USE OF TEACHERS FEEDBACK IN LEARNING ENGLISH

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Pashupati Kumari Joshi

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

2022

USE OF TEACHERS FEEDBACK IN LEARNING ENGLISH

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

Submitted by
Pashupati Kumari Joshi

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2022

T.U. Reg. No.: 9-2-60-209-2010   Date of the Approval of

M.Ed. Fourth Semester   Thesis Proposal: 23/10/2021

Exam Roll No.: 7328116/073   Thesis Submission : 23/09/2022

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 a research degree to any university.

Date: 2022/09/23   Pashupati Kumari Joshi

Recommendation for Acceptance

This is to certify that **Pashupati Kumari Joshi** has prepared this thesis entitled **USE OF TEACHERS FEEDBACK IN LEARNING ENGLISH** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2022/09/23   ....

Prof. Dr. Tara Datta Bhatta (Supervisor)

Department of English Education

Tribhuvan University, Kirtipur.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

Signature

Dr. Gopal Prasad Pandey   ....

Reader and Head   Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Tara Datta Bhatta (supervisor)   ....

Professor   Member

Department of English Education

Tribhuvan University, Kirtipur

Dr. Balmukunda Bhandari   ....

Professor   Member

Department of English Education

Tribhuvan University, Kirtipur

Evaluation and Approval

This thesis has been evaluated and approved by the following '**Thesis Evaluation and Approval Committee'.**

Signature

Dr. Gopal Prasad Pandey   ....

Reader and Head   Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Rishi Ram Rijal

Professor   ....

Department of English Education

Mahendra Ratna Campus, Tahachal

 Member

Tribhuvan University

Dr. Tara Datta Bhatta (Supervisor)   ....

Professor   Member

Department of English Education

Tribhuvan University, Kirtipur

 Date: 2022/12/19

26

Dedication

Dedicated To

My parents Mr. **Damber Dev Joshi** and Mrs. **Krishna Devi Joshi,** teachers and friends who devoted their lives making me what I am today.

Acknowledgements

First of all, I would like to express my sincere gratitude to my respected Guru, my thesis Supervisor, **Dr. Tara Datta Bhatta,** Professor, the Department of English Education, Tribhuvan University, Kirtipur, for his continuous guidance, supervision and invaluable suggestions. Without his inspiring help and constructive feedback from the very beginning, I would not be able to come up with this thesis in this form. I feel very lucky to have worked under his guidance and supervision.

I would also like to express my heartiest gratitude to **Dr. Gopal Prasad Pandey,** Reader and Head, Department of English Education, Tribhuvan University, Kirtipur for his inspiration and constructive suggestions to carry out this research. I would also like to express my sincere gratitude to **Prof. Dr. Bal Mukund Bhandari,** Department of English Education, Tribhuvan University, Kirtipur. Similarly, I am very grateful to my external examiner **Prof. Dr. Rishi Ram Rijal** for his constructive suggestions.

I am grateful to **Prof. Dr. Anjana Bhattarai, Dr. Prem Bahadur Phyak, Dr. Purna Bahadur Kadel, Mr. Jagadish Paudel, Mr. Guru Prasad Paudel, Mr. Ashok Sapkota, Mr. Khemraj Joshi, Mr. Yubraj Joshi, Mrs. Hima Rawal** and other faculty members, lecturers of the Department of English Education who taught and suggested me to complete this thesis.

I am also thankful to all the respondents and informants from **Shree Mountain English Boarding High school and Shree Gyanodaya Vidya Niketan** for providing me with valuable information while carrying out this research. Likewise, I am indebted to my dear friends**, Amrita Thapa** and **Arika Thapa** for their help and support for the study.

Finally, I am blessed to my parents **Mr. Damber Dev Joshi, Mrs. Krishna Devi Joshi** and brothers, **Dr. Janak Raj Joshi, Mr. Tek Raj Joshi, Mr. Bhuwan Raj Joshi** and other friends and relatives who helped and encouraged me directly or indirectly throughout this research.

Pashupati Kumari Joshi

Abstract

The present study is entitled as 'Use of Teachers Feedback in Learning English'. The main objectives of this study were to find out feedback given by teachers in students' homework and to find out use of teachers feedback in students homework. I used survey research design and I administrated questioner to collect data. Seven teachers and thirty students from two different schools were selected as the sample of this study. A set of open and close ended questioner was used as research tool for this study. I collected the answer sheet of students and analyzed the feedback written in their answer sheet. From the obtained data I found that students have not got the feedback according to their written assignment and they are not suggested by the teachers in written feedback and teachers used to give oral feedback mostly in the classroom but Students should be given proper written feedback according to his/her assignment so that students can improve and try to do good work for the next time in their study. Students always compare their feedback with their friends. So, written feedback is more valuable than oral feedback.

This thesis consists of five chapters along with references and appendices at the end. The first chapter deals with the introduction part which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and operational definition of the key terms. The second chapter deals with review of related literature and conceptual framework. Chapter three deals with methods and procedures of the study which includes design and method of the study, population, sample and sampling strategies, sources of data, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Chapter four includes analysis and interpretation of results. The final chapter encompasses the findings, conclusions and recommendations made after the analysis of the data.

Table of Contents

List of Symbols and Abbreviations

A   :   Agree

D   :   Disagree

E.I   :   Extremely Important

I   :   Important

M.Ed.   :   Master of Education

No.   :   Number

Prof.   :   Professor

Regd.   :   Registration

S.A   :   Strongly Agree

S.D   :   Strongly Disagree

T.U.   :   Tribhuvan University

V.I   :   Very Important

Chapter I
Introduction

The study is an attempt to investigate the perceptions on teachers' oral and written feedback. This is a descriptive and analytical study. This chapter includes general background, the review of related literature, and objectives and significance of the study.

Background of the Study

Homework, or a homework assignment, is a set of tasks assigned to students by their teachers to be completed outside the class. Common homework assignments include required reading, writing or typing projects, mathematical exercises to be completed, information to be reviewed before a test, or other skills to be practiced.

Homework research dates back to the early 1900s. Results of homework studies based on multiple factors, such as the age group of those studied and the measure of academic performance. Younger students, who spend more time on homework, generally have slightly better academic performance, as those who spend less time on homework. Low-achieving students receive more benefit from doing homework than high-achieving students. However, school teachers commonly assign less homework to the students who need it mostly and more homework to the students who are performing well.

In past centuries, homework was a cause of academic failure, when school attendance was optional, students would drop out of school entirely if they were unable to keep up with the homework.

Homework is a cost-effective instructional technique. It can have positive effects on achievement and character development and can serve as a vital link between the school and family. Homework is defined as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper, 1989, p. 85 91). Homework should have different purposes in different classes. For lower classes it should foster positive attitude, habits and character traits. For senior classes, it should facilitate knowledge acquisition in specific topics. Homework should be required at all classes, but a mixture of mandatory and voluntary homework

is most beneficial. Homework has to be appropriate and match according to the students' level, age and environment. Homework increases participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relationship and as a form of punishment.

Feedback is the concept of taking output and using it as input to produce a desired output. Feedback is provided during formative assessment guides students to close the gap between current and desired performance and enhances their learning and satisfaction. To get positive impact of feedback, it should be effective and timely. Perceptions of students feedback based on their attitude, cognitive style, gender and many other factors. Teachers have different perceptions than the students about feedback. All the teachers told that during feedback they gave more emphasis on correcting mistakes, clarifying doubts and motivating students to work hard.

Most of the teachers used to said that because of the time constraint, all students didn't get equal feedback and teachers spend more time giving feedback to academically weaker students who were consistently scoring less than pass mark. Teachers suggested that students should be divided into groups based on their performance and group feedback can be easily provided. Feedback have positive constructive effect on students' emotions and learning.

According to Cross (1992), homework represents extended work, aimed at assisting students in their learning process. Homework is a form of reactivation of learnt activities. During out-of-school time, students rework material or engage in practice activities. The chief factor that militates against successful language learning in the school is probably time….by increasing their contact time; we can increase the students' level of competence. Classes that get homework usually reach a higher level of achievement and do better in examination than those that are denied extra learning time. (p.110)

Every teacher assigns homework to help a student apply, review, and integrate everything that children usually study in the class. Homework can develop study habits supporting learning, help in memorizing basic content, help learners in developing skills in related subjects, and deepen understanding of

Concepts in the taught area make learners ready for the next day, help students to organize time and tasks.

North and Pillay (2002) explored homework assignments in 88 Malaysian secondary schools in the English language classrooms. They highlighted that homework was seen as an extension of classroom learning and it gave pupils the chance to consolidate classroom learning. Similarly, homework increased participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relationship and as a form of punishment. Homework has always been associated with schools and it is part of students' and teachers' workload. The basic purposes of assigning homework to students are the same as schooling in general, i.e. to increase the knowledge and improve the abilities and skills of the student. Homework should be required at all classes, but a mixture of mandatory and voluntary homework is most beneficial.

Statement of the Problem

Teachers' feedback helps students reflect what and how they performed, showing them their strong points as well as the weak points to improve language in the future. We have heard that homework is just a work to connect students on previous learning but it is for developing learners' learning skills and enhancing language too. Feedback can encourage learning effectively. Feedback can be positive/negative, oral/written, immediate/delayed. Whatever it types, it aims to positively affect learning. During providing homework and feedback it can have positive effects from negative feedback and negative effects from positive feedback.

Effective feedback techniques as well as varieties in feedback help students learn correct forms of language easily and motivate them towards learning. The problem in Nepal in the field of teaching is that teachers are unknown about proper feedback techniques and they are less concerned about feedback. Joshi(2012) states that teacher should use a variety of feedback techniques, only the limited set of techniques should not be used in teaching but even the teachers are less clear and aware of some feedback techniques. Similarly, Students are not much motivated towards learning but if a teacher provides proper and appropriate feedback, they can

become a good learner. This study is about teachers' perception on homework and feedback. Therefore, this study attempts to identify the types of feedback they are gaining, types of feedback they want to gain and challenges they are facing.

Objectives of the Study

The research objectives will be
i.   To investigate perceptions of teachers towards feedback on homework
ii. To explore the types of feedback techniques used in ELT class

Research Questions

The research questions were
i.   What do teachers do to provide understandable feedback to the students?
ii. What are the challenges faced by the teachers dealing with feedback for their homework?

Significance of the Study

Feedback is one of the key factors that influences teaching and learning of any foreign or second language. It motivates students and clearly shows us what is right and what is wrong or what to be continued and what to be stopped. This study is going to be a search to understand how the teacher provides feedback on homework to the students' and how the students take feedback as its effects. This study aims to get the gap between students and teachers' feedback. This study has rationale and importance to study to change and inform if it needs to. Homework should be appropriate to students' level and feedback needs to be done according to the students' homework. What type of feedback do teachers provide? Are there positive aspects outweighing negative aspects towards learning? Then, the findings will be information to those involving parties, teacher, student, parents and the whole administration.

Many of the students and teachers comment on feedback. Some of the students' complain on the teacher's feedback that they are biased or their feedback depends upon students. The teacher neglects students' progress on learning doesn't provide appropriate feedback according to the homework and so on. Here, I want to

get overall data from teachers' perspectives. I will find teachers' thoughts, wants, expectations and others. Similarly, I will explore what they are doing to get feedback for their learning.

In this way the findings of this study will be useful to researchers, teachers, students, parents and to all those who are interested in second language teaching and learning also for those who are directly and indirectly involved in it.

Delimitations of the Study

The study had following limitations:

   i. The study was limited to only two schools of Dadeldhura district.
  ii. This study was limited to only written feedback and oral feedback on homework.
 iii. Only questionnaires and checklists were the tool for data collection.

Operational Definition of Key terms

Feedback: is any procedure used to inform a learner whether an instructional response is right or wrong.

Homework: is a set of tasks assigned to students by their teachers to be completed outside the class.

Chapter II
Review of Theoretical Literature

Feedback is the information or statement of opinion about something, such as a new product that provides an idea of whether it is successful or liked. In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future. Feedback is an essential part of the educational process but one which can't be approached in a random manner. According to Fawzy (2012) entitled, Teachers Perspectives on Homework". She had focused that homework did not benefit students academically below high school age. The most effective techniques she found for them were elicitations, pair works, providing assignments and written comments. The term feedback is difficult to define though it is common to all. It is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points to help plan their learning. Keh (1989, P. 18) defines feedback as "any input for revision."

Most teachers indicate that they inform and contact the parents when students do not do the homework. Therefore, it becomes evident to the researcher that teachers tend to believe that homework is not the teacher's responsibility, but rather the students and the parents. As the name suggests, it is "homework" and therefore not regarded as an extension of "school work". Moreover, teachers, students, and parents' alike have contributed in forming and shaping homework culture; they accept it, expect it, or live with it.

Feedback comes to be understood by the students according to their individual learning objectives.

It describes the nature of outcomes and the qualities of cognitive processing that lead to those states.

In this regard, Guenette(2007, p. 40-53) says "Any type of feedback that does not take the crucial variable of motivation to consideration is perhaps doomed to fail". He said that, if the students are not committed to improving their writing skill, they will not improve, no matter what type of corrective feedback is provided. So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. Feedback helps to improve the

writings of the writer. The effectiveness of feedback is determined by anticipated outcomes. The qualities of cognitive processing required to achieve these outcomes are further defined as an asset of criteria generated by the learner which assists them to monitor their own performance as they work toward the desired outcome. We can say that feedback must be internal, performed by the students themselves or external, generated by the teacher, rather than students.

While teachers may give feedback on students' work regularly; this feedback in learning can only be incorporated into students' learning when it is sought by them and related specifically to their individual learning goals and objectives with respect to desired learning outcome then feedback can do little to assist them in learning process. It is necessary that learners need to define their own objectives and understand the feedback provided by teachers. Ur (1996, p. 24) defines feedback as the information that is given to the learner about his or her performance of a learning task usually with the objectives of improving their performance. Only giving feedback is not enough; the emphasis should be on the objectives of the feedback; why it is given, what sort of impact it has.

Bempechat (2004) says that homework develops students' motivation and study skills. In a single study, parents and teachers of middle school students believed that homework improved students' study skills and personal responsibility skills. Their students were more likely to have negative perceptions about homework and were less likely to describe the development of such skills to homework. Students generally had negative emotions when completing homework and reduced engagement compared to other activities (p.110).

According to Cooper, there are a series of advantages to homework, such as enhancement of knowledge, understanding and internalizing concepts, improving attitudes to learning, developing study skills, self-discipline, as well as problem solving skills. He posits that homework improves achievement for high school students, following his research findings, which brought forth clear evidence in this respect. Homework trains study habits and helps learners become autonomous in language learning. Moreover, it stimulates learners to resort to various resources, such as dictionaries and grammar reference books.

(Painter 1999; cited in Harmer 2007, p. 399) Based on students' own interests and abilities, teachers have the possibility to assign different kinds of homework, such as questions and answers, drawing activities, writing/ composition (essays, letters, reports, proposals, reviews), various drills, worksheets, matching exercises, gapped texts, multiple choice, fill in the blanks, or true false items, reading, speaking on a given topic, listening to recordings, vocabulary work, project work etc. Given the fact that homework is free from the time constraints, and students can do the tasks at their own pace, students experience less stress and increased learning motivation.

We can find many journals and articles related to the topic of homework and feedback. These reviews are from teacher perspectives where we need to research from teacher perspectives too. How they expect, how they get and how they feel. We need to understand from their view, because learning has to be learner centered, we need to reflect them. That's why I want to explore the students' view on the topic of homework as well as feedback.

Feedback has emerged in the literature as a means to facilitate both the learning process and teaching performance. The term feedback is, though common to all, very difficult to define. It is the information or statement of opinion about something, such as a new product that provides an idea of whether it is successful or liked.

Types of feedback

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). It has a great intuitive appeal and makes sense that an individual who is provided feedback makes sense that individuals who are provided feedback will learn a language faster and to a greater degree.

Gattullo (2000) and Harmer (2001) (as cited in Al-Fahdi, 2006) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are wrong. In language learning, corrective feedback is primarily concerned with accuracy. It aims to provide a judgment on the learners' performance. But on the other hand, evaluation

feedback is related to the performance of the learners which is an advice on what to do to improve their performance.

In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self – reliant. As cited in Joshi (2017), following are the types of feedback:

a. Evaluative feedback

Evaluative feedback makes a judgment about another person, evaluating worth or goodness. There is a great difference between judging a person and their actions. A personal evaluation judges the whole person and implies that this is personal and dominant in the second and foreign language classroom. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners unchangeable attributes. Negative personal evaluation can be very uncomfortable for the other person. Positive personal evaluation, on the other hand, is very flattering. For example, when you say "you are not a very nice person", people will be offended but when you say "you are a lovely person", people will be happier.

b. Interpretive evaluation

In interpretive evaluation, we seek to test our understanding of what has been said by interpreting and paraphrasing back to another person what we think has been said. This is typically followed by a question to allow other people to agree with our interpretation or after a correction.

c. Supportive evaluation

In supportive evaluation, we seek to support other people in some way. In flattery, we support other people's ego by telling them they are good in some way (whether or not this is true). For example, that was truly awesome! Can you sing it again, please?

You look wonderful! On the basis of this example one is encouraged to do better in future.

d. Probing feedback

In probing feedback, we seek to find more information by asking deeper questions that seek specific information. For example, could you tell me more about what happened? What happened next? What size was it? Why do you think that happened? This example shows that one is asked about any particular content until getting its ultimate information.

e. Understanding feedback

At the understanding level, we are seeking to understand not just what was said, but the whole person underneath. In understanding feedback, we ask questions that not only show that we are listening to the inner person, but also that we truly understand.

f. Immediate Feedback

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

g. Delayed Feedback

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

Importance of feedback

Feedback is a key factor which plays a pivotal role in learning the English language. According to Ur (1996), "feedback is information that is given to the learners about his or her performance."(p.242). so, it has such a power which

modifies learners, teachers, reviewers or writers in order to move them in the right direction. As with the help of compass, ship moves, so is the case with feedback in learning.

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Highlighting the importance of feedback, Nicol and Farlace (2006, pp. 207-214) provide the following points : Helps clarity what good performance is, (goals, criteria, expected, standards), Facilitates   the, development of self-assessment (reflection) in learning; when well organized, self-assessment can lead to significant improvement in learning, It can encourage students to persist and it is sometimes easier to accept critique from peers. Encourages positive motivational belief and self-esteem. Provides opportunities to close the gap between current and desired performance. Provides information to teachers that can be used to help shape teaching.Techniques of feedback.

Review of Empirical Literature

A number of researches have been carried out in the area of feedback. In order to gather some ideas and information, I had gone through some of the related previous researches. Similarly, Bhandari (2008) carried out research on 'Role of Feedback in Teaching English Language'. Her objective was to explore the way of giving feedback in teaching English at secondary level by the English teacher. She applied simple random sampling to conduct semi structured interviews and non- participant observation in this study. Forty secondary level English teachers were selected as sample through simple random sample procedure. The study found out that most of the secondary level English teachers take feedback as a support for the teaching learning process and take it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them. Various research works have been carried out in the field of Homework and feedback.

Lamichhane (2009) conducted research on teachers' written feedback on the Writings of Grade -9 Students' to find out the teachers' feedback giving practice in the ninth- grade students writing and students' reaction towards the feedback they received. The researcher employed questionnaire and observation checklists as major tools for data collection. It has been found that the majority of the ninth -grade

teachers give positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback.

Ghimire (2010) conducted research to find out "Roles of Teachers in the English Language Classroom". The result of this study showed that teachers have positive opinions towards all the roles that are likely to be played in the classroom while analyzing the expression. His objectives were to identify the perceived attitudes of teachers towards their roles in the English classroom. He employed nonrandom purposive sampling procedure to conduct participant observation and interview schedule in his study. Similarly, the study also found that teachers tried to play the roles according to the classroom situation and interest of the students to some extent.

Karki (2011) carried out research on 'Exploring Teachers' Use of Oral Feedback". It was carried out in ten schools of Dailekh district where the researcher had used simple random sampling procedure to collect data. The objective of the study was to find out the types of teachers' oral feedback on students' oral work at primary level. From that he found out that almost 70% of the teachers were using evaluative feedback in the classroom. Majority of the teachers were found very careful to use negative feedback in the classroom.

Joshi (2011) carried out research on "Students' perceptions on Teachers' Written Feedback" to analyze students' perceptions towards teachers' written feedback on their writings. Sixty students from two schools in Doti district were contacted to collect the data. Questionnaire was a tool of data collection. His research revealed that none of the students wanted negative feedback; fifty percent of the students did not understand the feedback given by teachers due to the use of new strategies and lack of explanation of them.

Bista (2012) conducted research on "A study on Use of Delayed Feedback at Secondary Level" in Rukum district to study the use of delayed feedback at secondary level using simple random sampling.

It was carried out among ten teachers from grade ten. From the research, it was found that secondary level teachers have always used immediate feedback instead of delayed feedback.

Pokhrel (2014) carried out research on **"Role of Teacher Feedback in learning English."** She found that the teachers used different ways of giving feedback like implicit, explicit, verbal and non- verbal feedback. Among them implicit feedback was found to be more effective than others though most of the times the teachers used explicit feedback in their classes.

Similarly, Joshi (2017) has carried out research on "Feedback Techniques Used by the Secondary Level Teachers in developing students' writing skill". He found that the teachers' used different ways and techniques to provide positive feedback and negative feedback. However, the majority of teachers were aware of providing negative feedback. He also found that teachers used written feedback, oral feedback, reformulation, providing direct and clear instruction and others were most used feedback techniques whereas, coding system, pointing out errors, criticizing students, rewarding, student self -correction, hunting were least used feedback techniques in teaching writing skill.
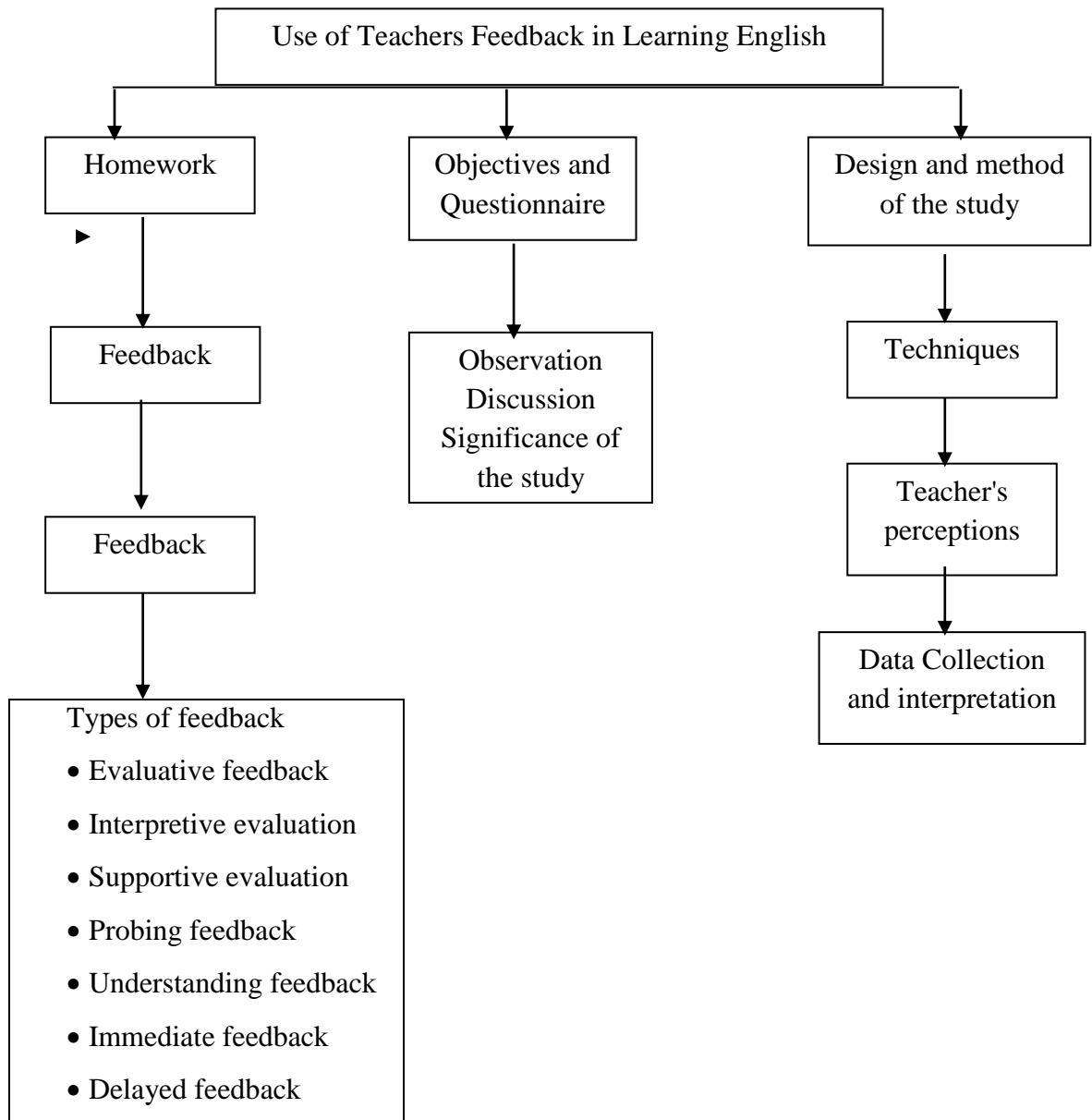
Implications of the Review for the Study

As a researcher, I reviewed many journals, articles, websites and thesis to complete this study entitled "Teachers' Perceptions about Feedback on Homework." These sources helped me to be clear and focus on the research problem, improve methodology, etc.

Karki (2011) M.Ed. the thesis helped me to make objectives for my research. Similarly, Joshi (2011) M.Ed. the thesis helped me to think about negative feedback that students used to get, and how they react to this. Likewise, Bhandari (2008) M.Ed. the thesis helped me to choose the tools instead of my research. Not only Pokhrel (2014) M.Ed. the thesis helped me to select the research design of my study, but also Joshi (2017) M.Ed. thesis helped me to state the types of feedback

While reviewing the related literature, I found out that no research work has been conducted in the area of teachers' perceptions of students' oral and written feedback techniques on homework to develop students' language skills at a basic level. So, this seems to be a new study in the field of English Language Teaching.

Theoretical/Conceptual Framework

Conceptual framework of my research is as below:

```
                    ┌─────────────────────────────────────────┐
                    │  Use of Teachers Feedback in Learning English │
                    └─────────────────────────────────────────┘
```

Homework	Objectives and Questionnaire	Design and method of the study

| Feedback | Observation Discussion Significance of the study | Techniques |

| Feedback | | Teacher's perceptions |

| | | Data Collection and interpretation |

Types of feedback

- Evaluative feedback
- Interpretive evaluation
- Supportive evaluation
- Probing feedback
- Understanding feedback
- Immediate feedback
- Delayed feedback

Chapter III

Methods and Procedures of the Study

Survey is descriptive research. Surveys are widely used for collecting data in most social inquiry, from politics to sociology, from education to linguistics. It generally addresses a large group of population. It is the most commonly used method of investigating ranging from large scale investigation like census to a small scale study like School Improvement Plan (SIP) or even a small classroom study. According to Nunan (1992, p.140) "The main purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single time. He mentioned that a survey is an overview of phenomenon, event, issues or situation.

Research methodology is a way of explaining how a researcher intends to carry out research. It is a systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable valid results that address aims and objectives. It focuses the various types of research designs and methods. It explains about data collection and analysis methods used in research. I provide a detail plan that helps to keep researchers on track making the process smooth, effective and manageable. The specific procedures or techniques used to identify select process and analyze information about the topic.

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitudes, opinions and specify behaviors on certain issues. The finding of the survey was useful to generalize in the whole group. For this reason, I choose survey design in my research study.

Population, Sample and Sampling Strategy

The population of the study was teachers and students of basic level schools of Dadeldhura district. The sample consisted of 7 teachers and 30 students from two basic level schools. I used a random sampling procedure to select schools from the Dadeldhura district.

Sources of Data

Primary and secondary both data sources were used for this study, which have been discussed as follows:

Primary Sources of Data

The primary sources of data were the responses provided by 7 teachers and 30 students from two Schools of Dadeldhura district.

Secondary Sources of Data

I studied books, thesis, articles and journals to facilitate the present study. Some of them were Ur (1996), Harmer (2001), Richards and Rodgers (2005) and Borg (2006).

Data Collection Tools and Techniques

I prepared a set of questionnaires for the teachers to elicit the required data. Data were collected from close ended and open- ended questionnaire and observation checklists. The questionnaires were designed to get the perceptions of teacher's feedback in learning English. Therefore, the questions were both teachers and students oriented.

Data Collection Procedures

I collected the data from the primary source by forming a set of questionnaires. For this purpose, I adopted the following steps:

- At first, I visited the concerned schools and talked to the authority to get permission and explained to them the purpose and process of the research.

- After getting permission from the authority, I consulted the teachers to take part in the study.

- After that, I distributed the questionnaires and requested them to fill it.

- Then, I collected the distributed questionnaire

Data Analysis and Interpretation Procedures

The tool of data collection procedures both questionnaire and checklists were compared with each other. The collected data were systematically analyzed, interpreted and presented qualitatively and quantitatively.

Chapter IV
Analysis and Interpretation of Results

This section deals with the analysis and interpretation of the data collected from Teachers and students comment from their copy in absence of homework as a feedback from the basic level. For this purpose, the researcher collected 37 informants from two different schools of Dadeldhura district. The data were obtained through the use of open-ended, close-ended questions and students comment in their copy. The main focus of the study was to analyze and interpret the systematically gathered data through appropriate tables and detail analysis.

Therefore, the result of this research has been interpreted/discussed as the following in different tables.

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The collected data were analyzed and interpreted by interpretative, descriptive approach and used statistical tools like frequency count, percentage.

The analysis of data and interpretation of results are given below. As mentioned, I distributed a set of questionnaires with 10 close ended questions and 5 open ended questions for the teacher. The main theme of the study is related to perspectives and techniques which are presented below:

Teachers' Perspectives to Homework

Teachers' General Perceptions: this theme was presented to explore teachers' perceptions, thoughts and expectations towards feedback and homework.

Motivation on Homework: this theme was aimed to understand the way students' get motivated towards learning.

Effectiveness of Homework: this theme was created to investigate the effects of feedback on learning.

Doing Research for Homework: this theme assists the students' behavior whether they do their homework for their choice or classroom or they really want to build their knowledge on learning.

The data collected by using close-ended questions have been analyzed and presented as follows:

Teachers' general perceptions: This theme is presented to explore teachers' perceptions, thoughts and expectations towards feedback given in the students' copy.

	Always	Sometimes	Occasionally	Never
Time Duration and homework	**5(71.42%)**	**1(14.28%)**	**1(14.28%)**	
	Waste of time	**Motivating students**	**Engaging students**	**Uplifting students**
Importance of Homework			**5(71.42%)**	**2(28.57%)**
	Yes, regularly	**No idea**	**No, never**	
Completion of Homework	**7 (100%)**			
	Yes	**No**	**May be yes**	**Never**
Motivation	**2(28.57%)**	**1(14.28%)**	**4(57.14%)**	
	Yes	**No**	**Little**	**I don't know**
Enhance students'ability	**6(85.71%)**		**1(14.28%)**	
	Yes	**No**	**Little**	**I don't know**
General Knowledge	**6(85.71%)**		**1(14.28%)**	
	Question/Answer	**Free writing**	**Reading**	**All of the above**
Types of Homework		**1(14.28%)**	**1(14.28%)**	**5(71.42%)**
	Yes, regularly	**Not regularly**	**Sometimes**	**It depends**
Feedback	**2(28.57%)**		**5(71.42%)**	
	Giving star signs	**Giving tick marks**	**Written comment**	**Oral advice**
Improvement in learning		**1(14.28%)**	**5(71.42%)**	**1(14.28%)**
	Yes	**No**	**Perhaps**	
Giving feedback	**7 (100%)**			

Time Duration: It shows that 71.42 % teachers (always) give homework to the students and 28.56 percent of teachers sometimes and occasionally give homework to the students respectively. From their response, it is seen that the majority of teachers always give homework to the students for the improvement of the students for their study.

Importance of homework: Majority of the teachers' 71.42 percent engage students by providing homework in their study and 28.57 percent of teachers provide homework for uplifting students. It is said that students are engaged and their competency is developed if homework is given regularly and checked to improve achievement of students. The best way to engage students in any kind of work such as observing natural beauty and writing about it, making drawings, managing their own materials etc.

Completion of Homework: The teachers regularly give homework and all the students regularly complete it in time. That may be oral or written and work hard for good results. Some of the Guardians who are educated also help their children in the study. So students are interested, active, want to improve their study, get new ideas, learn more things and they can show their creativity in front of all.

Motivation: Only Half of the students 57.14 % feel happy for getting homework and feedback. They want to be engaged in their study and practice more and utilize their time for study and 28.57% of students are happy by getting homework.

Enhance students' ability Teacher said that 85.71 % homework enhances the student's ability so students are regularly given homework and their extra knowledge

can be increased. So, giving homework is helpful for the students.14.28% teachers said homework enhances the student's ability a little bit only.

General Knowledge: Majority of the teachers 85.71% told that there is improvement in student general knowledge through homework. So, the students are given homework for their encouragement for general knowledge.

Types of homework: Most of the teachers 71.42% responded that the students have been providing all types of homework free writing, question/answer, reading,

presentation and others to improve their language skills. In daily class all types of homework are given according to the subject.

Feedback : Feedback on homework plays a crucial role to help students' to be enthusiastic, knowledge seeker, active, in fact 71.42 % teachers responded, they give feedback sometimes only and 28.57 % teacher gives feedback regularly for students' homework. Providing feedback helps students learn, doing homework and motivating, encouraging them to study.

Improvement in learning: Most of the teachers 71.42 % responded that they treat the students by giving written comments according to their assignment so that students can improve for the next time. Students mainly focus on written comment then oral comment so teachers also focus on giving written comment and 28.56 % students get tick marks and oral advice by the teacher.

Improvement in learning: All the teachers used their techniques for the improvement in learning achievement of the students through homework and feedback. Feedback may be general or specific, oral or written, motivating and encouraging students in every difficulty of their hard work. So that students can improve their learning and get a good result.

Open – ended questions

In this section, the analysis of the data drawn from open ended questions is presented. The major points of the data analysis and interpretation are presented under the following topics:

In response to the question what teachers expected from their students for their homework and What is the application of homework to academic achievements, respondents said that as whole the teachers appreciate the way of providing homework and it is very helpful to achieve academic Excellence. Students get an opportunity to practice through homework and they can perform well in examinations. Students can improve their memory power and skill as well. All the teaching activities are for the betterment of the students. The teachers play a role of guide, mentor, supervisor and motivator in order to develop learning strategies.

Students need help from their parents

The researcher wanted to identify whether the students need help from their parents or not to complete their homework. Whether students need help from their parents. The common answer of this question was yes, obviously students need help from their parents. For this purpose, one of the participants replied:

> *"Yes, though I as a subject teacher give regular feedback for their homework the students sometimes need help from their guardians to complete their work. But I provide them help if their guardians are unable to guide them at home".*

Furthermore, participant 2 said:

> *"Obviously, students need help from their parents because it helps them to improve their work. If the parents are educated, students can take help to do well and improve their study along with homework. Neither student can take help from their subject teacher as well as friends".*

Homework for making learning enjoyable

The researcher wanted to identify whether homework makes learning fun or not by asking a question 'Does homework make learning fun?' The common answers were yes, homework make learning fun, according to the students' learning ability, homework should be related to students' interest.

For this purpose, one of the participants replied:

> *Generally, not. But some students enjoy doing homework, especially some creative work: Majority students do not like homework to do. So, the teacher should be a bit creative and innovative to give interesting work as homework".*

Furthermore participant*" 2* said:

> *"Yes, because even when it is a reiteration of daily lessons teachers can select work that's relevant to student's interests and values. Therefore, students have*

> *an opportunity to explore the same common theme through fresh new*
> *pathways that excites and inspire".*

Sometimes teachers should also give homework as the desire of the students. Teachers use to give homework as their wise and students can't tell any things about homework. Students should complete their homework as they have been given by subject teacher. So, sometimes teachers should also give homework that makes learning fun according to student's expectations.

Homework motivates the students

The researcher wanted to identify what exactly the teachers' do to motivate the students on homework by asking a question 'How does homework motivate the students? 'The common answers were, by giving the oral and written feedback, by revising the chapters in detail which clears their content, searching answers regarding their content.

In this regard, participants 1 said:

> *"Students actually know whether they know the specific piece of work or not*
> *through homework. They are mainly inquisitive students, interacting with*
> *teachers while assigning and correcting homework".*

In the same way participant 2nd answered:

> *"Homework motivates the students to be independent in work which solidifies*
> *skills learned in the classroom and boasts confidence which can achieve*
> *success on their own that they feel good about themselves. When they feel*
> *good, they want to learn more".*

Teachers should give positive reactions to the students to show their family and friends so that they can practice really hard to get direct and optimistic responses. Students are motivated by positive feedback that boosts confidence; it shows teachers value them. Feedback can improve students' confidence, self- awareness and enthusiasm for learning.

Engaging students with homework by giving feedback enhances learning and improves assessment performance and it motivates the students.

Teachers show the behavior according to the school's rule, the students who don't complete their homework**:** The researcher tried to focus on 'How do teacher behave with the students not completing their homework?' Some of the participants replied that first of all students are motivated and encouraged to do the homework. If they don't do so then they are sent to the principals' office and she/he gets punishment according to the situation, their parents will be called; It depends upon their reason, their history of doing homework, Loyal behavior and past disciplinary records. If they can't do it then the teacher will help them to do it. Some of the participants' exact responses are as follows:

Motivation for doing homework

Participant 1:

> *"First I motivate and encourage them to complete homework in case they fail to complete. If a student regularly does not do his/her homework or leaves incomplete. I will call the guardian and try to convince the student in front of the guardian and ask the guardian if needed".*

Participant 2:

> *"If the students are not completing their homework, let them know about their problems first and convince them to complete their homework next time by giving excuses*".

Teachers behave the students in the classroom according to the regularity of doing homework. Mostly the teacher motivates and encourages the students for doing or completing their homework even though if they don't obey the teacher, they have to think about giving punishment and consulting their parents.

Following are the comments given to the student's homework by their subject teacher. The major points of the data analysis and interpretation have been presented under the following points:

Student A: *A has got a general type of feedback 'improve your handwriting'*

Student B: *Among other students B is a good student he completes his homework regularly he has got specific feedback 'well done keep it up'*

Student C: *C is also the next good and disciplined student in his class. His specific feedback is Excellent, keep it up!*

Student D: *D is also a student from the same class. His handwriting is also not good and not clear, no any comment or feedback for the handwriting but given general comment tick mark and signature.*

Student E: *E has written clearly but spelling is not correct and teacher herself has corrected it and given general feedback only Good in his copy.*

Student F: *F completes his work but never improves his handwriting and doesn't write clearly in his copy. He has got general feedback 'improve your handwriting'.*

Student G: *G is good in his handwriting as well other writing (learning) activities. So, he has got a specific comment 'very good keep it up!*

Student H: *H completes his work but never improves his handwriting and he didn't dry to write in line. So, he has a general comment 'Good but try to write your handwriting in line.*

Student I: *I never try to write himself: he only copies the exercise from others' copy and he always shows his incomplete assignment. But also his feedback is 'good' only.*

Student J: *J is a disciplined student in her class. She always does her work on time and shows to the teacher her handwriting, spellings are clear but she has commented 'good'.*

Student K: *K is a lazy student in class and never tries to make handwriting clear and good. She only tries to finish her work. Her feedback is general 'Improve your handwriting'.*

Student L: *He always does his homework handwriting is good with correct spelling. His feedback is generally 'Good but try to write in line'.*

Student M: *His handwriting is not good as well as he didn't write clearly. He wants to finish his work as fast as he can. His general comment is 'Improve your handwriting'.*

Student N: *N works hard for her study and her handwriting is also good but her spelling is not correct. Her feedback is 'Excellent, keep it up!*

Student O: *When he writes something he never writes neat and clean. In exercise copy we can find many more mistakes. His comment is 'Improve your handwriting'.*

Student P: *He has written with neat and clean handwriting but he has not completed his work. His general comment is 'Good'.*

Student A: *Her handwriting is not good; she has not written properly even though the general remark is 'good read all'.*

Regarding spelling and word formation

Teachers had not given proper feedback according to the written structured of students' copies.

Student B: *She has written clearly* without *any mistakes but handwriting are not good her general comment is 'so dirty'.*

Student C: *She has not written properly. Words are not clear. Her general comment is 'make your handwriting clear'.*

Student D: *His handwriting is neat and clean with correct spelling but written in the middle of the line. General comment is 'make your handwriting clear'.*

Student E: *General comment is 'read all' but he has made spelling mistakes and handwriting is not good.*

Student F: *Her handwriting is good without any mistakes. Her general comment is 'Good read all'.*

Student G: *Spelling mistakes, handwriting are not clean; his general comment is 'read all'.*

Regarding completion of the homework

Student H: He has written clearly with good handwriting and completed his work but his comment is 'Good read all'.

Student I: He has not completed his work but his general comment is a tick mark.

Student J: First of all he has written then after he has canceled. His general feedback is 'Try to make it clear'.

Student K: She has not completed her work. Her general feedback is complete.

Regarding handwriting

Student L: Her handwriting is good, written properly and completed her work. Her general feedback is 'good read all'.

Student M: He has written properly with good handwriting. Her general feedback is 'good read all'.

Student N: His handwriting is not good, not written properly there are many more mistakes, the general comment is 'dirty'.

Students' written feedback is collected from their note copy. Most of the students have not got feedback according to their homework. There are so many mistakes in copies like spelling errors, not improvement in handwriting seeing these teachers have not given feedback according to their work.

Students' copies should be checked in time and feedback should be given according to their mistakes. So that they can do well next time and work hard for their studies. Most students' need written feedback then oral feedback sometimes both simultaneously to improve them.

Chapter V
Findings, Conclusion and Recommendations

This chapter includes findings, conclusion and recommendation or pedagogical implications.

Findings

In this section the findings derived from analysis and interpretation of data and presented. This study was intended to identify the 'Homework as feedback' from the teacher's perception and students comment from their copy given by the teacher. Survey design was used as the main design of the study. Questionnaires and students' written comments were used as the major tools for collecting data. Sample random sampling strategy was used for sampling the population for the study. And finally, the data were analyzed both quantitatively and qualitatively. On the basis of the analysis and interpretation of the data, the following findings have been derived.

The most significant findings are:

1. All the participant 100 percent teachers told that homework and feedback improves learning achievement. So, students should be given homework regularly.

2. All the teachers (100 percent) believe that students regularly complete their homework so that teachers like to give homework to the students.

3. Majority of the teachers (85 percent) think homework enhances students' ability. Students can write their ideas and collect others information.

4. 71.42 percent of teachers said that providing homework is engaging students in learning activities. If students are not given homework they didn't read or do any work so they are given homework for the engagement in study.

5. Homework is very helpful to achieve academic Excellence. Students get an opportunity to practice through homework and they can perform well in examinations. Students can improve memory power and skill as well.

6. Feedback on homework plays a crucial role to help students' to be enthusiastic, knowledge seeker, intrinsic interests, active, and in fact provide a way to improve English language through the feedback on homework.

7. Teachers play a role of guide, mentor, supervisor and motivator in order to develop learning strategies. Teachers should select work that is relevant to students' interest so that students are motivated and encouraged.

8. Students sometimes need help from their guardians to complete their work. If their guardians are unable to guide them then the teacher can help them in the classroom. Students have the opportunity to explore the same common theme through fresh new pathways that excites and inspires.

9. Students from the same class have different opinions, knowledge, and skill to complete their work. Students have got comments as their work is done but majority of students have not got comments according to their work. Only general types of comment are given to the students like read all, good are the comments given to most of the students. If a student has made a spelling mistake, not good handwriting or incomplete work then there is no any specific comment used for them to improve their assignment. Like these students who can't work hard for their study they think that they should complete assignment only.

10. Most of the students have commented according to their written work. The comment may be general or specific if they get the comment as their homework then they can try to do better performance and good skills for next time. They will be sincere in everything like spelling, writing neat and clean and other things while doing the work. Students can be more active to develop their ability by that comment they can progress in every step of life.

Conclusion

The main concern of this research was to identify the students comment on homework as a feedback and teachers comment for homework towards students. So, to complete the study the data was collected by using open-ended close-ended questions and students' written comments with seven teachers and 30 students from two different schools of Dadeldhura district. After the analysis and interpretation of the data from teachers, the study explored that students regularly complete their

homework, according to the situation students are given feedback and the interpretation of the data from students written comments, explains that feedback on homework provided by the teacher is an important tool to increase the impact of homework on students' learning and academic achievement. It was found that most of the students have a positive attitude towards comments.

Teachers appreciated that the feedback on homework attracts them to do more homework which helps them to be active in classrooms, develops study habits and so on. The findings of the study highlight a number of points that can be taken into consideration in order to enhance students' learning and teachers' experience. The study found that the most significant perception of teachers' feedback on homework is positively transparent. The findings indicate that most of the students perform, practice, and always access positive feedback on their work. Feedback should be timely, constructive, encouraging and provide detailed direction for future improvement. Although some of the students always get the same comment, they don't give more interest in completing their work; few of them work hard according to their comment and give more time to complete their work.

Overall, Oral Feedback is mostly in use which helps students directly on their work however the students prefer written feedback to remember their mistakes, to see their progress on learning and enlarge their knowledge simultaneously. Furthermore, the feedback is completely important on homework to enhance their ability, to know their capacity and to foster their creativity which the teacher need to cares about their students and academic performance, teacher should tell them before and after class, invites students who appear to be having problems with the course to discuss those problems and potential solutions.

Teachers play a critical role in the school community as they contribute to the success of students and the school itself.

In addition, teachers have been trying to fulfill all the needs of students while providing feedback on homework. They develop new but understandable strategies such as peer/self-correction, direct/indirect comments, rewarding/punishing for homework, encouraging/suggestion students', specific/general feedback are used in the classroom to make learning successful.

Students are needed to have time to do preparation and planning in their

Learning which assists them to ask questions to their teachers and make themselves comfortable. Feedback on homework affects students to achieve their score and to do better in their learning.

Recommendations

On the basis of findings and conclusion of the study, both policies related and practice related recommendations have been made.

Policy Related: On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

i.   The curriculum and syllabus should consider the importance of teaching materials related to Feedback and Homework while designing the ELT curriculum.

ii. The curriculum and syllabus designer should consider students' perceptions, level interest and in the present curriculum.

iii. The policy should be adopted in teaching English language to enhance the comprehension level of students' homework.

iv. The concerned authority needs to include more practical content where the students can learn and practice for their homework.

Practice Related: Practice level implications and recommendation have been listed below based on the study under this section.

i.   The English language teaching and learning using time should be increased. For this, the school should conduct extra-curricular activities to provide proper feedback for students' homework.

ii. Student-teacher interaction should be encouraged so that they get adequate time for sharing ideas towards feedback and homework.

iii. Asking a question to students to know their response for any activities needs to be done explicitly and made part of the daily curriculum in addition to learning through homework.

iv. Teachers' should be aware and sensitive to the individual needs of the students.

v. The teaching item should be related to age, level, interest, ethnicity and demand of the students.

vi. Teachers must make portfolios of every student to know their level of understanding.

vii. Students should have commitment toward learning the English language.

viii. Teachers should praise and encourage peer correction so that the students can correct each other's' mistakes and can do better in learning the English language.

ix. Teachers have to be an observer of students' homework so that students' always do their homework regularly.

References

Bempechat, (2004). *Effective strategies for homework correction in EFL classes. P.110.*

Bhandari, S. (2008). *Role of feedback in teaching English language.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Bista (2012). *A study on use of Delayed Feedback at secondary level.* An Unpublished M.Ed. thesis, T.U. Kathmandu.

Cooper, H. (1989). Synthesis of research on homework. *Educational Leadership*, p.85-91.

Cross, (1992).*Tips for Homework Assignment in EFL classes*.p.110

Dung, P. T. (2004). *A study on teacher's written feedback on the writings*. An Unpublished M.A. Thesis. Vietnam National University, Hanoi.

Fawzy, N.(2012). Teachers perspectives on homework. An Unpublished thesis Graduate School of Education.

Gattullo, F. (2000). *Researching into English teaching for young learners*. Pecs: University of Pecs Press

Ghimire (2010). *Roles of teachers in the English Language Classroom*. An Unpublished M.Ed. thesis, T.U. Kathmandu.

Guenette, D. (2007). *Is feedback pedagogically correct? Research design issues in studies of feedback on writing. Journal of Second Language Writing*.Vol.16, No.1: pp, 40-53.

Harmer, J. (2001). *The practice of English language teaching*. London: Pearson

Harmer, J. (2007*). Motivation is necessary to reach the goal. P*.130-134

Joshi P.(2011).Students perceptions on teachers written feedback. An Unpublished M.Ed.

Joshi, P. (2017). *Feedback techniques used by secondary level English teachers in developing students' writing skill*. An Unpublished M.Ed. thesis, T.U., Kathmandu.

Joshi, S .(2012). *Feedback technique used by the secondary level teachers*. An unpublished.

Karki C. B. (2011). *Exploring teachers' use of oral feedback.* An Unpublished M.Ed. thesis, T.U., Kathmandu.

Keh, C. L. (1989). *Feedback at the product stage of writing: Comments and corrections. Guidelines*, 11: pp, 18-24

Lamichhane (2009). "*Teachers written feedback on the writings of Grade 9 student's.* An Unpublished M.Ed. thesis, T.U. Kathamandu. M.Ed. thesis, T.U., Kathmandu.

Nicol and Farlace. (2006). *Importance of feedback. p.*207-214

North, S. Pillay, H. (2002). Homework: Re-examining the routine. *ELT Journal,* 56/2, 137-145.

 Nunan, D. (1992). *Research methods in language learnin*g, London: Cambridge University press, pp, 140 141.

Pokhrel, M. (2014) *Roles of Teacher Feedback in learning English.* An UnpublishedM.Ed thesis TU, Kathmandu, Nepal Thesis,T.U. Kathmandu

Ur, P. (1996*). A course in language teaching.* Cambridge: Cambridge University Press. p.24.

<center>Dear Respondents,</center>

This questionnaire is a tool to collect information for this research entitled 'Homework as a Feedback' at the basic level according to the teacher's perception under the supervision of Pro. Dr. Tara Datta Bhatta , Central Department of English Education Tribhuvan University, Kirtipur Kathmandu. The kind information provided by you will be of great value for accomplishing our study. The information that you provide will be kept highly confidential. Please feel free while answering the questionnaire.

Moreover, we should appreciate your honest opinion and assure you that the responses given by you will be exclusively used for our research purpose only. If you have any queries regarding questionnaire or research please do not hesitate to talk to us personally.

Thanks for your cooperation.

Pashupati Kumari Joshi

Name: **School's Name:**

Class: **Signature:**

1. Do you give homework to the students?

    a.   Always   c. Occasionally

    b. Sometime   d. Never

2. What do you think about providing homework?
    a.   Waste of time   c. Engaging students
    b.   Motivating students   d. Uplifting students

3. Do the students complete their homework?

    a. yes, regularly   b. No idea

    c. No, never

4. Do the students feel happy about getting homework and feedback?
    a.   Yes   c. May be yes
    b.   No   d. Never

5. Do you think homework enhances students' ability?
    a.   Yes   c. Little

    b. No   d. I don't know

 6. Is there any improvement for their general knowledge through homework?

    a.   Yes   c. Little

    b. No   d. I don't know

7. What type of homework do you provide to the students?
    a.   Question/Answer   c. Reading
    b.   Free writing   d. All of the above

8. Do you provide feedback for their homework?

    a.   Yes regularly   c. Sometime
    b.   Not regularly   d. It depends

    9. How do you treat students while giving feedback to them?
        a. Giving star signs   c. Written comment
        b. Giving tick marks   d. Oral advice

10. Is there any improvement on learning achievement through homework and feedback?
    a. Yes   b. No
                      c. Perhaps

Open Ended Question

1. What is the application of homework to academic achievements?

   …………………………………………………………………………………

2. Do students need help from their parents?

   …………………………………………………………………………………

3. Does homework make learning fun?

   …………………………………………………………………………………

4. How does homework motivate the students?

   .………………………………………………………………………………

5. How do you behave with the students not completing their homework?

   …………………………………………………………………………………