

CHAPTER ONE

INTRODUCTION

This is a study entitled “Techniques Used by Primary Level English Teachers to Provide Feedback”. The introduction part of this thesis consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

Language is the most advanced and powerful means of human communication. It is a unique asset acquired by human beings. As a result, human beings are different from other animals. We share our feelings, emotions, ideas, thoughts either verbally or orally from one person to another using language. Language has been defined differently by different scholars. According to Sapir (1921, p.8) “Language is a purely human and non-institutive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”

The vast knowledge in different field of human activity is accumulated, stored and transmitted through language. Most of the activities of the world such as transmitting human civilization, thoughts, literature, political and diplomatic activities, and human achievements are carried out through language. In this reference, Crystal (2003, p.53) says “...language is the concrete act of speaking, writing or singing in a given situation, the notion of parole or performance...a particular variety, or level of speech / writing may also be referred as language.” In the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every people living in every

corner of the world. So, it is essential for an individual to get mastery over a language to survive in the society.

Since English is a world language, teaching of English takes place all around the world. It is used as second language (L2) in most of the countries. English is taught and learnt as compulsory as well as optional subject in Nepal. The teaching and learning of the English language takes place in a formal setting.

According to Brown (1987), socio-cultural and personal factors affect second language learning. Socio-cultural factors are interrelated with the living styles, beliefs, ideas and customs of the concerned society. But on the other hand, personality factors are directly associated with self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion and motivation. Motivation doesn't control or guide specific forms or behaviour but influences behaviour by energizing innate or associative tendencies. One of the ways of motivating students in learning L2 is by providing the learners with feedback as they work. What specific feedback they need depends on exactly what they are doing. Ur (1996, p.9) says "Feedback is information that is given to the learner about his or her performance of a learning task usually with the objectives of improving his or her performance." According to Tsui (1995), only giving feedback is not enough, the emphasis should be given on the objectives of the feedback; why it is given, what sort of impact it has. Feedback encompasses not only correcting students but also offering them assessment to assess how well they have done during or after a longer language production exercise. The way teachers assess and correct students depends on the kind of mistakes being made and the type of activities they are taking part in, for example, the oral work, major mistakes, minor mistakes, etc.

Language learning is affected directly or indirectly by so many factors such as age, motivation, aptitude, culture and so on. Among them, feedback is one of the key factors playing a significant role in language learning.

1.2 Statement of the Problem

Teacher's feedback helps students reflect what and how they performed, showing them their strong points as well as the weak points to improve language in the future. While doing activities without teachers' feedback, students run a high risk of losing their ways. If errors are not corrected or effective feedback to correct the error is not provided to students, they cannot learn correct forms or form correct hypothesis about language. Keh (1989, p.21) says "When teachers leave mistakes untreated, the defective language serves as an input model and acquired by students in class."

Effective feedback technique as well as varieties in feedback help students learn correct forms of language easily and motivate them towards learning. But the main problem in Nepal in the field of teaching is that teachers are unknown about proper feedback techniques. Joshi (2012) states that teacher should use a variety of feedback techniques; only the limited set of techniques should not be used in teaching but even the teachers are less clear and aware of some feedback techniques. Teachers are found given less importance to feedback in Nepal. Sometimes students change schools or leave studies due to ineffective feedback techniques. Similarly, students become less motivated towards learning, learn incorrect forms of language and score low marks in English due to the lack of feedback or use of ineffective feedback techniques. Therefore, this study attempts to identify the techniques used by primary level English teachers to provide feedback.

1.3 Objectives of the Study

The present study had the following objectives:

- a. To find out techniques used by primary level English language teachers to provide feedback.
- b. To suggest some pedagogical implications.

1.4 Research Questions

The main research questions that were used in the study were as follows:

- a. Which techniques or activities are used by teachers to correct errors that help students to receive feedback?
- b. What are the most and least used feedback techniques?

1.5 Significance of the Study

Feedback is one of the key factors that influences teaching and learning of any foreign or second language. Properly given and received feedback assists language learning. Feedback motivates students and clearly shows us what is right and what is wrong or what to be continued and what to be stopped. But for this, feedback should be provided in an effective way or effective feedback techniques should be used in language classroom. In this case, this research will be very significant. English language teachers should also use feedback as a tool in teaching and learning activities and try to understand what students are expecting from the teachers.

The findings of this study will be useful to curriculum designers to mention the

effective or needed feedback techniques in curriculum. Furthermore, this research will be significant to teacher trainers to conduct trainings on feedback or to train effective feedback techniques to teachers. Similarly, this study will help textbook writers to write text on feedback or to mention the exercises like role play, group work, project work, etc in texts which are very effective sources to receive feedback from others. It will also be useful to material designers in designing the materials like stamps of smiley face, star or so on. Mainly, this study will be useful to language teachers to apply varieties of feedback techniques but the effective ones in a proper way in English classes. This research study will be significant to other researchers who want to carry out further research works on feedback too.

In this way, the findings of this study will be useful to curriculum designers, trainers, textbook writers, material designers, language teachers, researchers and to all who are keenly interested in second language teaching and learning. More specifically, the study will be significant to those teachers and students who are directly or indirectly involved in teaching and learning of English as a foreign language.

1.6 Delimitations of the Study

The study had following limitations:

- a. The study was limited to forty primary level English teachers only.
- b. The study was limited to private schools only.
- c. The study was limited to the study of feedback techniques only.
- d. The study was limited to data obtained through questionnaire and observation checklist only.
- e. The study was limited to Kathmandu district only.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This section includes the following theoretical reviews in relation to English language teaching, learning and feedback.

2.1.1 ELT Situation in Nepal

Language is a must to survive in the society. It is the way of connection between souls, a means of communication. “Among all the languages existing in this world, English is the main language of the books, newspapers, airports and air traffic centers, international business and academic conference, science and technology, medicine, diplomacy, sports, international competitions, pop music, advertising and so on. English receives a prominent position in the total education system of Nepal” (Awasthi, 2003). Almost all university education, tertiary educational colleges and privately run academic institutions use English for all academic purposes. Teaching, evaluation and research work take place in English language too.

Regarding the ELT in Nepal, the history goes about one hundred sixty years back. Awasthi (2003, p.23) says, “English entered in the Nepalese education in 1854

with the late Rana Prime Minister, Junga Bahadur Rana's Britain visit in Kathmandu. Earlier English was taught through different literary genres but the situation now has changed in course of time and recent demand of time. Taking different factors into consideration, the subject matters now for ELT are different than in past. It was in the early 1950s through national educational plan that the government of the Nepal took an initiative towards the restructuring and reforming of education system of country and the objectives of teaching English or any other foreign language where English was introduced as a language of science and technology, foreign contact, tourism and literary use. As a result, the focus of teaching shifted to the development of English skill and so was the method of language got changed. The syllabus focused on the functional value of English and both schools and universities syllabuses were reshaped and restructured accordingly.

In early 1980s, the private sectors came to the fore which promoted the decentralization of education system of country. Today out of approximately thirty-one thousand primary to higher secondary, almost ten percent are English medium ones. In those private schools, all subjects except Nepali are taught in English whereas in government aided schools all the subjects, except English are taught in Nepali, but the meeting point for both types of schools are the same i.e. School Leaving Certificate (SLC) examination at the end of Secondary Level which prepares us for Higher Secondary Level Education. After completing Higher Secondary Level, minority of these students go for university level examination. A great number of students from the Nepali medium schools fail because they cannot secure even pass marks in English. Still today, English is considered as a foreign language in Nepal though there is a gradual progress in ELT scenario day by day. A number of factors are responsible for the poor state of ELT in Nepal such as poor background of students, lack of English environment, overloaded students, etc. Anyway, language learners of the government aided

schools are far more behind than those of private schools and the learners of private schools feel more comfortable in using English for their personal development, communication, understanding culture and development of their career though it is not fully satisfied too. Despite this, people have always given higher importance to the teaching and learning of English. The reason behind this is that, on the one hand, English helps them to grow and grab different opportunities as well as it offers attractive career for those who can afford it. Though, there is a slogan “Education for all”, a large mass of population living a destitute life in extreme poverty, ignorance and marginal condition cannot send their children for quality education. ”

Anyway, for effective language teaching, education training has been compulsory for some years which have been one of the supportive factors for effective teaching and learning the English language. Similarly, in Nepal, there are some non-governmental organizations helping to develop English, for instance, History Association of Nepal and Linguistic Society of Nepal, Nepal English Language Teacher’s Association, etc have been working continuously for the promotion of ELT in Nepal. NELTA is raising standard of ELT in Nepal by conducting trainings, seminars, conferences, etc. It is conducting collaborative works with government in various fields of ELT for examples, ELT curriculum, material production, teacher trainings, etc.

2.1.2 Factors Affecting English Language Learning

Second language learning is defined as learning a language which is different from native language. It is affected by different environmental and psychological factors. Regarding the factors affecting the second language learning, Schumann (1978) hypothesizes that “learning a second language is facilitated or inhibited by sociological and psychological factors involving the learners” (p.252). For him,

sociological and psychological factors tend to be important. Second language acquisition or learning is determined by the degree of social and psychological distance between the learner and the target language culture. Social distance is the result of a number of social factors which contact with the target language group. Psychological distance is the result of various affective factors which concern the learner as individual. The social factors are primary. Ellis (1985) lists the various factors which determine social and psychological distance. The social variables govern whether the overall learning situation is 'good' or 'bad'. An example of a 'good' learning situation is when (a) the target language and L2 groups view each other as socially equal; (b) the target language and L2 groups are both desirous that the L2 group will assimilate; (c) both the target and L2 group expect the L2 group to share social facilities with the target language group; (d) the L2 group is small and not very cohesive; (e) the L2 group's culture is congruent with that of the target language group and both groups have positive attitudes to each other. Likewise, he also mentions psychological factors which are affective in nature. They include language shock, culture shock, motivation and ego boundaries. Following Schumann, Brown (1987) says socio-cultural and personal factors affect second language learning. Socio-cultural factors are interrelated with the living styles, beliefs, ideas and customs of the concerned society. But on the other hand, personality factors are directly associated with self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion and motivation.

2.1.3 Feedback: A Brief Introduction

The term 'feedback' is very difficult to define though it is common to all. Generally, feedback is information provided by the teachers to their learners. Feedback encompasses not only correcting students but also offering them assessment to assess how well they have done during or after a longer language production exercise. 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.

Keh (1989) defines feedback as “any input for revision” (p.18). In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future. In this regard, Guentee (2007) writes:

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 (p.42).

Ur (1996, p.242) says that “in the context of teaching in general, feedback is information that is given to a learner about his or her performance of a learning task, usually with the objective of improving his or her performance.” As Littlewood (1981) and Lewis (2002) also point out, feedback means telling learners about their progress and showing them their errors in order to guide them to areas for improvement. Feedback can be divided into two types on the basis of medium, oral or written. So, feedback is an information provided by the teachers to their learners through oral or written medium.

Sadler (1989, p.123) says that formative assessment is “specifically intended to provide feedback on performance to improve and accelerate learning”. Similarly, Richards et al. (1999, p.137) define feedback as “any information which provides a report on the result of behaviour.” We can say that feedback is any comment given by listener, reader or viewer for the improvement and betterment of the writer’s or speaker’s output. Giving feedback helps students to develop their proficiency in English.

Feedback is an essential part of educational process but one which cannot be

approached in a random manner. The important role of feedback is improving student performance has long been recognized by educational researchers. Butler and Winner have viewed the issue of feedback from cognitive perspective; mastery learning and assessment feedback comes to be understood by students according to their individual learning objectives. In order to learn the language successfully, students need to have clear understanding of exactly what it is that they are required to learn and to be provided with accurate feedback relating any mistakes or difficulties.

From all the definitions mentioned above, we can say that feedback is a key factor in the process of second language teaching and learning. So, feedback assists students in learning the second language by collecting, suggesting and indicating their mistakes either through oral or written form.

2.1.4 Importance of Teachers' Feedback

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. It is in the feedback that teachers make evaluations of and give comments on students' performance. This can be seen from the fact that classroom exchanges typically consist of three parts: an initiation from the teacher, a response from the student, followed by a feedback from the teacher (Tsui, 1995). Similarly, he argues that teacher feedback is a part of the classroom interaction routine that, when it is present after a student response, students know that there must be something wrong or unsatisfactory about the response. For example:

T: Now can you change that sentence to 'they'? Instead of saying he runs quickly, can you change that sentence to they? Queenie?

S: They runs they runs quickly.

T: Once more.

S: They run quickly.

T: Yes, that's better.

(Tsui, 1995, p. 43).

After the student's response, the teacher, instead of evaluating it, asks them to give the response once again. Then the student realizes the response is unsatisfactory can be seen from the fact that, instead of giving an exact repetition of the response, she or he gives one with the error corrected. The teacher then accepts the response as an improvement on the previous one. Withholding feedback until a correct response is produced is a common strategy used by teachers to avoid giving negative evaluation (Tsui, 1995).

Hattie and Kimberley (2007) asserted in their review that "feedback is one of the most powerful influences on learning and achievement" (p.89). We see that teacher's feedback helps students reflect what and how they perform, showing them their strong points to strengthen as well as the weak points to improve in future. Noticeably, when teachers leave mistakes untreated, the defective language serves as an input model and acquired by students in the class. In short, students, when doing activities without teachers' feedback, run a high risk of losing their ways. Added to this, Moss (2002) proposed that teachers' feedback can speed up the process of language learning by providing information about rules and the limits of language use, which would otherwise takes students a long time to deduce on their own.

2.1.5 Types of Feedback

Scholars have divided feedback into different types. Gattullo (2000) and Harmer (2001) (as cited in Al-Fahdi, 2006) divided feedback into corrective, evaluative and strategic. Corrective feedback is the 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 judgment on the learners' performance. But on the other hand, evaluative feedback is related with the performance of the learners which is dominant in second and foreign language classroom. The teachers use different words or 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. Long (1996) has divided feedback into two types:

a. Positive evidence

Positive evidence always motivates the learners to learn more appropriately. It is normally entertaining for the learners. The desired behaviour of the learners can be promoted by encouraging and motivating them. If appropriate feedback lacks, the desired behaviour cannot be strengthened.

b. Negative evidence

The feedback that demotivates the learners towards mistakes and errors is referred to as negative evidence. It is simply unpleasing to the learners. It provides learners with information as to what is unacceptable in L2. It generally terminates the undesired behaviour or responses of the learners. Unless the negative feedback is provided, the mistakes and errors cannot be corrected; or undesired response may continue; by the result, the learners cannot progress.

2.2 Review of Related Empirical Literature

A number of researches have been carried out in the area of feedback. In order to gather some ideas and information, I had gone through some of the related previous researches and reviewed them as follows:

Al- Mandhari (2006) conducted a research on ‘Learners’ Response to Different Types of Feedback on Writing’. The purpose of the study was to investigate which approach to giving feedback is the most suitable for Omani learners’ writing. The data were collected through sample of texts on which feedback had been given and through a questionnaire. The four approaches to giving feedback: peer correction, teacher correction, using a coding system and using guiding lines are conducted in the study and each approach was done in the three phases. His study showed that peer correction in all phases showed the highest score reaching to hundred percent in phase three. It seems to have been the approach which best allowed learners to remember the approach which best allowed learners to remember the errors which were corrected.

Similarly, Bhandari(2008) carried out a 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-structure interview and non-participant observation in this study. The study found out that most of the secondary level English teachers take feedback as a support for the teaching learning process and take it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them.

Likewise, Lamichhane (2009) conducted a research on ‘Teachers Written

feedback on the Writings of Grade- 9 Students’. He aimed to investigate the teachers’ feedback giving practice in the 9th grade students. In this study, simple random sampling was used to administer the questionnaire as a research tool. The result of his study showed 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 revise their draft.

Karki (2011) carried out a research on “Exploring Teachers’ Use of Oral Feedback”. It was carried out in ten schools of Dailekh district where the researcher had used simple random sampling procedure to collect data. The objective of the study was to find out the types of teachers’ use of oral feedback on students’ oral work at primary level. From that, he found out that almost 70% of the teachers were using evaluative feedback in the classroom. Majority of the teachers were found very careful to use negative feedback in the classroom.

Joshi (2011) carried out a research on “Students’ Perceptions on Teachers’ Written Feedback” to analyze students’ perceptions towards teachers’ written feedback on their writings. Sixty students from two schools in Doti district were contacted to collect the data. Questionnaire was the tool of data collection. The research revealed that none of the students wanted to get negative feedback, fifty percent of the students did not understand the feedback given by teachers due to the use of new strategies and lack of explanation of them.

Bista (2012) conducted a research on “A study on Use of Delayed Feedback at Secondary Level” in Rukum district to study the use of delayed feedback at secondary level using simple random sampling. It was carried out among ten teachers from grade ten. From the research, it was found that secondary level teachers have always used immediate feedback instead of delayed feedback.

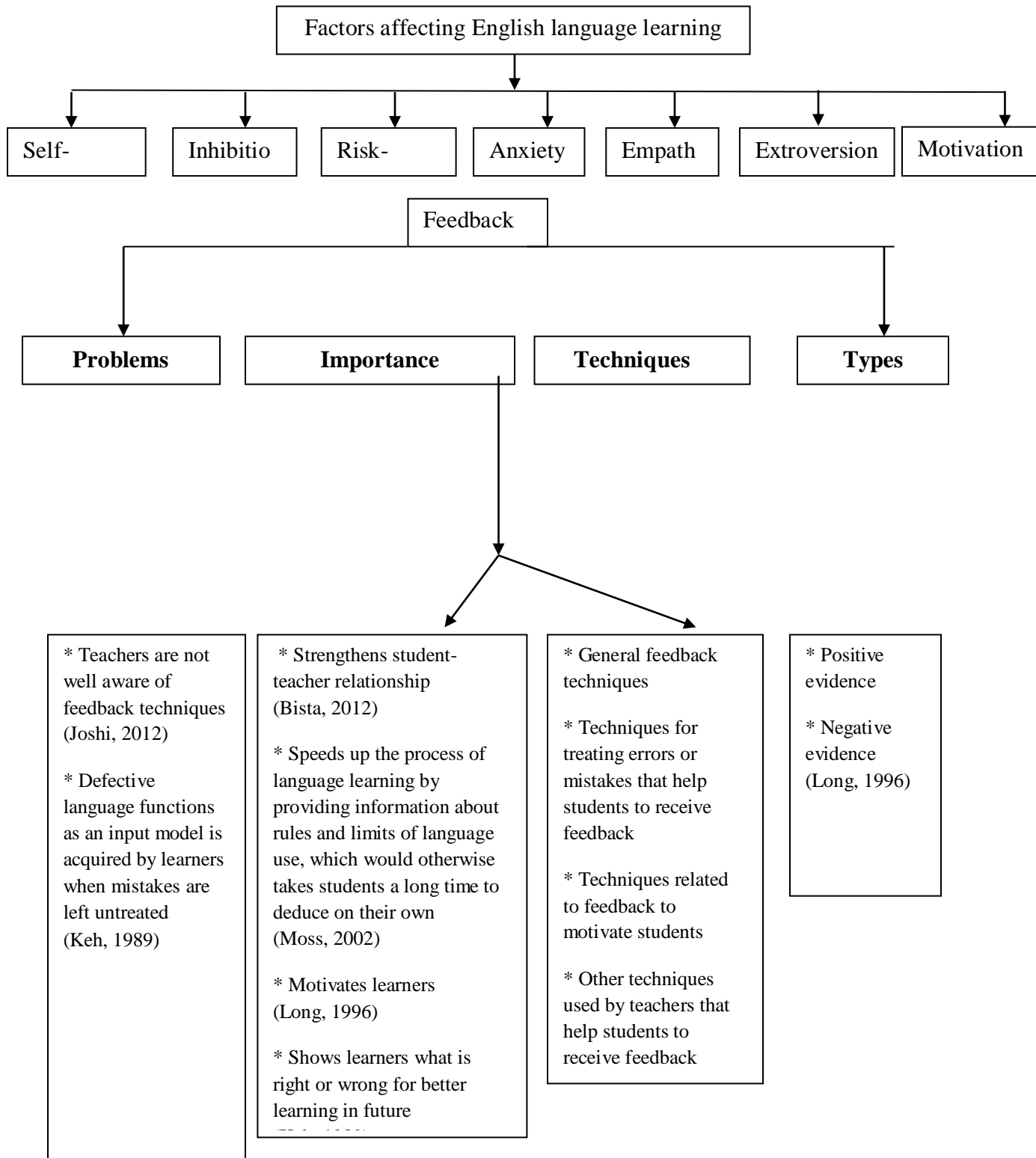
2.3 Implications of the Review for the Study

I reviewed many books, journals, articles, websites and theses. These sources helped me to be clear and focus on the research problem, improve methodology, etc. It was also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. It helped me to be well familiar with general format or techniques that we use to write proposal and thesis. I also got ideas on the development of conceptual framework, sampling procedure, data collection tools, data collection procedures and how to analyze as well as conclude the data after reviewing the sources. While reviewing the sources, I found out some researches carried out on feedback. For example: Lamichhane (2009) conducted a research to investigate the teachers' feedback giving practice in the 9th grade students. Similarly, Karki (2011) found out almost 70% of the teachers used evaluative feedback in classroom. Similarly, I reviewed other theses as well.

While reviewing the related literature, I found out that no research work has been conducted in the area of techniques used by primary level English teachers to provide feedback. So, this seems to be a new study.

2.4 Conceptual Framework

The conceptual framework of my research was as below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of the study, the following methodologies were adopted.

3.1 Design of the Study

Survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitudes and events at a single point of time. Cohen and Manion (1985, as cited in Nunan, 1992, p.140) write:

Surveys are the most commonly used descriptive methods in educational research, and may vary in scope from large scale governmental investigation through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes, and / or events at a single point of time

Similarly, Cohen, Manion and Merrison (2010) write that survey research in which researchers gather data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

A survey usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representatives of the study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992, p.141) suggests the following eight-step procedures of survey research:

Step 1: Define objectives	- What do we want to find out?
Step 2: Identify target population	- Who do we want to know about?
Step 3: Literature review	- What have others said / discovered about the issue?
Step 4 : Determine sample	- How many subjects should we survey, and how will identify these?
Step 5 : Identify survey instruments	- How will the data be collected (questionnaire / interview) ?
Step 6: Design survey procedure	- How will the data collection actually be carried out?
Step 7 : Identify analytical procedure	- How will the data be assembled and analyzed?
Step 8 : Determine reporting procedure	- How will the report be written up and presented?

I used survey research to complete this study. To find out feedback techniques used by primary level English teachers, I followed survey research and mixed research design (i.e. qualitative and quantitative) to collect and analyze the data. For this, I visited the determined field / area to find out existing data. It was carried out among forty teachers of primary level from private schools where they were engaged in teaching English subject. To make this survey research reliable, I also observed five classes of five different teachers. I selected survey research design to address the large population by selecting sample population which is the representative of the study population as a whole.

Survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and

specified behaviors on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, I chose survey design in my research study.

3.2 Population and the Sample of the Study

The population of the study was all primary level English teachers. The sample consisted of forty English teachers from private schools.

3.3 Sampling Procedure

I visited 14 private schools of Kathmandu district. The sample consisted of forty primary level English teachers who were selected through non-random purposive sampling procedure. The teachers who had at least 2 years experience in teaching field had been selected.

3.4 Data Collection Tools

I designed two sets of questionnaire for teachers to elicit the required data and observation checklists to observe their classes. The framework of questionnaire was both open ended and close ended which is presented in appendix I. The observation checklist has been presented in appendix II.

3.5 Data Collection Procedure

I visited some private schools after preparing two sets of questionnaire for teachers and observation checklists to observe the classes. After getting permission from the concerned authority, I established rapport with primary level English teachers. I explained them my purpose of the study. They were provided with two types of

questionnaire and requested to fill. Finally, I collected the responses back. I also observed altogether five classes of five different teachers and filled up the observation checklists. For this, I asked all five teachers to ask questions to students from previous or recently taught lessons during the observation. In observation checklist, there were some items which were not possible to observe only through classroom observation. So for the items like coding system in writing; A-Z correction in writing; pointing out errors without any correction in writing and use of signs or symbols like star (*), smiley face (☺), grade (A+), I observed altogether twenty-five exercise books (five exercise books from five different students from every teacher's class). Similarly, I observed diaries/personal records of five teachers from schools or from them and every five students' diaries from five teachers' classes for finding the frequency rate of classworks and homeworks. All other remaining items were filled up while observing the classes.

3.6 Data Analysis and Interpretation Procedure

Data obtained from close ended questions and observation checklists were measured on the basis of frequency which are presented in tables through statistics (frequency of numbers as well as their percents) and in description method too. Similarly, data obtained from close ended questions and observation checklists are compared with each other. On the other hand, only description method is used to analyze open ended questions. In this way, systematically collected data are analyzed, interpreted and presented qualitatively and quantitatively.

CHAPTER FOUR

RESULTS AND DISCUSSION

This section deals with analysis and interpretation of collected data for the research topic "Techniques Used by Primary Level English Teachers to Provide Feedback". For this purpose, I went to 14 schools of Kathmandu District. The analysis of collected data is presented into 2 sections: Results and Discussion.

4.1 Results

The comparison between close ended questions and observation checklists shows that the feedback techniques that were said to be used most in close ended questions by teachers were found mostly used by them while observing the classes too. For example: the techniques like conformation check, reformulation, use of paralinguistic signs, immediate correction, classwork and homework system were found mostly used in both close ended questions filled up by teachers and observation checklists filled up by me (the researcher).

Similarly, the techniques which were said to be less used in close ended questions by teachers were found less used or never used while observing their classes too. For instance: coding system in writing, pointing out errors without any correction in writing, rewarding and peer correction.

The feedback techniques that were said to be never used in close ended questions by teachers were found never used while observing them too. For example: recording mistakes and student self-correction.

Likewise, positive feedback like persuasion or flattering, polite feedback, praising, etc were said to be mostly used while negative feedback like criticizing students was said to be less used in close ended questions by teachers and this same case was found while observing the classes too.

Through all these proofs, we can say that the questionnaire (both close ended and open ended) that was filled up by teachers is reliable.

Similarly, teachers were found giving too much importance to feedback while analyzing the open ended questions. Eighty percent teachers said they provide feedback to students frequently while twenty percent of them said they provide feedback to their students occasionally due to the reasons like huge number of students, lack of time and by thinking that repetition brings boredom or students may feel monotonous. Anyway, they said they provide feedback to students to improve their (students') level, to encourage or motivate them or to make students able to recognize their mistakes. They said they use different types of techniques or activities like revising lesson, giving erroneous item as classwork and homework, asking talented students to correct poor students' mistakes, asking students to exchange their notebooks, group discussion, role play, written comments in copies that help students to receive feedback.

4.2 Discussion

This section includes the comparison of said and observed techniques of providing feedback. It also includes the analysis of open ended questions.

4.2.1 Comparison of Said and Observed Techniques of Providing Feedback

This section includes the comparison of close ended questions filled up by teachers and observation checklists filled up by the researcher that is done to find out whether the collected data are reliable. It means it is done just for finding out whether the teachers' sayings and doings are similar or same type. Teachers' classes were observed on those days when there were no class tests by consulting teachers. Additionally, the option 'always' was mentioned in close ended questions filled up by teachers while it was excluded in observation checklists because every teacher's class was observed only once. It means there was no daily observation. Data obtained from close ended questions and observation checklists were measured on the basis of frequency which are presented in tables through statistics (frequency of numbers as well as their percents) and in description method as well. Here, 30 close ended questions or observed items are mentioned in tables only through numbers and the details of these questions or items are in appendices. These 30 close ended questions or observed items are further classified into 4 groups/sections.

4.2.1.1 General Feedback Techniques

The general techniques or ways used by teachers for providing feedback to students fall under this section. It contains altogether ten different items or feedback techniques that were asked to teachers as well as observed by the researcher.

Table No. 1

General Feedback Techniques	Always		Frequently				Sometimes				Never			
	OQ		OQ		OC		OQ		OC		OQ		OC	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1	16	40	15	37.5	1	20	9	22.5	3	60	-	-	1	20
2	-	-	-	-	-	-	3	7.5	1	20	37	92.5	4	80
3	-	-	26	65	4	80	14	35	1	20	-	-	-	-
4	24	60	9	22.5	2	40	7	17.5	3	60	-	-	-	-
5	24	60	8	20	3	60	8	20	2	40	-	-	-	-
6	14	35	10	25	1	20	12	30	1	20	4	10	3	60
7	-	-	-	-	-	-	-	-	-	-	40	100	5	100
8	15	37.5	9	22.5	2	40	16	40	1	20	-	-	2	40
9	21	52.5	19	47.5	3	60	-	-	2	40	-	-	-	-
10	16	40	11	27.5	-	-	13	32.5	2	40	-	-	3	60

The first item (item 1) of the close ended questions was asked to teachers to find out how far they use conformation check technique in their classes. Teachers said that 40% of them always use conformation check technique, 37.5% of them use it frequently and 22.5% of them use it sometimes but there was no response on the 4th alternative 'Never'. On the other hand, while observing the same item (item 1) in classroom, I found 20% teachers using this technique frequently, 60% of them using it sometimes and 20% of them never using it.

The second item was asked to teachers to find out the use of coding system in writing. The data received from close ended questions revealed that only 7.5%

teachers use it for sometimes and remaining all other teachers (92.5%) use it never. But in classroom observation, 20% teachers were found employing coding system for sometimes while remaining all other teachers (80%) were found never using it.

The third item in the questionnaire was about diary keeping system or keeping personal record of students which is very useful to both students and parents for providing feedback. Teachers responded that 65% of them use this technique frequently and 35% of them use it sometimes. But while observing the same item, 80% teachers had kept the diaries frequently and 20% of them had kept those sometimes.

Item 4 was presented to teachers to find out the frequency of reformulation. Teachers' responses were that 60% teachers always reformulate students' answers whereas 22.5% of them do so frequently and 17.5% of them do so sometimes. But no response was in the last option. This same item was observed in classroom too. Observation revealed that 40% teachers reformulated students' answers frequently if they made mistakes while 60% teachers did so sometimes.

The fifth item was about repetition technique. 60% teachers said they always use this feedback technique, 20% of them said they use it frequently and the same percent of teachers (20% of them) said they use it sometimes. But in classroom observation, 60% teachers were found using repetition technique frequently while 40% of them were using it sometimes.

The main purpose of the sixth item was to find out the frequency of probing feedback by teachers in classroom. Teachers responded that 35% of them always use this technique, 25% of them use it frequently, 30% of them use it sometimes and 10% of them never use it. But 20 % teachers were found using probing feedback frequently, the same percent (20%) of teachers doing so sometimes and

60% teachers were never found using this feedback technique while observing the same item.

Item 7 in the questionnaire was asked to teachers for finding the frequency of recording students mistakes so that students can get chance to listen back to their own mistakes. All teachers responded that they never use this technique. Similarly, no teacher was found recording students' mistakes while observing the same item in classroom too.

The eighth item was to measure the frequency of echoing students' incorrect responses. 37.5% teachers said they always echo incorrect word or sentence whereas 22.5% teachers said they do so frequently and 40% teachers said they use this technique sometimes. This same item was observed in classes too. The result was that 40% teachers echoed incorrect word/sentence frequently, 20% teachers did so sometimes but 40% teachers never did so.

Ninth item in the questionnaire was about the use of paralinguistic signs. 52.5% teachers replied that they always use paralinguistic signs whereas 47.5% teachers replied that they use it frequently. But while observing the same item in classroom, 60% teachers were found using paralinguistic signs frequently and 40% of them were found doing so sometimes.

The tenth item was to measure the frequency of hinting. 40% teachers said they always provide hints to students, 27.5% of them said they do so frequently and 32.5% of them said they do so sometimes. Later this same item was observed. In observation, 40% teachers were found giving hints to students sometimes while 60% teachers were never found doing so.

4.2.1.2 Techniques for Treating Errors/Mistakes that Help Students to Receive Feedback

This is the second part that belongs to techniques or ways used by teachers for treating errors/mistakes that help students to receive feedback. It includes altogether nine items or questions.

Table No. 2

Techniques for Treating Errors or Mistakes that Help Students to Receive Feedback	Always		Frequently				Sometimes				Never			
	OQ		OQ		OC		OQ		OC		OQ		OC	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
11	20	50	10	25	3	60	8	20	2	40	2	5	-	-
12	20	50	8	20	-	-	10	25	2	40	2	5	3	60
13	40	100	-	-	-	-	-	-	5	100	-	-	-	-
14	-	-	2	5	-	-	10	25	2	40	28	70	3	60
15	26	65	14	35	5	100	-	-	-	-	-	-	-	-
16	-	-	8	20	-	-	30	75	3	60	2	5	2	40
17	32	80	8	20	4	80	-	-	1	20	-	-	-	-
18	2	5	3	7.5	-	-	17	42.5	1	20	18	45	4	80
19	-	-	-	-	-	-	26	65	-	-	14	35	5	100

The first item under this section (item 11 in the questionnaire) was given to teachers to find out the frequency of A-Z correction in writing. The response was that 50% teachers always do it, 25% teachers do it frequently, 20% teachers do it

sometimes and 5% of them never do it. On the other hand, this same item was observed too. In observation, 60% teachers were frequently found correcting each and every mistake while 40% teachers were found doing so sometimes.

Item 12 measured the frequency of teachers' warning if students commit errors. Here, 50% teachers replied that they always warn their students while 20% of them replied that they do so frequently. Further more, 25% teachers said they warn students sometimes and 5% of them said they never do so. But observation checklists showed 40% teachers warned students sometimes and remaining all others never did so.

Next item (item 13) was about providing students direct and clear instruction. Here, all (100%) teachers responded that they always provide direct and clear instruction to their students but all teachers were found providing direct and clear instruction to their students sometimes while observing the classes.

Pointing out errors without any correction in writing was the next item that was asked to teachers. The data received from close ended questions revealed that 5% teachers point out errors without any correction in writing frequently, 25% teachers do so sometimes and 70% teachers never do so. On the other hand, in class observation, 40% teachers were found pointing out errors without any correction for sometimes whereas 60% teachers never did so.

Item 15 was to measure the frequency of correcting student's errors immediately without any delay. 65% teachers answered that they always correct students' errors immediately while 35% of them answered that they frequently correct students' errors immediately. The same item (item 15) was observed too by the researcher. From observation, it was found out that immediate correction was frequently done by each and every teacher.

The next item was about correcting errors getting other students' ideas. Here, 20% teachers said that they frequently correct errors getting other students' ideas whereas 75% teachers said that they use this technique sometimes and remaining (5%) all other teachers said that they never do so. But 60% teachers were found correcting errors getting other students' ideas for sometimes and 40% teachers were never found doing so while observing the classes.

Item 17 was asked to teachers to know the frequency of teacher correction. Collected data showed that 80% teachers always correct errors themselves while 20% teachers do so frequently. There was no response for the last two alternatives: sometimes and never. This item was observed too by the researcher in classroom where 80% teachers frequently did the correction by themselves and 20% teachers did so sometimes rather than asking other students to correct the errors.

Item 18 was presented to teachers to find out how far teachers criticize students while making mistakes. 5% teachers said that they always criticize students while making mistakes, 7.5% of them said they criticize students frequently, 42.5% of them said they do so sometimes and 45% of them said they never do so. Beside this, observation checklists depicted that 20% teachers criticized their students sometimes while making mistakes whereas 80% teachers never did so.

Item 19 (the last item in this section) was to measure the frequency rate of physical punishment to students while committing errors. The data received from close ended questions showed that 65% teachers sometimes punish their students physically when they commit errors while 35% teachers never punish their students physically though students commit errors. But no teacher was found punishing students physically because of committing errors during observation period.

4.2.1.3 Techniques Related to Feedback to Motivate Students.

This is the third section which contains techniques or activities used by teachers that are related to feedback to motivate students. Altogether 8 items or questions are kept under this section.

Table No. 3

Techniques Related to Feedback to Motivate Students	Always		Frequently				Sometimes				Never			
	OQ		OQ		OC		OQ		OC		OQ		OC	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
20	-	-	20	50	1	20	14	35	3	60	6	15	1	20
21	-	-	11	27.5	-	-	22	55	-	-	7	17.5	5	100
22	-	-	-	-	-	-	2	5	-	-	38	95	5	100
23	-	-	-	-	-	-	-	-	-	-	40	100	5	100
24	7	17.5	15	37.5	-	-	18	45	2	40	-	-	3	60
25	23	57.5	10	25	3	60	7	17.5	1	20	-	-	1	20
26	25	62.5	10	25	3	60	5	12.5	2	40	-	-	-	-
27	8	20	11	27.5	2	40	14	35	2	40	7	17.5	1	20

The first item in this section (item 20 in the questionnaire) was asked to teachers to find out the frequency of use of symbols or stamps of star, smiley face or grade (A+). The data revealed that 50% teachers use this technique frequently, 35% teachers use it sometimes and 15% teachers never use it, but there was no response

in the first alternative "Always". On the other side, item 20 was observed too by the researcher where 20% teachers were frequently found using the symbols or stamps of star, smiley face or grade (A+). 60% teachers were found doing do sometimes but 20% teachers were never found doing so.

Item 21 was to find out how far teachers reward students through chocolates, pens or pencils. The data received from close ended questions showed that 27.5% teachers frequently reward their students, 55% teachers do so sometimes and 17.5% teachers never do so. But, while observing classes, no teacher was found rewarding students through chocolate or prize.

Next item (item 22) was about asking students to correct errors in peers. Teachers said that only 5% of them ask their students to correct errors in peers for sometimes while remaining all other teachers (95%) said they never do so. On the other hand, observation showed that no teacher conducted peer correction at all in classes.

Student self-correction was the next item in the questionnaire that was asked to teachers. Data revealed that no teacher use this technique at all. Similarly, there was no student self-correction at primary level in English classes while observing too.

Item 24 was about persuasion/flattering at primary level. 17.5% teachers said that they always persuade or flatter their students while 37.5% teachers said that they do so frequently. Similarly, 45% teachers said they persuade the students sometimes .But in classroom observation, 40% teachers were found persuading or flattering their students sometimes while 60% of them were never found doing so. Likewise, item 25 was to measure the frequency of polite feedback. The result obtained from close ended questions showed that 57.5% teachers always provide

feedback politely, 25% teachers do so frequently and 17.5% teachers do so sometimes. But in classroom observation, 60% teachers provided polite feedback to students frequently, 20% of them did so sometimes while the same percentage (20%) of them never did so.

Another item of the questionnaire was about praising students for their right responses. Teachers said that 62.5% of them always praise their students, 25% of them praise students frequently and 12.5% of them praise students sometimes for their right responses. But while observing, 60% teachers were frequently found praising their students for their right responses by clapping or saying like lovely student, nice, good, superb, great, etc, and 40% of them were found doing so sometimes. There was no response in the last option 'Never'.

Item 27 in the questionnaire was about supportive feedback. On the basis of collected data from close ended questions, 20% teachers always employ supportive feedback at classrooms but 27.5% of them use this technique frequently. Similarly, 35% teachers use this technique sometimes while 17.5% of them never use it. On the other hand, 40% teachers employed supportive feedback frequently, 40% of them did so sometimes and 20% of them never did so during observation period.

4.2.1.4 Other Techniques Used by Teachers that Help Students to Receive Feedback

This is the last section which contains other techniques used by teachers that help students to receive feedback. It includes only three items or questions that were asked to teachers as well as observed by the researcher.

Table No. 4

Other Techniques Used by Teachers that Help Students to Receive Feedback	Always		Frequently				Sometimes				Never			
	OQ		OQ		OC		OQ		OC		OQ		OC	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
28	40	100	-	-	5	100	-	-	-	-	-	-	-	-
29	23	57.5	17	42.5	5	100	-	-	-	-	-	-	-	-
30	-	-	25	62.5	-	-	15	35.5	-	-	-	-	5	100

Item 28 was asked to teachers to find out how far they use classworks and homeworks. All teachers said they give classworks and homeworks to their students daily or always. Similarly this item was observed too by the researcher. In observation also, all teachers were found providing classworks and homeworks daily to their students.

The second last item of the questionnaire (item 29) was asked to teachers to find out the frequency rate of providing feedback in mass rather than individual. Responses of close ended questions showed that 57.5% teachers always provide feedback in mass while 42.5% teachers do so frequently. But in classroom observation, all teachers provided feedback in mass to their students frequently.

The last item of close ended questions was about the use of class tests for providing feedback. Teachers said that 62.5% of them use class tests frequently while remaining all other teachers (37.5%) said they do so sometimes. But there was no class tests while observing classes because I had observed all five teachers' classes on those days when there was no class test consulting with teachers.

4.2.2 Analysis of Open Ended Questions

This section/part included altogether five open-ended questions that are related to feedback. The first item or question of open ended questions was about teachers' views or their definitions on feedback. Though different teachers had responded differently, they were directly or indirectly similar to each other in meaning. Some of the definitions by teachers are:

- Information as to how good a work is given to the person who did it
- Continuous process which reforms teaching-learning activities
- Advice/suggestion provided by teacher that should be followed by students
- Response by teacher to reduce student's mistakes and improve language skills
- Information that helps students to find out what is right and what is wrong or what to repeat and what not to repeat in future
- Giving suggestion on students' work after analyzing

The second item under open ended questions was to find out the techniques or activities used by teachers to correct errors that help students to receive feedback. Some of the techniques or activities written by them are as follows:

- Revising lesson
- Giving erroneous items as class work and homework.
- Asking talented students to correct poor student's mistakes or errors

- Asking students to exchange their notebooks
- Group discussion
- Individual counseling
- Extra class
- Asking for parents' guidance

Item 3 in open ended questions was asked to teachers to find out the frequency of providing feedback with reasons. Eighty percent teachers said that they provide feedback regularly in their classes while 17.5% teachers said they provide feedback occasionally to the students. On the other hand, 2.5% teachers said that frequency of feedback depends upon the seriousness of mistakes. Anyway, some of their reasons behind regular feedback and occasional feedback are presented below on the table:

Reasons for Regular Feedback	Reasons for Occasional Feedback
<ul style="list-style-type: none"> • So that students get knowledge and don't repeat that mistake from next time 	<ul style="list-style-type: none"> • Due to huge number of students
<ul style="list-style-type: none"> • Otherwise they may learn wrong answer or may go out of track if we don't give them feedback 	<ul style="list-style-type: none"> • Repetition brings boredom or students may feel monotonous.
<ul style="list-style-type: none"> • So that students can easily understand the lesson as well as it helps to encourage and motivate students 	<ul style="list-style-type: none"> • Always not possible because have to cover the course or syllabus
<ul style="list-style-type: none"> • To reduce mistakes 	<ul style="list-style-type: none"> • Due to the lack of time
<ul style="list-style-type: none"> • For students' improvement 	
<ul style="list-style-type: none"> • It helps students to correct their weak points/errors/mistakes 	

Next item (item 4) was presented to teachers for finding reasons behind the use of feedback. Though there was variety in responses, they were all for students' betterment. Some of their responses were:

- To improve students' level/ to make them perfect
- To encourage/motivate students
- So that students do not get more chance to make mistakes
- To make students better understood
- For better performance
- To avoid mistakes
- To make students able to recognize their mistakes and correct them

Last item of open ended questions was about the techniques that are used by teachers to provide feedback. Some of the feedback techniques used by them are as follows:

- Written comments in copies
- Oral advice/suggestion
- Scolding
- Role play
- Taking alternative help from parents
- Parents' meeting

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter summarizes the whole study on the basis of the data analysis and interpretation done in the chapter four of this study. Then conclusion of the study is derived. And finally implications of the study are suggested for the further educational practice in the last section of the chapter.

5.1 Summary.

The present study “Techniques used by Primary Level English Teachers to Provide Feedback” has been carried out to find out feedback techniques used by primary level English teachers. It also aimed to find out the maximally used and least or never used feedback techniques. The main findings of the study are as below:

- i. Teachers were found unfamiliar or less aware of some feedback techniques like coding system; probing feedback; use of symbols or stamps like star(*), smiley face (☺), grade (A+) for positive feedback; peer correction.
- ii. Conformation check technique, reformulation, repetition, use of paralinguistic signs, A-Z correction, direct and clear instruction, immediate correction, polite feedback, praising students for right response, classwork and homework system and providing feedback in mass were maximally used techniques to provide feedback.
- iii. Diary keeping and class tests were frequently used techniques for feedback.

- iv. Coding system in writing, pointing out errors without any correction in writing, correcting errors getting other students ideas, criticizing students, rewarding students and peer correction were the least used feedback techniques.
- v. Recording mistakes and student self-correction techniques were never used.
- vi. Eighty percent teachers were found to be providing feedback to the students regularly.
- vii. Positive feedback was maximally used by teachers in comparison to negative feedback.

5.2 Conclusion

After analyzing and interpreting the data collected from questionnaire and observation checklists on the topic "Techniques Used by Primary Level English Teachers to Provide Feedback", I reached at the following conclusion:

- i. Feedback is one of the essential components of language teaching and learning. It is the backbone of language teaching and learning because it helps students to know what is right and what is wrong as well as what to repeat and what not to repeat in future.
- ii. There are many techniques of providing feedback. Only one technique is not enough in language teaching and learning.
- iii. Recording students' mistakes (so that the students can get chance to listen back their mistakes/errors and can find out what is right and what is wrong) and student self correction are never used feedback techniques at primary level.

- iv. Some teachers provide less feedback to students due to lack of time or huge number of students.
- v. Students are not far from physical punishments.
- vi. All the teachers do not use A-Z correction.
- vii. Coding system in writing like + (add something more or expand it), (no paragraph), Re-(again or do it again) can be used at primary level.
- viii. The techniques or activities like revising lesson, giving erroneous item as classwork and homework, asking talented students to correct poor students' mistakes, asking students to exchange their notebooks, group discussion, role play, written comments in copies help students to receive feedback.

5.3 Implications

The main implications of the study for educational practice can be pin pointed under the following three levels:

5.3.1 Policy Level

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by a government. In the case of Nepal, many policies are made without adequate study. Due to inadequate study, immediately after formulating policies they are compelled to change them. In this context, the study conducted on the feedback techniques used by primary level English teachers would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The main implications in this level are:

- i. The policy makers of the country in the field of Education can utilize this study effectively. For example: policy makers can make the policy that teachers are not allowed to punish students physically.
- ii. The government can make the policy of keeping certain or fixed number of students in a class so that teachers will have enough time for providing feedback as well as to take care of each and every activities of the students.
- iii. It will be highly essential for curriculum development centre for designing new curriculum, revise and improve the existing curriculum.

5.3.2 Practice Level

The implications of the research studies in the practical field or day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of the English language teaching. Therefore, these would be very useful for the stakeholders of English language teaching. The practitioners of ELT such as teachers, textbook writers, material producers, linguists, principals, and supervisors can effectively utilize the study. The major implications of the study in practice level are:

- i. This research will be significant to teacher trainers to conduct trainings on feedback or to train effective feedback techniques to teachers. For example: teacher trainers can teach the teachers to use positive feedback like rewarding students through prize, persuasion or flattering rather than using negative feedback like criticizing or punishing students. Similarly, they can train the teachers about coding system in writing ; use of symbols or stamps of star, smiley face or grade (A+); frequent use of class test; asking talented students to correct poor students' mistakes; giving

erroneous item as classwork and homework; peer correction; diary keeping.

- ii. This study will help textbook writers to write text on feedback or to mention the exercises like role play, group work, project work in texts which are very effective sources to receive feedback from others.
- iii. It will also be useful to material designers to design the materials like stamps of smiley face, star or grade (A+).
- iv. Mainly, this study will be useful to language teachers to apply varieties of feedback techniques but the effective ones in a proper way in English classes.

5.3.3 Further Research

This was the study conducted to find out feedback techniques used by primary level English teachers. The present study would be highly directive for the further research. There are many areas of feedback where the researchers can conduct researches. For example: negative feedback and positive feedback, spoken feedback and written feedback, immediate feedback and delayed feedback, effectiveness of feedback, etc. Similarly, feedback is one of the factors that affect language teaching and learning. We can conduct research on other factors (like risk taking, anxiety, motivation) affecting language teaching and learning too. Other several studies can be conducted in this field which is yet to be reviewed or researched. So the scope of this study is wide enough. This study can work as a step of ladder. By stepping on it, other researches can reach their destinations. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further researches in this broad area.

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APPENDICES

Appendix - I

Survey Questionnaire

Dear informants,

This questionnaire has been prepared to have the authentic data to achieve the objectives of the study entitled “Techniques Used by Primary Level English Teachers to Provide Feedback” which I am conducting under the supervision of Mr. Laxmi Prasad Ojha, Teaching Assistant, Department of English Education, Faculty of Education, T.U., Kathmandu. I hope that your invaluable co-operation will be a great contribution in the accomplishment of this work.

Researcher

Anita Rimal

T.U., Kirtipur, Kathmandu

Personal Information

Name :

Academic Qualification :

Age:

Experience :yrs

Sex :

School's name :

13. I provide my students direct and clear instruction.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

14. I point out errors without any correction in writing.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

15. I correct students' errors immediately without any delay.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

16. I correct errors getting other students' ideas.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

17. I correct the errors myself.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

18. I criticize students when they make mistakes.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

19. I punish students physically when they commit errors.

- a. Always () b. Frequently ()
c. Sometimes () d. Never ()

26. I praise students for their right response by clapping or saying like lovely student, excellent boy/girl, so nice student, well done, wow, great, superb, good, very nice.

- a. Always ()
- b. Frequently ()
- c. Sometimes ()
- d. Never ()

27. I employ supportive feedback (like ok-ok, yes-yes, go on, continue please though the response is wrong) to provide feedback.

- a. Always ()
- b. Frequently ()
- c. Sometimes ()
- d. Never ()

28. Classworks and homeworks are the main sources that indicate the areas where to provide feedback so I use them.

- a. Always ()
- b. Frequently ()
- c. Sometimes ()
- d. Never ()

29. I provide feedback in mass rather than individual.

- a. Always ()
- b. Frequently ()
- c. Sometimes ()
- d. Never ()

30. I use class tests to provide feedback.

- a. Always ()
- b. Frequently ()
- c. Sometimes ()
- d. Never ()

B. Please try to answer the following questions.

a. How do you define feedback?

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

b. Which techniques or activities do you use to correct errors that help students to receive feedback? You can tick more than one option.

- i. Revising lessons ()
- ii. Giving erroneous items as classworks or homeworks ()
- iii. Asking talented students to correct poor students' mistakes or errors ()
- iv. Asking students to exchange their notebooks ()

If you use out of these techniques or others too, please specify them...

.....

c. How often do you provide feedback to your students? Regularly or sometimes? Give answer with reasons.

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

d. Why do you use feedback in your class?

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

e. Which techniques do you use to provide feedback? You can tick more than one option.

- i. Written comments in copies ()
- ii. Scolding ()
- iii. Oral advice/ suggestion ()
- iv. Role play ()

If you use out of these techniques or others too, please specify them...

.....

Thank you very much for your co-operation

Appendix – II

Classroom Observation Checklist

Name of the Teacher:

Period:

Name of the School:

No. of Students:

Teaching Class:

Date:

Asked Item:

S.N.	Observed Items	Frequently	Sometimes	Never
1.	General feedback techniques			
	a. Conformation check			
	b. Coding system in writing			
	c. Diary keeping			
	d. Reformulation			
	e. Repetition			
	f. Probing feedback			
	g. Recording mistakes			
	h. Echoing			
	i. Use of paralinguistic signs			
	j. Hinting			
2.	Techniques for treating errors / mistakes that help students to receive feedback			
	a. Correcting each and every mistakes / errors (A-Z correction) in writing			

	b. Warning students while committing errors			
	c. Providing direct and clear instruction			
	d. Pointing out error without any correction in writing			
	e. Immediate correction			
	f. Correcting errors getting other students' ideas			
	g. Teacher correction			
	h. Critizing students while making mistakes			
	i. Punishing students physically while committing errors			
3.	Techniques related to feedback to motivate students			
	a. Use of symbols or stamps of star (*), smiley face (☺), or grade (A+) to provide positive feedback in writing			
	b. Rewarding			
	c. Peer correction			
	d. Student self-correction			

	e. Persuasion or flattering			
	f. Polite feedback			
	g. Praising			
	h. Supportive feedback			
4.	Other techniques used by teachers that help students to receive feedback			
	a. Classworks and homeworks			
	b. Providing feedback in mass			
	c. Use of class tests			

Appendix – III

List of Schools Selected with Number of Teachers

S.N.	Name of School	No. of Teachers
1	SEB School, Samakhusi- Kathmandu	5
2	REHDON School, Samakhusi – Kathmandu	5
3	Gandaki Public Boarding School, Mhepi – Kathmandu	4
4	Model Academy, Samakhusi – Kathmandu	4
5	Amrit Secondary Boarding School, Mhepi – Kathmandu	3
6	The Imperial Academy, Gongabu – Kathmandu	3
7	Scholars Home Academy, Gongabu – Kathmandu	3
8	Paradigm Public School, Samakhusi – Kathmandu	3
9	NEA School, Gongabu – Kathmandu	2
10	Pragya Higher Secondary School, Thamel – Kathmandu	2
11	Valley View English Boarding school, Nepaltar - Kathmandu	2
12	Marshyangdi Boarding High School, Mhepi – Kathmandu	2
13	Victory Boarding School, Mhepi – Kathmandu	1
14	Sweta Sadan English Boarding Secondary School, Gongabu – Kathmandu	1