# TECHNIQUES USED BY PRIMARY LEVEL ENGLISH TEACHERS TO PROVIDE FEEDBACK

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

Submitted by Anita Rimal

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Anita Rimal** has prepared this thesis entitled **Techniques used by Primary Level English Teachers to Provide Feedback** under my guidance and supervision.

I recommend the thesis for acceptance.

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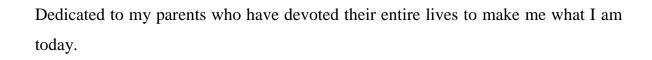
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## **DECLARATION**

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

		Anita Pimal
Date: 23 / 03 / 2015		

# **DEDICATION**



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**Anita Rimal** 

#### **ABSTRACT**

The present study **Techniques Used by Primary Level English Teachers to Provide Feedback** was carried out to find out feedback techniques used by Primary
Level English teachers. It was carried out among forty teachers from private schools
of Kathmandu district. Teachers were selected through non-random purposive
sampling procedure. Questionnaire and observation checklist were the main tools
used for data collection. It was found out that conformation check technique,
repetition, reformulation, use of paralinguistic signs and immediate correction were
the maximally used feedback techniques while coding system in writing, pointing
out errors without any correction in writing were the least used feedback techniques.
Similarly, 80% teachers were found using feedback regularly in classes.

This thesis is divided into five chapters. The first chapter, Introduction includes the background, statement of the problem, objectives, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. In the second chapter, the store house of the knowledge has been shown by reviewing theoretical literature and empirical literature on the basis of which conceptual framework was developed. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. The collected data are presented, analyzed and interpreted in the fourth chapter. The fifth chapter summarizes and concludes the whole study in the first two sections. Some implications of the study are presented in the last section. The chapter is followed by references and appendixes to make the study reliable, valid and authentic.

# **TABLE OF CONTENTS**

	Page
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	ix
List of Tables	xii
List of Abbreviations and Symbols	xiii
CHAPTEER – ONE: INTRODUCTION	1-5
1.1 General Background	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
CHAPTER – TWO: REVIEW OF THE RELATED LITER	RATURE
AND CONCEPTUAL FRAMEWORK	6-17
2.1 Review of Related Theoretical Literature	6
2.1.1 ELT Situation in Nepal	6
2.1.2 Factors Affecting English Language Learning	8
2.1.3 Feedback: A Brief Introduction	9
2.1.4 Importance of Teachers' Feedback	11

2.1.5 Types of Feedback	13
2.2 Review of Related Empirical Literature	14
2.3 Implications of the Review for the Study	16
2.4 Conceptual Framework	17
CHAPTER – THREE: METHODS AND PROCEDURES OF T	'HE
STUDY	18-21
3.1 Design of the Study	18
3.2 Population and the Sample of the Study	20
3.3 Sampling Procedure	20
3.4 Data Collection Tools	20
3.5 Data Collection Procedure	20
3.6 Data Analysis and Interpretation Procedure	21
CHAPTER – FOUR: RESULTS AND DISCUSSION	22-38
4.1 Results	22
4.2 Discussion	23
4.2.1 Comparison of Said and Observed Techniques of Providing	
Feedback	24
4.2.2 Analysis of Open Ended Questions	35
CHAPTER-FIVE: SUMMARY, CONCLUSION AND IMPLIC	CATIONS
	39-44
5.1 Summary	39
5.2 Conclusion	40
5.3 Implications	41
5.3.1 Policy Level	42
5.3.2 Practice Level	42
5.3.3 Further Research	43

## **REFERENCES**

#### **APPENDICES**

Appendix I: Survey Questionnaire

Appendix II: Observation Checklists

Appendix III: List of Schools Selected with Number of Teachers

# LIST OF TABLES

			Page No.
Table No.	1	: General Feedback Techniques	25
Table No	2	: Techniques for Treating Errors/Mistakes that Help Students to Receive Feedback	28
Table No.	3	: Techniques Related to Feedback to Motivate Students	31
Table No.	4	: Other Techniques Used by Teachers that Help Students to Receive Feedback	34

## LIST OF ABBREVIATIONS AND SYMBOLS

T.U. - Tribhuvan University

No. - Number

L2 - Second Language

ELT - English Language Teaching

etc. - etcetera

NELTA - Nepal English Language Teachers' Association

p. - page

% - percent

fre. - frequency

OQ - Objective Questionnaire

OC - Observation Checklist

M.Ed - Master in Education

M.A. - Master in Arts

CUP - Cambridge University Press