

# **TEACHERS' PERCEPTION AND PRACTICE ON IMMEDIATE FEEDBACK IN SPEAKING**

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

**Submitted by  
Kabita Khattri**

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

**2019**

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2019**

**TU Reg. No. 9-2-53-94-2010  
Forth Semester Examination  
Roll No. 28710095/072**

**Date of Approval  
Proposal: 05/03/2018  
Thesis Submission: 27/03/201**

## RECOMMENDATION FOR ACCEPTANCE

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# DEDICATION

*This thesis is dedicated  
to  
my parents for their unconditional love, endless support, encouragement and  
sacrifices.*

## **DECLARATION**

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

Date: 26/03/2019

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**Kabita Khattri**

## ACKNOWLEDGEMENTS

First of all, I would like to express my profound gratitude and indebtedness to my supervisor **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, University Campus, Kirtipur for his careful instructions and valuable advice during the conduct of this research. His patience, enthusiasm, co-operation, suggestions and keen interest in this study are ever memorable. His rigorous effort made me present this research work.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, for his helpful advice. In the same way, I am equally indebted to **Mr. Laxmi Prasad Ojha**, third member of proposal viva, for his valuable comments. I would also like to extend my deepest gratitude to **Prof. Dr. Laxmi Maharjan**, viva examiner, for his very helpful comments and suggestions.

My sincere thanks goes to all my gurus and gurumas namely **Prof. Dr. Anjana Bhattarai, Pro. Dr. Gobinda Bhattraai, Pro. Dr. Bal Mukunda Bhandari, Pro. Dr. Anju Giri, Dr. Purna Bahadur Kandel, Dr. Prem Bahadur Phyak, Mr. Jagadish Paudel, Mr. Bhesh Raj Pokhrel, Ms. Madhu Neupane, Mr. Khem Raj Joshi, Mr. Resham Acharya, Mr. Ashok Sapkota** and other members of the department for their encouragement and constant support during the research.

I am extremely thankful to all the teachers for showing their willingness to respond to my interviews. I would also like to thank to all the Principals, teachers and the students who participated in my observation scheme. Similarly, I would also like to acknowledge my indebtedness to the authors of the books, journal or articles listed in the reference for their ideas that have been reviewed and freely developed in this research.



I am deeply indebted to my family whose unconditional love, encouragement and support has always been a reason to be happy and courage to learn the things. Likewise, I am extremely grateful to my sisters **Muna Sapkota** and **Bishnu Devi Gaire**, for their constant support. I cannot begin to my thanks to my friends **Saraswoti Subedi, Sangita Sharma, Akash Hamal, Dipak K.C., Padam Ale Magar** and **Dhan Bahadur Chettri**, for being kind to hear my problems and several discussions during the course of my writing. I feel pleasure to express my thanks to **Mrs. Madhavi Khanal** and **Mrs. Nabina Maharjan** for their kind co-operation.

**Kabita Khattri**

## **ABSTRACT**

This present study entitled “Teachers’ Perception and Practices on Immediate Feedback in Speaking” aimed to find out the teachers’ perception and practices on immediate feedback in enhancing students’ speaking proficiency. Qualitative descriptive design was used in this study. The study was carried out among five secondary level English teachers of Baglung district. The sample of this study was selected through the use of purposive sampling strategy. The data were collected through semi-structured interview and classroom observation. From the study it has been found that the teachers take feedback positively and focus on immediate feedback. They mostly used immediate oral feedback in speaking lessons. Similarly, they provided on spot corrective feedback, especially on the mistakes made by students in pronunciation. . In the same way, they equally made use of the positive feedback on students’ good work with verbal assurance like; “good”, “excellent”, “good job”, “very good” and many more in the classroom. Moreover, they mostly used repetition and clarification request as the techniques to provide immediate feedback in speaking

This study consists of five chapters. The first chapter is introductory in nature. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and conceptual framework. Similarly, the third chapter incorporates the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. Chapter four discusses the results and discussions/interpretation, where the last chapter comprises findings, conclusion and recommendations of the study in brief. References and appendices are included at the last part of this thesis.

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**REFERENCES**

**APPENDICES**

## **ABBREVIATIONS AND SYMBOLS**

Dr.	:	Doctor
e.g.	:	For Example
ELT	:	English Language Teaching
FGD	:	Focus Group Discussion
i.e.	:	That is to say
M. Ed.	:	Masters in Education
P	:	Page Number
S	:	Student
T	:	Teacher
TU	:	Tribhuvan University
Vol.	:	Volume
vs.	:	Verses