their teachers sometimes used to provide feedback to the students. The result shows that majority of the teachers sometimes used to provide feedback to the students.

Teachers' focus. Regarding this topic, the respondents were given a question that in which area their teachers provided more feedback to them in their thesis. The data collected from the respondents are presented in the table below.

Table 10**Teachers' Focus**

S. N.	Responses	No. of Respondents	Percentage
1	Statement of the problem	10	33.33
2	Literature Review	9	30
3	Conceptual Framework	10	33.33
4	Methodology	1	3.34
	Total	30	100

The table 10 shows that, 33.33% of the respondents responded that teachers used to provide more feedback in statement of the problem. Similarly, 30% respondents mentioned that their teachers used to provide more feedback in the literature review. Likewise, 33.33% respondents said that the teachers provide more feedback in conceptual framework whereas 3.34% responded that the teachers

provided more feedback in methodology. The result shows that majority of the teachers used to provide more feedback in statement of the problem and conceptual framework.

Types of feedback. Under this topic, I had asked a closed ended question to the students that *what types of feedback provided by their teachers*. The data collected from the respondents are presented in the table to below.

Table 11

Types of Feedback

S. N.	Responses	No. of Respondents	Percentage
1	Oral Feedback	17	56.67
2	Written Feedback	1	3.33
3	Both Feedback	12	40
	Total	30	100

The data presented in the table 11 shows that 56.67% respondents responded that the teachers used to provide oral feedback. Likewise, 3.33% responded that the teachers used to provide written feedback to them. Similarly, 40% respondents mentioned that the teachers used to provide both oral and written feedback. According to the result, Majority of the teachers used to provide only oral feedback to the students in their thesis.

Techniques of providing feedback. There are different ways of providing feedback. Under this topic, I had given a closed ended question to identify teachers' practice of ways to provide feedback. The question was, *how does your thesis supervisor provide feedback in your writing?* The data obtained by this question is presented in the table next page.

Table 12**Techniques of Providing Feedback**

S. N.	Responses	No. of Respondents	Percentage
1	Only showing where the errors are	8	26.67
2	Showing where the errors are and giving hints about how to correct them	20	66.67
3	Crossing out error and rewrite correct form	1	3.33
4	Others	1	3.33
	Total	30	100

The table 12 shows that the 26.67% respondents mentioned that the teachers used to provide feedback only showing the where the errors are. Similarly, 66.67% respondents responded that the teachers used to provide feedback by showing where the error are and giving hints about how to correct them. Likewise, 3.33% respondents said that the teachers used to provide feedback by crossing out error and rewrite correct form. Finally, 3.33% respondents mentioned that the teachers used to provide feedback in different ways in the thesis.

Findings and Results

The major concern of this study was to explore M.Ed. English students' attitudes and expectations towards teachers' feedback in writing thesis. It also finds out the teachers' practices of providing feedback, and their behaviors that they perform to the students. On the basis of analysis and interpretation of data obtained from the students, the following findings have been drawn.

Students' Attitudes towards Teachers Feedback in Writing Thesis

The findings are drawn based on students' attitude towards teachers feedbacks in thesis writing are as given below:

- Students' attitudes towards feedback were positive. Majority of the students perceived teachers' feedback as a guidance. It is because 56.67% respondents in total had this attitude.
- Most of the respondents (60%) took the task of thesis writing as a rigorous task.
- Majority of the respondents (90%) needed feedback in literature review, methodology, interpretation of the data.
- Feedback played role of constructive means in writing thesis. It is because 80% respondents in total agreed with this view.
- Students were really benefitted by teachers' feedback in writing thesis. It is because majority (76.67%) of the respondents agreed to the view.
- Feedback had proper effectiveness in writing thesis. It is because 93.34% responded had this attitude.
- Feedback helped to motivate the students in writing thesis. Majority of the respondents (80%) had this attitude.

Students' Expectations towards Teachers' Feedback in Writing Thesis

The findings are drawn based on students' expectations towards teachers feedbacks in thesis writing are as given below:

- Majority of the respondents (96.67) expected constructive feedback from their supervisor in thesis writing.
- Most of the respondents (33.33%) expected more feedback in methodology part. It was found that students felt more difficulties in methodology part.
- Students expected teachers' feedback in detail. The teachers had to provide feedback in detail. It is because majority of the respondents (80%) expected feedback in detail.
- Students preferred friendly behavior of the teachers while providing feedback. Majority of the respondents (93.66%) expected friendly behavior from their supervisor.
- Majority of the respondents (80%) expected proper and sufficient time from their supervisor while providing feedback.

- Majority of the respondents (96.67%) viewed that the teachers wouldn't perform discriminate behavior to the students while providing feedback. They had expectations that teachers shouldn't have feelings of biasness.
- All the respondents (100%) expected that the teachers' feedback motivates the students in writing thesis.
- Majority of the respondents (93.34%) expected both oral and written feedback.
- All of the respondents (100%) expected that the teachers would provide more feedback in organizing ideas in the thesis.
- Majority of the respondents (56.67%) expected that the teachers would correct all the major errors.
- From their thesis guide majority (80%) of the participants preferred that, the supervisor should explicitly show where the errors are and also provides clear hints on how to correct them.
- It has been found that the students had many expectations from their supervisor in writing thesis such as constructive ideas, continuous feedback with friendly behavior, no irritation while providing feedback, Proper time, proper guidance and suggestion, unbiased behaviors and so on.
- It has been found that majority of the teachers used to provide only oral feedback where as students expected both oral and written feedback.

Teachers Practices of Providing Feedback

The findings are drawn based on teachers' practices of providing feedback in thesis writing are as given below:

- Majority of the teachers (60%) used to provide feedback sometimes.
- It was found that most of the teachers (66.66) used to focus on the statement of the problem and conceptual framework while providing feedback.
- It was found that majority of the teachers (56.67%) used to provide only oral feedback.
- Majority of the teachers (66.67%) used to provide feedback by showing where the errors are and giving hints about how to correct them.

Chapter V

Conclusion and Recommendations

This is the final chapter of the study. This chapter consists of conclusion based on the analysis and interpretation of data and provides some recommendations.

Conclusions

The study was initiated with the objectives of exploring students' attitudes and expectations towards teachers' feedback in thesis writing at Tribhuvan University. The teachers' practices of providing feedback to the students also were discussed. The study has found students' attitudes and expectations towards teachers' feedback in the thesis writing process. Out of 30 respondents almost all of them have similar opinion on teachers' feedback in thesis writing. Majority of the respondents stated that teachers' feedback is guidance to them as it facilitates and guides towards positive directions. The findings also indicated that feedback played role of constructive means in writing thesis. Similarly, majority of the respondents have been satisfied and really benefitted by teachers' feedback in writing thesis. It means that they have positive attitudes and positive vibes towards teachers' feedback in writing thesis. Although, to what extent they have been satisfied with teacher's feedback, they have many expectations like constructive ideas, continuous feedback with friendly and fair behavior while providing feedback, proper time, proper guidance and suggestions, unbiased behavior from the supervisor and so on. However, it is also clear that most of the respondents have experienced difficulties in stating problem, reviewing the related literature, choosing the appropriate methodology, analysis and interpreting the data and citing the relevant information. So, that they have to be provided more feedback in this area. Likewise, the findings also indicate that role of feedback and importance of feedback in writing thesis. Students can write a better thesis if they get feedback as expected by them. Students' expectations should be addressed as far as possible that also helps to develop good rapport, mutuality, feelings of cooperation and positive attitudes towards teachers' feedback.

Recommendations

On the basis of findings and conclusion of the study both policies related and practice related recommendations have been made here:

Policy related. The policy level implications and recommendations have been listed below based on the study.

- I. Supervisors of thesis are the backbone of the educational institutes. To provide better feedback to students in thesis writing, they have to be provided feedback training, seminar and workshop related to feedback.
- II. Department of English Education can organize different programs such as research oriented trainings, orientation classes etc. on academic writing.
- III. Department of English Education can utilize this study to formulate the policies related to the effective ways to provide feedback and role of feedback in writing thesis.
- IV. It can be effective to make policies as per students' expectations towards teachers' feedback.
- V. It will be helpful for curriculum centers to include the expectations of students towards teachers' feedback in writing thesis.

Practice related. This is the actual level of implementation of the policies into practice. From the findings of this study, following pedagogical implications can be drawn:

- I. As the majority of the respondents have difficulty in stating problem reviewing, selecting design and citing the relevant information, the supervisors should help recommending essential materials (i.e. theses, journals, books etc.) required to be consulted.
- II. The students should have positive attitude towards teachers' feedback in thesis writing process which helps to get effective feedback by supervisor.
- III. There should be cordial relationship between teachers and students while providing feedback.
- IV. The supervisors should provide essential suggestions/advice from the beginning through the completion of thesis writing.

- V. The supervisor should provide effective feedback as per students' expectations.
- VI. Friendly, unbiased behavior should be performed by the supervisor to build good rapport with the students.
- VII. The supervisor should provide proper and effective time to the students to provide feedback.
- VIII. Majority of the students expected constructive feedback. So the constructive feedback should be provided to the students to motivate them.
- IX. Students expected teachers' feedback in detail. The teachers had to provide feedback in detail.
- X. As the study focused on exploring the university students' perception and expectations towards teachers' feedback on thesis writing. It provides novice researchers ideas about what attitudes should they have. It provides supervisors ideas about how to provide feedback and what types of feedback should be provided to the students.
- XI. This study will help the supervisors and researchers to share their ideas about the thesis writing difficulties, attitudes of the researchers towards supervisors, feedback.

Further research related. Keeping the delimitations of the study in consideration, some more topics, areas and issues for further research have been suggested as follows:

- I. Narrative inquiry can be conducted to explore teachers' behavior in providing feedback.
- II. Studies can be conducted to find out the effectiveness of feedback and effects of teachers' feedback in students' behavior in writing thesis.
- III. Surveys can be conducted to investigate the factors affecting teachers' feedback.

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Appendix

Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research work entitled **Students' Attitudes and Expectations towards Teachers' Feedback in Thesis Writing**. This research aims to explore the attitudes and expectations of the students towards teacher's feedback provided them on thesis writing. This research is being carried out under the supervision of **Dr. Gopal Prasad Pandey, Reader and Head of the Department of English Education**. The true information that you provide will be kept highly confidential and will be used only for this research purpose.

Researcher:

ArjunParajuli

Department of English education

T.U Kirtipur, Kathmandu

Name:

Level:

University:

Part-I

Tick (✓) the best alternatives that indicate your response.

1. What is feedback for you?

- a) Teacher's support b) Suggestion c) Guidance d) Comment

2. What do you expect from supervisor's feedback?

- a) Suggestion b) Guidance c) Comment d) Support

3. How do you perceive the task of thesis writing?

- a) Rigorous task b) Interesting research task c) Stressful job d) Part of compulsion

4. Which area of thesis writing do you feel more rigorous?

- a) Selection of topic b) Statement of problem c) Literature review d) Methodology

5. Does your supervisor provide feedback in your thesis writing?

- a) Yes b) No

6. How often does your supervisor make use of feedback in your thesis writing?

- a) Frequently b) Sometimes c) Rarely d) Never

7. In which area of thesis writing does your supervisor mostly focus while giving feedback?

- a) Statement of the problem b) Literature review
c) Conceptual framework d) Methodology

8. What do you think, which area of the thesis needs more feedback than other areas?

- a) Topic selection b) problem statement c) Literature review d) Methodology

9. Do you expect any specific feedback in literature review?

- a) Yes b) No

10. Which feedback technique do you like most?

- a) Teacher correction b) Commentary c) Teacher correction with comments
d) Error identification

11. Do you need feedback in conceptual framework?

- a) Yes b) No

12. I need teachers' feedback in methodology part.

- a) Agree b) Neutral c) Disagree

13. What types of feedback does your supervisor mostly use?

- a) Oral b) Written c) Both

14. Which types of feedback do you expect from your supervisor in methodology of the thesis?

- a) Oral b) Written c) Both

15. Which aspect is most problematic for you in writing thesis?

- a) Grammar b) Vocabulary c) Content/ideas d) Organization of ideas

16. Which area of language does your supervisor provide feedback mostly in?

- a) Grammar b) Selection of vocabulary c) Content\ ideas

17. In which areas of language do you expect more feedback?

- a) Grammar b) Selection of vocabulary c) Content\ ideas

18. How does your thesis supervisor provide feedback on your writing?

- a) Only showing where the error is
b) Showing where the error is and giving hints about how to correct it
c) Crossing out error and rewrite correct form
d) Other..... (please specify)

19. Which of the following mode of providing feedback you like most?

- a) Only showing where the error is
b) Showing where the error is and giving hints about how to correct it
c) Crossing out error and rewrite correct form
d) Other..... (please specify)

20. I found teachers' feedback as constructive means in my writing.

- a) Agree b) Neutral c) Disagree

21. I need feedback to interpret and analyze the collected data?

- a) Agree b) Neutral c) Disagree

22. Which technique do you like for correcting the mistake?

- a) Self correction b) Teacher correction

23. I am really benefitted by teachers' feedback.

- a) Agree b) Neutral c) Disagree

24. Feedback helps in improving our writing.

- a) Agree b) Neutral) c) Disagree

25. Feedback helps in creating motivation for writing.

- a) Agree b) Neutral c) Disagree

Research Questionnaire related to expectation

1. I expected the supervisor would provide me constructive feedback in thesis writing process.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

2. I had a wish that the supervisor would tell everything in detail about the thesis writing process.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

3. My expectation from supervisor was to provide feedback to state the problem.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

4. I expected that the supervisor would provide feedback in literature review.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

5. I had an expectation that the supervisor should help and provide feedback in conceptual framework.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

6. I had a wish that the supervisor would provide more feedback in methodology part.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

7. My expectation from supervisor was to show friendly behavior while providing feedback.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

8. I had a wish that the supervisor would provide me sufficient time while providing feedback.

- i) Strongly Agree ii) Agree iii) Neutral
iv) Strongly Disagree v) Disagree

9. I expected that the supervisor would not discriminate to the students while giving feedback in thesis writing.

- i) Strongly Agree ii) Agree iii) Neutral
- iv) Strongly Disagree v) Disagree

10. I had a wish that the supervisor should provide both written and oral feedback.

- i) Strongly Agree ii) Agree iii) Neutral
- iv) Strongly Disagree v) Disagree

11. I expected that the supervisor's feedback would encourage to the students.

- i) Strongly Agree ii) Agree iii) Neutral
- iv) Strongly Disagree v) Disagree

12. I thought that my supervisor would provide feedback to organize the ideas.

- ii) Strongly Agree ii) Agree iii) Neutral
- iv) Strongly Disagree v) Disagree

13. I had an expectation that the supervisor should correct all major errors.

- i) Strongly Agree ii) Agree iii) Neutral
- iv) Strongly Disagree v) Disagree

Part-II

Write the responses of the following questions in your own words.

1. In your understanding what could be the role of feedback specially in writing thesis?

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2. Do you have any more expectations from your supervisor? Please, feel free to write.

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3. In your opinion, what should be the attitude towards teacher's feedback?

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Thank You!