

**TYPES OF TEACHER'S FEEDBACK AND THEIR ROLE
IN LEARNING ENGLISH**

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

**Submitted by
Manisha Pokharel**

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

2014

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2014**

**T.U. Reg. No.: 9-2-242-511-2006
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**Date of Approval of
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Date of Submission of Thesis: 26-03-2014**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss Manisha Pokharel has completed her thesis on "Types of Teachers' Feedback and Their Role in Learning English" under my guidance and supervision.

I recommend this thesis for final examination, approval and acceptance.

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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: 25-03-2014

.....

Manisha Pokharel

DEDICATION

Dedicated to

My parents **Mr. Makunda Pokharel** and **Mrs. Durga Devi Pokharel**

ACKNOWLEDGEMENTS

Before I start anything, with a deep sense of gratitude I would like to acknowledge my thesis supervisor, **Dr. Anju Giri**, Professor, Department of English Education, T.U. for her constant encouragement, suggestion and comment throughout the entire process of research and write up.

I earnestly thank **Dr. Anjana Bhattarai**, Reader and Head of Department of English Education for her helpful suggestions and cooperation.

Similarly, I would like to extend my sincere gratitude to **Prof. Dr. Chandreshar Mishra**, T.U., Kirtipur for his encouragement and continuous inspiration. I am also grateful to **Prof. Dr. Tara Datta Bhatta** and **Prof. Dr. Laxmi Bahadur Maharjan**, Department of English Education, T.U. for guiding my work. I am equally grateful to my teacher **Mrs. Hima Rawal**, Lecturer and **Mr. Resham Acharya**, Teaching Assistant and all the teachers for their direct and indirect encouragement and academic support.

Likewise, I am proud to thank my always encouraging and loving husband for his intellectual and analytical support in completing this thesis without his constant positive nagging; this thesis would not have been completed by this time. I also express my sincere thank to all my friends Mira, Kunta, Sagar, Samita and my inlaws for their substantial help throughout the study especially in the collection of data. Last but not the least, my heartfelt gratitude goes to my parents who spent their life in my study in every possible way.

Finally, I am grateful to all those respondents who despite their busy schedules have contributed to move on with my thesis, without them this study would not have been possible.

ABSTRACT

This thesis entitled "Types of Teacher's Feedback and their Role in Learning English" was carried out to find role of the teachers' feedback in learning English. The main objective of the study was to find out the ways of giving feedback used by English teachers in learning English. It was a survey research. I collected the data from secondary schools of Kathmandu district. The required data were collected by using questionnaire and observation checklist. The total samples were four teachers from two schools where ten classes of each teacher were observed. The finding of this research showed that teachers' feedback make the students aware of their strength and weaknesses so that they can improve their learning.

This thesis consists of five chapters: The first chapter is introductory in nature. It introduces feedback in general. It also includes, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

Manisha Pokharel

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LIST OF SYMBOLS AND ABBREVIATIONS

T.U.	-	Tribhuvan University
Dr.	-	Doctor
P.	-	Page
pp.	-	Pages
i.e.	-	That is/id.est
etc.	-	Etcetera
M.Ed.	-	Master in Education
CUP	-	Cambridge University Press
OUP	-	Oxford University Press
No.	-	Number
et.al.	-	And other people
%	-	Percentage
M.A.	-	Master of Arts
Ed.	-	Edition
U.S.	-	United States
ESL	-	English as Second Language
L2	-	Second Language
&	-	Ampersand
ELT	-	English Language Teaching
ESL	-	English as a Second Language
S.N.	-	Serial Number
S1	-	School One
S2	-	School two
T1	-	Teacher one
T2	-	Teacher two
T3	-	Teacher three
T4	-	Teacher four