

TEACHERS' PERCEPTION ON AND PRACTICE OF IMMEDIATE FEEDBACK TO ENHANCE WRITING PROFICIENCY

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

**Submitted by
Bishal Thapa**

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

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Kirtipur, Kathmandu
2015**

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Date of Submission: 04/03/2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bishal Thapa** has prepared this thesis entitled **Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency** under my guidance and supervision.

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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: 04/03/2015

Bishal Thapa

DEDICATION

*Dedicated to my father **Mr. Nanda Bahadur Thapa Magar** and
mother **Mrs. Shiva Thapa Magar** who have devoted their
entire lives to make what I am today*

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Bishal Thapa

ABSTRACT

The present study, **Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency**, is carried out in order to find out Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. In order to carry out the study, I chose twenty private schools of Kathmandu valley. Two teachers who were teaching English at secondary level teachers were selected from each school. Total number of teachers under study were 40 whom I selected using non random sampling procedure. Questionnaire was the main tool for data collection. The study found that almost all the teachers provided feedback to the students in their writing skills. The teachers' perception towards immediate feedback was positive and they practiced it to enhance writing skills of students. The teachers provided feedback and it was fruitful for the students because it facilitated or encouraged the students to rectify their errors and mistakes. As a whole, maximum number of teachers viewed that immediate feedback was necessary to enhance writing proficiency.

The thesis is divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, objectives, research questions, and delimitations of the study. In the second chapter, I have included the theoretical knowledge to support the present study by reviewing the theoretical and empirical literature. On the basis of which conceptual framework has been developed. The third chapter deals with methodology employed to conduct the study. It gives information about design and method of the study, population, sample and sampling strategy, study areas or field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Collected data are presented, analyzed and interpreted in the fourth chapter with their summary of findings. The fifth chapter concludes the whole study and some recommendations or implications of the study have been presented in the same chapter. The fifth chapter is followed by referencing and appendices to make the study reliable, valid and authentic.

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