

# CHAPTER ONE

## INTRODUCTION

This study is concerned with **Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency**. It is based on secondary level school teachers of Kathmandu valley. This part consists of general background, statement of the problem, objectives of the study, research questions, significance and delimitations of the study.

### 1.1 General Background

Feedback is one of the important aspects of the educational process in teaching and learning. The feedback has the role of scaffolding in the interlanguage development of learner. It can support to make the performance more accurate, fluent and natural. In recent years, the use of written feedback in English as a second language (ESL) classroom has received great importance due to its social, cognitive, affective and methodological benefits. In language teaching and learning, feedback can be provided either orally or in written form. In most of the cases, oral feedback is used and provided to the learners. In this regard, Harmer (2008,p.145) says, "The way in which we respond to the students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also how they behave in the fluency activities in the future". But, in the present day, written feedback is also an important measure for the betterment of language learning.

Feedback plays the pivotal roles in language learning which may encourage or discourage the learners in order to overcome mistakes and errors. In the case of positive feedback, the learners are encouraged to do better in their written or oral work. Mere positive feedback is not enough.

The teachers should not just encourage but also say which aspects are good and why, successes as well as failures should be reported and diagnosed. Issacs (1999,p.68) says "Good feedback tells what was right what was wrong and how to right wrongs without wronging the right".

Thus, the term feedback is the response given to learners' mistakes and the response given to them after the evaluation of their work. Moreover, feedback is one of the key factors in language learning which may encourage or discourage the learners in order to overcome mistakes and errors. Giving feedback is not simply correcting learners' errors but it is the way of encouraging learners to come up.

## **1.2 Statement of the Problem**

As writing is the permanent record of one's thoughts and ideas and reliable means of communication and form of expression, it is necessary to teach writing to enable the learners to discover ideas, arouse feeling, give chance to be heard and persuade others.

Most of the students can read difficult passage and long sentences without any difficulty. It is because they hear more than they write. The students feel difficulty in writing and they are unable to write a single sentence. Writing engages them in more productive and creative exercises such as describing a situation, narrating an event, expressing opinion and so on.

In the context of Nepal, English is learnt as a foreign language. English is taken as compulsory subject according to curriculum of Nepal. Students are compelled to learn and do not know how to construct the sentences and weave them into paragraph for smooth and fluent writing. Most of the students commit errors and mistakes in writing English. The teachers, do not emphasize writing. Teaching of writing is not seriously taken by

the teacher to decide what to emphasize in the daily, weekly teaching schedule. The students of secondary level are poor in writing skill. They are exam oriented. The students are encouraged to cram teacher's notes, tuition classes, guided books.

Thus, it seems that the students are poor in writing. They feel difficulty to give their own thoughts and ideas in written form.

That is why, I carried out a research on "Teachers' Perception on and Practice of Immediate Feedback" to enhance their writing proficiency.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- i) To find out the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency.
- ii) To suggest some pedagogical implications.

### **1.4 Research Questions**

To identify the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency, the following research questions were addressed:

- i) What is the teachers' perception on immediate feedback ?
- ii) What are the areas in which the teachers provide immediate feedback?
- iii) What is the role of immediate feedback to enhance writing proficiency?

## **1.5 Significance of the Study**

This study will be significant for those who are interested in ELT and learning language, language teachers and students because the study provides the information about feedback and the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. Feedback has such a power which modifies learners, reviewers or writers in order to move them in right direction. So, it is necessary for them to be familiar with how feedback is perceived by the teachers. The study will be relevant and fruitful to provide guideline or feedback in teaching of writing skill for teacher, examiners, writers, curriculum planners and students as well. This study will also be significant for the prospective researchers in the field of approach, method and technique of giving feedback. Especially, English teachers' who teach writing skills can take help from the finding of this research.

## **1.6 Delimitations of the Study**

The study had the following delimitations:

- i) The study was limited to Kathmandu valley only.
- ii) Only the teachers of secondary level were taken for the study.
- iii) Only the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency was measured.
- iv) Questionnaire was the tool for data collection.
- v) The study included only 40 teachers representing from different schools of Kathmandu valley.

## **1.7 Operational Definitions of Key Terms**

**Feedback:** Explicit or implicit correction or reactions to learners' 12 errors. According to my research feedback is the response given to the learners after evaluation of their work.

**Writing proficiency:** Writing something in a skilled or expert way because of training or practice.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is a summary and critique of research relating to a particular issues or problems. It is preliminary task that I have to go through existing literature in order to acquaint with the available body of knowledge in the area of research.

#### **2.1 Review of Related Theoretical Literature**

This part consists of the language skills, importance of writing, components of writing, types of writing, stages of writings, feedback, feedback in the written work, types of feedback, importance of feedback, approaches of feedback and defining perception.

##### **2.1.1 Language Skills**

Language is used in terms of four skills, i.e. listening, speaking, reading and writing. These four language skills do not work in isolation. They are integrated to make communication meaningful and effective. These skills are divided into two types : receptive and productive.

In this regard, Harmer (2008, p. 265) says:

*Receptive skill* is a term used for reading and listening skill where meaning is extracted from the discourse. *Productive skill* is the term for speaking and writing, skills where students actually have to produce language themselves.

These language skills can also be divided in terms of primary skills, i.e. listening and speaking; and secondary skills, i.e. reading and writing. This classification can be shown in the following table:

	Receptive skills	Productive skills
Primary skills	Listening skill	Speaking skill
Secondary skills	Reading skill	Writing skill

### **2.1.1.1 Listening**

In the past, listening skill did not receive priority in language teaching. Productive skills were given emphasis whereas very poor attention was given to receptive skills. Listening was regarded as passive skill. Many researches show that listening is not a passive skill rather it involves an active cognitive processing. Underwood (1989, p. 1), defines listening as "an activity of paying attention to and trying to get meaning from something we hear". Kathleen (1996 as cited in Underwood, 1989, p.4) lists five main reasons for listening:

- (a) to engage in social rituals.
- (b) to exchange information
- (c) to exert control
- (d) to share feeling
- (e) to enjoy ourself

### **2.1.1.2 Speaking**

Speaking is a primary skill in the sense that to learn any language, it is necessary to speak by using the language. It is a productive skill in the sense that learners require to produce the language features orally. People speak when they want to express their ideas, opinions, desires and to establish the social relationship and friendship. The main purpose of learning a foreign language is to communicate with the speakers of that

language and communication is done mainly through speaking. Speaking is the production of language sounds in audible and meaningful form. Ur (1996, p. 120) identifies four characteristics of a successful speaking activity: learners talk a lot, participation is even, motivation is high, language is of an acceptable level.

### **2.1.1.3 Reading**

Reading is an active and a receptive skill; we receive information when we read. We get information from the written text when we read it. Reading text provides learners with grammatical, lexical as well as discourse resources that may help them to process and produce the well formed L<sub>2</sub> utterance and texts. Reading means, "perceiving a written text in order to understand its contexts". (Richards et al., 1985, p. 19). To make comprehensive reading, the reader must have both mental and physical process. Hedge (2008, p. 195) presents four types of reading skimming, scanning, intensive reading and extensive reading.

### **2.1.1.4 Writing**

Writing is fourth language skill which is an act of putting down graphic symbols on paper that represent a language. It is visual representation of speech. This skill is regarded as the most difficult skill among the four skills. In this skill, we produce a sequence of sentence arranged in particular order and linked together in certain way. Hyland (2002, p. 53) defines writing as ". . . a set of discrete, value-free technical skills which included decoding and encoding meanings, manipulating writing tools, perceiving shape-sound correspondences, etc. which are acquired through formal education" (as cited in Harmer, 2008, p. 323).



### **2.1.2 Importance of Writing**

Learning a second language is the effective learning of four basic skills. Each and every skills has its own specific significance but writing is the most demanding language skills. The main goal of written language is to convey information accurately, effectively and appropriately. According to Harmer (2007, p. 323) "We judge people as literate in other words, if they can read and write in certain situation and for certain purpose some which are more prestigious than others".

According to Richards (1990, p.101), "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately".

The main purpose of writing is to enable the learners for free composition and creative writing is for being a simple matter of transcribing language into written symbols. It is a thinking process in its own. It demands conscious intellectual effort, which usually has to be sustained over considerable period of time. Writing is as very complex process consisting of many composite skills. Viz: mental, psychological, theoretical and critical aspects.

The writing proficiency plays a crucial role in securing good marks in the examinations and it can spread knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that the students who learn English language cannot be perfect without written skill. They can express their ideas correctly and appropriately when they are efficient in writing. In Nepalese context, for the development of general proficiency in the English language, reading and writing skills should be given emphasis. The best way to develop writing is to get the learners write.

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skills because language learning as a whole is to amalgamation of four language skills viz. listening, speaking, reading and writing. So the students' language competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thought and feelings in orthographic forms. Writing skill is associated with the productive aspect of language.

### **2.1.3 Components of Writing**

Writing is not merely an activity of encoding verbal thoughts in printed symbols. In this context Heaton (1975, p.146) states that writing is not a single skill but is the combination of the following components:

- a) Mechanics
- b) Cohesion and coherence
- c) Orthographic and Para-orthographic

#### **a) Mechanics**

Mechanics includes the sub skills such as spelling, punctuation, handwriting, use of capital or small letters, use of abbreviations and numbers, format or layout of writing, citation of reference in formal writing.

#### **b) Cohesion and Coherence**

Cohesion and coherence are also very important aspects of writing. A written discourse should be cohesive as well as coherent. Cohesion is generally defined as the set of grammatical features that link the ideas of a text, and make it look more connected and tied up. Various cohesive devices such as reference, conjunctions, ellipsis, substitution, parallelism

etc. are responsible for making discourse units connected and well formed. Similarly, coherence is related to the meaning aspect of written discourse. Because of connection through grammatical devices and logical sequence of the ideas in a text, the text becomes coherent.

### **c) Orthographic and Para-orthographic**

Finally orthographic and paraorthographic features are characterized as important components of writing. The former orthographic refers to the spelling or writing system of a language. Such as spelling, punctuation, word boundaries, paragraph making etc. para-orthographic refers to the features such as charts, tables, graphs, diagram etc.

### **2.1.4 Types of writing**

There are various activities for the development of writing skill. They are:

- a) Controlled writing
- b) Guided writing
- c) Free writing

#### **a) Controlled Writing**

The controlled writing activities are basically grounded on the 'product approach' of writing in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them. The students have virtually no freedom to express their creative ideas or skills.

#### **b) Guided Writing**

In guided writing students are suggested to do writing task on the basis of the guidelines given to them. Students are given some kind of freedom to express their ideas. There are various types of guided writing.

- Completion
- Replacement
- Substitution
- Expansion of simple sentence
- Outline exercise

In guided writing students are provided more freedom in lexical and grammatical choice. For example, lexical outlines are given and the students are required to write a piece of text using the certain grammatical structure with in the limitation of freedom they have been provided.

#### **b) Free Writing**

In free writing, students are given a topic or issues. There is no restriction on them for the use of vocabularies, sentence structures. Free writing exercises promote students feelings, emotions and desires. It includes paragraph writing, essay writing, dialogue writing etc.

#### **2.1.5 Stages of Writing**

The stages of writing which are mentioned below are relevant and useful in guided as well as free writing activities the stages processes such as planning, drafting, and editing should be employed so that students would be more focused on the creative and dynamic processes of writing rather than merely on writing product or text. They are:

- a) Planning
- b) Drafting
- c) Revising
- d) Editing and producing the final outcome

### **a) Planning**

Seow (2002, p.2) defines planning as a pre writing activity that stimulates thoughts for getting started. It involves students in generating and gathering ideas and information required for the writing tasks. The activities such as brainstorming, consulting resource for information, making notes, making an outline etc. are used in the planning phase.

### **b) Drafting**

Drafting is the actual writing process. When the students are prepared for writing with the help of various planning activities and strategies, then they are involved in actual writing process on the basis of the notes, outlines, and thoughts developed in the planning phase. Seow (2002, p.3) views:

Once sufficient ideas are gathered at the planning stage, the attempt at writing– that is, drafting –may be focused quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

### **c) Revising**

When students prepare the first draft of their writing they may consult their teacher for initial reaction and helpful suggestions. Then, they review the draft on the basis of the feedback given by the teacher, or any resource person like peers and seniors graders. They will examine the language style and information that they have presented in their first draft. They revise the draft so carefully and intensively that they use their

intuitions to make writing better. Revising is not merely checking for language errors. It is done to improve global and the organization of ideas so that writer's intent is to make clear to reader.

#### **d) Editing**

The editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. At this phase, they are involved in editing their text. They may edit themselves, or let the peers and teacher edit it from them. They basically focus on grammatical accuracy, and mechanics of writing such as spelling, punctuation, sentence, structure, textual, conventions, charts, tables, figures and so on. The students are also expected to edit the quality, quantity and relevance of text materials.

Thus, it would be an appropriate, when the teachers provide immediate feedback at revising stage. Students at this stage prepare the first draft of their writing and consult their teachers for helpful suggestion and feedback.

#### **2.1.6 Feedback**

Feedback has emerged in the literature as a means to facilitate both the learning process and teaching performance. The important role of feedback is improving student's performance and has long been recognized by educational researcher. The term feedback is, though common to all, very difficult to define. It is the information or statement of opinion about something. Such as a new product that provides an idea of whether it is successful or liked. Ur (1996,p.242) defines feedback as "the information that is given to the learner about his or her performance of learning task usually with the objectives of improving their

performance". Only giving feedback is not enough; the emphasis should be on the objectives of the feedback, why it is given, what sort of impact it has. Keh (1989, p.18) defines feedback as "any input for revision". In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future. Guentee (2007, p.12) concludes,

Any type of feedback that does not take the crucial variable of motivation to consideration is perhaps doomed to fail. If the students are not committed to improving their writing skills, they will not improve, no matter what type of corrective feedback is provided.

Feedback is the information or statement of opinion about something, such as a new product, that provides an idea of it is successful or liked.

Richards et al. (1999, p.137) define feedback as "any information which provides a report on the result of behavior". This shows that feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writers' or speakers' output. Feedback helps to improve the writing. Especially, when feedback is combined with instruction in the writing process, the dialogue between students and teachers is strengthened giving and receiving feedback also helps students to develop readers sensitizing and their own writing style.

Kepner (1971, p14) defines feedback in general as "any procedure used to inform a learner whether an instructional response is right or wrong". For the purpose of the writing assignment, however, feedback will strictly refer to the written feedback given by the teachers as response to their students' errors in writing. The terms 'feedback' 'comments' and

'correction' are used interchangeably and they do not constitute any real difference.

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

Butler and Winne (1995) divide feedback into two types: internal and external. Internal feedback is performed by the students themselves whereas external feedback is generated by the teachers or other than students. While teacher may give feedback on student work regularly; this feedback can only be incorporated into student learning when it is sorted by them and related specifically to their individual learning goals and objective with respect to desired learning outcome then feedback can do little to assist them in learning process. It is necessary that learners need to define their own objective and understand the feedback provided by teachers. ([www.tedi.ug.edu.au/ten-prvious/ten2-99](http://www.tedi.ug.edu.au/ten-prvious/ten2-99))



Ur (2005,p.242) defines feedback in the following way:

Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving the performance. Some examples in language teaching: the words ‘Yes, right said to a learner who has answered a questions; a grade of 70 on an exam; a raised eyebrow in response to a mistake in grammar; comments written in the margin of an essay.

Thus, the role of feedback, be it explicit or implicit in nature, has been emphasized by the recent SLA theories. They suggest that feedback has the role of scaffolding in the interlanguage development of the learners. It can support to make the performance more accurate, fluent and natural. Feedback is also responsible for enabling learners to negotiate meaning with their interlocutors such as teachers, or skilled speakers. So, feedback needs to be made regular in the learning process of a second or foreign language.

### **2.1.7 Feedback on the Written Work**

Feedback on the written work is given on the basis of the task in which our students are involved. Learners' written work includes not only written compositions, but also text book exercise on vocabulary, grammar, reading comprehension etc. when students are engaged in the textbook exercises like such, we can mark their efforts right or wrong, possibly penciling in the correct answer for them to study. However, when we give feedback on more creative, free compositions such as

letters and essays, we may not simply making right or wrong, but dealing with the features such as contexts, format cohesion, coherence, and so on. We may give feedback on different phrases of process writing such as planning, drafting and editing. So, feedback on written work is not easy as it is usually seen. During this process, we are responding to the students' performance rather than correcting.

Harmer (2007,p.147-150) has discussed the following useful ways of giving feedback:

### **Responding**

Responses from the teacher are really so helpful for the students that they expect from them at various phases of their writing such as planning, drafting and redrafting. This kind of feedback is far more effective than the 'red marks' in the writing product of the students.

### **Correcting**

Many 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 in the margin. This makes correction much neater and less threatening than random marks and comments.

### **Training students**

Training students about how to take part in various feedback giving activities is important while we are giving them appropriate feedback on their written performance. Firstly, they need to be trained about our correction symbols or codes.

## **Involving students**

When we are training students about various correction conventions, then we have involved them in correction process. We can encourage them to give feedback to each other. Such peer review has extremely positive effect on group cohesion.

### **2.1.8 Types of Feedback**

Feedback plays a vital role in language learning. It is feedback that produces effective second language communicators by planting in them the seeds of self confidence. It has a great intuitive appeal and makes sense that an individual who is provided feedback makes sense that individuals who are provided feedback will learn language faster and to a greater degree.

Gattullo (2000) and Harmer(2001) (as cited in AL-Fahdi, 2006, p. 44) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are wrong. In language learning, corrective feedback is primarily concerned with accuracy aspect. It aims to provide a judgement on the learners' performance. But on the other hand, evaluation feedback is related with the performance of the learners which is dominant in second and foreign language classroom. The teachers use different words, phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners an advice on what to do to improve their performance. In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self-reliant. Roger (1996, p. 397) divides feedback into the following five types:

### **a) Evaluative feedback**

Evaluative feedback makes a judgment about the person, evaluating worth or goodness. There is a great difference between judging persons and their actions. A personal evaluation judges the whole person and implies that this is a personal unchangeable attribute. Negative personal evaluation can be very uncomfortable for the other person. Positive personal evaluation, on the other hand, is very flattering. For example when you say "you are not a very nice person," people will be offended but when you say "you are a lovely person" people will be happier.

### **b) Interpretive evaluation**

In interpretive evaluation, we seek to test our understanding of what is to be said by interpreting and paraphrasing back to other person what we think has been said. This is typically followed by a question to allow other person to agree with our interpretation or a after a correction.

### **c) Supportive evaluation**

In supportive evaluation, we seek to support other person in some way. In flattery, we support other person's ego by telling them, they are good in some way. For example, that was truly awesome 'can you sing it again, please'? You look wonderful on the basis of this example one is encouraged to do better in future.

#### **d) Probing feedback**

In probing feedback, we seek to find more information by asking deeper question that seek specific information. For example, could you tell me more about what happened? What happened next? What size was it? Why do think that happened? This example shows that one is asked about any particular content until getting its ultimate information.

#### **e) Understanding feedback**

At the understanding level, we are seeking to understand not just what is said, but the whole person underneath. In understanding feedback, we ask questions not only shows that we are listening to the inner person, but also that we truly understand.

### **2.1.9 Importance of Feedback**

Feedback is a key factor which plays a pivotal role in learning the English language. According to Ur. (1996), "Feedback is information that is given to the learners about his or her performance" (p.242). So, it has such a power which modifies learners, teachers, reviewers, or writers in order to move them in right direction. As with the help of compass, ship moves, so is the case with feedback in learning.

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Highlighting the importance of feedback, Nicol and McFarlane (2006, pp.207-214) provide the following points.

- It facilitates the development of self- assessment (reflection)

in learning; when well organized, self assessment can lead to significant improvement in learning, especially if integrated with staff feedback.

- It encourages teachers and peer dialogue around learning.
- It encourage students to persist and it is sometimes easier to accept critique from peers.
- It encourages positive motivational belief and self-esteem.
- It provides opportunities to close the gap between current and desired performance.
- It provides information to teachers that can be used to help shape teaching.

### **2.1.10 Approaches to Feedback**

Approaches refer to the correlative assumptions and way of doing to get something. Here the approaches to feedback refer to the way of providing feedback to the students' mistake in their writing. There are various approaches to give feedback to the students' writings. The two basic approaches are used for providing feedback to the students which are briefly discussed below.

#### **a. Single-draft Approach**

This approach was quite popular before the advent of the process orientation. At that time, teachers' responding to the students writing was fairly straightforward. The students would write a paper; the teachers would return it with a few notes on students performance; and then they switched to a new lesson, the students would write a new paper and

repeat the process. The question is "if we, composition teachers, choose to respond to the students writing in this way, can we really help them write a great deal of research done into this area suggested that such practice does little or nothing to improve the student writing, either in the short or long term.

Three prominent scholars whose research findings are cited in opposition to the above feedback pattern are Sommers (1982), Chenoweth (1987), and Keh (1989). In Sommers study, she criticized these responses as too general too insensitive, confusing, and idiosyncratic. She also observed that this feedback fails to prioritize suggestions in terms of their relative importance and that can be interchanged, super stamped from text (p.152). In this study, Chenoweth pointed out that this commentary only cracked the surface of the student writing, but did not " directly address the writers' main problem, which are more related to the way in which they accomplish a given writing task" (p.25). Keh (1989) was also critical in his opinion. He expresses

Such one short commentary provides little information for the students to improve their papers In short of coherence or content.

In short the traditional practice of one– short commenting on the students' writing proves to be ineffective to their revision.

Therefore, a new approach the process approach to feedback seems to be a better alternative (as cited in Dung,2004,p.13).

### **b. The Multiple Draft Approach**

In much the same way as the process approach to teaching writing encourages students to write multiple drafts, process approach to

responding requires teachers as part of their instructional role to respond to students' writing as a process to learn through several revisions cycles before asking them to submit the final piece for evaluation. One advantage of this method is that it gives the writers more chance to develop and present these ideas effectively. Another is that it helps avoid turning each paper into on miniature test on which teacher simultaneously comment and evaluate. It thus, shows the students that writing is the process of improving through revisions based on teachers' feedback, rather than a single act of producing one and also the final draft for teacher evaluation. To sum up, " the introduction the process approach to teaching writing has changed the teachers' responding method from a single act to a process for the benefit of the student writers' (Keh,1989,as cited in Dung.2004.p.14).

The teachers cannot ignore and avoid the approaches of feedback to enhance writing proficiency. It plays the vital role for the improvement of writing skills. Thus, it would be better or fruitful if teachers focused on multiple draft approach.

### **2.1.11 Defining Perception**

The word perception is derived from Latin word 'perceptio' which was in turn derived from Latin word 'percepere' meaning observation. Literally, it means deeper or natural understanding or interpreting something. According to Hochberg (1994,p.660) " it refers to both to the experience of the gaining sensory information about the world of people, things and the events and to the psychological process by which this is accomplished".



Similarly, Sanford and Capaldi (1964,p.175) define it as "the awareness or the process of becoming aware of extra of the extra organic or intra organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experience".

On the basis of these definitions, we can say that perception refers to awareness, understanding, interpretation and the process involved in it. Normally, it is considered difficult to measure. Regarding the measurability of perception, the perceptual process is indirectly observable but the relation can be found between the various types of stimulation and their associated experience and the percepts. In this study, I tried to find out the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency.

## **2.2 Review of Related Empirical Literature**

Very few number of research have been carried out on aspects or factors related to 'Feedback' by former researchers in the Department of English Education, TU. In order to gather some ideas and information, I have gone through some of the related previous researchers such as Mackey et al.(2007), Bhandari (2008), Lamichhane (2009), Joshi(2011) and Joshi(2012) were reviewed as follows:

Mackey et al. (2007) conducted research on "Teachers Intension and Learners perception about corrective Feedback in the L2 Classroom". The objective of the research was to find out teachers' intention and perception about corrective feedback. In the study, it was found out that learners' perception and teachers' intensions about the linguistic target of the corrective feedback overlapped of the most when the feedback

concerned lexis and was provided more explicitly. Also, the linguistic targets of the feedback were perceived more accurately when feedback was directed at the learners themselves rather than at their classmates.

Bhandari (2008) carried out research on "Role of Feedback in Teaching English Language". Her objective was to explore the way of giving feedback in teaching English at secondary level by the English teacher. She applied simple random sampling to conduct semi- structured interview and non- participant observation in her study. The study found out that most of the secondary level English teachers take feedback as a support for the teaching and learning process and take as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them.

Lamichhane (2009) conducted research on "Teachers Written Feedback on the Writing of Grade Nine Students". He aimed to investigate the teachers' feedback giving practice in the 9th grade students. In this study, simple random sampling was used to conduct the study. The questionnaire was the research tool. The result of this study showed that most of the teachers are found giving feedback to the students' writing more frequently and most of the students wanted to get feedback at the end of exercise rather than on the margin. They thought all the forms of feedback have a role to devise their draft.

Joshi (2011) conducted research on "Students' Perception on Teachers' Written Feedback". The main objective of the study was to explore the students' perceptions on teachers' written feedback at higher secondary level. For this purpose, I collected 60 informants from two different higher schools of Doti district that were randomly selected. Altogether,

there were 60 students having equal representation of girls and boys. I designed a set of questionnaire for the students to elicit the required data. The framework of questionnaire was both open-ended and close-ended. The finding of this study was that teachers' written feedback is important to improve students' writing.

Joshi (2012) carried out a research on "Feedback Techniques used by the Secondary level Teachers". Her main objective was to find out feedback techniques used by the secondary level teachers. For this purpose, I selected 40 English teachers from different secondary level schools of Kathmandu valley. I used non-random purposive sampling procedure and two sets of questionnaire, i.e. Appendix- A and Appendix-B. I found that majority, 90 per cent of the teachers used feedback techniques regularly while 10 per cent did it occasionally.

Although, the research works above were related to feedback, none of the studies deal with the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. The present study differs from previous study in terms of objectives, sources of data, tools and way of analyzing data. I focused on teachers' perception and practice of immediate feedback

### **2.3 Implication of the Review for the Study**

Defining and reviewing the related literature is the central and most important task for researchers in any research. Kumar (2009, p. 30) states that "One of the essential preliminary tasks when you undertake a research study is the go through the existing literature in order to acquaint your self with the available body of knowledge in your area of interest".

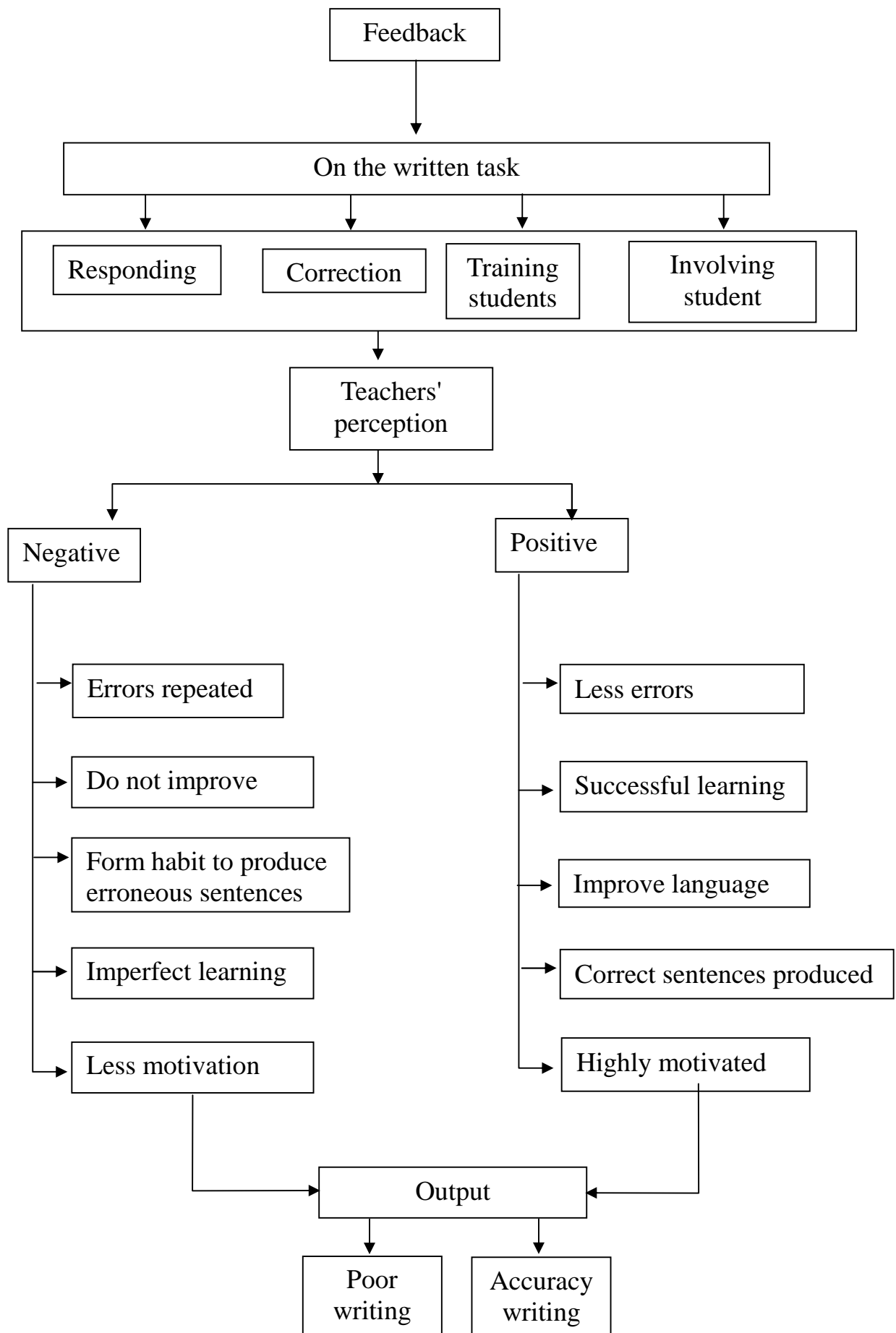
He further states that in the initial stages of research it helps to establish the theoretical roots of our study, clarify our ideas and develop our methodology, but later on the literature review serves to chance and consolidate our knowledge base and helps researcher to integrate finding with the existing body of knowledge. Review of the literature helps I bring the clarity and focus on research problem. Improve methodology and contextualize the finding.

As a researcher, therefore, I have gone through different existing literatures and reviewed them. The review of above literature has a number of implications in my research.

Almost all the studies carried out so far are comparative in nature. Those research showed the role of feedback in teaching as a means of motivating the learners, encouraging them in learning , giving advices and suggesting them. Likewise, it was found that students wanted to get written feedback from the teachers and it was important to improve writing.

The review of the study helped me to bring the clarity and focus on research problem, improve methodology and contextualize the finding . With the help of reviewing related literature, it becomes clear that no research was carried out to find out the " Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency" . in this regard, the present study is different from the rest.

## 2.4 Conceptual Framework



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

For the purpose of fulfilling the objectives, the following methodology and procedure was used:

#### **3.1 Design and Methods of the Study**

To carry out this research, I used survey research design. Survey is the descriptive research. Surveys are widely used for collecting data in the most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events.

According to Kidder (1981, p.81) "Survey is the best research design carried to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time". Similarly, Nunan (1989, p.140) states, "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and or events as a single point in time". Survey is always done in the natural setting. I adopted survey research design because it helps me to find teachers' perspective towards immediate feedback to enhance writing proficiency of students. I will select this design for my topic by applying the questionnaire as a tool.

The steps of survey research which are presented by Nunan (1989,p.140) are as follows:

Step 1: Define objective

Step2: Identify target population

Step3: Literature review

Step4: Determine sample

Step5: Identify survey instruments

Step6: Design survey procedures

Step7: Identity analytical procedures

Step8: Determine reporting procedure.

The above cited steps are very much important this research topic. So, I followed these steps for successfully carrying out the research.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study were the secondary level English teachers of the Kathmandu valley. The sample of the study were forty English teachers of secondary level who were selected applying non random judgmental sampling strategy.

### **3.3 Study Areas/Field**

The area of this research was limited in Kathmandu valley and forty teachers of secondary level were selected from 20 different private schools.

### **3.4 Data Collection Tools and Techniques**

I designed a set of questionnaire for the teachers to elicit the required data. The frame work of questionnaire was both open-ended and close-ended. The questionnaire was designed to get the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. Therefore, most of the questions were teachers oriented and used appropriate descriptive statistical techniques to analyze and interpret data.

### **3.5 Data Collection Procedures**

I followed the following procedure to collect the primary source of data:

- a) I visited the selected schools and talk to the concerned authority for permission to carry out the research.
- b) I made teachers know about the research that I was going to conduct.
- c) After that, the questionnaire was distributed and requested them to fill them the selected population.
- d) At last, I collected the questionnaire distributed to the teachers, gave thanks to the informants and school authority for their kind co-operation.

### **3.6 Data Analysis and Interpretation Procedure**

I analyzed and interpreted the data collected through questionnaire. I presented collected data by analyzing and interpreting the results using appropriate descriptive statistical techniques.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with the analysis of data and interpretation of the result and summary of findings. I used both quantitative and descriptive methods. Quantitative method include, simple statistical tools, like formulating tables and showing data in percentage and descriptive methods includes simple explanation of the data. In this chapter, I analyzed and interpreted the collected data in order to identify Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency. For this purpose, I collected 40 respondents from twenty different secondary schools of Kathmandu district. I administered a set of questionnaire to be answered objective questions form and written form.

#### **4.1 Analysis of Data and Interpretation of the Results**

The major categorizations of the data are into two groups open ended and close ended. These two groups questionnaire are collected from the respondents regarding their attitude, perception and practice towards immediate feedback to enhance writing proficiency. To be brief, the in depth of the data collected and its interpretation is presented in the following subsections:

##### **4.1.1 Analysis of the Close Ended Questions**

Under the analysis of the close ended questions it consisted of twenty close ended questions. A set of questionnaire is categorized into three sections:

#### 4.1.1.1 Analysis of Teachers' Perception on Feedback

In this section, I analyzed the responses collected from the respondents regarding teachers' perception on feedback. This sections of the questionnaire contained five items that inquired the teachers' perception on feedback to enhance writing proficiency. The main aim of this section of the scale was to discover teachers' perception on feedback.

##### a. Teachers' Perception on Feedback

This section is concerned with teachers' perception on feedback. The table below shows that the respondents perception on feedback.

**Table No 1**  
**Teachers' Perception on Feedback**

S.N.	Questions	Agree		Strongly Agree		Disagree	
		No.	%	No.	%	No.	%
1	Feedback is the response given to learners after the evaluation of their work.	25	62.5	15	37.5	-	-
2	Feedback helps to encourage the students in their writing skills.	27	67.5	12	30	1	2.5
3	Positive feedback helps the students better in their writing	13	32.5	24	60	3	7.5
4	The learners cannot progress unless negative feedback is provided	27	67.5	11	27.5	2	5
5	It is an appropriate to give feedback at the revising stage	34	85.0	1	2.5	5	12.5

From the above table, item no. 1 it shows that 62.5 per cent of them agreed on feedback is the response given to the learners after the evaluation of their work. On the other hand 37.5 per cent strongly agreed. This shows that majority of the teachers agreed on feedback is the response given to the learners after the evaluation of their work

Likewise item 2 was to find out their view that feedback helps to encourage the students in their writing skills. The table shows that 67.5 per cent agreed and 2.5 per cent disagreed. It is clear that the majority of teachers agreed on feedback helps to encourage the students in their writing skills.

The third item was about whether positive feedback helps the students better in their writing. The table shows that, 60 per cent strongly agreed and 32.5 per cent agreed. On the other hand 7.5 per cent disagreed. This shows that majority of teachers strongly agreed on positive feedback helps the students better in their writing.

Item 4 was to find out the teachers' perception on the learners cannot progress unless negative feedback is provided. As shown by the table above majority with 67.5 per cent agreed and 27.5 per cent strongly agreed on the other hand 5 per cent disagreed. It shows that majority of teachers agreed that the learners cannot progress unless negative feedback is provided.

Item five tried to find out it is an appropriate to give feedback at the revising stage. The table shows that majority with 85 per cent agreed and 2.5 per cent strongly agreed but 12.5 per cent disagreed. It is clear that the majority of teachers' agreed on it is an appropriate to give feedback at the revising stage.

Overall the teachers' perception towards feedback was positive.

#### **4.1.1.2 Analysis of Teachers' Practice on Feedback**

Within this part of the questionnaire, 9 items have been included. They all tried to find out the teachers responses on practice towards feedback.

##### **a. Teachers' Response on Feedback**

The teachers were asked how they responded when the students commit errors in their writing. The result has been presented below:

**Table No. 2**  
**Teachers' Response on Feedback**

S.N.	Question	Positively		Negatively		None		Both of them	
		No.	%	No.	%	No.	%	No.	%
6	Teachers' response on feedback.	22	55	-	-	-	-	18	45

The above table reveals that 55 per cent responded positively and 45 per cent responded both of them i.e. negatively and positively. This shows that majority of the teachers responded positively on feedback.

##### **b. Use of Symbols by Teachers to Show Students Written Mistakes**

Here, the respondents were asked what are the symbols they use to show the students error and mistake in their written task. The result has been presented below:

**Table No. 3**

**Use of Symbols by Teachers to Show Students Written Mistakes**

S.N.	Question	Yes		No	
		No.	%	No.	%
7	Use of symbols by teachers to show students mistakes in their writing.	40	100	-	-

The above table shows that 100 per cent i.e. 40 teachers responded yes. The respondents were used symbols like: [S] a spelling error, [?M] the meaning is unclear and [G] a grammar mistake. It was concluded that almost all of the teachers use symbol to indicate the students mistake.

**c. Teachers' Provided Feedback Immediately or Delayed**

The teachers were asked how they provide feedback to the students when they see or find the mistakes in their written work. The result has been presented below:

**Table No. 4**

**Teachers' Provided Feedback Immediately or Delayed**

S.N.	Question	Yes		No	
		No.	%	No.	%
8	Teachers provided feedback to the students:	40	100	-	-
	(a) immediately or	27	67.5		
	(b) delayed.	13	32.5		

In this question the options were two yes or no, if yes there were two options immediately or delayed. Most of the teachers 67.5 per cent provided feedback immediately and 32.5 per cent teachers provided delayed. This table shows that majority of teachers provided feedback immediately rather than delayed.

#### d. Teachers' Activities When the Students Commit Errors

The respondents were asked how they took the students errors committed from their exercise book in their copy.

**Table No. 5**

**Teachers' Activities When the Students Commit Errors**

S.N.	Question	Marking right or wrong		Penciling the correct answer		Underlying the mistake		All of them	
		No.	%	No.	%	No.	%	No.	%
9	Teachers' activities when the students commit errors and mistakes.	-	-	2	5	38	95	-	-

There were five options. The table reveals that 95 per cent teachers underlined the mistake and 5 per cent teachers penciling the correct answer. This table shows that the majority of teachers underlying the mistake.

#### e. Teachers Provided Feedback in Creative Writing

This question was asked where the teachers were provided feedback to the students in their creative writing.

**Table No. 6**

**Teachers Provided Feedback in Creative Writing**

S.N.	Question	Context		Format		Cohesion		All of them	
		No.	%	No.	%	No.	%	No.	%
10	Teachers provided feedback in creative writing.	-	-	-	-	-	-	40	100

The table shows that 100 per cent teachers provided feedback all of them i.e. context, cohesion and format.

#### **f. Teachers' Concerned Ways of Giving Feedback on Written Work**

The respondents were asked that what were concerned while giving feedback on written work. The following table shows the details.

**Table No. 7**

#### **Teachers' Concerned Ways of Giving Feedback on Written Work**

S.N.	Question	Responding		Correcting		Train student		Involving students		All of them	
		No.	%	No.	%	No.	%	No.	%	No.	%
11	Teachers concerned ways of giving feedback on written work.	1	2.5	6	15	-	-	1	2.5	32	80

The table shows that 32 per cent used all of them. Likewise, 15 per cent concerned on correcting, 2.5 per cent on involving students. This table shows that the majority of teacher concerned on all of them i.e. context, format and cohesion.

#### **g. The Form of Feedback**

I had also asked the teachers about the forms they provide feedback to the students.

**Table No. 8**  
**The Forms of Feedback**

S.N.	Question	Never		Sometimes		Frequently	
		No.	%	No.	%	No.	%
12	What forms do you use to provide written feedback to your student in their writing ?	-	-	3	7.5	37	92.5
	Statement					4	10
	Imperative					36	90
	Exclamation						

The table shows that 92.5 per cent frequently provided feedback to the students by writing in imperative (90%) form such as correct the spelling, improve your writing etc and 7.5 per cent provided feedback sometimes. It is clear that most of the teachers use imperative form to provide feedback.

#### **h. Types of Feedback**

Generally, feedback can be provided either orally or written form. So, I asked them what types of feedback they would prefer to provide. The result has been presented below:

**Table No. 9**  
**Types of Feedback**

S.N.	Question	Oral feedback		Written feedback		None		Both of them	
13	Teachers' perception on types of feedback.	-	-	5	12.5	-	-	35	87.5

This item was about which feedback is important to enhance writing proficiency. The table shows that majority of teachers 87.5 per cent used both of them i.e. oral and written feedback whereas 12.5 per cent used



written feedback. It shows that both of them were necessary to provide the students.

**i. To Make Accuracy in Writing of Students Teachers Need to**

The teachers were asked to improve the writing skills of students what teachers need to do. The result has been presented below:

**Table No. 10**  
**To Make Accuracy in Writing of Students Teachers Need to**

S.N.	Question	Evaluate their work		Involving		Encouraging		All of them	
		1	2.5	3	7.5	1	2.5	35	87.5
14	To make accuracy in writing of students teachers need to....	1	2.5	3	7.5	1	2.5	35	87.5

To develop successful writer or accuracy in their writing skills. Teacher need to evaluate their work, involving in giving feedback, encourage them or all of them. The table shows that 87.5 per cent teachers used all of them, 7.5 per cent involving in giving feedback, 2.5 per cent evaluate their work and 2.5 per cent responded encourage them. It shows that the majority of teachers used to evaluate their work, involving in giving feedback, encourage them or all of them.

To sum up, majority of teachers were well known about feedback and they practiced to provide feedback to the students frequently.

### 4.1.1.3 Analysis of Teachers' perception on Immediate feedback

In this section, there were only six items. Those items are related to teachers' perception on immediate feedback.

#### a. Teachers' Perception on Immediate Feedback

This question was prepared to know teachers perception on feedback. The following table presents teachers' perception on immediate feedback.

**Table No. 11**

**Teachers' Perception on Immediate Feedback**

S.N.	Question	Not important		Important		Very important		Extremely important	
15	Teachers' perception on immediate feedback.	-	-	15	37.5	23	57.5	2	5

Item 15 was about their views on immediate feedback. The table shows that 57.5 per cent responded that immediate feedback was very important, 37.5 per cent teachers viewed important and 5 per cent teachers responded extremely important. This shows that almost all the teachers view that immediate feedback is important to enhance the students' writing.

#### b. Necessary of Immediate Feedback

Immediate feedback is provided immediately on the spot where the student commit errors. The teachers were asked to know why they provided immediate feedback to the students in their written task.

**Table No. 12****Necessary of Immediate Feedback**

S.N.	Question	To be fluent or smooth writer		Not to repeat errors and mistake time and again		To make conscious and alert		To encourage them to write in better way	
		No.	%	No.	%	No.	%	No.	%
16	The necessary of immediate feedback.	-	-	17	42.5	-	-	23	57.5

Item 16 tried to know immediate feedback is given to their written task such as assessment or test because. The above table shows that 57.5 per cent teachers' perception was to encourage them to write in better way. Similarly, 42.5 per cent teachers perception was not to repeat errors and mistakes time and again. It shows that the majority of teachers provide immediate feedback to encourage them to write in better way.

**c. View on Immediate Feedback**

Feedback plays the role of scaffolding in the inter-language development of learner. The respondents were asked how they viewed the role of immediate feedback.

**Table No. 13****View on Immediate feedback**

S.N.	Question	Agree		Strongly Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
17	The role of Immediate feedback.	15	37.5	25	62.5	1	2.5	-	-

Item 17 inquired immediate feedback plays the vital role of scaffolding in their writing. The table reveals that 62.5 per cent majority strongly agreed

on it while 37.5 per cent agreed and 2.5 per cent showed disagreed. It is clear that majority of teacher strongly agreed on immediate feedback plays the role of scaffolding.

#### **d. Teachers provided Immediate Feedback**

The teachers were asked how often they would provide immediate feedback to the students.

**Table No. 14**  
**Teachers provided Immediate Feedback**

S.N.	Question	Frequently		Sometimes		Never		Rarely	
		No.	%	No.	%	No.	%	No.	%
18	Use of immediate feedback by teachers.	22	55	18	45	-	-	-	-

Item 18 in the questionnaire was whether they provide immediate feedback towards the students in their writing skills. The analysis of responses showed that 55 per cent provided frequently and 45 per cent provided feedback sometime. It shows that the majority of teachers provides feedback immediately.

#### **e. Areas in Which Teachers Provide Immediate Feedback**

The following table shows that the areas in which teacher provided feedback to the students is presented below.

**Table No. 15**  
**Areas in Which Teachers Provided Immediate Feedback**

S.N.	Question	Spelling		Grammar		Vocabulary		Words and Phrase		All of them	
		No.	%	No.	%	No.	%	No.	%	No.	%
19	Areas in which teacher provide immediate feedback.	-	-	1	2.5	-	-	-	-	39	97.5

Likewise , item 19 tried to discover the areas in which teacher provide immediate feedback to improve their writing skills. The table shows that the majority of the respondent 97.5% provided feedback all of them i.e. spelling, grammar, vocabulary and word phrases where as 2.5 per cent teachers provided immediate feedback on grammar. It shows that the majority of teachers provided immediate feedback on spelling, grammar, vocabulary and word phrases.

#### **f. Teachers Advice to the Students**

I also tried to know whether the teachers advised the students in their written task. The table below present the details.

**Table No. 16**  
**Teachers Advice to the Students**

S.N.	Question	Yes		No	
		No.	%	No.	%
20	Teacher advice and suggestion to the students.	40	100	-	-

The last item 20, was about teachers' advice to the student whether they flow his or her feedback and comment or not. The above table shows that 100 per cent students used to flow the teachers feedback and comment.

In nutshell, majority of teachers were found having positive attitude towards immediate feedback.

#### **4.1.2 Analysis of the Open Ended Questions**

In this section, I analyzed the responses collected from the respondents regarding their perception and practice towards the feedback in the following sub headings:

#### **4.1.2.1 Teacher's Perception on Feedback**

To explore the teachers' view about feedback I asked their perception on feedback. In response, majority of the respondents view that feedback is an incentive in teaching. They took it as an important part of teaching. In this regard, respondent no. 1 opined that:

Feedback must be provided to ameliorate the student's writing. It is the constructive advice which prevents students from being derailed in their writing.

Similarly, respondent no. 5 view that:

Feedback is the response given to the learners when they commit errors.

#### **4.1.2.2 Providing Feedback**

To find out teachers' way of providing feedback, I asked how do they provide feedback to their students. Almost all the teachers' responses were they provided feedback to their students in oral and written form. The following was view of respondent no. 2.

I often provide both oral and written feedback to the students by commenting on spelling errors, grammatical mistakes and the coherence of ideas.

Similarly, in this regard, respondent no. 6 viewed:

Generally, feedback can be provided either orally and written. I used both of them.

#### **4.1.2.3 Positive or Negative Feedback**

To find out the respondents view, I asked, whether their views are positive or negative. In response, the majority of the respondents (i.e. 32) viewed that they provided positive feedback and respondents (i.e. 8) respondents provided negative too. According to them, both types of feedback are necessary in teaching, However positive feedback one had greater influence teaching.

#### **4.1.2.4 Role of Immediate Feedback**

To find out the teachers' view on the role of immediate feedback, I asked them about the role of immediate feedback. In response, the majority of teachers viewed that they point out their errors and mistakes immediately and encourage the students to correct their errors and mistake immediately. One of the respondent no.1 view was:

Immediate feedback helps the students to realize their mistakes and the urgency to revamp it.

#### **4.1.2.5 Teachers Point out the Mistake of Students**

In order to find out teachers' view, I asked whether they point out their mistake of students or not. Almost all the teachers responses were they pointed out their mistake because to make them alert and conscious of their mistakes as well as not to repeat mistakes time and again. In this regard, the respondent no. 1 viewed that:

Yes, I do point out their mistake because if it is not pointed out, they will never know about their mistake and will not commit such mistake time and again.

Similarly, the respondent no. 17 opined that:

Yes, I point out the mistake to make them conscious and aware.

#### **4.1.2.6 Expectation from the Students**

To find out the respondents' views on this statement, I asked their expectation from the students when they provide feedback, comments, correction on their written task. In response to this question, the majority of the respondents viewed that one of the respondent no. 7 view was:

I expect from them that they will not commit the same mistake and will improve themselves in the days to come.

The common reply for all the teachers was to keep their advice and comment and not to commit the same mistake again.

#### **4.1.2.7 Feedback Plays the Vital Role**

In order to get the views of respondents, I made the statement "feedback plays the vital role for the improvement of the students writing skills." In response, the majority of the respondents were agreed with this statement. The reasons were that the students were encouraged to get chance to improve. The following was opined by respondent no. 33.

Absolutely, feedback plays the vital role for the improvement of writing skills without feedback the students cannot improve their writing.

Similarly, respondent no. 11 viewed :

Obviously it helps to them to write in better way.



#### **4.1.2.8 Feedback Provider (Teachers)**

To find out the respondents view, I asked as a language teacher that they noticed any students better and smooth in their writing skills. In this regard, respondent no. 9 viewed that :

Yes, I have noticed, they have been improving themselves.

Maximum number of teachers responses were they had noticed few of them such students who were good at writing because of teachers continued feedback.

#### **4.2 Summary of Findings**

The present study explored the "Teachers' perception on and practice of immediate feedback to enhance writing proficiency." In fact, without having feedback the students cannot progress in their writing proficiency. In this study, I measured the Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency by using the questionnaire closed ended and open ended. Then I analyzed and interpreted data from descriptive statistical technique. After the analyzed, I came up with the following major findings:

1. All of the respondents were familiar with the concept of immediate feedback though their views were different.
2. Similarly, the majority of the respondents i.e. 85% viewed that it was appropriate to give feedback at the revising stage because the students can write better in final draft. However, 12.5% respondents disagreed.

3. Another finding shows that 67.5% respondents agreed that feedback helps to encourage the students in their writing skills. Where as 30% strongly agreed and 2.5 per cent disagreed. It shows the majority of the respondent agreed on feedback helps to encourage the students in their writing skills.
4. Likewise 67.5% teachers viewed that learners cannot progress unless negative feedback is provided. They thought that negative feedback is important to enhance writing skills. Where as 27.5% agreed and 5% disagreed. It is clear that the majority of respondent view that learners cannot progress unless negative feedback is provided.
5. Most of the respondents (62.5%) agreed on feedback is the response given to the learners and 37.5% strongly agreed on it. We can say that most of the respondents agreed on feedback is the response given to the learners.
6. Regarding the creative writing of students. All the respondents i.e. 100% respondents were provided feedback all sorts of form i.e. context, cohesion and format. They liked to be informed all sorts of form are equally important in creative writing.
7. All of the respondents provided feedback when the students commit errors and mistake by pointing out their mistake and make them alert and conscious in their writing
8. Most of the respondents (i.e. 95%) underlined the mistakes when the students commit errors from their text book exercises and 5% penciling the wrong answers. This shows that they point out their

mistake by underlying and correcting their mistake to realize them not to repeat again.

9. Next finding shows that the majority of respondent 92.5% provided written feedback frequently with some sorts of advice and suggestions.
10. Furthermore, regarding the teachers viewed on feedback is important to enhance writing proficiency. 87.5% teachers provided both oral and written form of feedback. So that the students could easily get idea and improve their writing. Likewise, 12.5 per cent provided written form of feedback because they viewed that written form of feedback is important to improve the students writing.
11. Fifty five per cent of the teachers responded positively when the students commit errors. They thought that writing is difficult task so the students commit errors and mistake. It should be taken positively. But 45% responded both negatively and positively.
12. All of the respondents (i.e. 100%) provided feedback suggestions and comments to the students to use others materials like dictionary; essay book, grammar etc. to improve their writing skills.
13. Almost, 97.5% teachers provided immediate feedback on spelling, grammar, vocabulary, and words phrase because to point out their mistake and not to repeat time and again.
14. Majority of the teachers (i.e. 62.5%) viewed that immediate feedback played the vital role of scaffolding in their writing where as 37.5% agreed and 2.5% disagreed.

15.Regarding the view of immediate feedback, almost all respondents states their positive attitude and agreed with the view that immediate feedback is very important to enhance writing skills.

16.Majority of the respondents (i.e. 57.5%) viewed that immediate feedback is given to encourage the students to do better in their performance. Where as 42.5% of the respondents agreed with the view that they should not repeat errors and mistake time and again.

As a researcher, I visited different secondary schools of Kathmandu valley. I found most of the teachers viewed that feedback is one of an incentive in teaching. Almost all the teacher provided feedback to the student in written and oral form. Similarly, the teacher provided positive feedback to the students. In case of immediate feedback, most of the teacher were provided feedback immediately and pointed out their errors and mistakes.

Thus, as a language teacher they played the role of feedback provider. They expected that the students should not commit errors when feedback was provided by them.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the conclusion of findings and the recommendations for further improvement to the different level of applications.

#### **5.1 Conclusion**

Feedback is generally taken as a means to facilitate both the learning process and teaching performance. The important role of feedback is improving student's performance of learning task usually with the objectives of improving their performance. The feedback has the role of scaffolding in the inter-language development of learner. It can support to make the performance more accurate, fluent and natural.

This study had been carried out to find out the teachers' perception and practice towards immediate feedback to enhance writing proficiency.

Over all, teachers' attitude towards feedback were positive and almost all the teachers agreed that feedback is necessary for the students to encourage in their writing skills. The teachers were in favor of positive feedback. Likewise, all the respondents practiced to provide immediate feedback to enhance writing proficiency of students. They agreed that immediate feedback is necessary to the students because it helped them to correct their mistakes immediately. The teachers provided both oral and written forms of feedback. Similarly, the teachers made conscious and alert by pointing out their mistakes. Thus, the teachers played the vital role by providing the feedback to enhance the writing proficiency of students.

## **5.2 Recommendations**

On the basis of the findings of the research, I have made the following pedagogical implications or recommendation for the policy level , practice level and further research.

### **5.2.1 Policy Related**

The educational product of a country depends on the educational policy implemented by that country or state. Similarly, teaching is also highly influenced by policies formed by the nation facilities provided to them.

- a) If there is immediate feedback the student can perform better in their writing skills. So that, there should be positive attitude towards immediate feedback.
- b) Policy makers should design various programs that can give the teachers with more exposure in the areas of feedback like grammatical accuracy, vocabulary, word phrases use of appropriate feedback to enhance writing skills of students.

### **5.2.2 Practice Related**

The practitioners of ELT such as teachers , textbook writers , materials producer , students can effectively utilize the study like to make effective writing by giving enough feedback and creating such environment. The major implications of the study in practice level are:

- i) Teacher should have knowledge on how to provide feedback appropriately to the students.
- ii) There should be the regular provision of interaction and act of providing immediate feedback to the students by the teachers.

- iii) Teachers should provide feedback either orally or in written forms which are clearly understandable to the students and encourage them to write in a better way.
- iv) Students should take feedback as positive response from the teachers and complete the tasks assigned by teachers.
- v) Students should solve their problems themselves when they get feedback immediately from their teachers.

### **5.2.3 Further Research Related**

No work is final and no research is complete in itself. Regarding the further research in teachers' perceptions and practice towards immediate feedback to enhance writing proficiency, it is important that large scale qualitative research should be carried out involving maximum number of the informants. It is because one of the key limitations of the study was the sample size and it was not enough to find out the possible responses from the varied number of respondents. Some directions for further research are as follows.

- a) This research was limited only to Kathmandu valley. It cannot be claimed that the finding of this research are applicable everywhere. Therefore researchers should carry out this type of research including more samples in different parts of country.
- b) Additional research should be conducted related to teachers perception and practice towards immediate feedback to enhance writing proficiency.

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**Appendixes**

**Appendix - A**

Survey questionnaire has been prepared to have the authentic data to achieve the objectives of the study entitled "**Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency**" which is conducted under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. The researcher hopes that your invaluable co-operation will be of great contribution in the accomplishment of this work.

Dear respondents, I would like to request you to put a tick on following questions based on your perception towards immediate feedback to enhance writing proficiency and give short answer in the space provided.

Name..... Qualification.....  
School..... Experience.....

Teachers' Perception and Practice towards Immediate Feedback to Enhance Writing Proficiency

**A. Questions related to perception and practice**

- 1. Feedback is the response given to learners after the evaluation of their work.  
(a) Agree [ ]                      (b) Strongly agree [ ]  
(c) Disagree [ ]                      (d) Strongly disagree [ ]
  
- 2. Feedback helps to encourage the students in their writing skills.  
(a) Agree [ ]                      (b) Strongly agree [ ]  
(c) Disagree [ ]                      (d) Strongly disagree [ ]

3. Positive feedback helps the students better in their writing.  
 (a) Agree [ ] (b) Strongly agree [ ]  
 (c) Disagree [ ] (d) Strongly disagree [ ]
4. The learners cannot progress unless negative feedback is provided.  
 (a) Agree [ ] (b) Strongly agree [ ]  
 (c) Disagree [ ] (d) strongly disagree [ ]
5. It is an appropriate to give feedback at the revising stage.  
 (a) Agree [ ] (b) Strongly agree [ ]  
 (c) Disagree [ ] (d) Strongly disagree [ ]
6. How do you respond to the students when they commit errors in their writing?  
 (a) Positively [ ] (b) Negatively [ ]  
 (c) None [ ] (c) Both of them
7. Do you use any symbol to correct their writing ?  
 (a) Yes [ ] (b) No [ ]  
 If yes, fill three symbol in given box:  
 [ ] [ ] [ ]
8. As an English teacher do you provide feedback to the students when they commit error or mistake?  
 (a) Yes [ ] (b) No [ ]  
 If yes  
 (a) Immediate [ ] (b) Delayed [ ]

9. What do you do when the students are involved in the text book exercises and commit errors?
- (a) Marking right or wrong [  ]
  - (b) Penciling the correct answer [  ]
  - (c) Underlying the mistake [  ]
  - (d) None of them [  ]
10. What sorts of feedback should the teacher deals in creative writing of students ?
- (a) Contexts [  ]
  - (b) Format [  ]
  - (c) Cohesion [  ]
  - (d) All of them [  ]
11. Which is you more concerned with the ways of giving feedback on their written work ?
- (a) Responding [  ]
  - (b) Correcting [  ]
  - (c) Training students [  ]
  - (d) involving students [  ]
  - (e) All of them [  ]
12. What forms do you use to provide written feedback to your student in their writing?
- Forms of Feedback
- (a) Never [  ]
  - (b) Sometimes [  ]
  - (c) Frequently, please tick any alternative [  ]
    - ) Statement (Why do you use small letter at the beginning of sentence ?)
    - ) Imperative (Correct the spelling, improve your writing)
    - ) Exclamation (Excellent, nonsense)
    - ) Marking the errors not correcting.

13. Which feedback is important to enhance writing proficiency?  
 (a) Oral feedback [ ] (b) Written feedback [ ]  
 (c) None [ ] (d) Both of them [ ]
14. To develop as successful writer or accuracy in their writing, teacher need to....  
 (a) Evaluate their work [ ]  
 (b) Involving in giving feedback [ ]  
 (c) Encourage them [ ]  
 (d) All of them [ ]

**B. Questions related immediate feedback**

15. What do you think immediate feedback?  
 (a) Not important [ ] (b) Important [ ]  
 (c) Very important [ ] (d) Extremely Important [ ]
16. Immediate feedback is given on their written task such as assessment or test because...  
 (a) To be a fluent or smooth writer. [ ]  
 (b) Not to repeat errors and mistakes time and again. [ ]  
 (c) To make conscious and alert. [ ]  
 (d) To encourage them to write in better way. [ ]  
 (b) Not to repeat errors and mistakes time and again. [ ]
17. Immediate feedback plays the role of scaffolding in their writing ?  
 (a) Agree [ ] (b) Strongly Agree [ ]  
 (c) Disagree [ ] (d) Strongly Disagree [ ]
18. Do you provide immediate feedback towards the students in their writing skills?  
 (a) Frequently [ ] (b) Sometime [ ]  
 (c) Never [ ] (d) Rarely [ ]

19. What are the areas in which teachers provide immediate feedback to improve their writing?
- (a) Spelling [ ]                      (b) Grammar [ ]
- (c) Vocabulary [ ]                      (d) Words and phrases [ ]
- (e) All of them [ ]
20. According to your comment and feedback students use other books such as grammar book, dictionary, essay book etc for their further writing.
- (a) Yes [ ]                                  (b) No [ ]

If yes, should they consult the book from

School library [ ]                      At home [ ]

Borrowing books from their peers [ ]

**C. Please give your own view according to your teaching experience**

21. What is your perception towards feedback?
- .....
- .....
- .....

22. How do you provide feedback to your students?
- .....
- .....
- .....

23. Are you in favor of positive feedback or negative feedback?
- .....
- .....

24. What is the role of immediate feedback?

.....  
.....  
.....

25. Do you point out the mistakes in their written work? Why?

.....  
.....  
.....

26. What do you expect from the student when you provide feedback, comments, correction on their written task ?

.....  
.....  
.....

27. "Feedback" plays the vital role for the improvement of students writing skills. Do you agree with this statement. Why ?

.....  
.....  
.....

28. As a language teacher and feedback deplorer have you ever noticed any student better and smooth writing ?

.....  
.....  
.....

Thank you very much for your  
Kind Cooperation.



**Appendix - B**  
**List of Selected Schools**

S.N.	School's Name	Teacher's Name	Qualification
1	Apple International School, Tinkune, Kathmandu	T.R. Upreti Rakesh Chaudhary	M.A. M.A.
2	Bagh Bhairab Boarding School, Kirtipur, Kathmandu	Prakash Poudel Mahesh Paudel	M.A. M.A.
3	Bright Future Academy, Tinthana, Kalanki	Bir Bdr. Chaudhary Prabhvat K.C.	M.Ed. M.Ed.
4	Creative Academy Nayabazar, Kirtipur, Kathmandu	Keerti Shrestha Ramesh Timalsina	M.A. M.A.
5	Children Eternal Academy, Sorhakutte, Nayabazar	Kamal Aryal Rajendra Baniya	M.Ed. M.A., M.Ed.
6	Creative English Boarding School, Chabahil, Kathmandu	Binod Singh Bhavesh Pun	M.Ed. M.A.
7	Golden Rays Academic Foundation, Tyanglaphant, Kirtiur, Kathmandu	Madhusudan Sanjay Hamal	M.A. M.Phil.
8	Hill Town Higher Secondary English Boarding School, Kirtipur, Kathmandu	Krishna Kumar Divya Maharjan	M.A. M.A.
9	Kistlan School, Jawalakhel, Kathmandu	Krishna Bhurtel Rabindra Sapkota	M.Ed. M.A.
10	Learning Realm International School, Kalanki, Kathmandu	Dipendra Joshi Bikram Limbu	M.Ed. M.A.
11	Mount Makalu English Boarding School, Bhaisipati, Kathmandu	Indra S. Thapa Mahendra Neupane	M.A. M.A.

12	Nalanda Public School, Satdobato, Kathmandu	Baman Rana Ashok Shahi	M.Ed. M.A.
13	New Diamond Academy, Kalanki, Purano Naikap	Keshav Paudel Ramesh Acharya	M.A. M.A.
14	Nepalaya Higher Secondary School, Kalanki, Kathmandu	Shri Ram Belbase Ishor Chandra Bhandari	M.Ed. M.A.
15	National Academy High School, New Baneshwor, Kathmandu	Jhabi Raj Anoj Thapa	M.Ed. M.A.
16	Pragya Jyoti English Boarding School, Swayambhu, Kathmandu	Bharat Kathayat Tej B. Oli	M.Ed. M.Ed.
17	Puspa Sadan, Kirtipur, Kathmandu	Mohan Singh Saud	M.Ed.
18	South Western School, Gongabu, Kathmandu	Santosh Basnet Bikram Rana	M.A. M.Ed.
19	Texas International School, Chabahil, Kathmandu	Dharma Khatiwada Laxmi Lamsal	M.A. M.Ed.
20	Him Shikhar Academy, Purano Naikap, Kathmandu	Govinda Phuyal Kalpana Phuyal	M.A. M.Ed.