

# **CHAPTER ONE**

## **INTRODUCTION**

This is the study entitled "Role of Delayed Feedback in Developing Writing." The major aim of this research work is to find out the role of feedback in writing. The introductory part of this research work is to shed light on general background, statement of problem, research questions, and objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

Language is a means of communication, advanced and most important means of expressions, emotions, thoughts, desires between and among human beings. Therefore, language has great importance in our society. Brown (1987) defines Language is acquired by all people in much the same way-language and languages learning both have universal characteristics."

There are many languages spoken in the World. Among them English is the one of the pivotal languages spoken in the international Level. It is an international language which is mostly used in international communication, commerce, media and educational diplomacy. Most of the countries in the world use English as a second language. Second language Learning is defined as learning a language, which is long term process. The term second language acquisition refers to the subconscious and conscious process by which a language other than the mother tongue is learnt in tutor setting. Mother tongue acquisition is established within critical period. Second Language acquisition is the process of learning other language in addition to the native language. For example, a child who speaks Nepali as the mother tongue starts learning English after going to school.

In the word of Wardhaugh (1986, p.1), "Language is what members to a particular society speak." It means, language is a social entity through which human beings shares their expressions to each other. Language is means for doing something and accomplishing some purposes. Such as agreeing on a common plan of action for managing a conflict and language is vehicle for communicating meaning and message. Since English is a world language teaching of English takes place almost all over the world. In Nepal, English has been a means of interaction and medium of writing by the people of educated and life circle of haves since the Rana Regime.

English takes prominent position in the total education system of Nepal (Awasthi, 2003). Teaching learning activities and research work take place in English language. Up to now, it is considered as foreign language with restricted role and purpose. Now in the global situation, it is taking the position of second language.

Language learning takes place in formal situation which is affected by different environments and psychological factors. Psychological 'behavior' is any change in a person and his environment. The behavior is the investment by which need is fulfilled. On the ways of motivating students in learning language is by providing the learners with feedback. Ur (1996,p. 17) says feedback is the information that is given to the learners about their performance of learning task usually with the objectives of improving his performance only giving feedback is not enough; the emphasis should be on the objective of the feedback. Why feedback is given, when it is given, what its impact on teaching. All these components should be taken into consideration while providing Feedback. We provide feedback through two distinguishable factors Correction and assessment. In correction some specific information is provided to the learners on their mistakes. In assessment, the learners are generally informed how they have performed. Learners also create feedback by creating their own internal judgment about their learning, for example, most of the learners learn

at the conceptual level from his/her own assessment without any feedback from others.

The requirement of frequent feedback of students in learning is gained by conducting regular testing on students' achievements. Tests are to identify and diagnose learners' difficulties and to provide feedback to their learning difficulties. Feedback evaluates students' performance while learning second language by giving suggestion and indicating learners' Mistakes either in written form or oral form.

## **1.2 Statement of Problem**

Feedback is not only providing message to the learners about their performance but also offering them assessment of how well they have done during or after a continuous language learning process. Providing feedback to the learners of any level is daunting practice because of their diverse linguistic background, age, socio-economic status of the student they do have. Teachers should be well familiar with these factors. Teachers who teach English as a foreign language should be well trained enough to deal with that group of learners. If teachers should not provide appropriate feedback to the learners according to their linguistic level and their surrounding their learning is greatly hampered. The principal problems due the lack of correct feedback are as follows:

- i. Problems to recognize the areas where delayed feedback should be provided.
- ii. Problems to identify what students are expecting from the teachers.
- iii. Problems to recognize the linguistics level of learners who come from different multilingual societies.
- iv. Problems to know how to provide delayed feedback.
- v. Problem to known which types of feedback is more significant to the learners according to their level.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the role of delayed feedback in developing writing skill of grade eleven students.
- ii. To suggest some pedagogical implications.

### **1.4 Research Questions**

The following research questions were used for research hypothesis:

- i. How does the delayed feedback help to develop writing?
- ii. Does delayed feedback improve the students' writing?
- iii. What is the role of delayed feedback in developing students' writing?
- iv. What is the significance of giving delayed feedback in developing writing?

### **1.5 Significance of the Study**

Teacher feedback is no doubt a vital component in developing adequate writing proficiency. However, feedback which the learners cannot process is considered to be meaningless. When appropriate written feedback is provided to the students they will get motivated and it can ease teachers teaching and students writing. Through delayed feedback students get a chance to improve themselves and know the areas to be improved in developing writing. The English teacher who teaches writing is also deemed responsible for creating a motivating environment and being in charge of facilitating to writing activities. In developing writing delayed feedback helps widening the area of interaction, and therefore minimizing any potential gap between teacher and students.

This study will be useful for those who are interested in EIT and learning language, language teachers and students because the study provides the information about feedback in general and delayed feedback in particular and its role in writing. This study will be useful for the prospective researchers who want to undertake research in English language teaching.

### **1.6 Delimitations of the Study**

This research study had the following delimitations:

- i. It was limited to find out the Role of delayed feedback in developing writing.
- ii. The study area was limited to the Paropakar Higher Secondary School, Kathmandu.
- iii. Only 30 students of class 11 were taken for this study.
- iv. Only different test items were used as research tool.

### **1.7 Operational Definitions of the Key Terms**

The key terms of this research have been defined in the following ways:

**Feedback:** Information that is provided to inform learners whether their utterances are right or wrong.

**Correction:** It is the process of reproof to improve in writing skill of the students through delayed feedback.

**Delayed feedback:** Reports which are given the learners about their  
Performance after the events.

**After the event:** Comments that are provided to the learners after teaching learning activities have been completed.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section includes the theoretical review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

This section consists of the theoretical review on written feedback as follows:

##### **2.1.1 English Language Teaching (ELT)**

Although English is not the language with the largest number of native or first language speakers, it has become a lingua franca, lingua franca is a language widely adopted for communication between two speakers whose native languages are different from each other's and where both of the speakers are using it as a second language. English seems to be one of the prominent languages across the globe and even people who are not speakers or illiterate of English often know many words such as bank, hospital, mobile, recharge card, computer, radio, and so many.

Among all the languages spoken in the universe, English is the main language of science, technology, medicine, diplomacy, newspapers, reports, music and many more. In order to give quality, teaching, learning English has to be the indicator that addresses the quality of judgment. The main elements of the quality of EIT such as curricula, textbook, methodology, teachers, learners, assessment and overall learning context should be related with different sorts of methods:

Nepal had included English in curriculum from grade one to Bachelor level as a compulsory subject. Awasthi (2003, p. 23) states that, "English entered in the Nepalese education in 1954 when the prime ministers Junga Bahadur Rana

opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-chandra College was established".

In present, English is taught in every university in Nepal as a medium of teaching up to Master Level. In primary level the status of English is not so good in government aided school as it supposed to be. The teachers still use GT Method while teaching English. They are not aware of what students' demands rather blame the students by saying students do not understand if we (teachers) speak English in classroom.

### **2.1.2 Principles of Good Feedback Practice**

Feedback tasks include activities which have no particular language learning goal but are tended to enhance the motivational situation of the classroom and develop positive attitudes towards learning. Richards et.al (1999 p.23) state in a foreign language class. Students may keep a journal in which they write about their feelings, fears and teaching experience in order to show their learning achievement and further improvement they need. According to Nicol and MacFarlane (2006, p. 207-214), following principles are foundation of good practice of providing feedback to the learners:

- i. Provides information to teachers that can be used to help teaching.
- ii. Facilitates the development of self-assessment in learning, self and peer assessment processes help develop the skills to make judgment against standards.
- iii. Encourages teaching and peer dialogue around learning understanding and correct their misunderstanding and to get immediate response to difficulties.
- iv. Encourages positive motivational beliefs and self-esteem where feedback praises effort, strategic behaviors and progress related to the

performance in contact of praise must be consistent with the level of performance otherwise students may be confused by mixed message.

- v. Provides opportunities to close the gap between current and desired performance, feedback is most useful when students have an opportunity to improve work by being able to resubmit the work or receiving feedback during the production process.

### **2.1.3 Feedback**

Drown (2009, P, 407) states the output of a system becomes input to the same system causing the system to respond dynamically to its previous products". That is to say, feedback does not occur randomly, but it is rather part of complex system of other subsystems which are mutually influenced by each other. This system is made up of the feedback source, the feedback itself and the feedback recipient. Feedback is inevitably influenced by its source, yet it is meant to influence its recipient making him change his prior product.

Kepner (1971, p. 14) defined feedback as "any procedure used to inform a learner whether an instructional response is right or wrong." Similarly, ur (1996, p. 243) clarifies feedback as, "the information that is given to the learners about his/her performance.

Merely giving feedback is not sufficient, the focus should be on the objectives of the feedback, why it is provided, what sort of effect it has upon the learners. Feedback is not only correcting student's mistakes but also offering them assessment to assess as how well they have done during or after a longer language production." Richard et al.(1999, p. 137) defined feedback as "any information which provides a report in the result of behaviors".

Drown (2009), views feedback both as a response to productions be oral a written language and an indicator of how successfully or objective of the teaching learning activity has been achieved. Feedback then affects both



permitting learners to enhance their comprehension quality and promoting knowledge execution.

Feedback is therefore deemed an inseparable, integral, and central element in language learning generally and in learning to write particularly. It is the input and means that provides writers with a set of information such as reader's need and expectations and whether students writings have met such exceptions or not Feedback offers an additional layer of scaffolding to extend writing skills, promote accuracy and clear ideas, and develop and understanding of written genres." Hyland (2003, p. 207).

From all the definitions above cited we can say that feedback is widely seen as crucial for encouraging and can consolidating learning and this importance has also been identified in the field of writing. In language classrooms written feedback is key element of the scaffolding provided by the teachers to build learners confidence. In another way, feedback is any information that one person gives to another about that person.

Keh (1989, p. 18) defines feedback as "any input for revision." Similarly Ramaprasad (1983, p.9) feedback is "information about the gap between actual level and the reference level of a system parameter which is used to alter the gap in some way".

Feedback is an essential part of an educational process but one which cannot be approached in a random manner. The important role of feedback is improving student's performance. Feedback describes the nature of outcome led to those states. The effectiveness of feedback is determined by anticipated outcomes. The qualities of cognitive processing required to achieve those outcomes are further find as a set of criteria generated by the learner which help them to monitor their own performance as they work towards the desired outcome.

In order to improve in student's performance they need to have clear understanding of exactly what it is that they are required to learn and to be provided with accurate feedback consisting any mistakes.

#### **2.1.4 Types of Feedback**

Feedback is divided into different types by different scholars on the basis of oral, written and either positive and negative. Glattulo (2000) and Harmer (2001) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which gives students' answers which they have produced students answers which they have produced incorrect. Evaluative feedback is related with the performance of the learners which is significant in foreign language classroom. Strategic feedback aims to offer learners an advice on what to do to improve their performance.

There is no single way for providing feedback on writing, nor is the teacher the only source of it. Feedback, therefore, falls into different types according to who gives it and how. Zamel (1985), Ferris (2003); Hyland (2003); have divided feedback into three types viz; conferencing, peer feedback and teacher feedback.

##### **2.1.4.1 Conferencing**

Conferencing (also referred to as oral or face to face feedback) is one way of responding to students' writing in which a two party conversation between students and teacher takes place in order to discuss and deal with written products. It is defined by Hyland and Hyland (2006, p.5) as an approach lauded by "Researches as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provided both teaching and learning benefits". As claimed by Hyland (2003), conferencing not only opens the door for teacher-Student's interaction but it goes further to offer teacher's insight into their student's needs and gives these students opportunities to negotiate meanings and clarify ambiguities. For a writing

conference to be successful, writers should be active participants in such a conversation. This can be achieved by giving them a chance to discuss, negotiate and ask questions about their writings' strengths and weakness.

#### **2.1.4.2 Peer Feedback**

This type of feedback involves a kind of cooperation between students with each reading his peer's paper and making response to it as a reader.

According to Leki (1992, p.169 as cited in Hyland), "Peer evaluation provides a means whereby both students' draft and their awareness of what leads to good writing develop. It is a part of the process approach to teaching and it is widely used in native and l2 contexts as a means to improve writers' drafts and raise their awareness of readers' needs.

The technique of students receiving feedback from their mates is one that would contribute to writer's recognition of different element of good writing including grammatical and lexical accuracy, good content and clarify writing.

#### **2.1.4.3 Teacher's Written Comments**

It is the most common feedback delivering method for both teachers and students and contributes to the overall improvement of students writing be it a form or content level. Not only written comments are common but they are also the most welcomed and expected feedback type of students. Ferris (2003,p.41) notes that" this type of feedback may represent the single biggest investment of time by instructors, and it is certainly cleared that student's hihgly value and appreciates it."

Ferris (2003) argues that teachers need to consider three factors: first, students should be made aware of the significance of correction in the process of writing, second, correction should be selective and focus on the most frequent errors rather than single ones and third, feedback should be provided on preliminary drafts than final drafts. this type of feedback "Some students want

praise, other see it as condescending, some demand to have all their error marked, some use teacher commentary effectively, others ignore it altogether" Hyland( 2003,p.180) .

From the above cited definitions teacher feedback is more helpful to the student than other types of feedback in writing.

### **2.1.5 Positive Feedback**

Feedback encourages the learners towards learning. It increases the rate of correct answers given by the students. Positive feedback is very crucial to learner's moral. That is to say, if we provide positive feedback they will feel confidence on their achievements, which can be powerful, determinant of learning outcomes. It involves some kind of judgment and teacher tries to make to attitudes on this more positive perception that mistakes are natural and crucial part of learning. Teacher provides feedback to the learners with the aim to assist and enhance learning because making mistake is not bad rather path into getting new way of learning.

### **2.1.6 Immediate Feedback**

While giving feedback teachers should take care of time. Whether correction facilitates the language learning or disturbs it. There should be considerable time to give them feedback. On the basis of timing; there are mainly two types of feedback, immediate and delayed feedback. Immediate feedback refers to teacher's comment given on the spot when mistake or good point is produced by the students feedback is given to the learner's through correction and assessment during oral and written work. This type of feedback is used by the teachers. When the aim of the lesson is to promote accuracy and guided practice in course of drilling of the target language

### **2.1.7 Delayed Feedback**

According to Ur. (1995, P.90-98), feedback is given to the learners through correction and assessment during oral and written work. 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 the students feedback on the writing. Rodger (2006, p.11) says there is immediate and delayed feedback in classroom setting; immediate feedback is more effective than delayed feedback. .

Delayed feedback is that type of feedback which is given to the learners after the teaching learning activities have been completed. If the learner is given feedback after the event in developing speaking there is more chance to forget what the learners have said. But if the teacher does correction on writing there is no chance of forgetting of information. What teacher has provided to correct the incorrect ones? Draper (2005) has mentioned feedback timing depends on the type of feedback, type of the knowledge, type of error and existing level of learners. After the events when we have recorded students low skill level. When we have recorded student's mistakes, we will want to give feedback to the whole class or individual student according to the gravity of mistakes. We might want to give an assessment on written work, getting the students to tell us what they have found easiest or most difficult. We can put some of the mistakes we have recorded up on the board and ask the students if they can recognize the problem or not. We can write correct and incorrect words, phrases, sentences on the board and have the students decided which is correct or not. Harmer (2006, p. 46) one of the problems of giving feedback after the event in speaking is that it is easy to forget what students have said but not in writing.

### 2.1.8 ESL/EFL Writing

Writing, in general terms, includes the use of graphic symbols, it is by no means limited to this narrow sense as it also refers to the process through which a piece of written language is produced. The writing process is described by White and Arndt (1991, p. 3) as a "Writing is far from being a simple matter of transcribing language into written symbols. It is thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of."

Weigle (2002) Claims that writing in an ESL/ *Efl* context is also for being a means for learning and reinforcing other skills especially the oral one since none of the skills is superior to the other. In her view, the writing and oral skills are equally important but different in certain criteria such as, textual features, social cultural norms and the cognitive process involved in the production understanding of a text. However, Harmer (2004), argues that while in some L<sub>2</sub> teaching situations writing is treated on equal basis with other skills, it is still used in other context, if at all, for its "writing for learning" goal where students write with the ultimate goal of augmenting other language skills such as reading, vocabulary and grammar. Canal and Swain (quoted in Nation 2009, p.32) claim that L<sub>2</sub> writing activity requires the writer to have a set of competences summarized as follows:

- i) **Grammatical Competences:** knowledge of grammar, vocabulary, and the language system.
- ii) **Discourse Competence:** knowledge of genres and rhetorical patterns that create them.
- iii) **Sociolinguistic Competence:** The ability to use language appropriately in different social contexts.
- iv) **Strategic Competence:** The ability to use various communicative strategies. Describing these competences as the minimum knowledge

that every learners should at least have. Writing is the hybrid skill that can be prepared for effectively from other skills

Grabe and Kaplan (1996 as cited in Hyland) view writing as the process a writer goes through towards the production of a meaningful text. The writer is text producer; the advice is the reader or the recipient of the written product of the writing process; the written text is the result of some cognitive activities the writer processes and the meaning of any piece of writing.

According to Hedge (1998), writing is a very important, yet neglected aspect of language and it was not until recently that findings of research in writing have started to offer insights into what good writers do.

To sum up, the idea taken from above mentioned definition is that writing is a means of communication. In ESL /EFL/ context, such a skill entails the acquisition of a set of competences that underlie knowledge in different language system, and use of graphic to transfer message into written texts. The idea that the ability to write well is a gift one may not be innately born with is. Many good teachers could develop their students writing skill through practice and formal teaching. Therefore, ESL/EF/ students need to be instructed provided a lot of feedback to develop their writing skill in order to meet their need.

### **2.1.9 Approaches to Teaching Writing**

Richard and Renandya (2002: p. 303) Claim that "There is no doubt that writing is the most difficult skill for L<sub>2</sub> students to master." Therefore, many ESL/EFL/ theorists, researchers, and teachers have been endeavoring to come up with the most effective theories, approaches, and model of teaching writing.

ESL/EFL/ writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English. Teaching approaches in English dominant countries influenced to large extent pedagogies and teaching approaches in non-English dominant ones. Such approaches have developed from different theories and researches over a time in different

geographical settings. (Hyland, 2003, Harmer, 2004), propose to view these approaches as "complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing. According to Hyland (2003, P.2) has proposed the following approaches to teaching.

### **2.1.9.1 The Product-oriented Approach**

Teaching writing according to behaviorism entails the establishment of habit formation and imitation learners are asked to imitate already prescribed texts, models or examples that constitute good writings in their teachers view.

This theory emphasizes accuracy and correctness at the expense of the writer, his ideas and decisions through which text are produced. This approach neglects the role of the writer as the text producer, his ideas and intentions, and the various stages of the writing process. The teacher's role in this approach is limited to be the spotter of errors, the corrector of the final drafts, but not the facilitator without providing the feedback to help students to revise their work.

### **2.1.9.2 The Genre-oriented Approach**

This approach focuses on teaching particular genres that students need control of in order to succeed in particular settings. Attention in this approach is given to formal discourse characteristics of text and particular context in which these texts are generated.

### **2.1.9.3 The Process-oriented Approach**

This approach is viewed through two theories: cognitive and Expressive. According to cognitive, attention is primarily given to the cognitive and mental process involved in developing writing. While in expressivists view, the emphasis is given to students' abilities, and encouraging them. The main pedagogical techniques used in a process-oriented class inculcate peer collaboration, brainstorming, planning etc.



### 2.1.10 Feedback during Fluency Work

We need respond to the context not just the language form We need to be able to face the problem which our students have encountered or encountering but these are the things we may well do after the event, not during it. Our tolerance of error in fluency activity will be much greater than during more controlled session's when we want intervene during fluency activity, feedback during fluency activity can be provided as follows (Harmer 2004).

- a) **Gentle Correction:** If our students can not thing of what to say, we have to help them. To prompt their learning ahead, if commutation breaks down completely during a fluency activity. Gentle correction can be afforded in number of ways. We might reformulate what the students have said in the expectation that they will pick up. Over use of gentle correction will be counter-productive. By intervening the flow of activity, we may bring it stand still (Harmer 2004)
- b) **Recording Mistakes:** When we are teaching the learners we also act as supervisors, watching and listening to students so that we will provide feedback after the teaching has been completed. Such observation allows us giving good feedback to our students on how well they have performed. One of the problems of giving feedback is that it is easy to forget what students have said. Therefore, most teachers' write-down points they want to refer to later. We can also record student's language performance on audio or video tape.
- c) **After the Event:** When we have record students' performance we will want to give feedback to the class, e.g. we might want to give an assessment of an activity, getting the students to tell us what they found easier or difficult. We can put some of the mistakes we have recorded on the board and ask the students if they can identify the problem and whether they can put it right or wrong e.g. we can write both correct and incorrect words, phrases or sentences on the board and ask the students.

If students supply incorrect answer the teacher will correct them by encouraging students.

### **2.1.11 Feedback during Accuracy Work**

Correction is often made up of two distinct stages. In first, teachers show students that a mistake has been made. In second, they co-operate the students to do something about it, if necessary. The first techniques we need to be aware of are showing incorrectness (Harmer, 2001. p. 106). These ways of correcting students' mistake are really useful for what we are assuming to be language slip rather than embedded errors. The students are being expected to produce right answer once the mistake has been pointed out.

### **2.1.12 Written Feedback in Writing**

Feedback is given through written as well as speech in written work. The way to give feedback in written work depends on writing task. Harmer (2001) written feedback techniques are responding and coding. The teacher may response how their text appear, how successful they and how they could Improve their writing. Such responses help the students to improve their writing regarding grammar, handwriting, style etc. Another technique of written feedback is coding. Different symbols are used to correct their writing, through coding, learners can recognize their mistakes these have made and they correct them. Teacher's written comments not only indicate their mistake but they may also assist learners in monitoring their own writing skills and specific language areas to develop further. Teachers can not get their students' positive responses unless they use proper written feedback on their writing. Similarly, students can not get right answer over writing skill unless they get formative feedback from the teachers.

### **2.1.13 Ways of giving Feedback in Written Work**

Feedback plays a vital role in language learning. It is feedback that produces effective second language communicators by planting in them the seeds of self-confidence (Dung 2004).

Gattulo (2000) and Harmers (2001) (as cited in al-fedi, 2006) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are incorrect. Corrective feedback is primarily related with accuracy aspect. It aims to provide a judgment on the learner's performance. Evaluative feedback is concerned with the performance of the learners which is dominated in second and foreign language classroom. The teacher uses difficult words or phrases in giving evaluative feedback. Ultimately, strategic feedback aims to offer learners an advice on what to do to improve their performance.

The way of giving feedback on writing will depend on the kind of writing task the students have undertaken. Harmer (2008, p.17) has discussed the following ways of providing feedback.

#### **a) Resending**

Responses from the teacher are really worth working for students that they expect for them at various phases for their writing such as planning, drafting and redrafting. This kind of feedback is far more effective than the red marks in the developing writing skill of students.

#### **b) Correcting**

Students' written work can be evaluated and corrected with the help of some special correction codes. These codes can be written of the text itself or margin. Students need to be trained about the meaning of these codes. Only then the intended feedback given by the teachers can be understood properly by students. Some the correction codes are as follows:

<b>Symbol</b>	<b>Meaning</b>
S	A spelling error
Wo	A mistake in order word
G	A grammar mistake
T	Wrong verb tense
C m	Concord mistake
P	Wrong word a punctuation work
{ }	Something is not necessary

### **c) Training Students**

Students need to be trained about correction codes. Through this students will be able to understand what we mean from or codes and symbols and they can do rewriting according to our comments. They can also be trained in the error spotting and underlines areas.

### **b) Involving Students**

We got involved students in correction process. We can engage them to give feedback to each other. It encourages students to monitor each other and helps them to become better at self-monitoring (Harmer 2008, p. 150). The more we encourage them to be innovated in giving feedback to each other, or evaluate their own work, the better they will be able to develop as successful writers.

## **2.2 Review of Empirical Literature**

Some of the researches related to feedback carried out in different universities and Department of English Education are as follows:

Adhikari (1980) carried out a study on difference in written English corrections of English teachers. The finding of the study was that boarding school teachers were found weaker than government schools because boarding schools teachers were found weaker in situational differentiation.

Dung (2004) conducted a research to find out teacher written feedback on the writings by the second year students at the English department, college of foreign languages, Vietnam University. The researcher showed that there existed a lot of problems concerning teacher's responding methods, their teacher feedback focus, their frequent types and forms of feedback as well as what they have actually done to help their students report their opinion and preferences for more effective teachers feedback, which clearly show the mismatch between what the teacher often give and what the students would like to get.

Al. Mandhari (2006) carried out a research on 'learner's response to different types of feedback. 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 tests on which through sample of test on which written feedback has been given through questionnaire. The four approaches to giving feedback: Peer correction, teacher's correction, using a code system and using guidelines are conducted in the study in three phases. His study has shown that peer correction in all phases should have the highest score.

Mackey (2007) also conducted research on 'Teachers' Intension and learner's perception about corrective feedback in the L<sub>2</sub> classroom. In the study, it was found that learner's perception and teachers' intension about the linguistic target of the corrective feedback overlapped the most when the feedback concerned lexis and was provided explicitly. Also, the linguistic target of the feedback was perceived more accurately when feedback was directed at the learners themselves rather than at their classmates.

Bhandari (2008) carried out a research on 'Role of Feedback in Teachers English Language. Her objective was to explore the way of giving feedback in teaching English 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 teaching and learning process and take it as a means of motivating learners, encouraging them in learning, giving advice and suggesting them.

Finally, Lamichhane (2009) conducted research on 'Teachers written feedback on the writing of Grade 9 students. His main objective was to investigate the teacher's feedback giving practice to the 9th grade students. In the study simple random sampling was used to administer the questionnaire as research tool. The result of his study showed that most of the teachers are found giving feedback to the students writing more frequently and most of the students' writing more frequently and most of the students wanted to get feedback at the end of exercise rather than as the margin.

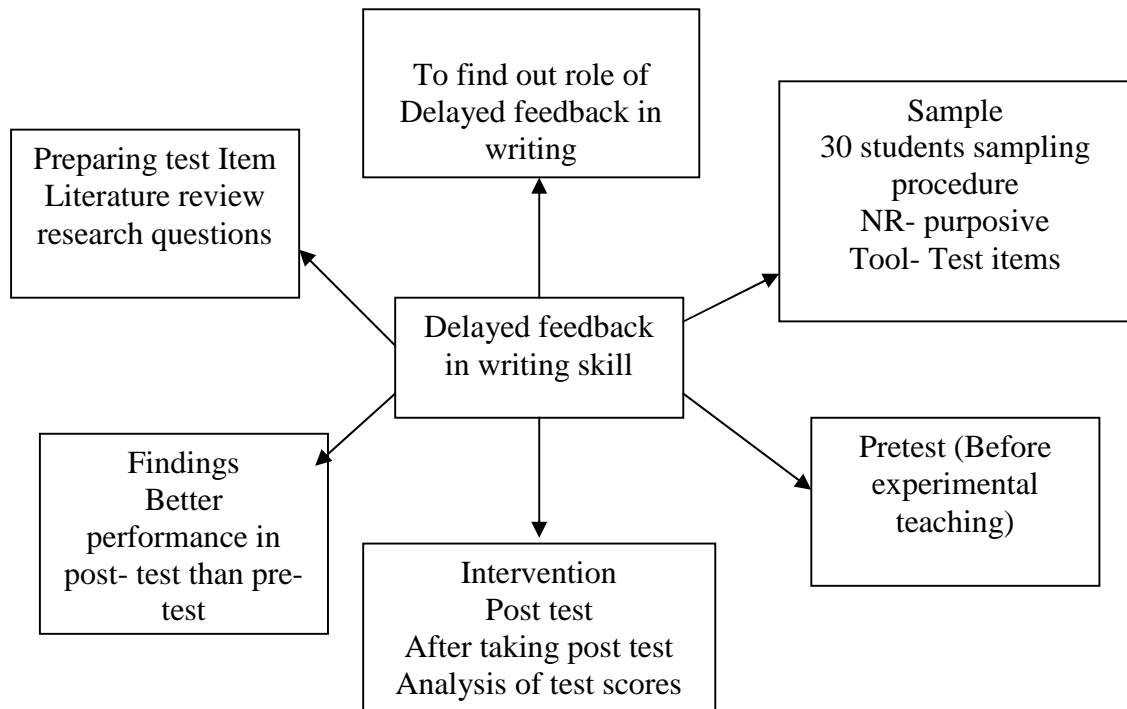
Although a number of researches have been carried out in teaching English at different levels in Nepal, no researches have been yet carried out on the study of 'Role of Delayed feedback in developing writing'. So, the researcher attempted to carry out research on this topic.

### **2.3 Implications of the Review of the Study**

Many researches have been carried out under the Department of English Education. Some of the researches are related to teaching language skills and others are related to way of giving feedback, correction used by the teachers. Among them, some of them I have reviewed which are to some extent to my study. Especially, the study of Al-Mandri (2006) and Dung (2004) helped me to enlarge my ideas on selecting research design and preparing tools for data collection. Through the intensive study of the aforementioned and other related literature, the researcher pinpointed fact that previous researcher missed the investigation on the Role of Delayed feedback in developing writing. Implication of present study is to find out role of delayed feedback in writing. How delay feedback helps in developing writing.

## 2.4 Conceptual Framework

A conceptual framework is a visual presentation that explains either graphically, or in narrative form, the main things to be studied. My research study was based on the following conceptual framework:



## CHAPTER THREE

### METHOD AND PROCEDURES OF THE STUDY

To achieve the objectives of the research study, the following procedure was adopted.

#### 3.1 Design of the Study

The design of this study was action research. In Cohen and Menion's (1985) view, action research is conducted among teachers and students at the Improvement of current affairs through the process of identifying and solving in a specific context. Action research is coined by Kurt Lewin for the first time assuming to bridge the gap between theoretical and applied research. The main aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out. Similarly, Wallace(1998). Defined action research' as a strategy for professional development which is accomplished by reflecting on the practioner's regular activities.

As suggested by Nunan (1992) the following are the steps

**Step 1: Initiation:** The classroom practitioner notices students' weakness in teaching and learning certain items, and then decides to improve that weakness

**Step 2: Preliminary Investigation:** The researcher decides systematically to find out which is the most serious and faced, problem by the majority of the students, give tasks to the students, collects the data through detailed observation and records them for further analysis. These data are analyzed and problems of students are recognized.

**Step 3: Formulation of Hypothesis:** The idea about the possible solution of the problem is hypothesized. The hypothesis is formed about how this problem



can be minimized. The researcher formulates hypothesis after reviewing in initial data.

**Step 4: Intervention:** The researcher introduces new situation and tries to intervene the existing situation. S/he changes the action to improve situation. For that, she interrupts the regular classroom activities and introduces the new treatment.

**Step 5: Evaluation:** The researcher tries to assess the effect of the newly introduced change. For that, s/he administers a test to measure the change and the performance.

**Step 6: Dissemination:** This step highlights the value of sharing in action research. The researcher sits with the professional researchers then presents problem.

**Step 7: Follow up:** It is the reflection of the research. The researcher follows the findings of the study, if the findings are not satisfactory. S/he takes help from experts for further improvement.

I used qualitative and descriptive method to carry out my research study.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study was all students of class eleven of Paropakar Adarsh Higher Secondary School, Kathmandu. The sample of this study was 30 students of the same school of class eleven. So, the required sample was selected according to the purpose of the study and feasibility of researcher. To meet the objective of the study, I selected thirty students studying in the same school through non- random judgmental sampling procedure.

### **3.3 Study Areas/Fields**

According to the purposes of the study and accessibility of the researcher, this study was carried out in Kathmandu district. That means Paropakar Adarsh

higher secondary School located in Kathmandu district was the area of the study and field of it was related with role of delayed feedback in developing writing at higher secondary level.

### **3.4 Data Collection Tools and Technique**

The main tools for data collection were different test items. The tests were administered to the students before and after introducing delayed feedback.

### **3.5 Data Collection Procedure**

The following procedures were followed to collect primary data:

- i. At first, I visited the selected school through non-random judgmental sampling and talked to the concerned authority for permission to carry out research at that school. After that, I made students know about the research.
- ii. After that, I prepared test items and took pre-test to measure the proficiency of students in writing items.
- iii. I analyzed the score of pre-test.
- iv. I mainly focused on the students into the grammatical items, summary writing to write correct sentences through jumbled words and essay writing.
- iv. I taught the students by intervening in their existing level such as using peer correction, group work and using delayed feedback in writing skill.
- v. I observed their copies and took progress tests in the interval of five days.
- vi. I took post-test to observe their progress in writing and to gather new data.

- vii. I collected their answer sheets. Finally the scores of the pretest, protest test, and post-test was analyzed.

### **3.6 Data Analysis and Interpretation**

I used simple statistical tools such as tables to interpret and analyze the data. The data were analyzed and interpreted analytically and descriptively.

## **CHAPTER-FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This unit deals with the analysis and interpretation of the collected data from the sample and summary of the findings.

#### **4.1 Analysis and Interpretation of Data**

This unit deals with the analysis and interpretation of data collected from the different test items. This study was carried out to find out the role of delayed feedback in developing writing. For this purpose, the researcher selected thirty students of grade eleven of Shree Adarsh Paropakar Higher Secondary School, Kathmandu. In the analysis of the data, the scores of different writing tests have been tabulated and analyzed individually. In this chapter, the researcher has tabulated, analyzed, interpreted and compared the data in the following ways.

- i. Holistic Analysis of Pre-Test and Post-Test
- ii. Comparative Analysis of Pre-Test and Post-Test Scores
- iii. Analysis and Interpretation of Pre-Test Scores
- iv. Analysis Interpretation of First Progress Test Scores
- v. Analysis and Interpretation Second Progress Test Scores
- vi. Comparative Analysis of First and Second Progress Test Scores
- vii. Analysis and Interpretation of Third Progress Test Scores
- viii. Comparative Analysis of Second and Third Progress Test Scores
- ix. Analysis and Interpretation of Post-Test Scores

##### **4.1.1 Holistic Comparison between Pre-test and Post-Test**

A pre-test was conducted before experimental teaching. The scores of both pre-test and post test have been presented in the following table.

Test Item	Full Marks	Obtained Marks	Average Score
Pre-test	1500	724	24.13
Post-test	1500	1051	35.03

This table clearly shows that in the pre-test the students obtained 724 which are the 48.26 percent of the total full mark i.e. 1500. On the other hand, in the post-test students scored 1051 marks that is 70.06 percentages out of total. This result clearly shows that role of delayed feedback in developing writing is helpful. Students make less error in post-test in comparison to pre-test.

#### 4.1.2 Comparison of Scores Obtained in Pre-Test and Post-Test

The question sets were same for both pre-test and post- test and full marks of the both tests and scores are given below.

**Table No. 1**

**Comparison of the Scores Obtained in Pre-test and Post-test**

SN	Pre-test				Post-test		
	Marks Obtained				Marks Obtained		
	Full Marks	Marks	Mark in %	No. of Students	Marks	mark in %	No. of Students
1	50	39	78	1	44	88	1
2	50	37	74	2	42	84	3
3	50	35	70	1	41	82	2
4	50	33	66	1	40	80	1
5	50	32	64	1	38	76	2
6	50	30	60	3	37	74	1
7	50	27	54	1	36	72	2
8	50	25	50	3	35	70	7
9	50	24	48	1	34	68	2
10	50	23	46	3	33	66	2
11	50	21	42	2	31	62	2
12	50	20	40	3	29	58	2
13	50	19	38	2	26	52	2
14	50	18	36	1	23	46	1
15	50	16	32	3	-	-	-
16	50	12	24	1	-	-	-
17	50	8	16	1	-	-	-
Total	1500	724		30	1051		30
	Average Scores 24.13				Average Scores 35.03		

The above table shows the obtained marks in pre-test distributed around the average score of 24.13 with 39 marks as the highest scores and 8 marks as the lowest score. On the contrary in the post test the scores were average score 35.03. The highest mark in the post test is 44 and lowest mark is 23, which are increased by 5 and 15 marks respectively. The data showed that students are motivated after giving delayed feedback in experimental teaching. The implication of data shows delayed feedback is to be effective in writing but it should be provided appropriately.

#### 4.1.3 Analysis and Interpretation of Pre-test Scores

Before I began teaching, I took a set of written test item to find out the student's writing ability. The full mark of pre-test was 50. The marks the students scored on the pre-test are presented in the following tables:

**Table No. 2**  
**Individual Scores Obtained in Pre-Test**

SN	Full marks	obtained marks	obtained mark in %	No. of students	Student in %
1	50	39	78	1	3.33
2	50	37	74	2	6.67
3	50	35	70	1	3.33
4	50	33	66	1	3.33
5	50	32	64	1	3.33
6	50	30	60	3	10.00
7	50	27	54	1	3.33
8	50	25	50	3	10.00
9	50	24	48	1	3.33
10	50	23	46	3	10.00
11	50	21	42	2	6.67
12	50	20	40	3	10.00
13	50	19	38	2	6.67
14	50	18	36	1	3.33
15	50	16	32	3	10.00
16	50	12	24	1	3.33
17	50	8	16	1	3.33
Total	1500	724		30	100.00
	Average Scores		24.13		

The above table indicates that the total mark of the pre-test was 724. Out of The total full mark, obtained mark was 724 that are 48.26 percent. The highest score of this test was 39 that are 78 percent which was scored by one student and lowest obtained mark is 8 that are 16 percent which was scored by 1 student. The average score of this test was 24.13. Similarly, 15 students got lower than average score while 15 students got higher than the average scores. The range of the score in this test was 31.

#### 4.1.4 Analysis and Interpretation of the First Progress Test

First progress test was taken after teaching a week. I taught them how to arrange jumbled words into sentence and different grammatical exercises given in their book and asked them to write grammatically correct sentences through jumbled words.

**Table no. 3**

**Individual Scores in the First Progress Test**

<b>1st Progress Test</b>			
<b>Marks</b>			
<b>Full marks</b>	<b>Obtained marks</b>	<b>Obtained mark in %</b>	<b>No. of Students</b>
50	39	78	1
50	38	76	2
50	37	74	2
50	34	68	1
50	32	64	1
50	31	62	2
50	29	58	3
50	27	54	4
50	26	52	2
50	25	50	2
50	21	42	3
50	20	40	2
50	19	38	1
50	18	36	2
50	17	34	2
1500	806		30
Average Scores		26.87	

The above table shows that students scored 806 that are 53.73. Percent out of total marks 1500. Likewise, the average score was 26. The highest score was 39 that were scored by only one student. The lowest score was also scored only one student the score was 17. Nineteen students obtained higher score than average score and Eleven i.e. 36.6 percent students obtained lower score than average score. It means students are motivated by the use of feedback in writing so progressive result is found but delayed feedback should be provided properly.

#### 4.1.5 Comparative Analysis of Pre-test and First Progress Test Scores

After experimental teaching I took first progress test. The comparison between pre-test and first progress test is presented below.

**Table No. 4**  
**Comparison of Pre-Test and the First Progress Test Scores**

SN	Pre-test				First Progress Test		
	Marks Obtained				Marks Obtained		
	Full Marks	Marks	%	No. of Students	Marks	%	No. of Students
2	50	37	74	2	38	76	2
3	50	35	70	1	37	74	2
4	50	33	66	1	34	68	1
5	50	32	64	1	32	64	1
6	50	30	60	3	31	62	2
7	50	27	54	1	29	58	3
8	50	25	50	3	27	54	4
9	50	24	48	1	26	52	2
10	50	23	46	3	25	50	2
11	50	21	42	2	21	42	3
12	50	20	40	3	20	40	2
13	50	19	38	2	19	38	1
14	50	18	36	1	18	36	2
15	50	16	32	3	17	34	2
16	50	12	24	1			
17	50	8	16	1			
Total	1500	724		30	806		30
	Average Scores	24.13		Average Scores 26.87			



The above table shows that the average score of pre-test was 24.13. 15 students got below average scores and 15 students scored above average score. But in first progress test average score was 26.87 which were increased by 2.74 in comparison to pre-test. Students got above average score in first progress test. The highest score in pre-test was 39 but in first progress test it was 40. Similarly, lowest mark was 8 scored by 1 student in pre-test but in first progress test that was increased by 9 numbers which scored by two students. Hence in first progress test students scored better marks than in pre-test after the use of delayed feedback in writing. But delayed feedback should not be provided too late because it demotivates students.

#### 4.1.6 Analysis and Interpretation of the Second progress Test Score

When the first progress test was administered and kept record, the researcher taught the lesson again and provides them information where they have made mistake. After teaching those lessons for a week, second progress test was taken and record was kept. The record of second progress test is in the table below:

**Table No. 5**  
**Individual Scores in the Second Progress Test**

SN	Full Marks	Obtained Marks	Mark in %	No. of students	Student in %
1	50	40	80	3	10.00
2	50	38	76	2	6.67
3	50	37	74	3	10.00
4	50	36	72	1	3.33
5	50	35	70	1	3.33
6	50	33	66	2	6.67
7	50	32	64	1	3.33
8	50	31	62	2	6.67
9	50	30	60	3	10.00
10	50	29	58	1	3.33
11	50	28	56	3	10.00
12	50	27	54	2	6.67
13	50	26	52	3	10.00
14	50	24	48	1	3.33
15	50	22	44	2	6.67
Total	1500	941		30	100.00
	Average Scores		31.37		

Above table shows that 80% is the highest score which is obtained by 10 percentages which is increased by 2% than in first progress test. The average score in the second progress test is 31.37 where as in pre –test it was 24.13 which is increased around 7 percentages and in first progress test average score was 26.87. This result clearly shows use of delayed feedback in writing seems to be effective as they have better marks than before experimental teaching. In the name of delayed feedback we should not provide feedback too much late because it discourages students towards their learning.

#### 4.1.7 Analysis and Interpretation of the Post-Test

**Table No. 6**  
**Individual Scores in the Post Test**

SN	Full Marks	obtained Marks	Obtained Mark in %	No. of Students	Student in %
1	50	44	88	1	3.33
2	50	42	84	3	10.00
3	50	41	82	2	6.67
4	50	40	80	1	3.33
5	50	38	76	2	6.67
6	50	37	74	1	3.33
7	50	36	72	3	10.00
8	50	35	70	5	16.67
9	50	34	68	3	10.00
10	50	33	66	2	6.67
11	50	32	64	2	6.67
12	50	29	58	2	6.67
13	50	26	52	2	6.67
14	50	23	46	1	3.33
Total	1500	1053		30	100.00
	Average Scores		35.10		

After completion of the progress tests, record was kept and I taught other lessons and students are asked to write the summaries of related lessons and do the exercise given in their book. After teaching those lessons, the researcher took the post- test. The test items of the post- test were similar to the pre-test. The scores of the students on the post- test have been shown in the above table.

As the table shows that 44 out of 50 was the highest score scored by 1 student and second highest score 42 scored by 3 students and 23 was the lowest score obtained by 1 student. The average score of post- test was 35.10. 29 students secured above average score in post-test. The range between the highest score and lowest score had lessened into 21.

From the analysis and interpretation of the test result, it had been proved that post-test had better result than other tests that is to say pre- test and progress test. The post- test total score and the average score were higher than the other tests. The result clearly shows that feedback plays positive role in developing writing.

#### **4.2 Summary of Findings**

- i. While analyzing the pre-test, it was found that students obtained just 24.13 as the average score. The range of higher score and lowest score was 31. The result of pre-test was tolerable.
- ii. After analysis and comparison of the pre-test and post-test. It was found that the average scores of the post- test (35.10) were higher than those of pre-test (24.13) and progress test (31.37) and range of post- test (21) was decreased than that of pre-test. Therefore, it can be claimed that students are motivated by the use of of delayed feedback in writing so this way of giving feedback is effective.
- iii. When the scores of the progress test were analyzed and interpreted, it was found that average score was increased than in pre-test. So the research shows that when we provide delayed feedback in time to the students it is to be effective technique.
- iv. When the post- test was analyzed and interpreted, it was found that about 85% students scored more than 60% marks. This also shows the students' progression after the intervention of proposed strategy.

- vii. The above result showed that providing delayed feedback makes writing effective if we provide it in time. It was also found that students participated more actively in classroom activities after the intervention. Delayed feedback should not be provided too late it demotivates the students' towards their learning.

## **CHAPTER-FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter deals with the presentation of conclusions and list of the recommendations. That means the researcher presents conclusion derived on the basis of analysis and interpretation of obtained data from sample and present some recommendation as per the conclusion.

#### **5.1 Conclusion of the Study**

This study entitled "Role of Delayed feedback in developing writing" was carried out to find out the Role of delayed feedback in developing writing. Three different test items related to writing were used for the same purpose of research data. After analysis and interpretation of the collected raw data, I found that the majority of the informants faced difficulty in writing correct word order, minor grammatical mistake, inappropriate use of punctuation marks, spelling mistakes, cohesion and coherence due to student's poor academic backgrounds, dealing with the unfamiliar terms and interpreting symbolic meaning of the sentence. Student's don'ts have fluency in writing as they supposed to have in their level. It was found that delayed feedback facilitates in students' writings if it is provided in time, not being too late. It means to say that we shouldn't provide it too late because too late delayed feedback demotivates students towards their learning.

#### **5.2 Recommendations**

On the basis of above conclusions, following recommendations have been suggested at three different level, such as policy level, practice level and further research level.

### **5.2.1 Policy Level**

The recommendations at policy level are as follows:

- i. Based on the analysis, interpretation and comparison of the data, progress was found in students' performance in the four tests. Thus, it can be inferred that delayed feedback was a useful technique in developing student's ability in writing. So teachers are advised to use delayed feedback in developing writing skill.
- ii. The ministry of Nepal can utilize this study to for formulate the policies for teaching writing to develop student's proficiency by using delayed feedback in writing.
- iii. It can be highly effective to make the policies to discourage the poor writing and encourage the good writing. So teachers who teach at higher secondary level are recommended to use delayed feedback in writing.
- iv. The higher secondary education board can provide in-service teacher training on the ways of giving feedback focusing on delayed feedback.

### **5.2.2 Practice Level**

- i. The professional teachers can effectively use the study in their actual practice of teaching writing.
- ii. The teachers who are involved in teaching profession in different schools and colleges are suggested to use delayed feedback in writing skill.
- iii. This study can be beneficial for the teachers to use delayed feedback as correcting tools to teach writing. Thus teachers are advised to use feedback when students' need.

- iv. Syllabus designers, methodologist, experts and textbook writers should encourage the use of delayed feedback in writing.

### **5.2.3 Further Research**

Feedback is a broad field. Thousands of studies can be carried out in the field. Number of the studies in the department is conducted on the field of feedback

- i. This research study can be the importance secondary source for other research.
- ii. This study is limited to thirty students of class eleven from a college of Kathmandu district. Thus it can't be claimed that the findings of this study are applicable to all the schools of Nepal. Therefore, it is necessary to carry out the further studies including more number of the students and colleges to verify the findings of the study.

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## Appendix-II

### Lesson Plan-1

Class:

Date:

Topic: Essay writing

Time: 40 min

#### 1. Specific objective:

At the end of this lesson, the students will be able to:

Tell the types of an essay.

Write an essay on the topic of peace and development

#### 2. Teaching materials

List of Words, Constructions, and Society.

#### 3. Warming up

I motivate the students by repeating previous lesson.

#### 4. Presentation

First I tell about an essay and write on board types of essay. Then I collect some ideas from students. The teacher simply introduces the subject matter by giving general introduction of the topic. Teacher tells how to write an essay on this topic.

#### 5. Practice

I provide students the topic peace and development and I also tell about some points which are related to the topic. Then I tell the students to write an essay on the topic. Student will write an essay at that time I encourage them.

After finishing the writing essay I check their answer sheets and find out the errors and mistakes and provide the feedback to them.

#### 6. Evaluation

The teacher ask following questions

- i) What are the three parts of essay?
- ii) Write an essay the topic of peace and development.

## **Lesson plan 2**

Subject:

Date:

Unit:

Class:

Topic: The recurring dream

Teaching item: Writing Summary

### **1. Objectives:**

At the end of this lesson, the students will be able to:

Write the summary of story recurring dream.

### **2. Teaching Material's**

Flash cards

### **3. Warming up**

The teacher asks the students tell story they have heard. The teacher also repeats previous lesson.

### **4. Presentation**

First the teacher tells the summary of the story and writes some important sentences of story on the whiteboard.

### **5. Practice**

The teacher writes one paragraph on the white board of the story and teacher asks them to guess the summary of story. They write the summary at that time teacher support, them. After they finish the writing summary teacher finds out their mistakes and provide the suggestions by intervening the existing situation such as dividing the class into group, peer correction by providing delayed feedback.

### **6. Evaluation**

Write the gist of the story recurring dream.

## Test Item for Post-test

Name:

School:

F.M.:50

Class :

Time: 45

P.M.: 20

**1. Put the following words into correct order to make suitable sentences.**

**5**

a) Years/she/English/four/was/compulsory/studying/for

.....

b) he/wanted/to/become/a/government/officer

.....

c) of/tea/her/him/he/cup/asked/give/a/to

.....d

) a/she/hospital/hoped/in/doctor/become/to/a

.....

e) him/made/captain/we

.....

**2. Change the following sentences using “used to”**

**5**

a) He lived in France as a boy.

.....

b) At one time there were Flowers in the garden.

.....

c) I was in love with her.

.....

d) How did you spend the winter evenings?

.....

e) I played football.

.....

**3. Change the following sentences into passive. 5**

a) Someone is following us.

.....

b) Some men are pulling down the house.

.....

c) They have built the star hotel.

.....

d) They have repaired the old cottages.

.....

e) They have cared the elderly people well.

.....

**4. Give a piece of advice to these people. 5**

a) I have lost my bank cheque book.

.....

b) I can't get to sleep.

.....

c) My brother failed in exam.

.....

d) Ram cut his finger.

.....

e) Ganesh's Wife left him.

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