

**THE PRACTICE OF TEACHER FEEDBACK IN MIXED  
ABILITY ELT CLASSES**

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

**Submitted by  
Bhisma Raj Upadhyaya**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
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2015**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Bhisma Raj Upadhayaya** has prepared this thesis entitled “**The Practice of Teacher Feedback in Mixed Ability ELT Classes**” under my guidance and supervision.

I recommend the thesis for acceptance.

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# **DEDICATION**

Dedicated  
to  
my parents, who contributed directly to bring me  
where I am today.

## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 06/09/2015

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**Bhisma Raj Upadhayaya**



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**Bhisma Raj Upadhyaya**

## ABSTRACT

The present research study entitled "**The Practice of Teacher Feedback in Mixed Ability ELT Classes**" is an attempt to find out the teachers' practices of feedback in the mixed ability ELT classroom. To state precisely, this research work was concerned with the inquiry of directing oral and written mode of feedback on the students' outcomes in such classroom situation. The researcher selected thirty secondary level English language teachers from Bajura and Achham district using non-random purposive sampling procedure. He took help of classroom observation checklist and diary records to elicit the primary data observing the classes of respective teachers. The collected data are analyzed and interpreted component wise descriptively with the help of simple statistical tools. The major findings of this study are that the teachers were not providing feedback according to the level and need of the individual students in the mixed ability classes, oral mode of feedback were more frequent than written feedback and all the teachers directed feedback to the whole class than individual.

This thesis has been divided into five different chapters. The first chapter deals with general background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study and operational definitions of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, review of the empirical literature, implication of the review of the study and conceptual framework for the study. The third chapter deals with the methodological aspect under which design of the study population and sample, sampling procedure, tools of data collection and data analysis and interpretation procedure have been included. The fourth chapter focuses on the analysis and interpretation of results. And the fifth chapter of the study consists of conclusion and recommendation, the implication of the study in policy making level, practice level, and further research level. References and appendices are included at the end of the study.

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## ACRONYMS AND ABBREVIATIONS

B.Ed.	:	Bachelor in Education
B.S.	:	Bikram Sambat
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	for example (exempli gratia)
Eds	:	editors
ELT	:	English Language Teaching
ESL	:	English as Second Language
etc	:	excetra
FGD	:	Focused Group Discussion
i.e.	:	that is
LTD	:	Limited
M.Ed.	:	Master's in Education
MAC	:	Mixed Ability Class
Mr.	:	Mister
Ms	:	Miss
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
No.	:	Number
P.	:	Pages
Prof.	:	Professor
Regd.	:	Registration
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Vol.	:	Volume
www	:	World Wide Web
%	:	Percentage