

# CHAPTER- ONE

## INTRODUCTION

The present study is on "**The Practice of Teacher Feedback in Mixed Ability ELT Classes**". This chapter includes general background, statement of the problem, rationale of the study, objectives, significance, the delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Language is a powerful vehicle for human communication that helps to express human desires, emotions, sorrows, joy and so on. The vast treasure of knowledge has been accumulated, stored and transmitted through language. It is a unique gift only for human beings than others. Each and every aspect of world activities are described and recorded through language such as transmitting historical events, civilization, ideas, literature, politics, scientific innovation etc. In this reference, Crystal (2003, p.53) defines "Language is the concrete act of speaking, writing or singing in a given situation – the notion of PAROLE or Performance". In the present context, the sphere of knowledge has been expanding, new and novel news has been adding and science and technology has been awakening the globe. So, it is essential for an individual to get mastery over a language. In the words of Wardhaugh (1972) "Language is a system of arbitrary vocal symbols used for human communication" (as cited in Brown 1994, p. 4). Though world languages are unique they consist of arbitrary vocal symbols for human communication. It is also true that language facilitates people to communicate smoothly, easily and comprehensively.

The world is very rich in linguistic properties, i.e. varieties of languages. Among the world languages, English is most dominant one used as a Lingua Franca (contact language between/among people who have different first language). Nowadays, English language is being an inseparable part of the present day world since it is a principal language for global communication and

a gateway to the world body of knowledge. Furthermore, the use of English in various fields such as education, media, administration, information technology, national and international communication, human rights, diplomatic dealing, development, medical science has become indispensable. To support this idea, Awasthi et al. (2009, p.iii) says, "English is widely used medium of communication for different purposes, not only for the vehicle of writing or reading British or American literature". It clearly shows that the value of English language is increasing much more to the large mass of people worldwide. As a result, the non-native speakers of English are far more than its native counterpart. In this reference, Harmer (2008) expresses:

English is also of course, a mother tongue for many people in the world, though, as we shall see such native speakers are increasingly out-numbered by people who have English as a second or even third language and used for international communication (p.13).

The users of English have been multiplied day by day and being now the language of people having different nationality and origin than native. It is because of the need for the people to use English for various purposes have called for the teaching and learning in every nook and corner of the world. Today English is established as a widely studied foreign language in the world. Regarding this, Richards and Rodgers (2003, p. 3) opine, "Whereas today English is the world's most widely studied foreign language, 300 years ago it was Latin for it was the dominant language of education, commerce religion, and government in Western world".

If we dig out the history of English language teaching, we find that language teaching came into its own as a profession in the twentieth century but it has undergone a lot of ups and downs. To this account, Richards and Rodgers (2005, p.1) say "Language teaching in the twentieth century was characterized

by frequent change and innovation and by the development of sometimes competing language teaching ideologies".

Teaching of English language has become more challenging due to the innovation of novel methods and approaches, teaching contexts, learners' level of proficiency and learning needs and so on. In this context, the teacher as a major stakeholder of ELT and learning has to adapt and innovate appropriate methodology for their specific context rather than being a strict follower of a particular one. Therefore, the teachers have major responsibility to choose appropriate methodology, design tasks that meet the majority number of students level, test the achievements of the students to determine their learning outcomes and provide feedback to foster their inter language development.

The English language teaching classes in ESL/EFL context appear to be extremely difficult for teacher to make their planning execute successfully. It is because of different abilities of the learners, proficiency level of language and multiple intelligences, the student in a class vary from each other. Thus, in a real sense all classes have students with mixture of abilities. The teachers find managing mixed ability classes as especially problematic. This scenario is around the globe show that diversity in the learners in term of level of proficiency, learning ability is a most rather than exception. Mixed abilities classes creates a lots of problems to the teachers on the one hand and to the learners' pace of learning as well as oppurtunity on the other. One of the major issue in language teaching is providing feedback in response to learners work, errors or mistakes. Feedback is a term in pedagogy which involves assessment and correction. In the words of Ur (1996, p.98). "Feedback is information that is given to the learners about his/her performance of a learning tasks usually with the objectives of improving his/ her performance". The important role of feedback in improving students' performance has long been recognized by education researches but how, when and in what situation does the feedback is given is still the matter of debate. Therefore, the practice of teachers feedback

to enhance the learning outcomes of mixed abilities ELT classroom is indispensable.

## **1.2 Statement of the Problem**

Various language scholars in the field of ELT supported the idea that all EFL/ESL classes are of mixed ability. In such situation learners do not share the same language background and learning ability. The learners with varied level of competence and previous exposure to the foreign language, originally creates various problem in effective language teaching learning. So, managing mixed ability classes in ESL context is challenging and matter for exploration. Similarly, teacher is a major stakeholder for effective language teaching and learning, in addition to this he/she is source of comprehensible input too. Feedback can be source of input because it includes both assessment and correction. It provides the learners with the opportunity to test hypothesis and enhance inter language development. Managing the mixed ability ELT class and providing appropriate and timely feedback according to varied level as well as the need of the learners has long been realized by teacher most often. However, it is not practiced to enhance the quality of language teaching. It resulted into mismatches between teaching and learning. Moreover, the goals of language learning are not achieved haphazardly. So, this is an attempt to explore the practice of teacher feedback in mixed ability ELT classes.

## **1.3 Objectives of the Study**

This research study had the following objectives:

- i) to find out the practice of teacher feedback (mode of feedback and directing feedback) in mixed ability ELT classes.
- ii) to suggest some pedagogical implications based on the research findings.

## **1.4 Research Questions**

This research study sought the answers of the following questions :

- i) What are the practices of teachers feedback in the mixed ability ELT classes?
- ii) How do the teachers direct feedback to the students in the mixed ability classroom?

## **1.5 Significance of the Study**

English language teaching has been challenging because of mixed ability composition EFL/ESL classes, learning goals, motivation, learning styles, age, learning strategies, cultural and educational background and so on. Among those various factors, managing mixed ability classes creates problems executing various activities during the lesson. Moreover, giving feedback on learners' outcomes is also a great challenge. This study aims to explore the practices of teacher feedback in the mixed ability ELT classes, so it will have significance for all the English language teachers, subject experts, curriculum developer and interested people in language pedagogy. Findings of this research will pave the way for further research in different aspects of the same field.

## **1.6 Delimitations of the Study**

This research study had the following delimitations:

- i) The study was limited to observing the practices of teachers feedback.
- ii) It was limited to the mixed ability ELT classes only.
- iii) The study was limited to the thirty teachers of government aided secondary level schools of Bajura and Achham district.
- iv) It was limited to classroom observation with the help of scheduled classroom observation checklist to collect required data.

- v) Diary records were used to note down about directing and modes of feedback the mixed ability EFL classes.

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

**Feedback:** Information that is given to the learners about his/her performance with the objective of improving their performance.

**Input:** It refers to any form of language exposed to the students for the comprehension of the speaker.

**Mixed ability learners:** The learners with different level of proficiency in the English language.

**Recast:** A more simplified feedback technique that involves a teacher's all or part of a student utterance, minus the error.

**Task:** A piece of work or an activity usually given to the students to practise the language either home assignment and classwork.

## **CHAPTER TWO**

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

This chapter consists of details of reviewed studies and their implications on the study. In the same way, conceptual framework also be included under this chapter.

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

English is the wider means of communication. It has been taught and learned all over the world for different purposes. Due to the importance of English language, different approaches, methods and techniques were evolved to manage effective teaching and learning. But, they could not address the demand of all the contexts. Many factors such as need and interest of the learners, mixed ability composition of ELT classes, motivation, goals of language learning, learning strategies are responsible to create such a situation. One of the major factors that create challenge in effecting teaching and learning is mixed ability composition classes, because single class occupies the learners with varied level of proficiency. Similarly, teacher plays very important role for the learners to better understand the lesson and supply feedback. In addition to this, feedback as a important tool for assessing the students' work and correcting errors if any determine the quality of language learning.

Here, the theoretical framework of the research encompasses English language teaching in mixed ability classes to providing feedback to ensure the learning of the students.

##### **2.1.1 English Language Teaching : An Overview**

English is the wider means of communication, teaching of English language takes place all round the globe. English language teaching has been growing as a major industry in the present era. Harmer (2008, p. 13) says that "a quarter of

the world population speaks English, in other words, and native speakers are in proportionately ever decreasing minority". Nowadays, English is used more as a Lingua Franca (LF contact language use for communication among people of different mother tongues) than the native language. Lingua Franca in the words of Crystal (2003, p.282) "A term used in sociolinguistics and often in everyday speech, to refer to an auxiliary used to enable routine communication to take place between group of people who speak different native language". Similarly, Richards et al. (1993, p. 214) define lingua franca as "A language used for communication between different group of people, each speaking different language". So English is mostly used language because of its role as a lingua franca. Teaching English language gain more emphasis due to its role in different aspects of life such as information and communication, science and technology, trade and industry, diplomatic dealings international relation and many more. As a result, teaching English become indispensable for contributing people to get them opportunity of success in different aspects of life. English language teaching has witnessed long standing history in the sphere of language teaching, Howatt (1984) states:

The history of English language teaching is a vast subject. The spread of English round the world in the wake of trade, empire-building, migration and settlement has ensured the teaching of the language a role, sometimes central, sometimes peripheral in the educational history of virtually every country on earth (p.5).

Linguist and scholars are now talking about world English than Englishes (Jenkins, 2006 a) or Global English (Graddol, 2006). World English in the worlds of Rajagopalan (2004) "... belongs to everyone who speaks it, It is nobody's mother tongue" (as cited in Harmer, 2008, p.18). This change in the role of English has significant impact on teaching of it. For Jenkins (2006):



The evidence of EFL suggests that we should change what we teach. Instead of confirming to a native standard such as British English Learners 'need to learn not (a variety of) English but about Englishes' their similarities and differences, issue involved in intelligibility, the strong link between language and identity, and so on (as cited on Harmer, 2008, p.21).

The above evidences signify that English is now not only language of its native speakers only but also the language who speak it as a non-native (SL or FL).

English language teaching has gained considerable importance in most of syllabus of the world. In the context of Nepal, the history of English can be traced back to the establishment of Durbar High School after Jung Bahadur Rana returned from Britain. Regarding the position of English in the Nepalese education system, Awasthi (2003) states:

English entered in the Nepalese education in 1954 when the prime minister Janga Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (ELT) in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (p.22).

So far as the teaching of English language is concerned, it is taught and learnt as a foreign / second language in our country. It is as a compulsory subject from grade one to bachelor level of different universities and as a subject of specialization from 10+2 up to master's level at the faculty of education and humanities and social sciences. Teaching English language creates more challenges in our context because of the mixed-ability of the learners, providing appropriate level of feedback to the students with different level of

production , leaning needs of the learners, socio-economic condition, motivation, personality factors and so on.

### **2.1.2 Feedback in ELT Classroom**

The role of teacher reaction to learner errors has been seen as a legitimate object of a number of inquiries into classroom teaching and learning. And teacher feedback in ELT classroom seem to be unavoidable facet for successful learning. Feedback is advice, criticism or information about how good or useful something or somebody's outcome is. In language pedagogy, feedback refers to a reaction towards the learners performance especially focus on correcting errors or encouraging further learning. Ur (1996, p. 240) says, "Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objectives of improving their performance". Similarly, in the words of Richards et al. (1999, p.137) "Feedback is any information which provides a report on the result of behavior".

From the definitions mentioned above, we can say that feedback is essential information provided with the learners in course of language learning that solely devoted to improving their performance. For Harmer, (2008) Feedback involves both assessment and correction. He further says decision about how to react to performance will depend upon the stages of lesson, the activity, the type of mistake made and the particular student who make that mistake. Feedback encompasses not only correcting students' mistakes but also offering them assessment to inform at what level of language they are. Furthermore, it provides appropriate guidelines towards the area of improvement so that, feedback as comment given by listener, reader or viewer for the improvement and betterment of the writers' or speakers output helps learners to develop inter language.

Providing feedback to the learners demands high from the teacher. Teacher as a source of information in most of the language classes in general and Nepalese context in particular could be able to give appropriate level of feedback to

individual learners if possible. Though, most of the language classes seem to be mixed ability in ESL/EFL context. Therefore, s/he manage feedback technique to address all the learners' performance is really challenging for the teacher.

### **2.1.2.1 Practice of Teacher Feedback**

Teacher is the key person to assess the students' oral production and written work during different stages of lesson. While assessing the students outcomes the teachers make some kind of remarks any comment or correcting to improve the stage of language development. In other words, the teacher supply feedback either in form of praise or comment including the way of improvement. The teachers generally administer such feedback in the written or oral mode. Based on Ur (1996) and Harmer (2001) practices of teacher feedback in different forms are briefly explained below:

### **2.1.2.2 Feedback during Oral Work**

The teachers provide feedback both assessment and correction for the oral work but they should not deal with all oral production in the same way. Decisions about how to react the performance will depend upon the stage of lesson, type of lesson, type of mistake made and the particular students who is making mistake. The ways and techniques of giving feedback for the students written work are given below:

#### **i) Accuracy and fluency focused**

The activities in the classroom are designed to develop accuracy that is grammar, punctuation, vocabulary or use of language as fluently as possible while giving feedback. For such work the teacher considers a lot of things such as seriousness of error, breakdown of communication, participants, fluency and so on.

## **ii) Modeling**

Modeling refers to the presentation of the ideal form of language to practice the certain function in a language. Students are given model in case they cannot learn the correct use of language.

## **iii) Hinting and demarking errors**

During the oral production the students may stop or commit mistakes. At the time teacher points out the area where the students misled, with the expressing, tense, noun, vocabulary, etc. Even if the students could not realise their mistake the teacher gives the way.

## **iv) Reformulation**

The teacher sometimes reformulates the sentences or exponents produced by the students without making big issues. It functions as a quick reminder how the language sounds. It does not put students under pressure.

## **v) Expression**

Simple facial expressions or gesture may sometimes be enough for the students to produce acceptable form. This needs to be done with care as the negative gesture or expressions in certain circumstances appear to be mocking or cruel.

### **2.1.2.3 Feedback on Written Work**

The ways of giving feedback on writing depend on the writing task such as grammar exercise, comprehension question, vocabulary, punctuation and composition. Writing involves a lot of components and create problems to the students when they involved, for example, spelling, grammar, punctuation, word order, form of verb, structure, format, contents, etc. Therefore , the teachers should give feedback to the students considering the mistakes made. The ways of giving feedback for the written work can be discussed below:

### **i) Writing comments and hints**

While providing feedback to the students the trend is that the teachers generally writes comments or hints that encourage the students to improve and realize mistake. It makes the students realize their mistake and get the idea to improve.

### **ii) Signs and symbols**

Many teachers use correcting code to indicate that students have made mistake in their written works, for example, 'S' for spelling error 'G' for grammar mistake 'WW' for wrong word order etc. To use this technique first of all the students are to be trained about it.

### **iii) Rating the writing**

The teachers rate the quality of written work produced by the students. In this technique of feedback the teacher either express remarks such as good, thank you, excellent, etc or assign number or grade too. It encourages the students to perform better in the coming attempts.

### **iv) Providing the model form**

The teacher also use to give the students with the complete format on the board in case of grammar, comprehension or composition if the majority of the students are unable to produce acceptable form.

### **v) Oral description**

The teacher sometimes also supply with oral description commenting the written work. It can beneficial in case of mistakes related to the format, punctuation and spelling.

The teacher generally practice oral and written mode of feedback in their teaching classroom. The use of feedback on the students production depends on the task and activities that they performed. But the fact is that while assessing the particular student they give feedback for improvement individually, group for the group and all the students respectively. In other words, when the teacher assess the particular students they direct feedback individually, when in group direct the group, when the assessment is done for the whole class, all the students are given feedback at the same time.

#### **2.1.2.4 Types of Feedback**

Feedback can be categorized into different types as either oral or written on the basis of medium and positive or corrective on the basis of function. Gattullo (2000) and Harmer, (2001) divided feedback into three on the basis of function:

- i) **Corrective Feedback:** Corrective feedback focuses on helping learners to notice and correct errors. This types of feedback explain why correct response are correct and incorrect once are wrong. In language learning corrective feedback primarily concerned with accuracy.
- ii) **Evaluative Feedback:** Evaluative feedback aims to provide a judgment on the learners' performance. Evaluative feedback is dominant in second and foreign language classroom, while giving evaluative feedback, teachers use words or phrases to indicate the extent in which learners performance is good or not.
- iii) **Strategic Feedback:** Strategic feedback usually aims to offer learners advice on what to do to improve their performance.

Feedback can be classified as positive and corrective feedback. Ferrier, Moore and Mellish, (2007) categorize four types of positive feedback and Lyster and Ranta (1997) categories six types of corrective feedback.

## **Positive Feedback**

- i) **Acknowledgement:** It refers to any verbal or non-verbal signal the teacher uses to show the learners that he or she is listening and understanding. It can be realized by 'wow', 'mm', 'cor' and certain non-verbal gestures and expressions.
- ii) **Acceptance:** It is realized by a closed class of terms like 'yes', 'good' and 'fine' all with neutral low falling intonation. Its function is to show the learner that the teacher has heard or seen and the provided reply by the learners was appropriate.
- iii) **Repetition:** Repetition as a kind of feedback in which the teacher repeats the students correct response.
- iv) **Rephrasing:** Rephrasing as a positive feedback in which the teacher accept the students' knowledge, to polish the utterance structures or to show a new structure which rephrases the answered given by student using different words, and in same case add new information.

## **Corrective Feedback**

Lyster and Ranta (1997), categories corrective feedback into six types as below:

- i) **Explicit correction :** It is a kind of corrective feedback that involves a teacher simply providing a students with the correct answer.
- ii) **Recast:** Recast as a more simplified feedback techniques that involves a teacher's reformulation of all or part of a student's utterance, minus the errors.
- iii) **Clarification request:** Clarification request is a feedback type in which the teachers ask a question indicating to the student that there is a problem with language utterance.
- iv) **Repetition:** The type of the feedback that involves a teacher repeating wrong utterance highlighting it with intonation.

- v) **Metalinguistic feedback:** Metalinguistic feedback involves a teacher making comments or indicating to the student that there is an error in the language output.
- vi) **Elicitation:** It is a feedback type when teacher asks for completion of their own sentence by pausing and allowing students to correct themselves they may also ask question to elicit correct form and help students to reformulate an ill formed utterance.

### **2.1.2.5 Role of Feedback in Language Classroom**

Feedback is broadly defined as an information that one person gives to another to correct his/her mistake and error. It always directed towards improving the level of performance service or quality. In language pedagogy, feedback is usually given to the students to provide them with the information about their level of achievement and ways for improvement. It plays a major role in helping learners to test hypothesis they have formed about the system of language supporting the importance role of feedback, Johnson (1985) states, "For successful acquisition of a skill, the learner needs feedback on how well he or she is doing; hence the importance of the provision of constant and honest assessment" (as cited in Ur 1996, p.243). The definition shows that feedback has powerful influence in language learning. Managing appropriate strategies for providing feedback on learners' outcomes eventually promotes effective learning. Since, assessment and correction are two distinguishable components of feedback; in assessment the learner is simply informed how well and badly he/she has performed and in correction some specific information regarding the learners' performance is provided. Feedback as positive means encourage learners to do better and retain the interest in language learning. And feedback as corrective means provides information in which learners deviates from target language system as well as provides alternative pattern of language correcting their errors. If we talk about medium based classification of feedback, i.e. written feedback and oral feedback both provides equal guidelines to improve written and spoken skills respectively.



In nutshell, feedback is an important tool that influences the rate of success or failure in the classroom. Addressing the level and need of the learners and timely given feedback can be proved to be a best fruit for language development. Moreover, hypothesis testing and correcting learners' errors are also indispensable in language program which is only addressed through feedback.

### **2.1.3 Concept of Mixed Ability**

Mixed ability learners in ELT classes is a norm rather than exception. It is not justifiable to expect the learner to be homogenous in terms of age, gender, socio economic condition, motivation, learning goals, proficiency level in target language, motivation, learning goals, proficiency level in target language, styles and so on. In the present study, mixed ability of the learners refers to varied proficiency level of student in the target language. Today mixed ability in ELT classes is regarded as natural phenomenon. The mixed ability composition of students in classroom has brought about many challenges and opportunities to teacher. A good teacher should be able of consider the individual expectation of their students, devise appropriate task in accordance to the level of students, provide beneficial feedback to the learners etc. Different scholars use different terms for mixed ability. For Harmer (2008, p.127), mixed ability classes refers to "Classes who are at different levels of proficiency". For Ur (1996, p.302), "Mixed ability classes as misleading and uses the term heterogeneous class". For her a heterogeneous class is one that has different kinds of learners. Similarly, Rinvoluceri (1986) says, "All classes are of courses, mixed ability: We do not teach a group, but thirty separate people. Because of this the problem of mixed ability in the same room seems absolutely natural ..." (as cited in Prodromou, 1992, p.7). The above mentioned definitions clearly shows that each individual is unique and one should acknowledge the individual differences on the basis of ability to perform something in a particular area, level of language, aptitude, learning style, etc.

### **2.1.3.1 Components of the Mixed Ability Class**

Mixed- ability in ELT class is natural. In fact, it is very difficult to identify the components which make ELT class of mixed ability. Students in most of the classes composed of different levels in the proficiency in a language. In this regard, Ur (1996) states:

Learners population differ according to various parameters. Whether the learners are beginners, intermediate or advanced; whether they are young, children, adolescent or adult; their objectives in learning the language, and they are motivated; whether their environment outside the classroom is target language or mother tongue how heterogeneous or homogenous the class is, the size of the group; and many more (p.273).

The definition clearly shows that all the classes contain differences among the students in various parameters. The notion of heterogeneity of classes encompass language learning ability to motivation for language learning, preferred learning styles, personality, interest to name only a few. Mixed-ability particularly related to the proficiency level or achievement of the students in the target language. There are number of reasons to be a mixed ability classe. For Ur (1996, p.304) the following components result differences between / among learners in heterogeneous classes:

- i. Language learning ability
- ii. Language knowledge
- iii. Cultural background
- iv. Learning style
- v. Attitude to the language
- vi. Mother tongue
- vii. Intelligence
- viii. World knowledge
- ix. Learning experience

- x. Knowledge of the other languages
- xi. Age or maturity
- xii. Gender
- xiii. Personality
- xiv. Confidence
- xv. Motivation
- xvi. Interests
- xvii. Independence
- xviii. Self-discipline
- xix. Educational level

Similarly, Harmer (2008, p. 21) describes the following components under learner differences which eventually results mixed ability:

- i. Age
- ii. Learning style
- iii. Levels
- iv. Educational and cultural background
- v. Motivation
- vi. Responsibility for learning

After analyzing the above mentioned facts, we can conclude that notion of heterogeneity in general mixed ability learners in ELT classes in particular is natural phenomenon. However, students level of proficiency in a target language is one of the major components of mixed ability ELT classes and the same issue is focused in this research. So, the term mixed ability in this research refers to the level of proficiency of the students in the target language.

### **2.1.3.2 Challenges for Teacher in the Mixed Ability Class**

The classes with mixed ability create a lot of problems on the part of the teacher. Teaching the learners with varied level of proficiency need different activities and input for effective learning. Regarding the problems of mixed ability classes, Rinvolutri (1986) says that "We do not teach a group, but thirty

separate people. Because of this problem of mixed abilities in the classroom seems absolutely natural and it is the idea of teaching a unitary lesson that seem odd" (as cited in Prodromou, 1992, p.7). Teachers in this situation face various problems such as preparation for the lesson, classroom managements, creating interest towards the lesson, providing equal opportunity for all and many more. In this regard (Harmer, 2008) express a similar view:

Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency.

Indeed mixed ability classes are a major preoccupation for most of us because they appear to make planning and the execution of plans in lessons-extremely difficult (p. 127).

This shows that the mixed abilities classes bring about many challenges for teacher such as deciding appropriate level of instruction to ensuring effecting learning outcomes. Some of the challenges for teacher in mixed ability (heterogeneous / diverse) classes are explained briefly based on Ur (1996) and Hess (2006) as follows :

**i) Devising Appropriate Tasks and Materials**

One of the Challenges for teachers in such types of classes is devising appropriate tasks and materials which can be beneficial for all the learners. Since, the learners vary dramatically in their language ability, single activity or tasks cannot respect all of them. The textbook prescribed for the learners are also rigid so that, it is almost impossible to devise different level of task most often. As a result, providing learners with different level of tasks, different materials, tailoring to their individual needs is really a challenging job for a teacher.

## **ii) Effective Learning for All**

Establishing effective learning for all the learners is another challenge for the teacher. The task or activities which the teacher provides to the learners may be either too difficult or too easy for some students. In this regard, there will always be learners who could not get anything from such task and activities.

## **iii) Participation**

One more challenge for teacher in mixed ability ELT class is ensuring the even participation of all types of learners. To activate less proficient learners is very difficult than proficient and confident ones. Consequently, which create uneven participation from the side of the learners.

## **iv) Interest**

Maintaining interest of all the learners towards the lesson is also a challenge for the teacher. Ur (1996. p.303) says, "They get bored: I can't find to pick and activities that keep them all interested". Because of the varied level of the learners, it is very difficult for teacher to keep them interested. Even if we devise different communication activities, discussion, problem solving task etc. Only some bright students occupy their roles active during the lesson and other seem unwilling to take part.

## **v) Individual Awareness**

Making all the individuals aware of their learning goals creates problems in classroom. Though the saying all individual are different is considered seriously. It is a challenge for teacher to pay attention for each learner. Supporting this arguments, Ur (1996, p. 303) states "I cannot get to know and follow the progress of all the individuals in my class: there are too many of them and they are all so different".

#### **vi) Discipline**

Discipline is more frequently discussed problem on mixed ability classed when the students with different abilities are faced by a teacher it seem difficult to maintain law and order. Ur (1996, p. 505) states "I have discipline problems in these classes: to find them difficult to control".

#### **vii) Deciding the Level of Input**

Input is essential for language learning. It constitutes the language to which the learners exposed. Krashen (1985, p.2) says, "Human acquire language is only one way by understand message or by receiving comprehensible input. We move from 'i' our current level, to 'i+1' ". For language learning to take place the input (comprehensible input), i.e. the language which is beyond the learner's current level of competence is of paramount importance. In mixed ability classes students with varied level of competence exist. So, it is very difficult for a teacher to decide the appropriate level of input.

#### **viii) Feedback**

The classes with mixed ability are problematic in providing feedback. In such classes, the learners come up with different level of response to a single task or activity. So, it is very difficult to reach up to individual learners and determine nature and frequency of feedback.

### **2.1.3.3 Role of Teacher in Mixed-Ability Class**

The word 'role' refers to one's duty or responsibility in a particular department, field or a situation. Literally, role refers to function or position that somebody has or is expected to have in an organization, in society or in a relationship, for example, the role of teacher in the classroom. To be specific, teacher has very important role in the classroom ; planner, informer, manager, monitor, resource person and so on. Richards and Lockhart (2005, p.98) state the following characteristics of role:

- i) They involve different kinds of work and different level of responsibility.
- ii) They involve different kind of relationship and different pattern of interaction and communication.
- iii) They involve different power relationships.

The context in which teachers works have an important influence on teaching since different teaching setting involve teacher in different kinds of roles. In our every walk of life, we fulfill various roles that have features of all these defining characteristics. Here, my specific concern is with teacher's role in providing feedback to the learners outcomes; spoken or written in the mixed ability ELT classes. As a major stakeholder of teaching learning program, the teacher has great contribution not only in planning the lesson carefully but also executing the classroom activities that should address the learning level of most of the students at the same time. The teacher should prepare the lesson before entering into the classroom must motivate the students towards the lesson, manage classroom appropriately, provide timely feedback and so on. Several roles are assumed for teachers in communicative language teaching. Breen and Candlin (1980, p.99) mention:

The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between there participants and the various activities and text. The second role is to act as an independent participate with in the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teachers; first, as organizers of resources and as recourse himself, second as a guide in the classroom procedure and activities... A third

role for the teacher is that of researcher and learners (as cited in Richards and Rodgers, 2005, p.167).

Supporting Breen and Candline, Richard and Rodgers assume some roles such as need analyst, counselor and group process manager for teacher in CLT. In this way, Harmer (2008, p.108) forwards the following roles of teacher:

- i) Teacher as a controller
- ii) Teacher as a prompter
- iii) Teacher as a participant
- iv) Teacher as a resource
- v) Teacher as a tutor
- vi) Teacher as a language model
- vii) Teacher as a provider of comprehensible input
- viii) Teacher as a feedback provider
- ix) Teacher as a moderator
- x) Teacher as a assessor
- xi) Teacher as a manager .

The above mentioned roles of teachers represent more agreeable for the people in the English classroom. A successful teacher could be able to adopt his/her role according to the demand of methods, techniques employed in a certain context and level of his/her students to make his teaching and learning effective and fruitful. Though, this research is solely devoted to explore the practice of teacher feedback in the mixed ability ELT classroom providing comprehensive input or feedback.

Feedback in learning is vital since it provides learners with information about their learning outcomes, the way they deviate far from the linguistic norms and encouragement along with praise for the work that is well done. Feedback in the language teaching includes assessment and correction. It means feedback is



not only concerned with assessing their work but also responding them with correct form if they are wrong. In the words of Petty, (2004) "Feedback can be supplied in the form of medal and missions. The medal is what we give students for doing something well and the mission is the direction we give them to improve" (as cited in Harmer, 2008, p.138). Giving feedback to the work of learners in the mixed ability ELT classroom is really challenging for the teacher because they need different response / comment at the same time. If we devise a particular classroom work to the learners of varied level, they come up with different level of responses which challenges the teacher to address almost all the learners at the same time; either by providing corrective feedback on common area addressing all the students or by providing feedback to individual learners.

## **2.2 Review of the Empirical Literature**

A number of research studies have been carried out in Tribhuvan University and abroad in the field related to feedback and managing mixed abilities in the field of ELT. I have reviewed the following theses related to my topic:

Ghimire (2011) conducted research on "Managing Multilevel Diversity ELT Classes" The main objectives were to identify the secondary level English teachers' awareness of diversity in ELT classes, explore the challenges of diverse ELT classes and strategies for coping with those challenges and explore the students view on the challenges faced by teacher, etc. The researcher employed purpose non-random sampling procedure to select twenty schools from the Kathmandu valley. He also used same procedure to select two teachers from each school. Regarding the selection of the students, he selected eight schools out of twenty and five students from each school through simple random sampling procedure. The tool for collecting data was open-ended and closed- ended questionnaire. From this research, he concluded that the secondary level English teachers were aware of the fact on the diversity of ELT

classes but they did not devise different level of activities for addressing the diverse level of the learners.

Bhandari (2011) carried out a research on "Exploring Common Expectations of Students in Large Mixed Ability ELT Classes", the main objective of the research was to explore the common expectations of students in large mixed ability ELT classes. The design of the research was survey. He selected five secondary level school from the Kathmandu Valley in which three were government aided school and two were private ones. The selection was done through purposive non-random sampling procedure. He employed questionnaire as a tool for data collection. The result of this study showed that same learning tasks and activities were not beneficial for all the learners, 97 per cent teachers were in favor of correcting their mistakes / errors immediately and learners expected that all individual were to be given priority to take part equally.

Karki (2011) conducted a research on "Exploring Teachers' Use of Oral Feedback", the main objective was to find out the types of teachers' use of oral feedback on students oral work at primary level. The researcher selected ten primary level teachers employing simple random sampling procedure. The tool for the data collection was classroom observation and four of each teacher's classes were observed. The result of the study showed that oral feedback is important for language learning and 70 per cent of primary level English teachers frequently used evaluative feedback in the classroom activities.

Rahman, et al (2011) carried out research on "Assessment and feedback practices in English language classroom." The main objective of this research was to explore the nature of assessment and feedback practiced in English language classroom teaching learning at junior secondary level. They selected ten secondary school, purposively and same procedure was applied to select 10 English teachers, 10 head teachers and 60 junior secondary level students. The tools for data collection were interview for head teachers and English

teachers, semi structured observation of two classes of each English teachers and FGD for 60 students in 6 groups. The major finding was classroom assessment and feedback has been identified as very effective and inseparable part of classroom procedure so teacher should be more careful about their practice.

Although, a few of the researches have been carried on diversity management and feedback in Nepal but the research were not conducted in practice of teacher feedback in managing mixed ability ELT classes. Moreover, nobody is concerned to explore the reality that happen far in remote area. So, this study is an attempt to explore the practice of feedback in managing mixed ability classes that is distinct.

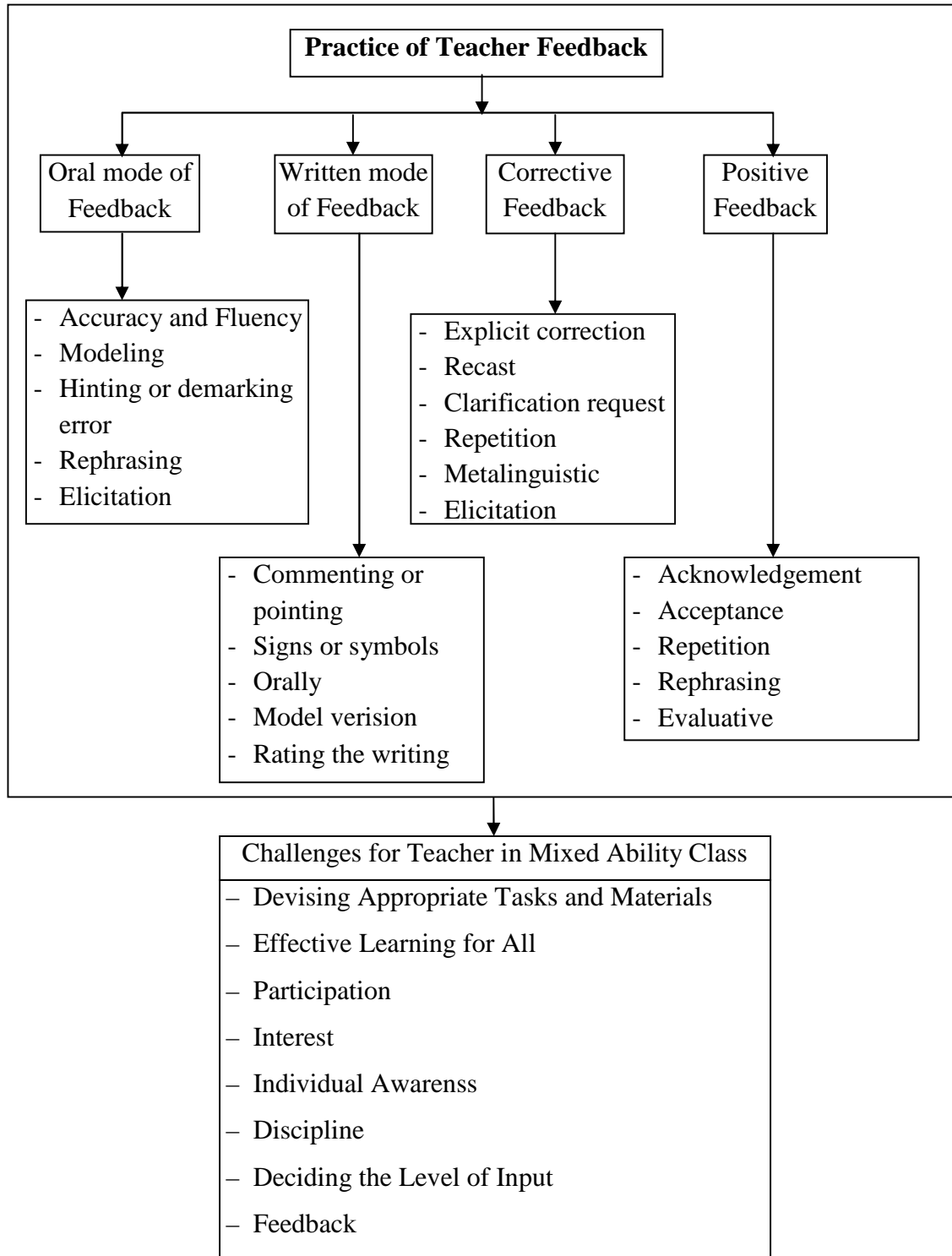
### **2.3 Implications of the Review for the Study**

The researches reviewed above are conducted in the field of English language teaching in mixed ability classes and use of feedback in language learning. My research is also related to the same field. So, followings are the implications of literature review for my study:

- i) These researches gave theoretical basis to conduct this research.
- ii) These researches gave me fundamental guidelines for conducting research.
- iii) These researchers enabled me to contextualize the study.
- iv) Research by Ghimire and Karki helped me to fine tune my research methodology.
- v) Research by Rahman et.al. helped me to make decision about selecting appropriate research tool.

## 2.4 Conceptual Framework

The study on "The Practice of Teacher Feedback in Managing Mixed Ability ELT Classes" was based on the following conceptual framework:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology was adopted to fulfill the objectives of the research:

#### **3.1 Design of the Study**

To find out the practice of teacher feedback in mixed ability ELT classes, I used of survey research design. Survey is a kind of research design which studies large and small population or universe by selecting and studying sample chosen from the population but the findings can be generalized to the entire study population. According to Cohen and Manion, (1985):

Surveys are the most commonly used descriptive method in education as research, and may vary in scope from large-scale governmental investigation through to small scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time (as cited in Nunan, 2010, p.140).

Similarly, Nunan (2010, p.140) defines survey research as "Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Surveys of community attitude, opinion and practices in many subjects, from current voting intentions...". From the above mentioned definitions, we can conclude that survey research can be carried out in educational sector, which can be conducted in large scale to find out the phenomenon, attitude and events in a particular time. Furthermore, the purpose is to generalize the findings from which samples are drawn. This research can be carried out either by a group of researcher or by an individual. It is cross-sectional study of a phenomenon and hypothetico- deductive in

nature. The mostly used tools for collecting data in this research are questionnaire, interview, observation and test.

Research is a systematic process of investigation facts. One could not conduct research haphazardly. In every research design, certain process is involved. There is certain process of conducting survey research. According to Cohen et al. (2010, p. 209) the following processes are involved in survey research:

- i) Define the problem.
- ii) Define the kind of survey required language longitudinal, cross-sectional, trend study, cohort study).
- iii) Formulate research question or hypothesis (if appropriate): the null hypothesis and alternative hypothesis.
- iv) Decide the issue on which to focus.
- v) Decide the information that is needed to address the issues.
- vi) Decide the sampling required.
- vii) Decide the instrumentation and the metrics required.
- viii) Generate the data collection instruments.
- ix) Decide how the data will be collected (e.g. postal survey, interviews)
- x) Pilot the instruments and refine them.
- xi) Train the interviewer (if appropriate).
- xii) Collect the data.
- xiii) Analyses the data.
- xiv) Report the result.

### **3.2 Population and Sample**

All the secondary level English language teachers who have been teaching English in Bajura and Achham district were the study population. Among them thirty secondary level English language teachers consituted the sample of the research.

### **3.3 Sampling Procedure**

The researcher selected thirty teachers who were teaching English in the secondary level schools of Bajura and Achham district applying purposive non-random sampling procedure.

### **3.4 Tools for Data Collection**

Observation checklist was the major tool for data collection. The researcher also took field notes as the diary record to supplement the classroom observation checklist. This checklist included seven components and number of items in each. To obtain data about the practice of teacher feedback in mixed ability classes, one class of each teacher was observed.

### **3.5 Data Collection Procedures**

The researcher adopted the following step-wise procedure for collecting primary sources of data:

- i) At first, the researcher went to the selected schools, talked to the concerned authorities, explained clearly the purpose of the study to get the permission of consulting English language teachers.
- ii) Then, the researcher consulted English language teachers, built rapport with them, explained clearly the purpose of the research and requested them to allow him to observe their classroom. He also assured them of the confidentiality in terms of ethics of research.
- iii) After that, the researcher set the time for classroom observation.
- iv) The researcher observed their classes and noted diary records simultaneously.
- v) Finally, the researcher thanked the teachers and schools' authorities for their co-operation.

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

The data collected for research were analyzed and interpreted both qualitatively and quantitatively. Since this research is a type of mixed method the researcher used the simple statistical computation and they are displayed in different graphic and tabular form. The detail discussion of the results is made and findings along with the recommendations are stated separately in the following chapters.



## **CHAPTER FOUR**

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

This chapter is mainly concerned with the analysis and interpretation of result and discussion of data collected from the primary sources. Classroom observation checklist was the principal tool and diary record was the supplementary tool for obtaining data to accomplish this research study. The informants were thirty secondary level English language teachers from Bajura and Achham districts. The data were elicited by observing classroom teaching of the respective teachers. The checklist was directed to explore the practice of teacher feedback in mixed-ability ELT classes, as a main tool of this research. It includes the following seven components:

- i. Classroom management
- ii. Focus on the students
- iii. Devising task and activities
- iv. Motivation
- v. Mode of feedback and error correction (written and oral feedback)
- vi. Types of feedback, and
- vii. Directing feedback

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

Each of the above components consist of different items within them. The information was encapsulated using rating scale or yes/no option. While observing their classes, the techniques, behavior and performance concerned with the practice of feedback to the students in mixed-abilityELT class were recorded using tick mark/ remarks in the designated scale. The results collected from the field are analyzed and discussed in the following topic.

### 4.1.1 Classroom Management

This section of the classroom observation checklist was designed to find out the teachers awareness of MAC, their focus on the management of the aspects of classroom and classroom interaction. The following table shows the percentage of the teachers in different scales:

**Table No. 1**  
**Classroom Management**

<b>Classroom Management</b>	<b>Excellent (%)</b>	<b>Good (%)</b>	<b>Satisfactory (%)</b>	<b>Poor (%)</b>	<b>Remarks</b>
a. Teachers' awareness of MAC	10	26.64	50.04	13.32	-
b. Teachers focus on the classroom	-	16.67	39.96	46.64	-
c. Classroom interaction	-	19.96	33.3	46.64	-

As the above table indicates, 10 per cent teachers showed excellent awareness in mixed ability composition of ELT classes, 26.64 per cent showed good, 50.04 per cent showed it satisfactory and only 13.32 per cent teachers had poor awareness. The data showed that majority of the teachers were aware of MAC.

Similarly, in the teachers focus on the aspects of classroom management, it showed that 16.67 per cent teachers managed well, 39.96 per cent teachers managed satisfactorily, while 46.64 per cent teachers had poor management. These data showed that most of the teachers could not manage students' sitting arrangement, use group/pair work, check up home assignments, and provide opportunity of feedback to individual.

Likewise, 19.96 per cent teachers had good classroom interaction, 33.3 per cent had only satisfactory where as 46.64 per cent teachers had poor classroom interaction. The interaction was not satisfactory in most of the teachers'

classroom. It may be the students didnot want to speak English because of shyness, lack of exposure and practice, encouragement, etc.

#### **4.1.2 Focus on the Students**

In the second section, the teachers focus on the students was observed to find out whether they treated all the students equally or gave more emphasis to defferent level of students. The following table shows the data:

**Table No. 2**  
**Focus on the Students**

<b>Teacher focus on the students</b>	<b>Number of teachers</b>	<b>Percentage</b>	<b>Remarks</b>
a. Equal attention to all	18	59.94	-
b. proficient students	6	19.98	-
c. Medium students	3	10	-
d. Less proficient students	2	6.66	-

According to the table, 59.94 per cent teachers tried to maintain equal focus to all the students, 19.98 per cent teachers gave more emphasis to the proficient students, 10 per cent teachers gave much attention to the medium level of students and only 6.66 per cent teachers focused less proficient students too. Describing the teachers focus on the students, the information showed that about 60 per cent teachers tried to give equal focus to all the students. But due to reaction of the students, involvement in the tasks or activities and nature of content, the teachers gave special attention to particular student only.

### 4.1.3 Devising Tasks and Activities

Assigning tasks and activities to practise language learning is mostly dominated by the teachers in their classroom. The following table shows the nature of tasks given to the students:

**Table No. 3**  
**Devising Tasks and Activities**

<b>Devising tasks and activities</b>	<b>No of teacher</b>	<b>Percentage</b>	<b>Remarks</b>
a. Common task	28	93.34	-
b. Different task	2	6.66	-

The table shows that 93.34 per cent teachers devised common tasks for all the students in their classroom while only 6.66 percent teachers devised different tasks. The data showed that nearly all the teachers devised common task for all the students. It may be because the teachers found it convenient for assessing the students' work on the one hand and giving feedback on the other.

Eventhough it is not justifiable, the students in the class comprised of distinct level of proficiency.

### 4.1.4 Motivation

This section was included to observe the ways of motivation adopted by the teachers. It arouse interest of the students towards the lesson and may function as a form of positive feedback. The data elicited from the field can be shown in the following table:

**Table No. 4**  
**Motivation**

<b>Motivation</b>	<b>Frequently (%)</b>	<b>Sometimes (%)</b>	<b>Seldom (%)</b>	<b>Remarks</b>
a. Encourage the students	13.32	46.64	39.96	-
b. Inform about their ability	19.96	33.3	46.64	-
c. Reward verbally	39.96	33.3	26.64	-
d. Entertainment /games	10	29.97	60.03	-

As the table shows 13.32 per cent teachers frequently encouraged the students towards their lesson, 46.64 per cent teachers implied it sometimes only and 39.96 percent teachers found concerning to the subject matter instead. The data showed that most of the teachers encouraged the students by making them aware of goals of learning English language, importance of getting knowledge, passing exam, etc.

Similarly, 19.96 per cent teachers frequently informed the students about their ability and inspired to improve better, 33.3 percent teachers did it sometimes and above all, i.e. 46.64 percent teachers generally did not inform the students. Describing the data it can be said that more than 46 per cent teachers did not inform about their level of ability and it was motivating for the students who came up with correct and acceptable responses.

About 39.96 per cent teachers frequently rewarded the students verbally, 33.3 per cent teachers did it sometimes only but 26.64 per cent teachers were not using this technique. The information showed that significant per cent of teacher rewarded the students with the expression thank you, good, well, excellent, well done, you are right, etc. Anyway, the students were not demotivated by humiliating remarks personally.

Finally, only 10 per cent teachers frequently brought entertainment/games in their classes, 26.64 per cent teachers used these sometimes only whereas 63.36 per cent teachers did not use this technique to motivate their students. The data showed that majority of the teachers did not bring language games, jokes, related quiz, puzzle and songs. Even though it may be equally motivating to all the students.

#### 4.1.5 Mode of giving Feedback

Since, the main area of research is the practice of teachers' feedback in the mixed ability classes. This section was designed to observe how the teachers administered the written and oral mode of feedback while assessing the students' work or treatment of errors. The use of written and oral mode of feedback are discussed in the following.

##### 4.1.5.1 Written Mode of Feedback

The teachers provided feedback on written mode mostly while assessing the students' written work. The written works include grammar exercise, comprehension, vocabulary, content, mechanics and composition. All the techniques of written feedback followed by oral comment or praise. The data can be shown in the following table:

**Table No. 5**

**Written mode of Feedback**

Written mode of feedback	Frequently (%)	Sometimes (%)	Seldom (%)	Remarks
a. Writing hints/comments in the students, copy	13.32	36.63	50.04	-
b. Giving correct form on the board	26.64	53.28	19.96	-
c. Rating the writing	-	16.67	84.33	-
d. Using signs or symbols	-	6.66	93.34	-

According to the table, 13.32 per cent teachers frequently wrote comments or hints on the students' copy, 36.63 per cent teachers did it sometimes, but 50.04 per cent teachers were not found adopting this technique. The data showed that about 50 per cent teachers did not write comments or hints on the students copy during written feedback and vice versa.

Similarly, 26.64 per cent teachers frequently gave correct form on the board, 53.28 percent teachers sometimes used this technique where as 19.96 percent of the teachers generally did not give correct form written. The information indicated that majority of the teachers provided the students with correct form on the board when the students could not produce acceptable answers.

Likewise, only 16.67 per cent teachers sometimes gave written mode of feedback by rating the students written work while 84.33 per cent teachers were not found rating the students written work. It showed that about 85 per cent teachers were not rating the students' writing by praise; *good, very good, excellent*, by grade; *A, B, C* or by number ; *1,2,3*.

Finally, very few 6.66 per cent teachers sometimes gave written feedback using signs or symbol but 93.34 per cent teachers seldom used such technique. It meant nearly all the teachers did not use written signs or symbols because the students were not trained about them.

#### **4.1.5.2 Oral Mode of Feedback**

The students in mixed ability classes represented uneven participation in the oral production of language, i.e. speaking skill. However, the teachers found asking questions orally, practising the exponents of language, aloud reading, role playing, pronunciation exercise, etc. In course of assessing the students' oral production and written work, the teachers used different techniques of oral mode of feedback according to the situation and nature of task. The techniques of oral mode of feedback to the students work can be presented in the following table :

**Table No. 6**

**Oral Mode of Feedback**

<b>Oral mode of feedback</b>	<b>Frequently (%)</b>	<b>Sometimes (%)</b>	<b>Seldom (%)</b>	<b>Remarks</b>
a.Oral description and instruction	60	23.97	16.03	-
b. Modeling	19.98	43.33	36.66	-
c. Demarking errors and correction	13.32	26.64	60.4	-
d. Elicitation	10	23.97	66.03	-

The above table shows 60 per cent teachers frequently gave oral description and instruction as a oral mode of feedback, 23.97 per cent teachers sometimes gave using this technique while 16.03 per cent teachers seldom gave oral description. It showed that majority of the teachers (.i.e.60 per cent ) frequently gave oral description and instruction to correct the students' errors.

About 19.98 per cent teachers frequently gave modeling, 43.33 per cent teachers sometimes gave model form while 36.66 per cent teachers did not give model orally. It showed that the teachers gave correct model orally when the students could not come up with correct answer.

Similarly, 13.32 per cent teachers frequently demarked the erroneous area of students output and supplied correct form orally, 26.64 per cent teachers did it sometimes but 60.04 per cent seldom demarked errors before giving feedback. The information indicated that about 60 per cent teachers didnt demark the students' errors before correction, i.e.giving feedback.

Likewise, only 6.66 per cent teachers frequently elicited the correct answer from the students, 23.97 per cent teachers did it sometimes while 69.36 per cent seldom used elicitation. It showed that majority of the students did not use elicitation.



#### 4.1.6 Types of Feedback

Feedback is categorized into different types. For the purpose of the research, only positive and corrective feedback were observed. The discussion about the use of such feedback is given in the following .

##### 4.1.6.1 Positive Feedback

In the techniques of positive feedback the teachers generally demonstrated comprehension and give encouragement for learning. The ways of giving positive feedback to students by the respective teachers is given below :

**Table No. 7**  
**Positive Feedback**

<b>Positive feedback</b>	<b>Frequently (%)</b>	<b>Sometimes (%)</b>	<b>Seldom (%)</b>	<b>Remarks</b>
a. Acknowledgement	-	19.96	80.04	-
b. Acceptance	39.96	16.67	43.49	-
c. Repetition	6.66	16.67	76.69	-
d. Rephrasing	10	19.96	70.04	-

The above table shows that only 19.96 per cent teachers sometimes acknowledged the students' response by gestures, posture or facial expressions but 80.04 per cent teachers seldom used acknowledgement. It showed that most of the teachers did not use acknowledgement as a form of positive feedback.

About 39.96 per cent teachers frequently used acceptance, 16.67 per cent teachers sometimes used it while 43.49 per cent teachers seldom used this. It showed that the teachers accepted students' production saying yes, good, fine, ok, go ahead, etc more or less.

Similarly, only 6.66 percent teachers frequently repeated the students correct form, 16.67 percent teachers did it sometimes whereas 76.69 per cent seldom

repeated the students' correct form. The data showed that majority of the teachers did not use repetition as a positive feedback.

Likewise, about 10 per cent teachers frequently gave rephrasing to the students' utterance, 19.96 per cent teachers gave it sometimes only while 70.04 percent teachers seldom adopted this technique. This data showed that more than 70 per cent teachers did not use rephrasing to the students utterances.

#### 4.6.1.2 Corrective Feedback

It is concerned with correcting the students errors how their language deviated from target like utterance. The teachers also gave correct answer for them too. The following table shows the techniques of corrective feedback used by the teachers :

**Table No. 8**  
**Corrective Feedback**

<b>Corrective feedback</b>	<b>Frequently (%)</b>	<b>Sometimes (%)</b>	<b>Seldom (%)</b>	<b>Remarks</b>
a. Explicit correction	26.64	42.29	29.97	-
b. Elicitation	10	19.96	70.04	-
c. Clarification request	6.66	16.67	76.67	-
d. Repetition	13.32	23.97	63.28	-
e. Recast	39.96	26.64	33.3	-

As the table shows, 26.64 per cent teachers frequently gave explicit correction, 42.29 per cent teachers used this techniques sometimes only while 29.97 per cent teachers seldom gave explicit correction. These data showed that most of the teachers gave explicit correction to the students' work if there was something wrong.

Similarly, 10 per cent teachers frequently elicited correct answer from the students, 19.96 per cent teacher did sometimes only but 70.04 per cent teachers

did not elicit from them. It showed that more than 70 per cent teachers did not elicit to correct the students' errors.

About, 6.66 per cent teachers frequently asked the students for clarification request, 16.67 percent requested sometimes only while 76.67 per cent teachers seldom asked the students for clarification. Describing the data it represented that most of the teachers corrected themselves rather than clarification from the students.

Likewise, 13.32 per cent teachers frequently repeated the correct answer for the students, 23.31 per cent teachers did it sometimes only and 63.28 per cent teachers seldom gave such a corrective feedback. It also showed that more than 60 per cent teachers did not repeat the correct answer for the students instantly.

Finally, about 39.96 per cent teachers, 26.64 per cent teachers and 33.3 per cent teachers gave recast frequently, sometimes and seldom respectively. These data shows that significant percentage of teachers gave recast for the students' incorrect answers.

#### **4.1.7 Directing Feedback**

The seventh section was directing feedback to the students. It was designed to observe whether the teachers provided feedback to the students individually, in group or whole class during the lesson. To say precisely, how the teachers preferred to give feedback while assessing the students written work and oral production in their classes. The following table shows the details of directing feedback:

**Table No. 9**  
**Directing Feedback**

<b>Directing feedback</b>	<b>Frequently (%)</b>	<b>Sometimes (%)</b>	<b>Seldom (%)</b>	<b>Remarks</b>
a. Individually	26.64	33.3	39.96	-
b. Group	-	6.66	89.99	-
c. Whole class	33.3	66.70	-	-

The above table shows that 26.64 per cent teachers frequently directed feedback to the individual students outcomes, 33.3 per cent teachers did it sometimes only whereas 39.96 per cent teachers were not doing it in their classes. It represented that the teachers gave feedback assessing the students individually more or less.

Similarly, only 6.66 per cent teachers sometimes directed feedback in group while 89.99 per cent teachers seldom directed to the particular group. It can be said that almost all the teachers generally didnot give feedback addressing particular group of student.

About 33.3 per cent teachers found frequently directing feedback to the whole class and 60.04 per cent teachers did it sometimes. The data showed that all the teachers gave feedback assessing the students' written and oral work randomly or as a whole to all the students.

## **4.2 Analysis and Interpretation of Diary Records**

Classroom observation checklist was the principal tool for the data collection and diary record was the supplementary tool along with observation. So, the interpretation and analysis of data has been done in the previous section. Here, the information related to the teacher feedback in mixed ability classes is analysed and interpreted based on diary record as follows:

- i. All the teachers gave feedback on the students' written work and oral production, i.e. either for home assignment or class work.
- ii. The teachers were not giving feedback according to the level of production and proficiency of the individual student in the mixed ability classes.
- iii. Most of the teachers gave correct written form on the board as a written mode of feedback.

- iv. Approximately, half of the teacher also wrote comments or hints on the students' copy while assessing the written work.
- v. Oral mode of feedback was more frequent than written feedback. The teachers gave description and instruction related to the structure and content more often.
- vi. The teachers also gave model spoken form (mostly correct answers) in a considerable amount.
- vii. A few teachers demarked errors of the students' before correction.
- viii. Almost all the teachers directed feedback to the whole class assessing the students randomly or as a whole. They tried to give overall simplification and illustration or correct answer in such a context.
- ix. Early finishers and proficient students got chances of individual feedback by the teachers.

### **4.3 Summary of Findings**

Based on the analysis and interpretation of data elicited through both tools, the findings of this research study have been drawn as follows :

- i. The secondary level English language teachers were aware of the mixed ability composition of ELT classes. But their classroom management and interaction were not good.
- ii. Almost all the teachers (i.e. 93.34 per cent) devised common task for the students and administered feedback accordingly.
- iii. The teachers used different techniques to motivate the students . About 60 per cent teachers encouraged the students and more than 70 per cent teachers also gave verbal reward.

- iv. The diary record showed that most of the teachers were not found providing feedback according to the level of proficiency and need of the individual student in the mixed ability classes.
- v. More than 53 per cent teachers gave written correct form on the board as a mode of written feedback.
- vi. About 36 per cent teachers sometimes wrote comments or hints on the students' copy.
- vii. Sixty per cent teachers frequently gave feedback as oral description and instruction related to the structure and content to correct the students' errors.
- viii. More than 43 per cent teachers sometimes gave modeling orally as oral mode of feedback.
- ix. Majority of the teachers didnot use the forms of positive feedback. Only 39.96 per cent teachers used acceptance.
- x. Corrective feedback was used by most of the teachers; 42.29 per cent teachers used explicit correction and about 40 per cent teachers frequently used recast as a form of corrective feedback.
- xi. Both classroom observation checklist and diary notes showed that all the teachers directed feedback to the whole class whenever they assessed the students' oral and written work.
- xii. Only 33.3 per cent teachers sometimes directed feedback to the individual students.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of the collected data, a brief conclusion and implications in three different level have been suggested as follows:

#### 5.1 Conclusion

This research study begins with the search of the practice of teachers feedback in managing mixed-ability ELT classes. So, the main objective of the research was to explore the mode of feedback particularly used in such classes, ways of giving feedback to the student having different level of proficiency and directing feedback. The design of this was survey and respondents were thirty secondary level English language teachers.

After the accomplishment of this research study different findings have been brought. The teachers devised common task for all the student who differ in terms of language proficiency in a considerable amount. When the teachers assign such tasks they give feedback to the students assessing their written work or oral production. The teachers used different feedback technique according to the situation, nature of error and particular student who made a mistake, both orally or in written medium. In the written mode of feedback, giving correct from on the board is the most common among the teachers but it is done if the majority of students are unable to produce acceptable answers. The teachers also write comments and points in the students' copy if their written work is acceptable. The teachers assigned grade or mark for quite acceptable or correct answer occasionally but using signs or symbols to show the errors for the written work was not particularly done by more than ninety percent teachers. Similarly, the teachers mostly give oral mode of feedback for the accuracy in the use of language. It involves grammar, vocabulary, comprehension question, composition, exponents of language, pronunciation,

etc. They give oral discription and instruction to correct the students more frequently, secondly modeling , demarking error and correction are also adopted by the teachers but elicitation from the students was less frequent. In the process of providing feedback, the proficient students got maximum chances of individual feedback because they engaged themselves active in the satges of lesson. Eventhough, the teachers simplify and contextualize their feedback techniques to make useful for all the students while directing feedback to whole class.

In short, the teachers didnt administer feedback according to the level of proficiency and individual need of the students. Oral mode of feedback was more frequent than written feedback . The teachers directed feedback to the whole class assessing the students' oral production and written work mostly.

## **5.2 Recommendations**

After the discussion of findings and conclusion, there have been brought verious insight into the different aspects of teacher feedback in mixed ability ELT classes. The researcher have recommended implications in three different level as follows:

### **5.2.1 Recommendations Related to Policy Level**

Based on the findings of this research, the researcher have offered the following recommendations to the policy level as follows:

- i. The curriculum designer, textbook writers should prepare the teaching learning materials which help to ensure the learning outcomes of the students with different level of proficiency.
- ii. The governmental bodies related to teacher training especially ELT should conduct training for the teachers related to the classroom management, devising tasks, directing feedback in the mixed ability classes.



- iii. The concerned agencies related to education should manage the physical and educational environment friendly to the students having different learning needs and abilities in such a way that where the teacher can use group work, pair work, peer review, project work, collaborating writing, individualized feedback technique can be conducted.

### **5.2.2 Recommendations Related to the Practice Level**

Based on the findings of my research, the researcher have offered the following recommendations to the practice level:

- i. Mixed ability in ELT classroom is a natural phenomena, so it needs to be valued and appreciated. The teacher should not discriminate between less proficient and proficient students. They should rather encourage the learners equally.
- ii. It was found that in the mixed ability classes the teacher should have devised separate tasks for different level of students which can involve them in the activities even more actively.
- iii. The teachers should give feedback according to the level and need of the individual student . Because all individual are different in term of ability and creativity.
- iv. Teachers should use evaluative and positive feedback in their classes because it encourage students to improve better.

### **5.2.3 Recommendations Related to the Further Research Level**

Due to the time, resources and topic constraints, the researcher could not include some other areas in my research study. The areas related to the feedback in mixed ability ELT classes, mode of feedback, directing feedback etc. were tried to be explored in this researches. Though, it was limited to the practice of teacher feedback in managing mixed ability ELT classes, here the

researcher suggested the following recommendations for the further researchers to explore more in this area :

- i. This research is only related to the practice of teachers feedback in managing mixed ability classes. So, the researcher can look into the details of managing success in mixed ability ELT classes.
- ii. The further researchers can work on the classroom, management, students uneven participation, motivation, expectations of the students from teacher, etc in the mixed ability classes.
- iii. They can even investigate the effectiveness of group work, pair work, individualized technique, in the mixed ability ELT classes.
- iv. In order to enhancing the participation of the less proficient student and managing the domination of proficient students, the role of individualized feedback technique can be explored.

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## **Appendix - I**

### **Classroom Observation Checklist**

This observation checklist is a research tool for gathering information for a research entitled "**The Practice of Teacher Feedback in Mixed Ability ELT Classes**" for partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this research.

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## Appendix-I

### Classroom Observation Checklist

Name of the Teacher: ..... Period: .....

Name of the School: ..... Teaching Class: .....

Number of Students: ..... Date: .....

Teaching Item: ..... Unit: .....

Observation No.....

S.N.	Observed Items					
<b>1.</b>	<b>Classroom management</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
	a. Teacher's awareness of MAC					
	b. Focus on the classroom					
	c. Classroom interaction					
<b>2.</b>	<b>Focus on the students</b>					
	a. Proficient students	<input type="text"/>	b. Medium students			<input type="text"/>
	c. Less proficient students	<input type="text"/>	d. Equal attention to all			<input type="text"/>
<b>3.</b>	<b>Devising tasks and activities</b>		<b>Yes</b>	<b>No</b>		<b>Remarks</b>
	a. Common task					
	b. Different tasks					
<b>4.</b>	<b>Motivation</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
	a. Encourage the students					
	b. Inform about their ability					
	c. Reward verbally					
	d. Entertainment/Games					
<b>5.</b>	<b>Mode of feedback and error correction</b>					
	<b>i. Written mode of feedback</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
	a. Writing hints/comments in the students' copy					
	b. Giving correct form on the board					
	c. Rating the writing					
	d. Using signs or symbols					
	<b>ii. Oral mode of feedback</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
	a. Oral description and instruction					
	b. Modeling					
c. Demarking errors and correction						

	d. Elicitation					
<b>6.</b>	<b>Types of feedback</b>					
	<b>i. Positive feedback</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
	a. Acknowledgement					
	b. Acceptance					
	c. Repetition					
	d. Rephrasing					
	<b>ii. Corrective feedback</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Remarks</b>
	a. Explicit correction					
	b. Elicitation					
	c. Clarification request					
	d. Repetition					
	e. Recast					
	<b>7.</b>	<b>Directing feedback</b>		<b>Frequently</b>	<b>Sometimes</b>	<b>Seldom</b>
a. Individual						
b. Group						
c. Whole class						
<p>.....</p> <p>.....</p>						

**MAC = Mixed Ability Classroom**

**Thank you!**



### Appendix-III

#### List of the teachers and schools

S.N.	Teacher's Name	Name of Schools
1	Khadak Raj Joshi	Mashteshwori HSS, Pandhara-2 Bajura
2	Nawaraj Budha	Badimalika SS, Pandhara-1 Bajura
3	Mohan Sharki	Toli dewaldada HSS,Toli-3 Bajura
4	Janak Ayadi	Rameshwari SS Toli-9 Bajura
5	Yogesh Raj Regmi	Parvati SS Chhatra-8 Bajura
6	Tulsi Ram Poudel	Tribhuwaneshwori HSS Chhatra-5 Bajura
7	Tek Raj joshi	Parvati SS Kailishmandu-9 Bajura
8	Ratna Ayadi	Ratna HSS Kailashmandu-8 Bajura
9	Chhakra Bdr Thapa	Ratna HSS Kailashmandu-8 Bajura
10	Kamal Bdr Thapa	Pashupati HSS Brahmatola-5 Bajura
11	Ram Bdr Rawal	Pashupati HSS Brahmatola-5 Bajura
12	Ratna Thapa	Dhurailsain SS Bramatola-7 Bajura
13	Purna Bdr Khati	Thuma SS Kuldevmandu-3 Bajura
14	Ghanshyam Singh	Bhanodaya HSS Kuldevmandu-9 Bajura
15	Dhan Bdr. Nath	Bhanodaya HSS Kuldevmandu-9 Bajura
16	Nara Bdr.Shah	Khapar Devesthali SS Gudukhati-3 Bajura
17	Gaurilal Joshi	Mashteshwori HSS Dogadi-1 Bajura
18	Purna Parkash Bhatta	Mashteshwori HSS Dogadi-1 Bajura
19	Prasad Padhyay	Trisakati HSS Barabis-2 Bajura
20	Bahadur Singh Rawal	Trisakati HSS Barabis-2 Bajura
21	Bal Bdr. Thakulla	Himalaya HSS Khalsain-5 Achham
22	Parkash Batala	Rastiya HSS Bawala-3 Achham
23	Tikarma Bhat	Ghughurkot SS Ghughurkot-7 Achham
24	Laxmi Raj Joshi	Laxmi SS Marku-4 Achham
25	Sirjana Shah	Tripurasundari HSS Sirkot-6 Achham
26	Mohan Saud	Tripurasundari HSS Sirkot-6 Achham
27	Siddha Raj Regmi	Alaknanda SS Timilsain-8 Achham
28	Rajendra Budha	Krishna SS Dahapata-1 Achham
29	Devendra Budha	Janakalyan SS Sanfe-3 Achham
30	Maniram Regmi	Chandashwori SS Rishidaha-4 Achham