

# **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  
2015**

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**T.U. Reg. No. 9-2-406-116-2007  
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**Date of Approval of the  
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Date of Submission: 24 / 03 / 2015**

## **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.

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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: 23 / 03 / 2015

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**Anita Rimal**

# **DEDICATION**

Dedicated to my parents who have devoted their entire lives to make me what I am today.

## ACKNOWLEDGEMENTS

I am deeply indebted and owe a great debt of gratitude to my Guru, thesis supervisor, **Mr. Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education, who provided me with continuous motivation, guidance, inspiration, encouragement and constructive suggestions from the very beginning to the completion of this study. I take this work as a result of my hard work fostered by his encouragement and suggestion. I feel myself very lucky and proud to have an opportunity of working under his direct guidance. So the depth of feelings of gratitude always goes beyond the expressive power of my words for him.

Likewise, I would like to express my gratitude to **Dr. Anjana Bhattarai**, Associate Professor, for her inspiration and constructive suggestions to carry out this research.

Similarly, I would like to express my gratitude to **Dr. Chandreshwar Mishra**, Professor of English Education, **Dr. Govinda Raj Bhattarai**, Professor of English Education, **Dr. Tirth Raj Khaniya**, **Dr. Anju Giri**, **Dr. T.D. Bhatta**, **Dr. L.B. Maharjan**, Professors of English Education, Department of Education, TU for their class lectures, guidance and good direction during this study.

In the same way, my sincere gratitude goes to **Dr. Tapasi Bhattacharya**, **Mr. Raj Narayan Yadav**, **Mrs. Madhu Neupane**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Saraswati Dawadi**, **Mrs. Hima Rawal**, **Mr. Ashok Sapkota**, **Mr. Resam Acharya**, **Mr. Khem Raj Joshi**, **Mr. Ramesh Ghimire** and **Mr. Guru Prasad Poudel**, for their comprehensive suggestions and guidelines.

I am very much thankful to **Mrs. Madhavi Khanal** and **Ms. Nabina Shrestha** of the Department of English Education for their continuous and kind help in providing me the books and theses at the moment I needed.



I would like to acknowledge all the scholars and writers whose works I have consulted and cited during this study. I am also thankful to all the respondents and informants for providing me with valuable information to carry out this research. I would like to remember my two sisters and brother-in-law for their inspiration and assistance, all Gurus and Gurumas who taught me in different levels. I cannot forget the help that I got from all of my nearest and dearest friends.

Finally, I would like to thank **Mr. Yam Nath Wagle** of Thamel, Kathmandu for his excellent computer typing and printing.

**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.

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## **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