

CHAPTER ONE

INTRODUCTION

This chapter begins with the background study of the research, English language teaching and learning, interaction in SLA, output in SLA, feedback, characteristics of useful feedback, types of feedback, i.e. immediate, delayed positive and negative feedback, review of the related literature, objective and significance of the study. Furthermore, this study seeks to examine the use of feedback by the English teachers of Kathmandu district.

1.1 Background

Feedback itself is always viewed as an important aspect in teaching and learning which is taken as one of the key factors in language learning which may encourage or discourage the learners in order to overcome mistakes and errors. Feedback can be effective tool for learning but it can also be a powerful weapon for impeding learning. Every mark or remark, every gesture, facial expression, every act and every omission that occur in and beyond the learning spaces is a form of feedback.

In [http:// www.e-learning/feedback/linking-feedback-to-the-learning-process](http://www.e-learning/feedback/linking-feedback-to-the-learning-process) (retrieve 05-10-2013) “Feedback is part of the overall dialogue or interaction between teachers and learners, not a one way communication”. Besides that, feedback often challenges students to change the way that they express ideas, or change what they write about or change the way that they think. At times, the feedback asks them to change who they are. This request can shape students' lives in the long term and the cultural contexts they inhabit. Feedback also has the power to strengthen or hinder their identity as learners by affirming and praising what they know or focus on their deficiencies. It seems that feedback at its best foster learning that is built on and can be transferred to the other situations.

Keh(1998, p. 18) views feedback as “any input from reader to writer that provides information for revision”. Thus teachers’ feedback can be considered an effective means to communicate to the students about their task. Feedback should be communicated in language that is understandable for the learners have a genuine purpose and be significant for the individual needs of each student. Through feedback, teacher can provide the students with suggestion for development, learning strategies and corrections for errors.

1.2 Statement of the Problems

Feedback is key factors which plays a pivotal role in learning. According to Ur (1990, p.242) “feedback is information that is given to the learners about his or her performance of a language task usually with objectives of improving this performance”. 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. Many researcher have shown that the usefulness of feedback in language classroom. The main problem of the role of feedback is lack of knowledge about the importance of feedback and ways of giving it. The teacher tends mix and merges the different types of feedback at a same time without knowing the situation when to use and how to use it. In my research as well I tried to find out the role of teachers’ feedback and the ways of giving feedback used by English teacher in learning. In case of others, many researchers have been conducted to find out the ways of giving feedback by teacher and students perception on it in different districts. But in case of Kathmandu district, nobody has conducted research under this area so, I decided to explore the outcomes of the problem on ways of giving feedback used by English teacher in Kathmandu district.

This study entitled "Role of Teachers' Feedback in Learning English" was carried out to find out roles of teachers' feedback and the kind of feedback they used while teaching. The main objectives of the study were to find out the roles of teacher's feedback used by English teachers in learning English. The main problems of teachers' feedbacks are lack of deep knowledge, its importance and its necessity. The problem was selected to provide some fruitful and effective pedagogical implications in the field of ELT.

1.3 Rationale of the Study

Feedback is the information which provides a learner a report on the result of behaviour. For example, verbal or facial signals which listeners make to speakers to indicate that they understand what the speaker is saying. A learner is reinforced at every step of success and provided with feedback at every step of weakness while acquiring L1. But in L2 learning, feedback plays very important role. It refers to what a teacher says or does after his learner's performance. The teacher may reward or punish his learners. The feedback may be positive and negative according to the form, immediate and delayed feedback according to the timing. Reward or praise is the positive feedback which motivates the learners to learn more. Punishment is the negative feedback which demotivates them and learning suffers. Learners need positive feedback from the teacher. Thus, feedback may encourage or discourage the learners to learn language and the learning is also affected by the type of feedback, or the presence or absence of feedback.

Additionally, my related field was types of teachers' feedback and their role in learning English. I observed class nine and ten of secondary level schools to find the role of teacher's feedback and its impact on teaching and learning activities.

1.4 Objectives of the Study

This study has the following objectives:

- i) To find the ways of giving feedback used by English Teachers in Learning English.
- ii) To find out the role of teacher's feedback in teaching and learning English.
- iii) To suggest some pedagogical implications.

1.5 Research Question or Hypothesis

This study will be oriented to find out the answers of the following research questions:

- 1) What does the teacher do to give feedback?
- 2) How does the teacher respond to the student in giving feedback?
- 3) What are the different kinds of feedback that most of the teachers use while teaching?
- 4) What is the role of teachers' feedback in learning English?

1.6 Significance of the Study

One of the ways of motivating students in learning L₂ is by providing the learners with feedback as they work. If the feedback is properly given and perceived, students get motivated and the teacher can teach effectively. So, this study will be useful for those who are interested in the field or language teaching and learning, subject experts, curriculum designer's, language trainer, business personnel, language teacher and students. More specifically, it will also be the significant base for the prospective researcher in the field of approach, method, and technique of teaching.

1.7 Delimitations of Study

The study was carried out with the following limitations:

- i. The study was limited within Kathmandu valley.
- ii. Only four English teachers were included as a sample of this study.
- iii. The study was limited to only an analysis of role of teacher's feedback in learning English.
- iv. It was limited to open-ended, close-ended questions and observation check list.

1.8 Operational Definition of the Key Terms

Impact: The powerful effect of something and somebody.

Interaction: Exchanging thoughts, idea and feelings between two people

Input: Amount of information or extra linguistic data that are available to the learners.

Feedback: Advice criticism or information about how good or useful something or somebody's work.

Output: It is what learners produce after he/she receives input and perceive it as intake.

Classroom: A place where teaching learning takes place.

CHAPTER TWO

LITERATURE REVIEW

2.1 Review of Related Literature

Various research works have been carried out in the field of ELT in Nepal associated with feedback. Among them, I have reviewed some of the research works in my access.

Bhandari (2007) 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 procedure to conduct semi-structure interview and non-participant observation in this study. The study found out that most of the secondary level English teacher take feedback as a support for the teaching and learning process and take it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them.

Similarly, Lamichhane (2009) conducted research on teacher's written feedback on writing of grade nine student's to find out the teachers feedback giving practice in the ninth grade students writing and students' reaction towards the feedback they received. The researcher employed questionnaire and observation checklist as major tool for data collection. It has been found that majority of the ninth grade teachers give positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback.

Ghimire (2010) conducted research to find out "Roles of Teachers in the English Language Classroom". The results of his study showed that teacher have positive opinions towards all the roles that are likely to be played in the classroom while analyzing the expression. His objectives were to identify the perceived attitudes of teachers towards their roles in English classroom. He

employed non random purposive sampling procedure to conduct participant observation and interview schedule in his study. Similarly the study also found that teacher tried to play the roles according to the classroom situation and interest of the students to some extent.

In the same way, Joshi (2011) carried out a research on "Student's Perceptions on Teachers' Written Feedback". His objectives were to analyze students' perceptions towards teachers' written feedback on their writing. He employed judgmental non-random sampling procedure to conduct questionnaire in this study. It has been found that teachers' written feedback is important to improve the students' writing and majority of the students were found paying attention to the teachers' feedback. They also suggested some tips for helping them to revise more successfully.

Bista (2012) has carried out a research on "A Study on Use of Delayed Feedback at Secondary Level". A major objective of his research was to find out the use of delayed feedback by teacher in teaching English at secondary level. Similarly, he employed simple random sampling procedure selecting ten teachers of ten different schools who are teaching English at secondary level of Rukum district. Meanwhile, structured interview and non-participant observation were the major tools of data collection.

Although a number of researches have been carried out in feedback at secondary level, none of the researches have been carried out on types of teachers' feedback and their role in learning at secondary level in Kathmandu district. So, this was only attempt to study on role of teachers' feedback in learning. This is why, this study is different from other studies.

2.2 Implications of the Review of the Study

Out of different studies reviewed four were conducted regarding feedback in the Department of English Education. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas and

knowledge regarding the roles of teacher's feedback to the student. Specially, I got information on the roles of feedback from the study of Bhandari (2007). She has used semi –structure interview and non- participant observation as the tool of data collection but observation checklist and set of questionnaire were used in this study. Though Bhandari has conducted study on role of feedback in teaching English at secondary level, it is on the types of teachers' feedback and their role in learning English at secondary level. I have got insights and information on the role of teachers' feedback which helps to formulate theoretical concept of my study. In the same way, researches conducted by Lamichhane (2009) and Bista (2012) also provided more insights on how to conduct this sort of research, what types of tools are appropriate and how the data should be collected and analyzed and what sorts of findings they have drawn. After reviewing all those related literature to my study, I am highly motivated to conduct research under this area.

2.3 Review of Related Theoretical Literature

Language is a social institution which is a purely human and non-instinctive method of communications, ideas, emotions and desires by means of voluntarily produced symbols. Language as a system of communication that enables human to cooperate and there is well-established fact that effective communication is made possible with the help of language.

In this reference Richard et al. (1996, p. 196) define it as "the system of human communication which consists of structure arrangement of sounds and their written representation into large units, for e.g. morphemes, words, sentences, utterances, etc". Similarly, Wardaugh (1972, p. 3) defines language as a system of arbitrary vocal symbols used for human communication.

Language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community, and using vocal symbols processing arbitrary conventional meaning. As human

being is social animals, people have the instinct to communicate with other to share their feelings and thoughts and as a result language development in each individual becomes an instinct. As a system of communication language is primarily, verbal, symbolic, dually-patterned and arbitrary and is used by human with common cultural expectancies.

Language is the dress of thought and people need language to convert thought into a form that's understandable by other. It plays great role in the process of transmitting knowledge; everybody learns a language at a very early stage of their life and this means of communication will be used throughout in order to give and receive knowledge. Language is bridge connecting individuals and the outside world; thus it is a crucial element of human life.

Since English being one of the most influential and/or dominant international languages, it spreads all over the world. English is a world language, so teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. English is taught and learnt in many contexts and conditions of the world. The school and university programs have included English as a subject for the academic sessions of these school and universities. So, the significance of English in the present day world is being increased and Nepal cannot be exception to it. It has become an inevitable asset through which the whole world can be viewed. As a result, English deserves a very important rank in our education system and is taught as a compulsory subject from primary level to higher level of education.

2.3.1 Language Teaching and Learning

Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students and is worthless if does not do so. Language teaching is done for providing knowledge about language, utilization of knowledge, nature, characteristics and system of language. Learning is relatively permanent change in behavioural tendency and is the result of

reinforced practice. According to Ur, (2001, p. 3) the concept of teaching is understood here as a process that is intrinsically and inseparable bound up with learning, different methods have been emerging day to day. This means that one single approach, method cannot give complete way for teaching and learning activities. So, as a teacher s/he has to adopt different method respectively. Teaching is not just mastery of the subject matter and delivery of that subject among the students/learners. Besides this, one most important factor is, there is classroom management. As a teacher, he/she has the ability to integrate all these aspects of his work into coherent performance so as to teach effectively within a special set of circumstances. It is the notion of practice performance, which is central to the teacher pedagogical expertise, the ability to keep all the balls in the air as the attempt to promote children's learning.

Whenever a society wants skill which human beings are not equipped by nature, to acquire them learning is a must. In language there are two instances of such needs. First, there are skills that involve the written language. The second, teaching is required when foreign languages are learned in an orthodox classroom with a teacher and a set of text books, i.e. when lineage teaching takes on some of the features of the literary instruction.

Language teaching is the teaching of all the skills and aspects of language. Different approaches, methods and techniques can be used while teaching. There are four language skills; listening, speaking, reading and writing. As a teacher he has to integrate all these aspects of language. But, there is debate among the linguistics as well. Some views that discrete approach is best other one says integrate approach. However, as a teacher he has to incorporate all the skills while teaching English language. In the context of Nepal, there are mainly two types of teacher, one teaches in government school and another teaches in private school. They have been adapting different approaches, methods and techniques in their classroom. That's why, their result is also different.

2.3.2 Interaction in SLA

Interaction plays significant role in second language acquisition. The interaction approach considers conversational interaction as a focus of learning. According to Gass and Selinker (2009, p. 317) "the interaction approach account for learning through input (exposure to language) production of language (output) and feedback that comes as a result of interaction". Interaction involves a number of components including negotiation of meaning focus on recast and feedback.

Interaction helps learners to make both input and output meaningful and comprehensible. This makes acquisition easier and more successful. Negotiated interaction between native and non-native speakers and between two non-native speakers plays an important role in the development of a second language. Conversation is not only a medium of practice but also the means by which learning takes place. Conversational interaction in a second language forms the basis for the development of language forms rather than being only forum for practices as the interaction hypothesis.

Negotiation for meaning and especially negotiation work that triggers interactional adjustment by the native speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention and output in productive ways. Environmental contributions to acquisition are mediated by selective attention and the learners developing second language processing capacities and that these resources are brought together are useful, although not exclusively during negotiation for meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L₂ development at least for vocabulary, morphology and language specific syntax. So that interaction hypothesis claims implicit negative feedback, which can be obtained through negotiated interaction, facilitates SLA. Interaction facilitates acquisition because of the

conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need.

2.3.3 Output in SLA

In general, output is what the learner produces alters he/she receives input and perceive it as intake. Output has traditionally been viewed as a way of practicing that has previously been learned. That is, it has generally considered having a positive effect on learning. It is assumed that output as merely repetition may be less useful than output where learners are given opportunities so incorporate new forms into their production.

According to Swain (1985, cited in Gass and Selinker, 2009, p. 327)

"comprehensible output refers to the need for a learner to be pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently and appropriately."

In fact, output is necessary to increase fluency and other language performance. That is, learners must practice producing the second language utterance if they are to learn to use their interlanguage system confidently and routinely. As cited in Mitchell and Myles (2004, p. 174) Swain (1995) process three functions for learner output.

- a) The 'noticing triggers' function or what might be referred to the preciousness – rising role.
- b) The hypothesis testing function.
- c) The meta-linguistic function or what might be referred to as its "reflective role."

He (ibid) believes that the activity of producing the target language may 'push' learners to become aware of gaps and problems in their current second language system (first function). It provides them with opportunities to reflect on, discuss and analyze these problems explicitly (third function) and of

course, it provides them with opportunities to experiment with new situation forms (second function).

2.3.4 Feedback

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points to help plan their learning. Feedback plays the role of scaffolding or support to the L₂ learners. Feedback is an essential part of education and training programmes. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement and identify action to be taken to improve performance. It can be seen as informal (for example in day to day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment).

Kepner (1991, p. 141) defines feedback in general as "any procedures used to inform a learner whether an instructional response is right or wrong". Similarly, Richards et al. (1999, p. 137) define feedback as "any information which provides a report on the result of behaviour". So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writers or speaker's output.

Feedback is the information which provides a learner a report on the result of behavior. For example, verbal or facial signals which listeners give to speakers to indicate that they understand what the speaker is saying. But, 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. Feedback can support to make the performance more accurate, fluent and natural. It is also responsible for enabling learners to negotiate meaning with their interlocutors such as teachers or skilled speakers. So, feedback need to be made regular in the learning process of a second or foreign language. Meanwhile feedback can be

immediate during an activity or delayed at the end of an activity or part of a learning programme and can take various forms. It is a part of the overall dialogue or interaction between teacher and learners, not a one-way communication.

Feedback is any input from reader to writer that provides information for revision. It is about praise as well as criticism. Although students do not want criticism, to facilitate learning their minus point should be informed in positive way. Similarly, it assists students in learning the second language by correcting, suggesting and indicating their mistakes either in oral or written form. It should be forward looking positive and constructive, task centered not ego centered and it should be medal and mission. In www.reading.ac.uk/internal/engageinfeedback/whyisfeedbackimportant/efb-whyisfeedbackimportant.aspx state "feedback is more strongly and consistently related to achievement than any other teaching behaviour . . . this relationship is consistent regardless of grade, socio-economic status, race or school setting". It can improve student's confidence, self-awareness and enthusiasm for learning and also helps students understand the subject being studied and gives them clear guidance on how to improve their learning.

Mc Tighe and O' Connor (2005) as cited in <http://dividwess.com/content/role-immediacy-feedback-student-learning> (retrieve 11-04-2013) state "To serve learning, feedback must meet four criteria. It must be timely (emphasis mine), specific, understandable to the receiver and formed to allow for self-adjustment on the student's part". Besides that, feedback can be internal performed by the students themselves or external generated by teacher, other than students. When teacher give feedback on students' work regularly; this feedback can only be incorporated into students learning. It is necessary that learners need to define their own objective and understand the feedback provided by teacher. In order to learn a language successfully students need to have clear understanding.

According to Nicol and Macfarlane (2006) as cited in www.flinders.edu.au/teaching/teaching-strategies/assessment/feedback/good-feedback.cfm, there are seven principles of good feedback practice.

-) Helps clarify what good performance is (goals, criteria, expected standards).
-) Facilitates the development of self-assessment (reflection) in learning.
-) Delivers high quality information to students about their learning.
-) Encourages teacher and peer dialogue around learning.
-) Encourages positive motivational belief and self-esteem.
-) Provides opportunities to close the gap between current and desired performance.
-) Provides information to teachers that can be used to help shape the teaching.

From all the definitions mentioned above, we can conclude that feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self-experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective strategy, a book can provide to clarify ideas, a parent can provide encouragement and learner can look up the answer to evaluate the correctness of response. Feedback thus is a consequence of performance.

2.3.5 Characteristics of Useful Feedback

Followings are the characteristics of useful feedback:

-) Descriptive rather than judgmental. This helps prevent defensive responses.
-) Specific rather than general
-) Focused on behavior rather than the person.
-) Focused on behavior that the teacher can do something about.

-) Actively sought by the teacher.
-) An amount of information that does not overload the teacher.
-) Focuses on "what" or "how" (observed behaviour) not "why" (why involves) inference and motives that can bring resentment rather than learning.
-) Clearly communicated and can be rephrased by the receiver. Easy-to-understand language is used.
-) Shared within 3-7 days of observation.
-) Provided with opportunities for further discussion.
-) Provided with clear suggestions about improvement that can be generated by teacher based on questions by the observer.
-) Based on observations so that, any constructive criticism is justifiable.

Source, <http://www1.umn.edu/hr/teachlearn/resources/peer/guidelines/feedback>
(retrieve 10-04-2013)

2.3.6 Types of Feedback

There are numerous ways of providing feedback to learners from the explicit (stating that there is a problem) to the implicit feedback (during the course of an interaction). Moreover feedback can be categorized into different types as either oral or written on the basis of medium and either positive or negative. In <http://www.changingminds.org/techniques/conversation/reflecting/rogers-feedback.html> (retrieved 10-04-2013), there are five types of feedback they are:

- a) Interpretive feedback
- b) Supportive feedback
- c) Evaluative feedback
- d) Probing feedback
- e) Understanding feedback

Interpretive feedback seek to test understanding of what has to be said by interpreting and paraphrasing back to the other person what they think has been said. Supportive feedback seeks to support the other person in same way. Similarly evaluative feedback makes a judgment about the other person, evaluating worth or goodness. There is a big difference between judging a person and their actions. A personal evaluation judges the whole person and implies that this is a personal and unchangeable attribute. Probing feedback seeks to find more information by asking deeper questions that seek specific information and understanding feedback seek to understand not just what was said, but the whole person underneath.

a) Immediate Feedback

Immediate feedback refers to teacher's comment delivered on the spot when a mistake or good point is made by students. Feedback is given to the learner's through correction and assessment during oral work or written work. The teacher should take care of time while giving feedback whether correction facilitates the language learning or disturbs it. There should be considerable time to give them feedback on the basis of feedback timing i.e. either immediate or delayed feedback. Similarly, immediate feedback is employed by teachers' when the aim of the stage of the lesson is to promote accuracy, particularly during the drilling of the target language and during guided practice. In typical classroom setting this type of feedback is more effective.

b) Delayed Feedback

Delayed feedback is given at the end of an activity or a part of a learning programme and can take a various form. Delayed feedback is that type of feedback which is given to the learners after the event. If the learner is given feedback after the event then there is more chance to forget what the learners have said.

Harmer (2006, p. 147) view that;

When we have recorded student performance, we want to give feedback to the class. We can do this in a number of ways. We might want to give an assessment of an activity, saying how well we thought the student did in it, and getting the students to tell us what they found easiest or most difficult. We can put some of the mistakes, we have recorded up on the board and ask students first if they can recognize the problem, and then whether they can put it right". Alternatively, we can write both correct and incorrect words, phrases or sentences on the board and have the students decide which is which. When we write examples of what we heard on the board, it is not generally a good idea to say who made the mistakes since this may expose students in front of their classmates. Indeed we will probably want to concentrate most on those mistakes which were made by more than one person.

In nutshell we could say that one of the problems of giving feedback after the events is that it is easy to forget what students have said.

c) Positive Feedback

Positive feedback is any constructive, actionable, critique that enhances students learning experiences. Similarly, it is very important to learner's morale for instance, confidences, pleasures, etc. which itself can be powerful determinant of learning outcomes. Positive feedback is important to encourage anyone to continue. Learning English is hard-but doing it blindly and without any kind of feedback and guidance is almost impossible. So, most of the feedback given to the learners is through correction for improvement. The main

purpose of feedback is to improve learner's performance. To make feedback meaningful, it involves some kind of judgment and teacher tries to make the attitude to this more positive, thinking that mistakes are natural and useful part of language learning. When the teacher gives feedback to the learners with the purpose to help and promote learning since getting wrong is not bad rather a way into getting right.

Similarly, positive feedback works on the premise of building in a person's strengths. It tells students how he/she is doing well and praise him/her for good performance. The theory behind positive feedback is that if we tell a person what he is doing well, that person will likely to repeat the behaviour to secure continued approval. Moreover, positive feedback focused on an assignment that how a positive effect on learners in terms of their attitude and achievement. Following Ur (1996, p. 243) "most of the feedback given to learners is through correction, directed at specific bits of learner produced language with the aim of bringing improvements".

According to Madsen and Madsen (1983), cited in <http://www.highbeam.com/doc/1p,-3346927.html>(retrieved 4-26-2013) emphasized the following ways that teacher can give positive feedback to student to encourage desirable behaviour in the classroom. Words (spoken-written: wonderful, excellent, absolutely right, fantastic, terrific, marvelous, splendid, all right, clever, thank you, that's good work, well, that shows a great deal of work, I agree, keep working hard, you've improved) Physical express (facial-bodily, smiling, nodding, signaling ok, thumbs up, shaking head)

Moreover, positive feedback is used to reinforce desired behaviour, which is essential for learning as we need to know what is correct in order to repeat it. If positive feedback is not given, performers are likely to change their technique until told it is correct. Positive feedback is also motivational which is essential at early stage, as beginners may be less enthusiastic and can become demotivated when struggling. Mere, positive feedback is not enough that should

not just encourage but say which aspects are good and why, success as well as failures should be reported and diagnosed. So, positive feedback tells what was right, and what was wrong.

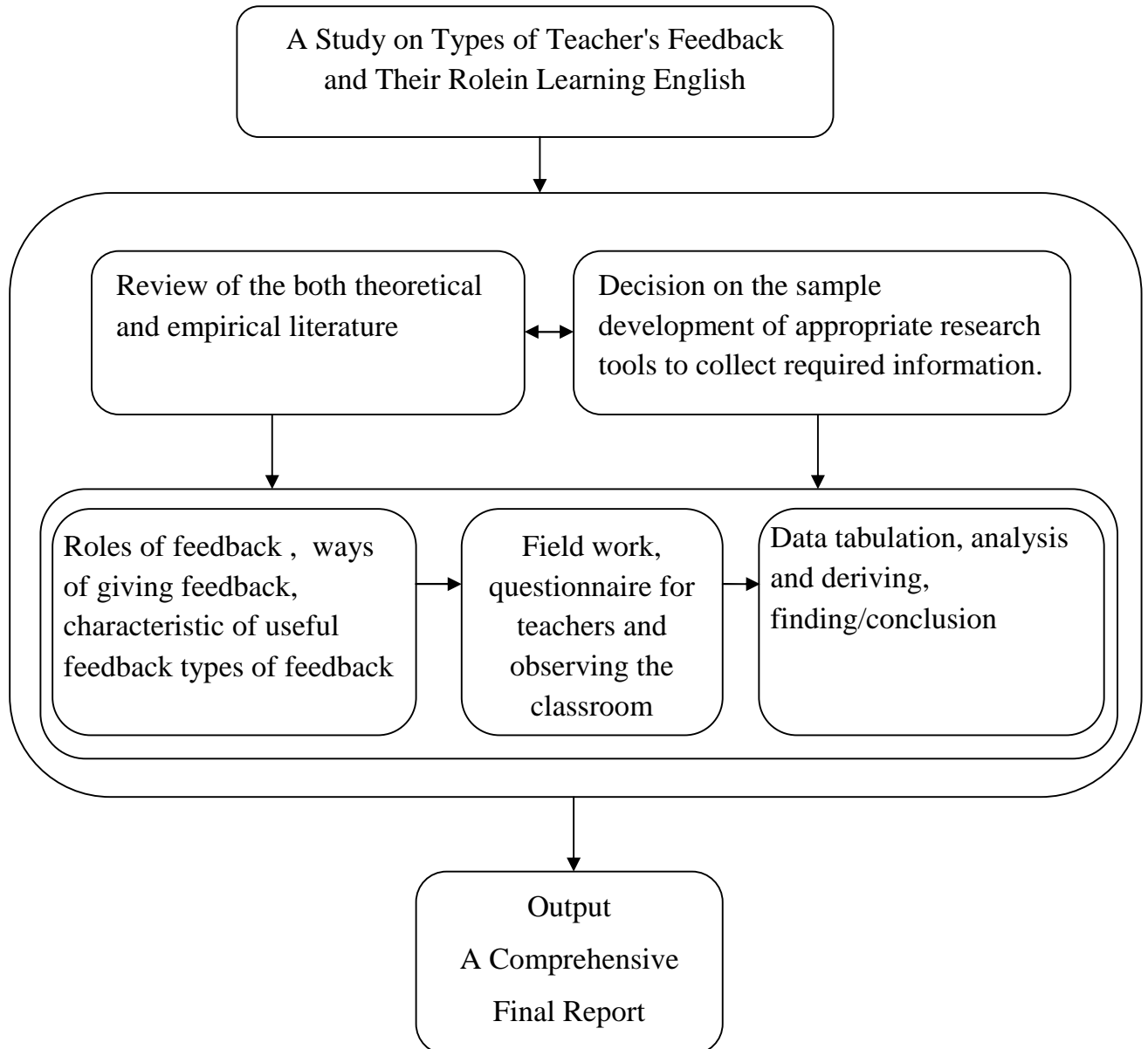
d) Negative Feedback

Negative feedback is the feedback in which learners are told that they have made an error without explicitly noticing the error. Negative evidence is a kind of feedback provides information to the learners about what is not possible in the target language. According to Gass (2003, p. 225) "Negative evidence refers to the types of information that is provided to learners concerning the incorrectness of an utterance". Negative evidence is some kind of input that let the learner knows that his/her utterance is deviant in some way and therefore, is not acceptable according to target language norms. Negative evidence can be provided pre-emptively (e.g. through an explanation of grammar rules) or reactively (e.g. through error connection) – Reactive negative evidence highlights the difference between the target language and a learner's output and as such is often described as negative feedback.

Negative evidence provides learners with information as to what is unacceptable in L₂. In second language acquisition literature, the negative feedback is often used interchangeably with the terms negative evidence to refer to any indication of learner's non target like use of target language. Such indication can be conveyed implicitly or explicitly. Explicit corrective feedback provides learners with a meta-linguistic explanation or overt error correction. On the other hand, implicit corrective feedback indirectly and incidentally informs learners of their non target line use of certain linguistic features. Recast, confirmation checks, clarification requests, repetitions and even paralinguistic signs such as facial expressions can all constitute implicit corrective feedback.

2.4 Conceptual Framework

The study on "Roles of Teacher's Feedback in Learning English" will be based on following conceptual framework.



CHAPTER THREE

METHODOLOGY

I adopted the following methodological framework to carry out this study.

3.1 Design of the Study

Survey is the descriptive research. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. It generally addresses a large group of population. It is the most commonly used method of investigating ranging from large scale investigation like census to a small scale study like School Improvement Plan (SIP) or even a small classroom study. In this regard survey is widely being used in educational research as well. 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 according to Nunan (1992,p.140) "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and events at a single point in time." He mentioned that a survey is a overview of phenomenon, event, issues or situation. Selection of a representative of the total population is a difficult bit very important and sensitive task for the representative of the total population real and original result will not be revealed which may cause waste of time and effort. Survey is always done in the natural setting. I selected survey research design because it has provided me an authentic and reliable data. I selected this design for my topic for applying the questionnaire tools and observation checklist. So, it was the best tool to use in my research topic.

There are some steps of survey research which are presented by Nunan (1992, p. 140). They are as follows:

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedure.

3.2 Population and Sample of the Study

English language teachers of secondary level of Kathmandu district were the population of the study. In doing so, four English language teachers were the sample of this study.

3.3 Sampling Procedure

Samples were selected to obtain primary data. The required numbers of population were sampled by using simple random sampling procedure to select four English teachers of secondary level.

3.4 Tools for Data Collection

The main tools for the collection of data were questionnaires and non-participant observation, to elicit the required information. The questionnaire was administered to the teacher which includes both open-ended and close-ended questions. Similarly, for the non-participant observation an observation checklist was prepared and ten classes of each teacher were observed. Altogether forty classes were observed.

3.5 Data Collection Procedure

In case of this research I have collected the data from the primary source using questionnaire and observation checklist. For that, I followed the following procedures:

-) Simple random sampling method has been used.
-) The concerned schools have been contracted and talked to the authority to get permission to carry out the research explaining the process and purpose of the study.
-) The concerned teachers were met and explained the purpose of research, distribute the questionnaire and requested them to fill it.
-) Each teacher's class have been observed 10 times with the observation checklist.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively as well as analytically by using the pie chart and tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results and Discussions

As this is the core part of research, results have been drawn and discussions of data have been carried out in this section. The collected data have been analyzed and interpreted in terms of descriptive as well as analytical methods with the help of simple statistical tools like tables and pie chart in the form of percentage and so on. Data were obtained from the questionnaire and class observation checklist. The major objectives of the study were to find out the role of teacher's feedback in teaching/ learning English. For this classes of four teachers were observed for 10 days while teaching. Questionnaires were also distributed to four teachers of two different schools of Kathmandu district in order to get the required data. The obtained data are analyzed and interpreted under the two broad headings.

4.1.1 Results

After the analysis, this study comes up with following results:

-) After the interpretation and analysis of data it was found that the teachers used different ways of giving feedback like implicit, explicit, verbal and non- verbal feedback. Among them implicit feedback was found to be more effective than others though most of the times the teachers used explicit feedback in their class.
-) It was found that the majority of the students were satisfied with the feedback given by the teacher. It was also found that they got inspiration and encouragement in learning from the teachers' feedback.
-) It was found that the teacher used different kind of language chunks like "that's good", "fantastic", "I agree", "You have improved" and so on politely to give feedback to the students' work.

-) Teachers' role is very significant while responding to the mistakes committed by the students; in eighty percent of the classes the teacher reacted to the students' mistakes. It was also found that almost all the students wanted teacher guidance in correcting their mistake while learning.
-) Most of the teachers agreed that feedback also helps to diagnose the problem in learning.
-) Secondary level English teachers always found great impact of positive feedback on teaching and learning the English language. Positive feedback encouraged the students; as a result they increased their rate of learning, through positive feedback learners try their best to learn more.
-) Fifty-five percent of the teachers frequently gave non-verbal feedback to the student's works by nodding head and through facial expression.
-) Sixty-seven percent of the teacher frequently gave feedback immediately in students' works. Most of the teacher found immediate feedback is easier to correct the students' error.
-) In response to students' mistakes, teachers either asked to correct the mistake or pointed out their mistake. For the correction work 75 percent of the teachers frequently followed both teacher and self correction technique and 25 percent of the teacher followed only self correction techniques.
-) Though negative feedback cannot be as productive and constructive as positive feedback, sometimes 25 percent of the teacher could not completely discard the role of negative feedback which ought to be provided mildly and indirectly in some circumstances. For e.g. "no", "not good", "Wrong answer", "incorrect".
-) After the interpretation and analysis of data it was found that teachers' feedback made the students aware of their strength and weaknesses so that they could improve their learning.
-) Almost all the teachers realized that giving feedback was important part of learning.

) From the analysis and interpretation of the data, it was found that most of the secondary level English teachers took feedback as a support for the teaching and learning process and took it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them.

4.1.2 Discussion

This section includes the discussion of all the results mentioned above, how they have been analyzed and interpreted has been shown here. The analysis and interpretation was done in the following ways.

4.2 Analysis of Teachers' Opinion

This section reveals the secondary teachers' view on giving feedback to the student work. The analysis here is mainly based on the questionnaire (appendix I) and the responses of the teacher on it. Thus, the teachers' views are analyzed and interpreted in various subsections on the basis of the responses obtained from them.

4.2.1 Kind of Feedback

Regarding the question, 'have you ever used feedback to your students? If, yes what kind of feedback do you use?', almost all the teacher accepted that they use feedback on students work.

After analyzing the teacher responses what I know that the teacher uses feedback as a tool to correct and improve the students learning. However the informant-I, responded that she inspires the students by providing awards as well as giving the example of popular persons for their success. In the same way informant -II said that he uses positive feedback like well done, good, keep it up, etc. in students work. For this question, informant-III expressed that he uses positive feedback to improve the students studying technique and to

work on their way of writing. Similarly, informant-IV stated that “he provides the positive feedback and tell them about correction on question and answer, fill in the gap, etc.

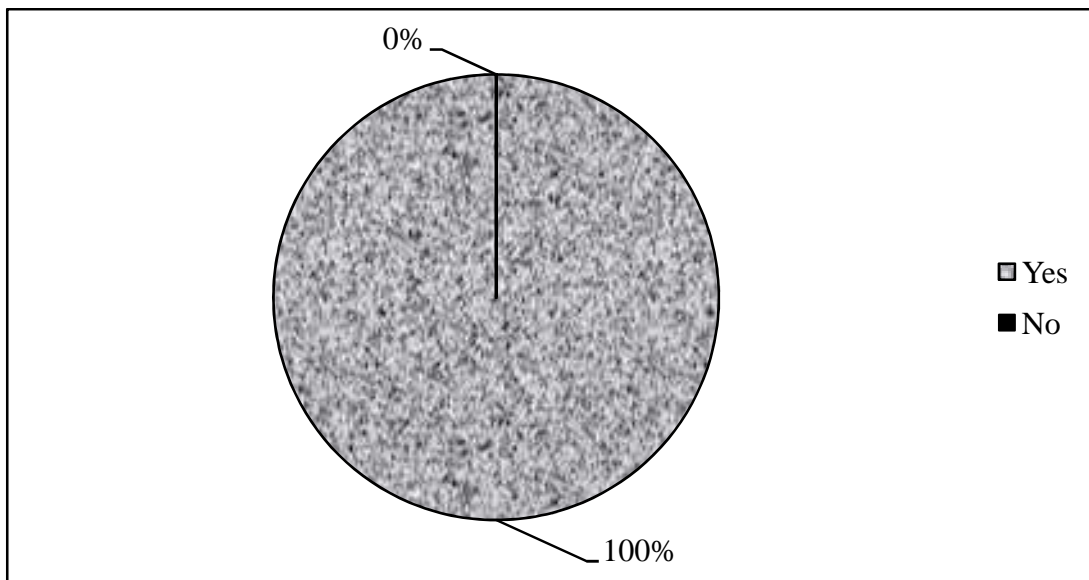
From the presented data, I concluded that the most of the teacher gave positive feedback to improve the students in their learning. This also shows that all the teacher realized that giving feedback is important part of learning.

4.2.2 Helps to Diagnose Problems in Learning

The question was asked to find out whether the feedback helps to diagnose problems in learning or not. They were also asked to give reasons. The figure below shows clear picture of their responses.

Figure No. 1

Feedback Helps to Diagnose Problems in Learning



The chart above shows that hundred percent teacher accepted that feedback helps to diagnose problem in learning because all of them responded as ‘yes’. But their opinion varied from one another. The informant-I expressed that with the help of feedback the students express their reality and generalize it in their life and activities. She focused that feedback definitely help to diagnose

problem in learning. In this connection, informant-II said that through feedback students know about their weak point. Similar view was given by informant –III, here what he said: “it assist to know how they are learning”. Similarly, informant-IV responded that feedback support to direct them to choose right answer.

From this expression, I came to conclusion that the almost all teacher agreed that feedback helps to diagnose the problem in learning and feedback definitely helps the students to know their mistake and weak point.

4.2.3 Informing the Students about their Success and Failure in Teaching English

Regarding this question, ‘how often do you inform your students about their success and failure in teaching English?’, question no.3, in questionnaire was intended to explore the teachers’ role.

Table No. 1

Informing the Students about their Success and Failure in Learning English

Informants	Views
T ₁	Frequently
T ₂	Everyday
T ₃	Most of the time
T ₄	Usually

The presented data in table no. 1 shows that all the teachers inform the students about their success and failure in teaching English. However, it shows that almost all the teachers informed their student’s success and failure so as to make them alert about their knowledge acquisition.

4.2.4 Response of the Student Mistake

This part presents the ways the teachers use while responding to the students' mistakes. The table below shows how the teachers respond to students' mistakes.

Table No. 2

Response to the Student Mistake

S.N.	Response	Percent
1.	Correct the mistakes	25%
2.	Scold them aggressively	-
3.	Point their mistake	75%
4.	Ask them to check once again	-

Regarding this question, 75 percent informants opted third option i.e. 'point their mistake'. In the response to the same question 25 percent informants opted for the first option i.e. 'corrects the mistakes'. None of the informant liked to scold them aggressively and ask them to check once again.

4.2.5 Useful Feedback in Language Classroom

These questions intended to explore the ideas about the feedback they thought more useful in language classroom. They gave same opinions on it i.e positive feedback. For instance, informant-I said that positive feedback inspires student to learn by heart. Similarly, the informant-II, III, and IV have the same expression that positive feedback plays important role to encourage anyone to continue learning English.

From these expression it becomes clear that role of teachers' feedback is crucial to reinforced desired behaviour, which is essential for learning.

4.2.6 Effectiveness of Feedback

The present question was asked to find out the teachers' opinion about which feedback they think more effective positive or negative. It can be concluded that 100 percent teachers think positive feedback is more effective than negative feedback. And, their reason varied according to their experiences.

The informant-1 accepted that positive feedback is more effective than negative feedback. She added that if positive feedback is provided to the students, they feel get praised and can do better than before. In connection, informant –II said that if students were given negative feedback they won't be motivated in learning, so positive feedback is essential in learning. In the same way, informant-III added that positive feedback manages the students for further academic challenges. Similar view was given by informant-IV, here what he said: Positivity reduces negativity'.

From these evidences, I concluded that positive feedback not only encourages but say which aspect are good and why. It also helps to learn more successfully than negative feedback.

4.2.7 Kind of Positive Feedback

Here the teachers were asked what kind of positive feedback they preferred. The table below shows the kind of positive feedback the teacher use while teaching English and the teachers' opinion on it.

Table No. 3

Kind of Positive Feedback

S.N.	Response	Percent
1.	That's good	50%
2.	Fantastic	-
3.	You've improved	25%
4.	Others	25%

From the table, it is clear that 50 percent of the teachers said that mostly they use "that's good" utterance while encouraging or motivating the students' in their learning whereas 25 percent of the teachers use the utterance " you have improved" and 25 percent of teacher use other form of positive feedback to encourage their student in learning. None of the teacher use "fantastic".

4.2.8 Use of Negative Feedback

Regarding the question 'how often do you give negative feedback to your students?,' almost all the teacher responded that they never give negative feedback to their students. But, in my observation in their class, I found that they also gave negative feedback sometime to their students.

From these expressions, I came to conclusion that the teacher does not show the same behaviour as they write. I found that some teacher used negative feedback indirectly in some circumstances like "no", "not good", "you are wrong", etc. I concluded that though negative feedback cannot be as productive and constructive as positive feedback, sometime teacher could not discard the role of negative feedback.

4.2.9 Timing of Feedback

The question intended to explore the ideas about when they would give feedback in student's error, immediately or delayed. It was found that, most of

the teacher used immediate feedback. They said, immediate is useful for the students because sooner response is better for improving and can be better for the future. They also added that immediate feedback is easier to correct their error. If we give delayed feedback to the students, then it will make the students learning hindrance. The other informant said that the delayed feedback is useful for the students in teaching and learning because the students would get chance to correct themselves.

From these arguments, it becomes clear that majority of teachers believed that immediate feedback helps the students to learn more successfully than delayed feedback.

4.2.10 Kind of Correction in Students Works

Next item in the questionnaire was about the kind of correction used by teacher in students work. This question was included to arouse the teacher's interest in the topic of study. The teacher responses are given below:

Table No. 4

Kind of Correction in Students Works

S.N.	Response	Percent
1.	Immediate correction by the teachers	-
2.	Immediate correction by the peer	50%
3.	Delayed correction by the teacher	50%
4.	Delayed correct by the peer	-

From the above table, it is clear that 50 percent of the teacher found immediate correction by the peer is useful in student's works whereas 50 percent of the teacher found delayed correction by the teacher is useful in students work.

4.2.11 Techniques to Correct Mistake

Regarding the question, ‘which technique do you follow to correct students’ mistakes?’, This question was asked to the informant to explore the correction technique followed by them. The following table shows the responses of the teachers.

Table No. 5

Techniques to Correct Mistake

S.N.	Response	Percent
1.	Teacher correction	-
2.	Peer correction	25%
3.	Self correction	-
4.	Both teacher and self-correction	75%

From the above table, 75% of teachers were found following both teacher and self correction technique whereas 25% teacher followed peer correction technique. It seems that majority of the teacher thought that teacher correction and self correction separately do not work for effective feedback. They think that the teacher should involve himself/herself as a facilitator for the correction of the mistakes made by the students.

4.2.12 Problems in Giving Feedback to the Students

Here, researcher tried to elicit what problems teachers face while giving feedback to the students.

Table No. 6

Teachers' Problems in Giving Feedback to the students

S.N.	Response	Percent
1	Students are not interested in your comments	-
2	Written comments are time- consuming	25%
3	Students often make the same mistakes	50%
4	Others	25%

The table exhibits that 25% of the teachers think that written comments are time consuming whereas 50% of the teachers think that the students often make the same mistakes. Similarly, some of the teachers listed other problems as well. They are:

) Students do not follow the teachers' feedback.

4.2.13 Impact of Feedbacks

Here, the teachers were asked what kind of impact the feedback has on teaching and learning language. The responses varied from teacher to teacher. Regarding the impact of feedback on teaching and learning language, informants could not discard the staple role of feedback in teaching and learning. I explored the different reasons given by the informants. They said that feedback has great impact in learning language. Since, it arouses interest in students to do better further. Likewise informant II focused on positive aspect and said that feedback directs as well as facilitates both (students and teacher) to make the academic schedule effective and learning easy. Similarly informant III stated that feedback has made the learning easier for the children as they know in which area they are not good. Moreover, most of the informant showed the importance of feedback as it would be impossible to teach and learn the English language.

This shows that feedback encourages, motivates and improves students learning and it is also fruitful, productive and constructive for teaching and learning the language.

4.3 Analysis and Interpretation of the Data Obtained from Observation Checklist

Forty classes of four teachers were observed, 10 classes of each of them which included seven different items to explore the roles of feedback and ways of giving feedback used by English teacher in teaching and learning English. The data was analyzed and interpreted simply using percentage.

a) Classroom Situation

Here, the following tables' deals with classroom situation which includes discipline, classroom size and furniture layout. Different classroom situation were evaluated in terms of three categories viz excellent, good and poor. If all the students listen to the teacher attentively and follow the teacher's direction while teaching in the classroom then I ticked in the rank of excellent. Similarly, when most of the students listen to the teacher attentively and follow the direction while conducting the lesson then I ticked in the rank of good and when most of the students did not listen attentively and did not follow the teachers' direction and made lots of noise then I ranked in poor. In this way I have put these categories to all the given activities.

Table No. 7

Classroom Situation

Classroom Situation	Excellent	Good	Poor
Discipline	–	95%	5%
Classroom size	–	100%	–
Furniture layout	–	100%	–

This item includes different sub items such as discipline; classroom size and furniture layout. Regarding this sub items, it was found that in 95% classes the students were good in maintaining the disciplined whereas in 5% classes it was found poor. Similarly, it was found that the classroom size and furniture layout was 100% good. None of the classroom size and furniture layout was excellent.

When I observed the classes, it was found that discipline of the students and teachers affect the classroom situation. It was also found that the teacher could not grab the attention of the students while conducting the lessons primarily because the teacher were not fully organized with their lesson plan which showed that to run the lesson one should be organized and prepared beforehand. So that the classes would run smoothly and interestingly.

From the presented data, I concluded that if the students are undisciplined in class while teaching, the teacher should be well managed and well organized and pre determined with feedback in this case and provide motivational feedback for reinforcing their behaviour to encourage and support in their learning. Though the classroom size and furniture layout is good but it would excellent if the classroom is spacious and furniture could manage in round or in circle so that the students could establish social learning and learn from each other.

Table No. 8

Teacher's Personality

Teacher	Excellent	Good	Poor
Personality	40%	60%	-
Attitude to the student	-	100%	-
Facilitating skills	-	67%	33%
Self confidence	58%	30%	12%

This item includes different sub items such as teacher personality, attitude to the student, facilitating and self confidence. Regarding this sub items, it was

found that in 40% classes, teacher personality were excellent whereas in 60% classes it was found good, in 100% classes they were very good to the student, in 67% classes it was found that the teachers were good in facilitating and 33% teachers were poor in facilitating, similarly it was found that 55% teachers were excellent in self confidence, 30% teachers were good whereas 12% of teachers were poor in self confidence.

From these above data, I came to conclusion that teachers' personality like attitude toward students, facilitating skills and self confidence also determines the attention grabbing capacity of the teachers. I found that even the same teacher employed various roles like facilitator, advisor, and organizer in his classroom. The students seemed to be active and attentive when teacher manages the class with different activities.

Eventually, I concluded that the teachers' personality is a lot to the student because students learn from teacher. If teachers do not have good personality the students will distract from teacher. So, as being a role model, the teacher should reflect good attitude to the students and should be self confidence in subject matter so that he can grab the attention of the students toward him. Teacher as a facilitator should know the importance of feedback and when to use and how to use it in the classroom. So, the teachers should have all this capacity.

Table No. 9

Students' Activity

Student's activity	Frequently	Sometimes	Seldom
Listen attentively	61%	29%	10%
Ask question relatively	13%	69%	18%
Follow the direction	67%	28%	5%
Answer the question	65%	28%	7%

Regarding table no. 8 it was found that 61% classes listened to the teacher frequently during class hour and in 29% classes they listened to the teacher sometimes whereas in 10% classes the students did not listen to teacher at all during the class hour. It was found that in 69% classes students sometimes asked related questions to the teacher whereas seldom in 18% and frequently in 13% classes.

It was found that in 67% classes the students frequently followed the teacher's direction in teaching and learning activity and in 28% class they did it sometime only whereas in 5% classes the students seldom followed the teacher direction. It was found that the students answered the questions to the teacher's frequently in 65% classes and in 28% classes they answered the teachers sometimes whereas in 7 % classes the students seldom answer the teacher.

From these observations, it appears to me that students paid attention in learning activities when the teacher made the class interactive. It was found that the students listened attentively, asked question regularly, answered the questions and followed direction when the lessons were conducted interactively and interestingly. It was also found that the students paid very little attention whenever they found lesson conducted less interestingly and with less interaction. The students made the class noisy.

In nutshell, I came to conclusion that the teacher should use different types of feedback by using different ways of giving feedback according to the situation. For instance, if the students show inattentiveness and do not follow the direction than the teacher can employ the immediate feedback. The students should be encouraged to ask the question by providing supportive feedback implicitly.

Table No. 10

Teachers' Activity

Teacher's activity	Frequently	Sometimes	Seldom
Lecture	31%	58%	9%
Question	67%	33%	-
Answer the student politely	60%	34%	6%
Answer the student aggressively	-	18%	82%

This table is related to the teacher activity such as lecture, question, answer the student politely and aggressively. It was found that 31% teacher frequently followed lecture method and in 58% classes the teacher sometime followed lecture method whereas in 9% classes they did not follow the lecture at all. It was also found that in 67% classes the teacher asked question to the students frequently. Similarly, the teacher asked question to the students sometimes in 33% classes.

Regarding the item 'answer the student politely', it was found that in 64% classes the teacher frequently answered the student politely and in 34% classes they answered students politely only sometimes whereas in 6% percent classes they did not answer politely. Similarly, it was found that only in 18% classes the teacher sometime answered the students aggressively and in 82% classes the teacher seldom answered the students aggressively.

In observation period, I found that though the teachers knew about the child centered method and wanted to apply it, because of the large number of students in class they used the lecture method most of the time. However, the teachers asked regular question to the students to grab the attention of the students and their understanding of the lessons. It was also found that teacher feedback played essential role to improve learning because if teacher provide constructive feedback and answer politely it definitely helps to improve students' learning. Moreover, while giving lecture the teacher should give

delayed feedback to the students because he could notice the behaviour of the student and provide the feedback implicitly later so that the students realize his mistake and do not repeat it. Similarly, the teacher can use different ways of giving feedback like non-verbal feedback while he is conducting the lesson according to the student's activities.

Table No. 11

Teacher Response to the Mistake

Teacher Response to the Mistake	Frequently	Sometimes	Seldom
Does not react to it all	2%	18%	80%
Indicates there is mistake but does not provide further information.	37%	46%	17%
Say what was wrong and provide a model of acceptable version.	32%	56%	12%
Provides an explanation of why the mistake was made and how to avoid it.	-	67%	33%

It includes other four sub- items. Regarding how often does the teacher reacts to students' mistake, I found that in 80% classes the teacher reacted on students' mistake, I found that in 18% classes they sometimes did not react to and only in 2% classes they frequently did not react the students' mistakes. Similarly, I found that in 46% classes, the teacher sometimes pointed to students' mistake and did not provide further information, in 37% classes they frequently indicated students' mistake whereas in 17% classes they did not do it at all.

I also found that in 56% classes the teacher sometimes talked about student students' mistake and provided model of acceptable versions, in 32% classes they frequently told about students' mistakes and provided acceptable version, and in 18% classes they did not talked about it.

Regarding the situation, how often they provide an explanation of the mistake and how to avoid it, I found that in 59% classes the teacher provided explanation of mistake sometimes, in 21% classes the teacher frequently provided explanation whereas in 20% classes they did not give explanation of the mistakes.

From these observations, I came to conclusion that the teachers' role were very significant while responding to the mistake committed by the students. In majority of classes it was found that whenever the students made mistake the teachers reacted to the mistakes. It becomes clear that a good teacher plays a vital role in pointing out the mistakes and assisting the students to find out and avoid the mistakes. It was also found that almost all the students wanted teachers' guidance in correcting their mistake while learning.

In nutshell, I concluded that the teacher should provide different forms of feedback like exclamation, statement, imperative, etc. in the mistake according to the situation and its purpose. Similarly, the teacher should use different technique like coding, decoding in written and oral work so that students can identify the mistakes they have made and correct them themselves.

Table No. 12

Types of Feedback Used by Teachers

Types of Feedback Used by Teacher	Frequently	Sometimes	Seldom
Positive feedback	46%	50%	4%
Negative feedback	-	25%	75%
Immediate feedback	67%	27%	6%
Delayed feedback	6%	64%	30%

The table above depicts that the teacher used positive feedback sometimes in 50% classes, frequently in 46% classes and seldom in 4% classes. Similarly, I found that in 75% classes the teacher did not use negative feedback, in 25%

classes the teacher sometimes used negative feedback and none of the teacher frequently used negative feedback.

Regarding immediate and delayed feedback I found that in 67% classes the teacher used immediate feedback frequently, in 27% classes sometimes and in 6% classes they did not use immediate feedback at all. Similarly, in 64% classes the teacher sometimes used delayed feedback and in 6% classes the teacher used delayed feedback frequently whereas in 30% classes they did not use delayed feedback.

Through observations it becomes clear to me that teachers' feedback especially teachers' praise, encouragement, complement, etc. motivated the students in learning. Similarly, I found that the student's active participation was high whenever they were provided positive feedback in their work. Even shy and weak students were motivated and actively took part in learning at least and tries to do his/her best. During observation I noticed that majority of the students were satisfied with the feedback given by the teacher. It seemed that they got inspiration and encouragement in learning from the teachers' feedback.

Similarly, I found that the students were discouraged and demoralized whenever the teachers provided negative feedback. Even active students were discouraged due to the negative feedback provided by the teachers. But I also saw that in some classes, students take negative feedback as a tool to find their mistake and weaknesses to improve themselves.

I found that immediate feedback both positive and negative helped the students to know their strength and weaknesses. It also showed that students knew his/her mistakes and correct them on the spot with the help of teacher and peer. However, I found that delayed feedback was not used frequently by the teachers. It was because there were large number of students and there was high chance of forgetting the mistakes made by the students.

All in all, I came to conclusion that teachers' feedback like positive, negative, immediate and delayed feedback directs the students towards the right ways of learning. Though negative feedback is not constructive and as productive as positive feedback we cannot discard the role of negative feedback which ought to be provided implicitly based on the situation. In addition, depending upon the learning task these types of feedback is essential. However, in typical classroom setting immediate feedback is more effective, for example in accuracy work the learners remember what should be instead whereas delayed feedback is more effective under the condition of procedural knowledge. So, depending upon the learning task these types of feedback is essential.

Table No. 13

Way of Giving Feedback

Ways of giving feedback	Frequently	Sometimes	Seldom
Explicitly	45%	37%	18%
Implicitly	6%	27%	67%
Non-verbal feedback	55%	37%	8%
Verbal feedback	36%	60%	4%

Table no. 12 includes different way of giving feedback such as: explicitly, implicitly, non-verbal feedback and verbal feedback. Regarding, this aspects I found that in 45% classes the teacher frequently gave feedback explicitly, in 37% classes they gave sometimes whereas in 18% classes they did not gave explicitly. Similarly, I found that in 27% classes the teacher sometimes gave feedback implicitly, in 67% classes the teacher did not gave feedback implicitly whereas in 6% classes' teacher provides the implicit feedback frequently.

Regarding the non-verbal and verbal feedback I found that in 55% classes the teacher provided the non verbal feedback frequently, in 37% classes sometimes and in 8% classes the teacher did not provided the non- verbal feedback at all.

Whereas in 60% classes the teacher used verbal feedback sometimes, in 36% classes used frequently and in 4% classes did not use verbal feedback.

During observation, I noticed that when the teacher gave negative feedback explicitly like 'no', 'that not correct,' 'you are wrong', and so on the students felt discouraged and showed lack of interest to participate in the interaction. It showed that explicitly given feedback affects the student psychologically, they feel hesitate to speak further and feel tortured. During observation I found that explicit feedback is not so effective and as productive as implicit feedback sometimes situation compel the teacher to make use of it mildly because it also help to enhance learning in some circumstances. However, when teacher provide implicit feedback, the student's mistakes were corrected subtly. It was found that when mistakes were corrected indirectly the students did not feel pressurized and enjoyed learning.

Similarly, I observed that non-verbal feedback like body movements, smile nodding head etc. encouraged the students to realized their mistakes and correct them immediately. I found that students concentrated to the teacher to notice their success and failure through the gesture used by the teachers.

From these evidences, it becomes clear to me that almost all the teacher realized that giving feedback is important part of learning. So they cannot discard verbal, non-verbal, explicit and implicit feedback in course of teaching English.

Eventually, I concluded that the teacher should provide different types of feedback in different ways according to the situation so that its helps the students to improve skills to learn.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This section includes the summary of the whole research study. The research study has been concluded in this section and its' implication on policy level, practice level and further research has also been discussed. This chapter provides a brief summary of the whole study and it also provides some guidelines to implement the main findings in policy level, practice level and who wants to conduct further research under this area.

5.1 Summary

This thesis entitled "Types of Teacher's Feedback and Their Role in Learning English" was carried out to find out role of 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.

This study consists of five chapters: The first chapter is introductory in nature. This chapter consist of introduction; background of the literature, it introduces literature in general. It also includes the 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. To sum up, this chapter clarifies the importance of carrying out the research entitled "role of teachers' feedback in learning English".

The second chapter consist of review of related theoretical literature i.e. review of related literature, implication of the review of study, language teaching and learning, interaction in SLA, output in SLA, feedback, characteristics of useful feedback, types of feedback and conceptual framework. To sum up, this chapter provides information about the theory of feedback and types of feedback used especially in teaching and learning.

The third chapter deals with design of the study; survey research, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. To sum up, this chapter gives information about the methodology used in this study.

The fourth chapter deals with results and discussions in broad i.e. results, discussions on the analysis of information collected from questionnaire and analysis of the observation checklist. It is the real research chapter which includes findings of analyzed data.

The fifth chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

5.2 Conclusion

On the basis of the result and discussion, the following conclusion is made:

- a. The teachers used different ways of giving feedback like implicit, explicit, verbal and non- verbal feedback while conducting the lesson. Among them implicit feedback was found to be more effective than others though most of the times the teachers used explicit feedback in their class.
- b. The study found that teachers' feedback especially teachers' praise, encouragement, complement, etc. motivated the students in learning.
- c. Almost all the teachers realized that giving feedback was important part of learning. So, they cannot discard verbal, non-verbal, explicit and implicit feedback in the course of teaching and learning English.
- d. The study found that teachers' feedback plays essential role to improve learning because if teacher provide feedback and answer politely it definitely helps to improve student's learning.
- e. It was found that the teacher play a vital role in pointing out the mistakes and assisting the students to find out and avoid the mistakes.

- f. Students' active participation was high whenever they were provided positive feedback in their work.
- g. The study found that immediate feedback both positive and negative helped the students to know their strength and weaknesses.
- h. Secondary level English teachers believe feedback as one of the most important factors in teaching the English language.
- i. Teachers encourage the students by providing positive feedback to improve their learning or works.
- j. Students take teachers' feedback as a way to success. Therefore, the English language teachers should frequently give feedback to the students.
- k. It was found that teachers use different kinds of feedback to make successful teaching strategy.
- l. Negative feedback, though cannot be as productive as positive feedback, has some role in teaching and learning the English language. It was found that teacher used negative feedback indirectly depending upon the situation.
- m. To minimize student's mistake in learning the English language teacher followed both teachers and self correction technique.

5.3 Implication

On the basis of conclusion, the following implications have been made.

5.3.1 Policy Level

This is the highest level of implementation. The government could implement it to change the whole education system of the country. Some of the implications of this study at policy level are:

-) The finding suggests some courses of action for policy makers that they should develop different sort of teaching materials or reference materials that would provide feedback to the learners.

-) Different types of teacher awareness programs, training and seminars should be provided to the teachers and others who are directly and indirectly involve in teaching.
-) Economic status and financial incentives of teachers are indirectly connected to the teaching learning process of the teachers in the classroom. Therefore, to enhance teacher's performance, it is vital that their salary scale should be reviewed.
-) While developing curriculum and syllabus they should incorporate different aspects of feedback.

5.3.2 Practice Level

This level is the actual level of implementation in the classroom practices.

Some of the implications of the study for this level are as below:

-) The school should provide the training related to the different types of feedback (i.e positive, negative, immediate, delayed) when to use and how to use in classroom so that they can understand child psychology and students learning style.
-) The school should take care of the novice teachers. Because most of the novice teachers do not have practical knowledge how to give different types of feedback using different ways while conducting the teaching and learning activities in the classroom.
-) The teacher should encourage the students in learning by providing appropriate feedback which helps to motivate students learning.
-) The teacher should use participatory methods in the class.
-) The teacher should be studious and also should find new and effective way of giving feedback and apply them in class.

5.3.3 Further Research

Some of the implications that would be helpful for those who attempt to conduct research under this area are as follow:

-) This research was conducted only in Kathmandu district. So, the finding of this study may not be applicable in the remote area. So, similar kind of research should be conducted in those remote areas as well.
-) The sample population of this study were only four secondary level teachers and observed each teacher classes for 10 times thus to make more effective study on roles of teachers' feedback in learning further study can be conducted in more schools at different level.
-) Experimental investigation should be done under what sort of feedback could be provided to the student's activities (inattentiveness, indiscipline, not following direction of teacher and so on).
-) This research is general about role of feedback. Further research on any practical types of feedback can be conducted by the researcher.
-) Further investigation using the other methods of examining feedback rather than only using questionnaire is strongly recommended.

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3. How often do you inform your students about their success and failure in teaching English?

4. How do you response to the students if they commit mistake?
 - a) Correct the mistakes
 - b) Scold them aggressively
 - c) Point their mistakes
 - d) Ask them to check once again
5. Which feedback do you think is more useful in language classroom?

6. Do you agree with positive feedback is more effective than negative feed?
 Give reason
7. If you use positive feedback, what kind of feedback do you prefer?
 - a) That's good
 - b) Fantastic
 - c) You've improved
 - d) Others
8. How often do you give negative feedback to your students?
 - a) Sometime
 - b) Always
 - c) Never
9. When would you prefer to give feedback in student's errors?
 - a) Immediately
 - b) Delaying
 Give reason
10. What kind of correction do you find useful in students work?
 - a) Immediate correction by the teacher
 - b) Immediate correction by the peer
 - c) Delayed correction by the teacher
 - d) Delayed correction by the peer

11. Which technique do you follow to correct students' mistakes?

- a) Teacher correction
- b) Peer correction
- c) Self correction
- d) Both teacher correction and self correction

12. What are your problems in giving feedback to the students?

- a) The students are not interested in your comments.
- b) Written comments are time-consuming
- c) The students often make the same mistakes again.
- d) Others

13. What kind of impact has feedback on teaching and learning language?

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Thank you very much for your cooperation!

Appendix II

Observation Checklist

S.N.	Observed Items	Remarks		
1.	Classroom Situation	Excellent	Good	Poor
	a) Discipline			
	b) Classroom size			
	c) Furniture layout			
2.	Teacher	Excellent	Good	Poor
	a) Personality			
	b) Attitude towards the student			
	c) Facilitating			
	d) Self confidence			
3.	Student's activity	Frequently	Sometime	Seldom
	a) Listen attentively			
	b) Ask question relatively			
	c) Answer the question			
	d) Follow direction			
4.	Teacher's activity	Frequently	Sometime	Seldom
	a) Lecture			
	b) Question			
	c) Answer the student politely			
	d) Answer the student aggressively			
5.	Teacher response to the mistake	Frequently	Sometime	Seldom
	a) Does not react to it all			
	b) Indicates there is mistake but does not provide further information			
	c) Say what was wrong and provide a model of acceptable version			

	d) Avoids an explanation of why the mistake was made and how to avoid it.			
6.	Types of feedback used by the teacher	Frequently	Sometime	Seldom
	a) Positive feedback			
	b) Negative feedback			
	c) Immediate feedback			
	d) Delayed feedback			
7.	Way of giving feedback	Frequently	Sometime	Seldom
	a) Explicitly			
	b) Implicitly			
	c) Non-verbal feedback			
	d) Verbal feedback			