

CHAPTER ONE

INTRODUCTION

This is a study on “Teachers’ Perception and Practice on Immediate Feedback in Speaking”. The introduction section of this study has included the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

Human beings use language in their everyday behavior. It means, we speak, write, discuss and clarify the things around us through language. It is a unique gift only for human beings than others (Crystal, 2003). Each and every aspect of world activities are described and recorded through language such as transmitting historical events, civilization, ideas, literature, politics, scientific innovation.

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. In this regard, Richards & 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.” 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.

The students in a class vary each other in terms of their abilities, proficiency and intelligences. A teacher has to pay equal attention to all the students. Students’ language cannot be error free or complete itself, it means, students’

use of language requires some attention from the teacher. Teacher can provide conscious awareness by means of the feedback. In the words of Ur (1996, p. 98), “feedback is information that is given to the learners about his/her performance of learning tasks usually with the objectives of improving his/ her performance”. It means, feedback is a term in pedagogy which involves correcting the students’ error and encouragement for the better performance in the days to come. One of the major issues in language teaching is providing feedback in response to learners work, errors or mistakes.

Feedback, itself is always viewed as an important aspect in teaching and learning. It may encourage or discourage the learners in order to overcome mistakes and errors. Feedback can be effective tool for learning but it can also be a powerful weapon for impending learning. In language teaching and learning, feedback can be provided either orally or in written form. In most of the cases, oral feedback is used and provided to the learners. In this regard, Harmer (2008, p.145) says,

The way in which we respond to the students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also how they behave in the fluency activities in the future.

But, in the present day, immediate feedback is also an important measure for the betterment of language learning. Keh (1989) views that feedback as any input from reader to writer that provides information for revision. Thus, teachers’ feedback becomes an effective means to communicate to the students about their task. Feedback should be practiced in language classroom which is desirable to the learners to have a genuine communication. Teachers can provide the students with suggestions for development learning strategies and corrections for errors in his/her feedback.

1.2 Statement of the Problems

In an act of the teaching and learning, teachers and students interact to each other. Students may have incomplete response or they can have several inadequacies. So, the teachers need to give feedback to them. However, in our common practice we make very little use of feedback. And I think it will be the same case to the other teachers. The teachers are facing so many difficulties while teaching. Even if the teachers teach the contents prescribed in the textbook but they do not think that what strategies can make their performance better. Feedback can be immediate or delayed. However, very few teachers provide immediate feedback as I experienced. It may be due to the lack of ideas and results of immediate feedback.

Hence, my statement is related to how often teacher provides feedback to the learners. In other words, the issue selected so far in this research is to find out how the teachers perceive the role of providing feedback and to what extent they provide feedback to their students. When the teachers know many things regarding immediate feedback, their teaching will be fruitful. This study will help especially the teachers who are teaching in the different levels of the schools.

I have realized the importance of feedback in teaching and learning. Teachers or students are familiar with feedback; however, the practice of using it is not satisfactory even when we look at the research literature, the practice of providing immediate feedback in speaking has not become a research interest. Speaking is one of the basic language skills and many students feel difficulty or they may feel hesitate to speak. In such situation, teachers' immediate feedback can boost up their speaking. In this regard, I'm interested to bridge this kind of gap in the literature.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) to find out the teachers' perception and practice on immediate feedback in enhancing students' speaking proficiency.
- ii) to find out the techniques that the teachers use to empower students' speaking and
- iii) to suggest some pedagogical implications.

1.4 Research Questions

To identify the teachers' perception and practice on immediate feedback in enhancing speaking proficiency, the following research questions were addressed:

- i) How do teachers' view about the use of immediate feedback in teaching speaking?
- ii) How and to what extent do the teachers provide immediate feedback to their students in speaking?
- Iii) What different techniques do they use to empower students' speaking through immediate feedback?

1.5 Significance of the Study

Since the use of feedback has become an integral part of classroom instructions, it seems significant to both teachers and students. Especially, English teachers will be benefited from the findings of this research, because the study provides the information about feedback and the ways of proving immediate feedback in speaking. Similarly, this study will be significant for those who are interested in ELT and learning language. Feedback has such a power which modifies learners, reviewers or writers to move them in right direction. So, it is necessary for them to be familiar with how feedback is

perceived by the teachers. This study will be significant for the prospective researchers in the field of approach, method and technique of giving feedback. Because of the findings of this research will pave the way for further research in different aspects of the same field. Likewise, this study is hoped to be relevant and fruitful to provide guideline or feedback in teaching of speaking skill for the other people like curriculum designer, policy maker, syllabus designer, text book and material writers, subject experts and language trainers as well.

1.6 Delimitations of the Study

This study has several limitations. At first, it was entirely based on teachers' perception and practice on immediate feedback. It was limited to Baglung district. This study was confined to the data taken from five secondary level English teachers. Similarly, semi-structured interview and observation diary were the tools for data collection.

1.7 Operational Definitions of Key Terms

The following key words have been defined here in this section:

Feedback: In my research, feedback refers to teachers' supporting response to the learners after evaluation of their work.

Immediate Feedback: In my research, immediate feedback is any response given by the teacher in response to the students' performance immediately. For example, when a teacher asks a question to the student and the student responds, the teacher acknowledges or comments at the same time.

Speaking Proficiency: It is the ability to use appropriate language in appropriate situation including grammatical accuracy and pragmatic appropriation.

Practice: I have used this word to refer to the teachers' frequency of giving immediate feedback as well as the situation of giving feedback.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Theories help to explain, predict, and understand the phenomena and extent the existing knowledge. This section has included the theoretical information on feedback, feedback in ELT, types of feedback, immediate feedback, importance of immediate feedback in ELT, immediate feedback in teaching speaking and so on. It has also incorporated the review of related empirical literature, implications of the review for the study and the conceptual framework.

2.1 Review of Related Theoretical Literature

English 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 suggest ways for 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. Similarly, teacher plays very important role for the learners to better understand the lesson. Their verbal and non verbal remarks can have significant impacts in improving the quality of language use. They can support students with their positive and negative feedback. In addition to this, feedback as an important tool for assessing the students' work and correcting errors if any determine the quality of language learning.

2.1.1 Feedback

Feedback is the information which provides a learner a report on the result of behavior. For example, verbal or facial signals which listeners give to speakers to indicate that they understand what the speaker is saying. Feedback needs to

be made regular in the learning process of a second or foreign language. Meanwhile, feedback can be immediate during an activity or delayed at the end of an activity or part of a learning programme and can take various forms. It is a part of the overall dialogue or interaction between teacher and learners, not a one-way communication.

Different scholars have defined the term 'feedback' differently. In the words of Keh (1989, p.18), feedback is "any input for revision". 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 cannot be approached in a random manner. The important role of feedback is improving students' qualities of language use. According to Boud (2002), "A good feedback is given without personal judgment or opinion, given based on the facts, always neutral and objective, constructive and focus on the future" (p. 7). The effectiveness of feedback is determined by anticipated outcome. The qualities of cognitive processing required achieving these outcomes. They are further defined as a set of criteria generated by the learner which assists them to monitor their own performance as they work toward the desired out come.

Fuji & Mackey (2009) said that feedback is valuable information that can be used to make important decisions. It means, giving students an explanation of what they are doing correctly and incorrectly. In this regard, Kepner (1991, p. 141) defines feedback in general as "any procedures used to inform a learner whether an instructional response is right or wrong". So, feedback is any comment given by listener, reader or viewer for the improvement and betterment of the writers or speaker's output.

From aforementioned definitions, it can be concluded that feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self-experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective strategy; a book can provide clear ideas; a parent can provide encouragement and a learner can look

up the answer to evaluate the correctness of response. Feedback thus is a consequence of performance. Feedback can support to make the performance more accurate, fluent and natural. It is also responsible for enabling learners to negotiate meaning with their interlocutors such as teachers, or skilled speakers. So, feedback needs to be made regular in the learning process of a second or foreign language.

2.1.2 Feedback in English Language Classroom

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. 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 seems to be unavoidable facet for successful learning.

In this regard, 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). This statement shows that 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 plays a crucial role in any educational process since it can significantly improve both learner's and teacher's performance and indicate some key aspects of their performance which can be improved. In this regard, Wang (2006, p. 42) states, “feedback is the information about current performance that can be used to improve future performance.” He means to say, feedback is a reaction towards the learners activity especially on correcting

errors or encouraging further learning. Likewise, Ur (1996, p. 240) defines, "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." From this statement, I come to know that feedback is essential information provided with the learners in course of language learning that solely devoted to improving their performance.

Feedback is advice, criticism or information about how good or useful something or somebody's outcome. Teachers comment or complement in class to make good atmosphere in learning. In this sense, Moss (2002) claims that teachers' feedback can speed up the process of language learning by providing information about rules and the limits of language use, which would otherwise take students a long time to deduce on their own. Teachers can employ various strategies such as assessment of students' works, peer review, students' self-reflection, in-class discussions, course evaluation questionnaires, or focus interviews with students in order to support them in learning. All these strategies can undoubtedly contribute to overall students' and teacher's picture of their performance.

Successful feedback will build learner's confidence or motivate the learner to improve their learning. It provides the learner with performance improvement information, an opportunity for the learner to address and correct errors and identify strengths and weaknesses. For successful feedback, teachers should first emphasize the positive features and then specify in detail those areas which need further improvement. Feedback as positive means encouraging learners to do better and retain the interest in language learning. And corrective feedback provides alternative pattern of language for correcting their errors. If we talk about medium based classification of feedback, i.e. written and oral, 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 English language learning. Learners feel difficult and make errors in language classroom. They cannot correct all those errors themselves. That's why they need feedback and comments from the side of the teacher.

Addressing the level and need of the learners and timely given feedback can be proved to be a best fruit for language development. Therefore, the matter of what kind of strategies or techniques for feedback to deliver is undoubtedly a matter of concern.

2.1.3 Techniques for Giving Feedback on Speaking

Effective feedback can motivate, support and encourage students as well as have a significant effect on their achievement. A teacher has the sole responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated (Verner 2017, p. 1).

Teachers' feedback notes students' strong points to strengthen as well as the weaker points to improve on accuracy and fluency they perform. It has been said that feedback helps to improve learners' accuracy and fluency (Freiermuth, 1998). Recognizable, accuracy is one of the most important criteria to measure one's linguistic ability. Accuracy in language means grammatical accuracy only but Thornbury (1999) claims that the term "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well.

On the other hand, fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate without having to stop and think too much about what one is saying. According to Skehan (1999, p. 22), speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation." Too

many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker.

Accuracy and fluency are inseparable with the process of learning speaking. Accuracy deals with grammar, pronunciation, and vocabulary. On the other hand, fluency deals with asking the students to use the language as fluently as possible (Harmer, 2008). Both accuracy and fluency need to be mastered by students in order to successfully speak the target language.

The ways of giving feedback in accuracy based activities are different with those of fluency based. Harmer (2001) presents alternative techniques of giving feedback on accuracy and fluency work. Feedback during accuracy works incorporates two alternative techniques namely *showing incorrectness* and *getting right*. These two techniques include following strategies:

- i) **Repeating:** In this technique, teacher can ask the students to repeat what s/he has said, perhaps by saying “again”, “Try again” and so on.
- ii) **Echoing:** This is a precise way of pin-pointing an error, in this technique, teacher repeats what the student has said, emphasizing that part of the utterance that was wrong. For example, Flight 309 Go to Kathmandu (said with a questioning intonation). Therefore, it is considered as an extremely efficient way of showing incorrectness during accuracy work.
- iii) **Statement and question:** In order to show incorrectness, teachers simply say ‘Good Try’, but that’s not quite right, in the form of statement and question.
- iv) **Expression:** Incorrectness can also be shown through facial expression or gesture. For example, a wobbling hand may be enough to indicate that something does not quite work.
- v) **Hinting:** A quick way of helping students to activate rule they already know. In this technique, teacher may give clues to the students.

- vi) **Reformulation:** A correction technique which is widely used both for accuracy and fluency work is for the teacher to repeat back a corrected version of what the student has said. In this technique, teacher reformulates the sentence, but without making a big issue of it.

Throughout the procedures discussed above, teachers hope that students are able to correct themselves once it has been indicated that something is wrong. However, students cannot exactly know or understand the problem.

Similarly, Harmer (2001, p. 146) has presented the following activities for feedback during fluency works:

- i) **Gentle correction:** This can be offered in a number of ways. Teachers might simply reformulate what the student has said in the expectation that they will pick this reformulation.
- ii) **Recording mistakes:** In this technique, teacher acts as an observer, via watching and listening to the students. So that he can give feedback afterwards. Such observation allows him/her to give feedback to students.
- iii) **After the event:** After recording the students' performance, teacher will want to give feedback to them.

At the beginning of the learning process, the teachers must decide whether the focus of the speaking activity on that day is on accuracy or on fluency. After defining the focus of the speaking activity, the teachers must make sure that students also know the focus so that the feedback given by the teacher will be accepted by the students without any misunderstanding. If the teachers' feedback does not address the focus clearly, then the students will be confused and disappointed because the feedback can be beyond their expectation.

Teachers may not know whether immediate feedback should be given during accuracy work or fluency work. The objective of the immediate feedback in this work is to make students able to do the things correctly and accurately for

instance, pronounce the words. If the teacher does not give immediate feedback, the students form their habit to pronounce the words in the same way as they did earlier. In this regard, Rahimi and Dastjerdi (2012) suggest that if the focus of the lesson is on accuracy, students' errors should be corrected immediately. On the other hand, if fluency is the focus, gentle and delayed correction techniques are applied in order not to damage the flow of the activities or the learners' confidence

It has become clear that immediate feedback is fruitful during accuracy work. Moreover, providing immediate feedback is necessary during accuracy work since it helps the students to act immediately to improve their performance based on the given response. In this connection, Harmer (2001, p. 144) argues "when we show incorrectness, we are hoping that the students will be able to correct themselves once the problem has been pointed out. If they cannot do this, however, we will need to move on to alternative technique". On the other hand, it has also been noted that providing immediate feedback is no more fruitful for the learners during fluency work because they are just involved in the communication. They are devoted to carry out the task and fulfill their desire.

2.1.4 Types of Feedback

Feedback plays the role of scaffolding or support to the English language learners. Feedback is used for helping learners to maximize their potential to raise their awareness of strengths. Equally it is for improvement and identifies action to be taken to improve performance.

There are numerous ways of providing feedback to the learners. It can be given in the explicit (stating that there is a problem) or in implicit form (during an interaction). Moreover, feedback can be categorized into different types as either oral or written based on medium or it can be either positive or negative in meaning purpose.

Gattullo (2000) and Harmer (2001) also divided feedback into the following three types on the based upon function:

i) Corrective Feedback

Corrective feedback focuses on helping learners to identify and correct errors. These types of feedback explain why correct response is correct and incorrect one is 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 with 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 themselves. It can help learners to become self-reliant.

It is commonly known that besides the above types of feedback, there are some other related forms such as; positive vs. negative, direct vs. indirect, verbal vs. nonverbal, teachers' vs. peer, written vs. oral and immediate vs. delayed feedback.

i) Positive vs. Negative feedback

Teachers use feedback in positive and negative sense. Positive feedback is important to encourage anyone to continue. For Mc.Namara (1999), positive feedback shows students that teachers are interested in what they say and at the

same time encourage them. Learning English is hard-but doing it blindly and without any kind of feedback and guidance is almost impossible. Following Ur (1996, p. 243), “most of the feedback given to learners is through correction, directed at specific bits of learner produced language with the aim of bringing improvements.” To make feedback meaningful, it involves some kind of judgment. Teacher tries to make the attitude to feedback more positive, thinking that mistakes are natural and useful part of language learning.

In contrary, negative one expresses teachers’ displeasure, frustration or involves some kinds of punishment. Negative feedback is the feedback in which learners are told that they have made an error without explicitly noticing the error. It is a kind of feedback that provides information to the learners about what is not possible in the target language. Gass & Selinker (2009), state that negative evidence refers to the types of information that is provided to learners concerning the incorrectness of an utterance. Negative evidence is some kind of input that lets the learner knows that his/her utterance is deviant in some way. Therefore, is not acceptable according to target language norms. Negative feedback can be provided pre-emptively) (e.g. through an explanation of grammar rules) or reactively (e.g. through error connection) (Mc. Namara, 1999). Reactive negative feedback highlights the differences between the target language and a learner's output and as such is often described as negative feedback.

ii) Direct/explicit vs. Indirect/implicit Feedback

Similarly, teachers can provide feedback in direct or indirect way to their students. In this regard, Bitchener et al (2005) define that direct or explicit feedback means that teachers identified an error and provides the correct form, while indirect or implicit feedback refers to the situation when teachers point out errors without correct form provision. In the same way, Ferris (2006) explain that direct feedback is given when a teacher gives a student a correction to help them correct their errors by providing the correct form whether in

linguistic form or linguistic structure of the target language. So, direct feedback may be adequate for beginner students or in a situation when errors are untreatable that are not prone upon self- correction such as sentence structure and word choice.

Another strategy to provide feedback for the teachers is indirect feedback. Lee (2004) says that indirect feedback refers to the situations when the teacher signs the error, but does not provide the correct forms, taking the learners to correct their errors (as cited in Mahfoozifard & Mhdiabadi, 2016). It means to say that it involves students in the correction process which may help students foster their long- term acquisition of the Target language.

iii) Verbal vs. Non-verbal Feedback

Teachers' verbal feedback plays an important role in classroom teaching. In the words of Long (1996), "verbal feedback which is presented in a form that is spoken or capable of being spoken concerns not only the phrase used but also the tone of voice." It means, verbal feedback encompasses any form of feedback involving words, spoken, written or signed. Teacher can use verbal feedback to correct a wrong.

Accordingly, non-verbal feedback refers to the one made in silence with cues like facial expressions, gestures, eye contact, postures and more. Bambaeroo and Shokrpour (2017) mention that non-verbal feedback provided in sign or silent language includes all behaviors performed in the presence of other or perceived either consciously. Conscious use of non-verbal language is not a show, but it makes the effect of individual words better, the more natural the non-verbal language is, the more acceptable it is to the learner.

iv) Teacher' vs. Peer Feedback

Feedback provides a foundation for positive student and teacher relationships. By providing appropriate feedback, the students understand the teacher is

genuinely concerned about them and their learning. This component enhances a student's self-efficacy and motivates them. According to Wajnryb (1990), "feedback works in three directions: teachers to students, students to students and students to teachers." It can be referred that besides teachers' feedback which is delivered by the teachers to students, peer feedback also occurs among classmates. In general,

Teacher feedback is regarded as a main requirement for improvement in students' performance. It can be seen as any procedure given by a teacher which is used to inform a learner on whether an instructional response is right or wrong (Maarof et al., 2011).

On the other hand, the use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading. A positive aspect of the peer feedback process is that the students get to see the other students' work which can also have deepened understanding of the learning goals. "The practical benefit of using peer review is that it helps students develop critical thinking skills needed to analyze and revise their own writing" (Zhang, 1995). Peer feedback refers to a peer commenting on another student's work on the aspects of context, organization, vocabulary, grammar and mechanics of writing in written form.

v) Written vs. Oral Feedback

Teachers' written feedback is delivered to the students in the form of notes, whereas, oral feedback is given in the form of verbal assurance. Written feedback provides a potential value in motivating students to revise their draft and improving their writing (Zhang, 1995). Effective written feedback provides students with a record of what they are doing well, what needs improvement and it suggests next steps.

It should be noted that oral feedback is synonymous with verbal feedback and it cannot be delivered in silence like the way non-verbal feedback is given. For example, question mark can be shown in both teacher's face and voice.

S: I go yesterday.

T: (T turns face to the side a bit and frowns) go?

S: Oh. Yes I went yesterday.

(Adapted from Nguyen, 2003)

Clearly enough, the formal one ("turn face to the side a bit and frowns") is non-verbal feedback whereas the later ("go") with rising tone is oral. Simply, put feedback which can be called oral must be in utterances.

vi) Immediate vs. Delayed Feedback

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 based on timing i.e. either immediate or delayed feedback. Immediate feedback refers to teachers' comments delivered on the spot when a mistake or a good point is made by the students. "Immediacy of feedback along with information on the correctness of the students' responses improved learning and retention" (Epstein, et al. 2002). As for the advantages of on-the-spot feedback, it enables teachers to give support or encouragement when students are confused about their making mistakes or in need of being motivated.

On the other hand, delayed feedback is given at the end of an activity or a part of a learning program and can take a various form. Delayed feedback is that type of feedback which is given to the learners after the event. In this regard, Chastain (1971) says that common mistakes should be corrected at the end of learner's speech (after finishing their oral activities). This type of feedback might help students to be more fluent during their oral production activities.

In a nutshell, we can say that one of the problems of giving feedback after the events is that it is easy to forget what students have said.

2.1.5 Immediate Feedback and Its Importance in ELT

Immediate feedback is any information which is given to the learners in response to their performance without delaying. In other words, immediate feedback refers to the information which is given by the teacher after observing students' performance. This can be either positive or negative in the sense that how it is given. Immediate feedback can be instructional or evaluative. In this regard, Dinnen and Collopy (2009) said that teachers' instructional or descriptive feedback tells students on the ways to improve and correctional or evaluative feedback tells students whether something is right or wrong. It shows that teachers' and students' co-operative engagement in the feedback process not only help the students to receive initial information but also foster teacher – student discussion. This discussion with the teacher helps students to develop their understanding of expectations and standards, to check out and correct misunderstanding. Students feel comfortable in learning when they receive immediate feedback in difficulties.

The teachers knowingly or unknowingly are in the practice of immediate feedback but they may not know that what immediate feedback is. In either of way they are providing it to their students on their performance. If it is given properly in right time, it helps the learners to do better in learning and also helps the teacher in teaching the language item easily and successfully. 'Immediate feedback is used in the classroom to provide students with information about their progress and achievement which has been regarded as an effective and an efficient means to improve their performance' (Chase and Housmanfar, 2009). So, the immediacy of feedback mostly appears to have a positive impact on student achievement. Teachers should provide frequent and immediate feedback to students to improve their achievement.

It is very important for students to know how well they are doing as they learn. This is because the knowledge that they are doing well gives students a sense of achievement which motivates them to learn more. Similarly, it is important to let students know when they have made a mistake, so that they will learn from it and take corrective measures.

The use of immediate feedback is related to the insights derived from different learning theory. For example; Thorndike's (1932) law of effect helps explain the important role of feedback in learning. He states that "behavior that leads to satisfaction increased the probability that these same behavior would occur again under similar circumstances." Then, Skinner (1969) modified Thorndike's law of effect and fit it into a more general framework of reinforcement theory. According to Skinner (1969) "reinforcement can be a type of feedback that informs the learner about the adequacy of their responses and also increased the probability that the behaviors will occur in the future." Hence, it is absolutely essential for teachers to monitor students' learning and give them feedback. Feedback can be given to individual student, to a group of them, or to the whole class. It would be more efficient if the whole class can share in the monitoring process and the feedback.

In relation to the importance of immediate feedback in ELT, Allwright (1975) suggests that teachers must treat erroneous utterances immediately and do not postpone it to a later time. Furthermore, Long (1977) adds "since by correcting ill-formed utterances immediately learners notice their learning process and might be more vigilant and conscious for being more accurate" (cited in Quinn, 2014). Thus, an important dimension of feedback is its immediacy. The longer the time gap between the work and its feedback, the less effective the feedback becomes.

Ideally, feedback should be provided within minutes after the completion of a task (e.g. immediately after a student asks or answer a question). Teacher should vary their reactions to students' answer. They can restate what the

student has said to reinforce the point or ask for clarification. Similarly, they can invite the student to elaborate, acknowledge the students' contribution but ask for another view, or nod their heads but remain silent.

In the same way, Zahorik (1987) states that when students are told about the correctness of their answers, it helps them to alter their studying style. It then leads to improve achievement. Furthermore, he explains that immediacy of feedback is important because it provides students with information about how well they are doing. If the behavior is incorrect, the immediate feedback allows the learners to make corrective modifications and prevents continued practice of the incorrect behavior. On the other hand, if the behaviors are correct, immediate feedback can motivate students to continue.

In addition, feedback gives learner's information about the progress they make towards their goals (Eggen & Kauchak, 2004). So, immediate feedback is given during the learning experience. It can deepen students' understanding and ensure that they do not reinforce incorrect ideas or habits. When immediate feedback is employed then the students receive feedback immediately they perform a given task. It helps to strengthen a students' motivation and self-stem. Therefore, it is generally good to give immediate feedback to the students.

2.1.6 Immediate Feedback in Teaching Speaking

Feedback plays constructive role in developing language skill, in this case speaking is not an exception. Speaking is the primary skill to be developed in students. In other words, a skill means to do something expertly and to be able to use the language to convey thoughts, wishes and information is speaking skill. Ur (1996) writes, "speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language... many if not most foreign language learners are primarily interested in learning to speak" p.120. Therefore, in many teaching situations it is desirable that areas

of the language are first presented orally before reading and writing are practiced. The main purpose of learning a foreign language is to communicate with the speakers of that language and communication is done mainly through speaking. As speaking is a primary skill which is used to communicate with each other's it is necessary to focus in language teaching. It can be affected by different factors like way of providing feedback i.e. immediate or delayed, oral or written.

Speaking has always been one of the most difficult skills for learners to develop, because it requires producing the language spontaneously or without enough time to construct the appropriate utterances. It has become problematic due to students unwillingness to take part in interaction. For learners to improve their oral proficiency, all skill and aspects of language (such as listening, reading, writing, vocabulary, grammar and pronunciation.) are involved. Thus, correctness in speaking is highly valued in these settings.

Fathman and Whalley (1990) find that fewer grammatical errors were made by students who received error feedback. If a teacher indicates an error and provides the correct form, the student will realize his/her error and will not repeat it in the future. So, feedback is one of the most important elements in promoting speaking proficiency. In this regard, Ur (1996) claims that feedback is given to the learners through correction during oral work or written work. In typical classroom setting, immediate feedback is more effective, where as if the learner is given feedback after the event then there is more chance to forget what the learners have said.

Immediate feedback should have its content focused on mistakes on form and on meaning. In term of mistakes on form, Beare (2003) proposes that there are several types of mistakes that students tend to make frequently, namely grammatical mistakes, vocabulary and pronunciation mistakes. Accordingly, the contents of teachers' immediate oral feedback should put focus on these things. Specifically, with grammatical mistakes, teachers are supposed to pay

attention to mistakes of verb forms or preposition uses. Dealing with vocabulary mistakes, teachers' feedback should cover students' incorrect collocations, idiomatic phrase usage, subject, verb, agreement and so on. Whereas students' errors in basic pronunciation; word stressing in sentences, rhythm and pitch should be put focus on teachers' feedback on pronunciation.

Similarly, Burnett (2002) suggests that

Teachers' oral feedback should focus on students' ability or effort in order to provide motivation to students in speaking lesson. Teachers' effort to feedback can be delivered in forms of utterance like "You've been working hard"; "You're trying really hard" or "You did try your best" (p. 3).

On the other hand, teachers' ability feedback puts emphasis on students' ability to do tasks well. For instance, 'well done, you're really smart', 'you're a good student' (Brunett, *ibid*). Since this type of feedback seemingly concerns students' innate ability, it may result in the fact that the ones who are praised may feel that they can do everything well effortlessly. In contrast, the others who may not feel that they cannot perform as well as their friends because they are not so innately smart. To enhance speaking ability, feedback can be provided in written or oral form.

There are, some obvious differences between written and oral feedback. Written feedback is delayed whereas oral feedback occurs immediately after an error has been committed. A teacher's provision of oral feedback typically draws learners' attention to their erroneous utterances as they arise in communicative activities. Feedback on oral work is given orally and directly by the teacher. But in some of the situations the teacher cannot correct learner's mistakes in oral work for example, during fluency work which disturbs and discourages learners than help.

The learners may want and expect the teacher to give them feedback on their performances. The learners may be de-motivated if they are reacted at every mistake, for that teacher should correct them without offending them for effective feedback in oral work. There can be other ways of providing immediate oral feedback to enrich speaking proficiency. For example; corrective and positive feedback can be given to the students immediately after their verbal response on teachers' question.

2.1.6.1 Teachers' Immediate Positive Feedback

Positive feedback works on the building in a person's strengths. If we tell a person what he/she is doing well, that person will likely to repeat the behavior to secure continued approval. Ellis (2009) says that positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. Teachers' positive feedback can be in simple and complex forms. Specifically, simple forms of teachers' positive feedback can be a sound, a word or a phrase. Here are some examples:

-) Words: Good!, Excellent!, Perfect!
-) Phrases: Very good!, Well done!, Good one!

(Adapted from Phuc, 2010)

Complex forms can be a simple sentence or complex sentences. For instance,

-) A simple sentence:
 - You're very smart / intelligent. You are a good student.
 - You did try your best / you put a lot of effort into it.
-) A complex sentence:
 - “You're smart student. I know you can do it.”
 - “Nice job! It's what I expected of you.”
 - “So impressive! I don't think I can do better than you.”

(Adapted from Phuc, 2010)

2.1.6.2 Teachers' Immediate Corrective Feedback

Teacher can immediately correct students' response or they can give corrective feedback. Corrective feedback takes place in different forms. Regarding the types of immediate corrective feedback, Lyster & Ranta (1997) discussed them six types, namely recasts, elicitation, metalinguistic cues, clarification requests and repetitions. Later on, in another study by Lyster in 2001, he categorized elicitation, metalinguistic cues, clarification requests and repetitions into one group named negotiation on form which provides cues to facilitate students or pair repair. However, there are no significant differences regarding the types of corrective feedback in the studies discussed above. I have discussed in six sub-types of immediate corrective feedback here in this section:

i) Recast

Recast is a more simplified feedback technique that involves a teachers' reformulation of all or part of a students' utterance, minus the errors. Fujii and Makey (2009) define recast as "utterance that repeats a learner's incorrect utterance, making only the changes necessary to produce a correct utterance without changing the meaning" (p. 269). It means, the teacher implicitly reformulates the student's error or provides the correction without indicating that the student's utterance was incorrect. Similarly, Long (1996) says that recast is an implicit corrective feedback that reformulates or extends an ill-formed or incomplete utterance in an unobtrusive way. An example of recast comes as follow:

S: Dangerous? (Phonological error: /dange'rus

T: Yeah, good. Dangerous. (recast) You remember? Safe and dangerous. If you walk in the street, you.....

(Adapted from Panova & Lyster, 2002)

ii) **Explicit correction**

Explicit correction is a kind of corrective feedback that involves a teacher simply providing a student with the correct answer. Lightbown, Patsy, Spada & Nina (1999), present that the teachers' explicit provision of the correct form after clearly indicating that what students said was incorrect can be an instance of explicit correction. For example,

S: The daytomorrow. (Lexical error)

T: Yes. No, the day before yesterday. (Explicit correction)

(Adapted from Panova & Lyster, 2002)

Explicit correction is also characterized by 'Oh, you mean ...', 'You should say ...', 'Use this word ...' given by teachers.

iii) **Elicitation**

Elicitation is also a type of corrective feedback. It is given 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. According to Diane (1998), elicitation means that teachers directly elicit the correct form from students and prompt them to self-correct. Lyster and Ranta (1997) identified three ways of eliciting the correct form students:

) Pausing and letting students complete the utterance. For instant,

S: "... Well, there's a stream of perfume that doesn't smell very nice..."

T: "So a stream of perfume, we'll call that a...?" (Elicitation)

(Adapted from Diane, 1998)

) Asking an open question. For example,

T: In a fast food restaurant, how much do you tip?

S: No money. (Lexical error)

T: What's the word? (Elicitation)

J) Requesting reformulation of the ill-formed utterance from students.

S: Yes, yes, I like it.

T: Well, say that again. (elicitation)

(Adapted from Panova & Lyster, 2002)

iv) 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. In this regard, Lyster and Ranta (1997) explain, "Clarification request indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required" (p. 47). It means, clarification request is to elicit reformulation or repetition from students with respect to the form of students' ill-formed utterances. Here is an example of clarification request:

S: As a child, I live in that house. (Grammatical error)

T: Now? (Clarification request)

S: Yeah... I lived. (Repair)

(Adapted from Panova & Lyster, 2002)

Further, this kind of feedback also seeks the clarification of meaning as in the example like:

S: I want practice today. (Grammatical error)

T: I'm sorry? (Clarification request)

(Adapted from Panova & Lyster, 2002)

In fact, "I am sorry?", "Pardon me?", "I don't understand", or repetition of the error as in "What do you mean by....?" are seen as typical feature for this type of feedback.

v) Metalinguistic cues

Furthermore, metalinguistic cues is also a form of explicit corrective feedback and is similar to elicitation except that the teacher does not provide the correct form. Metalinguistic cues involve a teacher making comments or indicating to the student that there is an error in the language output. According to Lyster and Ranta (1997), metalinguistic cues refer to “comments, information, or questions related to the well-firmness of the students utterance, without explicitly providing the correct form.” (p.46). an example of metalinguistic cues can be presented as:

S: “Uhm, the, the elephant. The elephant growls.”

T: “Do we say “the elephant”?”

(Adapted from Diane, 1998)

Apart from the metalinguistic cue used in the above example, teachers may ask “Do you say it like that?”, “That’s not how you say it in English” also.

vi) Repetition

This type of corrective feedback involves a teacher repeating wrong utterance highlighting it with intonation. Repetition means that the teacher repeats what the student said with a certain intonation in order to indicate an error (Lyster et al., 2013). The teacher repeats the ill-formed part of students’ utterance, usually with a change in intonation to draw student’s attention to it. For example:

S: “The ...the giraffe?”

T: ‘The giraffe?’

(Adapted from Diane, 1998)

2.1.7 Challenges in Providing Immediate Feedback

Feedback is an essential component in all learning contexts and serves a variety of purposes. It includes evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. Stuart (2004), states that immediate feedback and practice opportunities to the learning experience results in improvement for the students in the classroom. Effective feedback is an essential part of students' learning and skills development in the classroom. However, large classrooms and tight class schedules can prevent teachers from providing enough time to observe learners' language use and give feedback accordingly.

In the context of public school, large classes limit the opportunity for the teachers to implement effective amount of immediate feedback in the English language classes. However, teachers' ability to provide feedback and the classroom atmosphere can be taken into the consideration. In an environment, where feedback is less used, the teachers focus on mass lectures due to large classroom and time constraints. In this type of setting, most of the students do not volunteer answers to questions posed in class or participate in class discussion. It is because students in this type of setting have had little exposure to immediate feedback.

In this regard, Chase and Houmanfar (2009) state that providing some form of feedback is better than no feedback at all. Similarly, they say that the students benefit more from receiving elaborative feedback from the teacher. In our context, it is needed to know that how do teachers face with the challenge in providing immediate feedback and practice opportunities for the students in the government aided schools than in the non-government schools that create a learning gap for the students.

The heterogeneous classes create a lot of problems on the part of the teacher because teaching the learners with varied level of proficiency need different

activities and input for effective learning. Teachers in this situation may 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) has expressed 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 large classes bring about many challenges for teacher such as deciding appropriate level of instruction to ensuring effecting learning outcomes. Teachers may encounter various problems in helping students for their learning. In this regard 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”. 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 can be difficult to reach up to individual learners and determine the nature and frequency of immediate feedback. The challenges can be explained from the observation of teachers’ classes. So, I have made an effort to observe that classes in this study.

2.1.8 Immediate Feedback in the Context of Nepal

Feedback can be described as a process which comprises communication of information followed by reactions to such communication. Speaking is a primary medium of communication. For making students able to communicate in English accurately, fluently and appropriately, teachers’ feedback plays vital role.

The assessment system has “enormous power to exert how learning takes place” (Khaniya, 2005, p. 50). The impact of the assessment system can be negative or positive. The existing English language assessment system of school and university seems to have negative impact on teaching speaking. For example, the English curriculum prescribed for Grade Eight has allocated only 15 per cent marks for speaking skill (Adhikari, B.2010, p. 5).

Acharya, D. & Vista, A. (2019) state that in developing countries, factors such as large class sizes, educational resources, and work overload impact the proper implementation of continuous assessments. However, some public schools are initiating reforms to enhance feedback practices and improve the use of data for teaching and learning. For example, feedback results may be displayed in the school office and staff rooms, and some schools organize parent meetings after disseminating feedback results to discuss children’s learning and developmental progress.

Feedback should be used to improve learning, as well as to improve teaching practices in classrooms. Many government schools are starting to use classroom-based assessment as part of a quick feedback system and teachers are using past assessment questions to understand skills that can be generalized to other tasks (Acharya, D. & Vista, A. (2019). Learning is a dynamic process and successful learning requires enough prior knowledge, efficient knowledge organization skills, a strong motivation to learn, adequate opportunities for practice, and prompt feedback. Kandel, D. (2018) argued that some of the biggest challenges in our system relate to these: Failure to gauge the prior knowledge of our students, inefficacy to keep all students motivated, lack of enough practice opportunities, and inadequacy of timely and relevant feedback.

Each student arrives in a classroom with unique culture and background. Their pre-existing knowledge, beliefs and attitude determine how much they will learn. In this regard, Kandel, D. (2018) explains that a better way to address this issue would be to more precisely understand the prior knowledge of

students by assessing their skills in a low-stakes environment. They should be told that such an assessment is intended not to grade or judge them, but only to understand their learning modes precisely and develop techniques to help them learn successfully. Students who are assessed and found to not have enough prior knowledge should then be offered focused extra help both in and outside of the classroom, perhaps even with the help of their parents.

In Nepal, we are not offering students enough focused practice opportunities, and most of our feedback is either non-existent or simply irrelevant for the personal learning goals of far too many students (Khaniya, 2005). Students in schools take English language class, and one of its important components is speaking. But they do not get enough opportunities to speak and even when they try to speak, teachers usually do not offer feedback on their speaking. Consequently, the quality of students' speaking does not show significant improvement over the years. One way to address this issue as a teacher would be to give specific feedback.

In conclusion, for motivating students to learn any subject is not an easy task, as different students will have different priorities. For instance, it is much easier to motivate a student who wants to be a doctor to learn biology, while that same motivation might not work well for the student who wants to be an engineer. Therefore, teachers must be proactive in understanding their students' individual priorities, so no student is left with a negative motivational crisis that can then become a learning crisis. Learning thrives when students are given ample opportunities to practice their skills. That practice must be coupled with timely and relevant feedback that communicates well with students on the aspects of their work in terms of accomplishing the main learning goals of each class.

2.2 Review of Related Empirical Literature

Several researches have been conducted under the Department of English Education about feedback. During the preparatory phase of my study, I went through different research works related to this study. Some of the researches related to the topic of current study have been reviewed here:

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. 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 and learning at junior secondary level. They selected ten secondary schools. Purposive 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 with 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 of the study depicted that classroom assessment and feedback became identified as very effective and inseparable part of classroom procedure so teacher should be more careful about their practice.

Pokharel (2014) conducted a research on “Types of Teacher’s Feedback and their Role in Learning English”. The main objective of the study was to find out the ways of giving feedback used by English teachers in learning English.

She used purposive non-random sampling strategy from the schools of Kathmandu district. The samples size included four teachers from two schools where ten classes of each teacher were observed. The required data were collected by using questionnaire and non-participant observation checklist. The finding of this research showed that teachers' feedback make the students aware of their strength and weaknesses so that they can improve their learning. The teachers used different ways of giving feedback like implicit, explicit, verbal and non-verbal feedback while conducting the lesson. Among them implicit feedback was found to be more effective than others through most of the time the teachers used explicit feedback in their class.

K.C. (2014) conducted a research on "Teachers' Perception on Immediate Feedback". This study was an attempt to identify and find out secondary level English teachers' perception on immediate feedback. In order to collect the data, the primary and secondary sources were used. Forty English teachers teaching at secondary level in Kathmandu district were involved as informants in this study. Researcher purposively selected the secondary schools and teachers. The required information was collected following purposive non-random sampling. The main tools for data collection were both open ended and closed ended questionnaire. The participants were requested to help me by responding to the questionnaire. The raw data obtained from them were analyzed and interpreted descriptively as well as using simple statistical tools. After analysis and interpretation of the data it was found that immediate feedback is very crucial in teaching learning process. Teachers were found to be teaching all the aspects of the language like spelling, pronunciation and meaning and providing immediate feedback frequently to their students. It activates both the students and the teachers, negotiates meaning and accelerates learning.

Thapa (2015) conducted a research on "Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency". It aimed to find out the Teachers' Perception on and Practice of Immediate Feedback to Enhance

Writing Proficiency. In order to carry out the study, researcher chose twenty private schools of Kathmandu valley. Two teachers who were teaching English at secondary level teachers were selected from each school. Total number of teachers under study were 40 whom he selected using non random sampling procedure. Questionnaire was the main tool for data collection. The study found that almost all the teachers provided feedback to the students in their writing skills. The teachers' perception towards immediate feedback was positive and they practiced it to enhance writing skills of students. The teachers provided feedback and it was fruitful for the students because it facilitated or encouraged the students to rectify their errors and mistakes. As a whole, maximum number of teachers viewed that immediate feedback was necessary to enhance writing proficiency.

Upadhyaya (2015) conducted a research on “The Practice of Teacher Feedback in Mixed Ability ELT Classes”. It was an attempt to find out the teachers' practices of feedback in the mixed ability ELT classroom. The researcher selected thirty secondary level English language teachers from Bajura and Achham district using non-random purposive sampling procedure. He took help of classroom observation checklist and diary records to elicit the primary data observing the classes of respective teachers. The major findings of this study were that the teachers did not provide feedback according to the level and need of the individual students in the mixed ability classes. Oral mode of feedback was more frequent than written feedback and all the teachers directed feedback to the whole class than individual.

Rai (2018) conducted a research on “Feedback in ELL: Teachers' Practices and Students' Perceptions”. The main objective of this study was to explore the current practices of providing feedback in semester classes and to find out the perceptions of the students on the role of feedback in their learning. Survey research design was used in this study. To meet the set objectives, 4 teachers and 30 students from M.Ed. first semester, Department of English Education

was selected using purposive sampling strategy. Questionnaire and observation checklist were used as the main tools for eliciting the required information. Besides, researcher's own diary was also used to take notes of specific cases which were not included in observation checklist. From the analysis of data and interpretation of the results, it has been found that the teachers practiced correcting as the common way of providing feedback to the students. Similarly, the students perceived feedback as information provided to the learners with the objective of improving their performance. They said that feedback played constructive role in their learning. Teachers' feedback worked as a motivation tool in the process of teaching and learning.

Although, the research works above were related to feedback, none of the studies deal with the Teachers' Perception on and Practice of Immediate Feedback to Enhance speaking Proficiency. The present study differs from previous study in terms of objectives, sources of data, tools and way of analyzing data. I focused on teachers' perception and practice of immediate feedback. So, the present study will be the milestone in the field of ELT because it is new venture in itself.

2.3 Implications of the Review for the Study

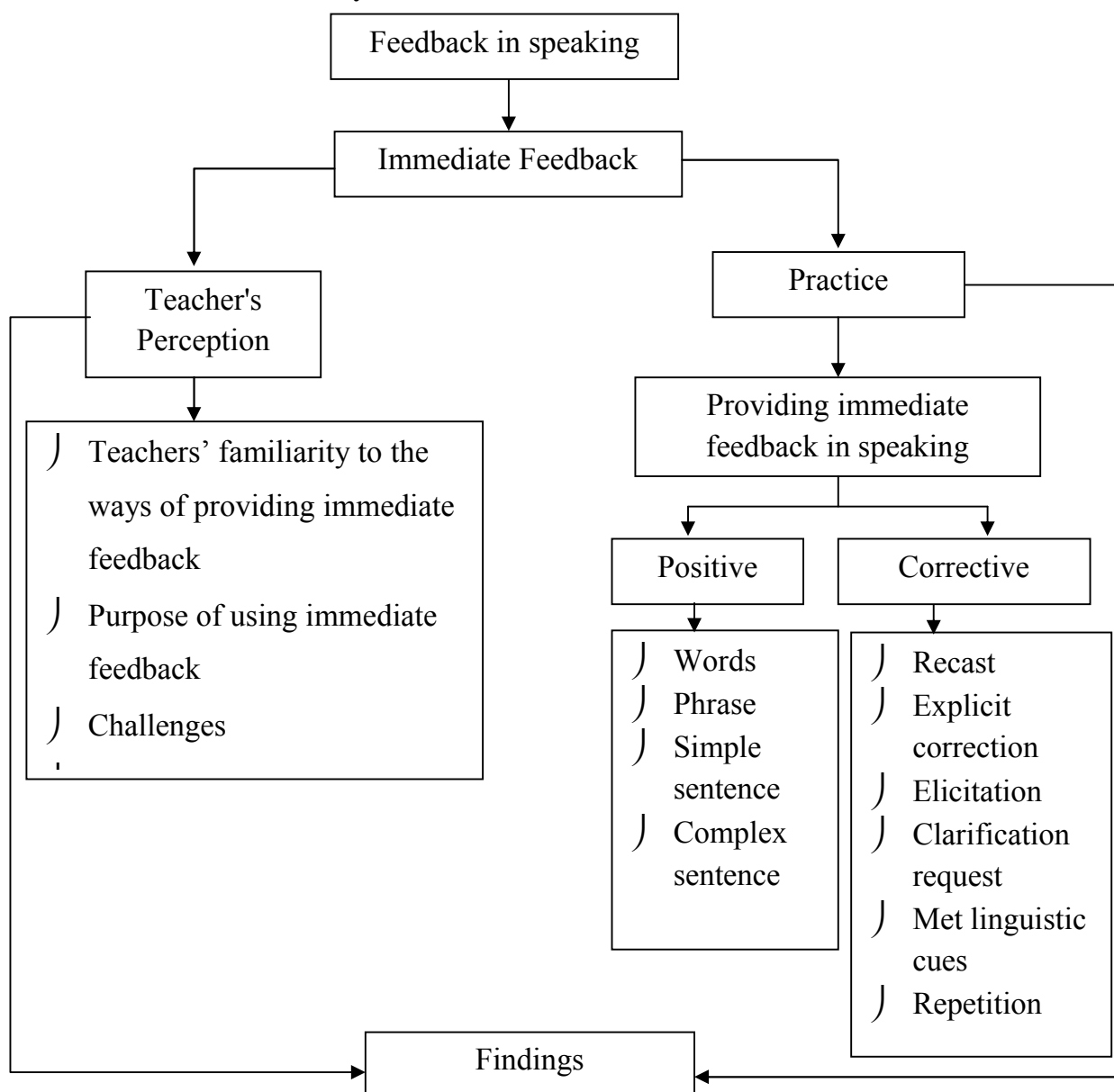
Defining and reviewing the related literature is the central and most important task for researchers in any research. In this regard, Kumar (2009, p. 30) states that "One of the essential preliminary tasks when one undertakes a research study is to go through the existing literature in order to acquaint oneself with the available body of knowledge in the area of interest". So, in this study, I have reviewed a number of studies and the review has invaluable implications from selection of the topic to methodology, data analysis and interpretation and findings.

The review of the literature has provided me constructive ideas about the methodological aspect of conducting this research. From the review of Thapa

(2015), I got significant, theoretical and methodological ideas about immediate feedback. Likewise, Rahman et al (2011) supported me to develop research tools, which have used semi structured interview and classroom observation as a tool for data collection. Similarly, the review of Upadhyaya (2015) helped me to refine the tools. He has use classroom observation checklist and diary records as a tool for data collection. Likewise, I got insightful ideas about population and sample population of data collection from the review of Pokharel (2014). In her research, the total sample size was four teachers form two schools where ten classes of each teacher were observed. In the same way, I got the ideas on data précising and interpretation from the review of K. C. (2014). In this research, researcher analyzed and interpreted the obtained data descriptively as well as using simple statistical tools. By the help of the review of above mentioned research study, I extended my theoretical understanding and I have constructed new knowledge about my study.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researchers and his /her conceptualization of the relationship between different variables. As Kumar (2009) writes that the theoretical study consists of the theories or issues in which study is embedded. And conceptual framework is the base of problems. I have developed corrective feedback to provide a baseline to the problem in this study. The following is the conceptual framework of this study:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of research design, population and sample of the study, sampling procedures, data collection tools, data collection and data analysis and interpretation procedure.

3.1 Design of the Study

I conducted this study using qualitative descriptive research design. Qualitative research is an inquiry in the natural setting. It is an exploratory study of experience-as-lived and everyday life in the world. The goal of a qualitative study is to produce a rich description and in-depth understanding of the phenomenon of interest, the cultural or lived experience of people in natural settings (Magilvy, 2003, p. 123). Qualitative research data are usually text data, narratives, and stories told by people about their experiences recorded on tape, in photographs, or in notes taken by the researcher. In this regard, Magilvy & Thomas (2009) argue:

In a qualitative study, the researcher is the instrument of research, meaning data are generated by asking questions in personal interviews or focus groups, making observations and recording notes, possibly participating in an event and reflecting on this participation, or taking photographs. Questions are usually open-ended, and the researcher tries to acknowledge, and then set aside, preconceived ideas about the answers to the question (p. 298).

Qualitative designs have different types such as phenomenology, ethnography, narrative inquiry, grounded theory, and others. It is true that these designs are

fairly complex and do require an understanding of the philosophical and disciplinary underpinnings and specific methods of data generation and analysis (Lambert & Lambert, 2012). However, one qualitative design that stands out as especially well-suited to produce a positive and successful experience is descriptive study. I selected qualitative descriptive design in this study. According to Sandelowski (2000), “the qualitative descriptive design facilitates a comprehensive summary of an event in the everyday terms of those events” (p. 336). It means, the qualitative descriptive study is a broad summarization in everyday terms of specific function experienced by individuals or groups of individuals.

In the same way, Glass & Hopkins (1984) state that descriptive research design is a research design which involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collection. These data are then examined descriptively to notice similarities and differences in the data, categories, patterns, and themes that are then described and sometimes interpreted to provide a rich description of the experience as-lived.

Lambert and Lambert (2012) share the opinion,

The qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory and ethnographic are based on specific methodological framework that emerged from specific disciplinary traditions (p. 255).

By comparison, qualitative descriptive studies tend to the extent to draw from naturalistic inquiry which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena (Lambert and Lambert, 2012, p. 253). Thus, there is no manipulation of variables and no prior commitment to any one theoretical view of a target

phenomenon. Although qualitative descriptive studies are different from the other qualitative research designs, they may have of the overtones of the other approaches.

Qualitative descriptive designs are reasonable and well-considered combination of sampling, data collection, analysis, and re-presentational techniques. The sample for a qualitative descriptive study is often smaller than in any other qualitative designs and is conveniently and purposively selected. The participants in this type of research must have several qualifications. They must have experienced the phenomenon identified for the study. They must be able to communicate with the researcher and they are willing to tell their stories (usually audio recorded) to a researcher interested in learning about their experiences. In this regard, Magilvy and Thomas (2009) state that a typical sample size for a qualitative descriptive study may be as few as three to five persons, ranging up to about 20 participants. One or two focus groups of four to six persons could also be used.

Similarly, Sandelowski (2000, p. 338) says “data collection in qualitative descriptive studies is typically directed toward discovering who, what, and where of events or experiences, or their basic nature and shape.” Data collection of qualitative descriptive studies focuses on discovering the natural events under study. Further he added that data collection involves minimal to moderate, structured, open-ended, individual or focus group interview. However, data collection may also include observation and examination of records, reports, photographs, and documents.

Qualitative research is generally characterized by the simultaneous collection and analysis of data whereby both mutually shape each other. Bogdan and Biklen (1982) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p.145). Qualitative analysis requires some creativity,

for the challenge is to place the raw data into logical, meaningful categories; to examine them in a holistic fashion; and to find a way to communicate this interpretation to others. Finally, the researcher must translate the conceptual model into the story line that will be read by others.

The presentation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the data that is organized in a logical manner. However, the data depends upon the researcher. For example, data presentation can be arranged by time of occurrence, categories/subcategorizes, actual or reverse chronological order of events, most prevalent to least prevalent themes, moving from a broad context of an event to a narrower context (i.e. specific cases), or describing an event from the perspective of more than one participant (Bogdan & Biklen 1982, p. 165). The outcome is the production of a descriptive summary of the selected events organized in such a way that the finding will be presented, in the most relevant manner, for the audience for whom it was written.

A qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. "The expected outcome of qualitative descriptive studies is a straight descriptive summary of the informational contents of data organized in a way that best fits the data." (Sandelowski 2000, p. 332). It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place.

Thus, the qualitative descriptive study is especially useful for researchers wanting to know who, what, and where of events. It is the most commonly used research method of investigation in the educational research field. It involves collecting information of data and describes the categorized information for describing the collected data. Taking all these theoretical insights into the consideration, I used this design to explore secondary level

English teachers' perception and practice on immediate feedback to enhance speaking proficiency.

3.2 Sample Population and Sampling Strategy

The population of the study included all the secondary level English teachers of the Baglung district. As the theory of qualitative descriptive suggests incorporating small number of sample population, I selected only five English teachers who have been teaching at secondary level. Six classes of each teacher were observed. The sample was selected by following non random sampling strategy. This is a type of non probability sampling strategy. In this type of sampling, all teachers of secondary level do not have equal chance to be selected. The sample was selected as per the researchers' desire, situation or convenience which is appropriate for the particular study. I selected five English teachers of secondary level of public school as a sample that was easily reachable and provided maximum data. It means, I required only those teachers who used feedback or who got the explicit ideas on feedback and feedback providing. Thus purposive sampling strategy was used to select sample for in this study.

3.3 Research Tools

There are different tools to collect data for the research. The data play very crucial role to reach to the solution that comes from the analysis and interpretation of the data. In order to collect the data required for this study, I designed semi-structured interview for the teachers and prepared observation diary. Most of the questions in interview schedule were teachers oriented. Similarly, total thirty classes were observed and researcher's diary was prepared. It was because the theory of qualitative descriptive study says that data are generated by asking questions in personal interviews or focus groups, making observations and recording notes, possibly participating in an event and reflecting on this participation, or taking photographs (Magilvy and Thomas 2009).

3.4 Sources of Data (Primary and Secondary)

Both primary and secondary sources of data were used for the study.

3.4.1 Primary Sources of Data

When the researcher collects information from real source or directly from informants according to the research needs then it is known as the primary data. It is first hand data and taken as most reliable, authentic and objective. In this study, the primary sources of data included the responses of five secondary level English language teachers and the record of six classes of each teacher. The data were collected by semi-structured interview and observation diary. I interviewed with teachers and observed their classes and keep all the records in my diary to incorporate all minute and possible circumstances of classroom.

3.4.2 Secondary Sources of Data

When any data or information from a source that has already been published in any form is found, then this source is known as secondary sources. In this study, the secondary source of data was taken from the various books like, Ur (1996), Thornbury (1999), Panova & Lyster (2002), Crystal (2003), Richards & Rodgers (2005), Harmer (2008). Besides, some relevant articles, journals, websites, research works related to English language teaching and learning were studied.

3.5 Data Collection Procedures

For the collection of require data, at first, I visited the selected schools and talked to the concerned authority in order to get the permission to carry out the research. Then, I met secondary level English language teachers individually and clarified them about the purpose of my visit. Then I built rapport and took interview in semi-structured format and requested them to allow him/her to observe their classroom. After that, I managed the time for classroom observation. And then I observed their classes and pointed out the cases of immediate feedback on my own diary.

3.6 Data Analysis and Interpretation Procedure

I analyzed and interpreted the data collected through semi-structured interview and observation diary. In this research descriptive method was used. So, I analyzed collected data from the interview and observation diary descriptively in narrative form through the process of transcribing, translating and coding. It was because the theory of qualitative descriptive study says, data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others (Bogdan & Biklen, 1982). So, I changed the raw data into logical and meaningful categories to find a way to communicate this interpretation to others.

3.7 Ethical Considerations

Ethical consideration is an important matter in research. Every respondent has their right to privacy. The participant cannot provide data if they do not like. To get the data participants must have belief that there is not any kind of harm, negative effect in their career instead of that they can get recent knowledge regarding that. That's why ethical consideration is highly required.

For the ethical consideration, I built rapport with the concerned people and I provided them participant information statement to inform them about the purpose of my study. Then consent form approved from the department of English education, TU was distributed asking to sign in order to get permission for data collection. I explained my purpose and made them know that their presence in my study would be voluntary. I assured that all the identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. For their privacy, the pseudonyms as Teacher A, Teacher B, Teacher C, Teacher D and Teacher E were used.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the collected data. The data were collected by using qualitative research tools and analyzed and interpreted by using descriptive and analytical procedures such as working with data, organizing it, breaking it into manageable units, discovering what is important and what is to be learned, and deciding what will tell others (Bogdan & Biklen, 1982). I have made an account of the analysis and interpretation of the data being consistent with the objectives of my study.

4.1 Analysis of Data and Interpretation of Results

The major concern of this study was to find out teachers' perceptions and classroom practices on providing immediate feedback in speaking. In order to fulfill the objectives, I collected data through interview and classroom observation. After the collection of the data, I described, analyzed and interpreted the information gathered from the teachers' interview and classroom observation descriptively in narrative form. I went through the process of transcribing, translating and coding. Recorded data which were later transcribed into written form and then translated into English and coded as per the objectives of the study have been analyzed thematically. Based upon the data various headings and sub heading have been made and discussed thoroughly in the following sub sections:

4.1.1 Teachers' Perception and Practices on Immediate Feedback

To get teachers' perceptions on immediate feedback, I interviewed with five secondary level English teachers. And, to find out the practices of providing immediate feedback in speaking, I observed thirty classes of the selected five teachers. I have used the pseudonyms to conceal the identity of those teachers.

The pseudonyms which I used were Teacher A, Teacher B, Teacher C, Teacher D and Teacher E. The data obtained from the interview and classroom observation were presented, analyzed and interpreted as below:

4.1.1.1 Teachers' View on Feedback

Feedback is an integral part of the educational process. It is an effective way to improve students' achievement during their learning which is delivered in an appropriate setting. Feedback is given to the performance of students either it is correct or incorrect. Teachers have a responsibility to provide meaningful feedback to learners. Learners should expect feedback and seek it. In this sense, Askew (2000) claims that feedback should be given as a part of judgment on the performance of another with the intentions to close a gap in knowledge and skill' (p. 6). Teachers provide information to the students with the intention of narrowing the gap between actual and desired performance which is the practice of feedback itself. The purpose of giving feedback is to encourage learners to think about their performance.

During the interview, I asked teachers about how they view on feedback and why do they take it as significant tool in teaching English. In response to this question, Teacher A said, *yes regarding my perception towards feedback, it is continuous reinforcement and regular suggestion to the students' progress and students' activities. And it is very essential for enhancing the students' learning.* Similarly, the Teacher B and E shared the similar view that feedback is a part of the teaching and learning process. Students improve learning more when feedback is given. They said that it is a reaction to the students' mistakes that make suggestions for improvement on future and motivate the students' learning. It helps to improve learners' accuracy and language acquisition. Teacher may provide feedback to students' performance by saying their strong points to strengthen and weak points to improve.

Likewise, Teacher C told,

Feedback is the comment focused on what thing that students are able to do well will give them confidence as learners as well as knowledge of what skills they can build on. Teachers' feedback helps students to know when they are doing well or offering constructive comments to help them when they are off track.

Similar view as echoed in the interview with Teacher D. He puts, *providing feedback is crucial to help students' develop as learners. It can be a powerful tool to connect with our students' in a positive way and see them incorporate learning expectation into their own goal.*

This above data show that all the teachers have clear understanding on feedback. It is found that feedback has one of the most powerful tools that influences on learning and achievement. To increase student achievement in classroom, feedback can be the key to making it happen. It is similar to the idea of Boud (2002), who says “a good feedback is given without personal judgment or opinion, given based on the facts, always neutral and objective, constructive and focuses on the future” (p. 7). So, it is a continuous reinforcement to improve students' learning which, helps to motivate in their strong points and correct their weak points for the further learning. Feedback provides learners with a comparison of their performance to educational goals with the aim of helping them achieve or exceed their goals.

After interviewing with teachers, classroom observation was carried out to see the extent of providing feedback in the classroom practices. Through observation it has been found that the selected teachers gave feedback to the students for their better learning. In students' good performance most of the teacher said “*good*”, “*nice*”, “*very good*” and encouraged them. For example, Teacher A asked the student to read a paragraph (Nima's Letter to Her Brother)

and student read four/five sentences correctly then the teacher clapped and said “*very good, sit down please*”. Similarly, the Teacher B asked the student to write a sentence about her friend on the board and student wrote “*My friend is very good in mathematics.*” Then the teacher said “*very good sentence Bikash.*”

Teacher C also provided feedback in his classes. He asked the students to make a list of difficult words after reading the passage (Memories of my Visit to France). Then students told difficult words to the teacher. But sometimes students did not pronounce the words correctly. At that time, teacher helped them to pronounce the words like; *museums, brochures, emboldened*. In the class of Teacher D, it was found that one student was coming from outside and said, “*my come in sir?*” Then the teacher corrected their sentence by saying “*say, may I come in sir?*” Similarly, the Teacher E asked students to tell the rhyming words after reading the poem (The Road not Taken). Then one student said “*wood, stood, could*” after listening student, the teacher said “*great.*”

The data from interview and classroom observation show that all of the teachers are familiar with feedback and according to their perception they provide feedback to their students. From the data obtained, I came to understand that feedback plays very crucial role for effective teaching and learning. Without feedback, good performance is not reinforced, poor performance is not corrected, and the path to improvement is not identified.

4.1.1.2 Feedback in Speaking

Speaking is a basic skill and student often feel difficulty to speak. In such a situation, feedback helps the student to improve their learning. Feedback can be immediate or delayed based on timing. Immediate feedback given during the learning experience can deepen students’ understanding and ensures they don’t reinforce incorrect ideas or habits. On the other hand, delayed feedback is given at the end of the students’ performance which gives students to complete their

work without obstruction. Those Individuals given immediate feedback shows greater increase in performance and understanding compared to feedback the following day. In the case of immediate feedback, the teacher could prompt the learner to try again and then provide a model and ask the learner to produce that model.

While interviewing the teachers, I asked them to express their views regarding the form of feedback as immediate and delayed. The teachers' responses about the preferable form of feedback have been presented below:

Teacher A responded,

In most of the case, I provide feedback immediately and sometimes after the class also. In teaching speaking, I always provide immediate feedback because after getting immediate feedback students can realize what are their weak and strong points at the same time. When students are quite nervous about making mistakes and lack of confidence during speaking, it is necessary to help them immediately. But in the case of writing we can provide delayed feedback.

Similarly, the Teacher B said,

In case of speaking proficiency, I provide immediate feedback to my students. Immediate feedback is a kind of information that learners receive while they are performing. While giving immediate feedback in speaking, teacher focuses a learner attention on errors, it can be corrective or non corrective in the form of praise or encouragement. And students can notice their error and corrective form and immediately

get chance to correct themselves. So, in speaking proficiency I prefer to give immediate feedback to my students.

Likewise, the Teacher C and E argued that both immediate and delayed feedbacks are important in language learning. In case of speaking activities, immediate feedback is most preferable. Because immediate feedback points out the error and good points immediately indicate. They further said that students are motivated after getting positive feedback and encouraged to do well and after getting corrective feedback, they realize what is the wrong thing and get chance to correct immediately. They also viewed that after correcting the ill-formed utterances immediately students come to know that what they speak and what they must. That's why, immediate feedback enhances speaking activities. In the same way, the Teacher D told,

I prefer immediate feedback to improve students speaking proficiency. It is important to know immediately when they commit a mistake or perform correctly. Then, they learn from it and take corrective measure in their mistake. And after getting positive feedback immediately in their correct performance they can be motivated to learn more.

The above excerpt from the interview show that all the teachers viewed positively. It means giving feedback without delay offering helps or encouragement to them just in time they expect. One of those teachers said that since their students were quite nervous about making mistakes and lack of confidence when speaking, it was really necessary to help them immediately. All the teachers said that if feedback which is not delivered immediately might escape teachers' mind later. The teachers argued that, immediate feedback was suitable in speaking proficiency and delayed feedback was best for writing activities. They also argued that immediate feedback helped students to know their weak and strong points and get chance to correct immediately. It is similar

to the idea of Long (1977) who states that by correcting ill-formed utterances immediately, learners notice their learning process and might be more vigilant and conscious for being more accurate (as cited in Quinn, 2014). It provides information how they are doing correct and motivates them to continue and also indicates how they are wrong then they immediately correct their error or mistake in speaking.

Likewise, in my observation, I equally focused on their practice of providing feedback in speaking whether it is immediate or delayed. Meantime, I came to see that Teacher A provided immediate feedback in most of his classroom activities. For example, he gave a problem to the students and asked them to advice in such a situation. Then one student told "*why don't go hospital*" and teacher corrected her sentence immediately and said "*Yes! Why don't you go to hospital?*" In the same way, in my observation, I found Teacher B also provided immediate feedback in students. For example; the teacher wrote a sentence, "*I am teaching grammatical items*" then asked them to change this sentence into negative form. And a student told "*I am not teaching grammatical items*". And teacher said "*great*". Teacher C also provided immediate feedback in students' speaking. In his class, he asked to make a sentence using 'in'. Then one student said "*I am in the ground*" and the teacher asked other students "*is it right?*" and they said "*no sir*". Then teacher said "*sorry, please try to make another sentence*". "*I am in my room*" student said. And the teacher said "*yes, you are correct*".

Similarly, in the class of teacher D; teacher gave an example from last year's SEE examination, "*I (see) a tiger.*" And teacher asked to complete the sentence using present perfect tense. Then student said "*I have seen a tiger*". Then teacher told "*yes! It is correct, good*". Teacher E mostly provided positive immediate feedback and sometimes he provided corrective feedback in the last of the class. For example; two students were communicating, at that time, teacher encouraged them by saying "*good! good! go on*" and in the last of

the class, he pronounced words like “*respiration, migratory*” correctly and asked students to pronounce.

The data from classroom observation also shows that immediate feedback is preferable for the speaking proficiency. During teaching, four teachers out of five provided immediate feedback most of the time while teaching speaking but one teacher provided both immediate and delayed feedback on students’ speaking activities. Sometimes he provided feedback during speaking and some time at the end of the class. The results collected from the interview match with what was shown in the observation. Moreover, these results indicate teachers’ preference of employing immediate feedback to delayed feedback in speaking lesson.

After analyzing the above data, I came to the conclusion that all the teachers prefer to give immediate feedback in speaking and they practice it in the classroom also. When teacher provide their feedback immediately to students, they can realize that what are the good point and what should be improved. When they get feedback from good point they can motivate themselves and try to do better. And when they get immediate feedback from their weaker point, they immediately correct their mistake and improve their performance being careful about the further performance.

4.1.1.3 Immediate Feedback in Speaking

Any kind of verbal and non verbal support to the students should be given immediately so, they get the chance to strengthen their response. Immediate feedback can be positive or negative however, it should be positive. Being “positive” does not mean being artificially happy or saying work is good when it isn’t. Being positive means describing how the strengths in a student’s work match the criteria for good work and how those strengths show what the student is learning. In this regard, Ellis (2009) states that in pedagogical theory, positive feedback is viewed as important because it provides affective

support to the learner and fosters motivation to continue learning. To be effective, feedback needs to be clear, purposeful and meaningful, with students' prior knowledge and to provide logical connections. Just noticing what is wrong without offering suggestions to make it right is not helpful. Positive feedback includes rewards, general praise, and the like. On the other hand, negative feedback includes punishments, general criticisms, and so on.

Whether the teacher used immediate feedback in positive or negative sense was another concern of the study. So, I discussed with them about it during the interview. They said as evidence and I have cited their abstract below:

Teacher A and C said that they were in favor of positive feedback. Further they added that positive feedback helps the students to develop, motivates and encourages the students learning process and negative feedback may discourage or stop their learning. As a response to my question *whether you prefer positive or negative feedback?* The Teacher B told,

I am in favor of positive feedback because it helps to modify the students' behavior. Positive feedback, when used appropriately, can have the most positive impact on students' outcomes, their engagement in learning and self-perception. But negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation and have more influence on students' success in the classroom than their actual skill.

In the same way, the Teacher D expressed,

Positive and negative both feedbacks can be used in the classroom. But I am in favor of positive feedback because in the learning process, students may feel difficult; at that time positive feedback gives them

energy to correct their mistakes and to make better their learning.

Positive feedback motivates the students to do something in a perfect way and improve their performance.

And the teacher E said that he was also in favor of positive feedback. He gave the reason and said that it helped to make students feel encouraged, interested in their immediate task and motivated to continue their behavior.

Above data indicate that, all the teachers are in the favor of positive feedback. No one likes to give negative feedback to their students' performance. All the teachers' belief that positive feedback helps to motivate, improves, develop or encourage students' learning. But negative feedback can discourage or stop student's learning process. It is similar to the idea of Van-Dijk & Kluger (2000). They demonstrated that positive feedback increases motivation relative to negative feedback for a task that people "want to do" and decreases motivation relative to negative feedback for a task that people "have to do." Thus, when we are committed to a goal, we are more likely to learn as a function of positive feedback. But when we undertake a task that we are not committed to (and hence have to do), we are more likely to learn as a function of negative feedback (we need to be driven). However, this effect is short lived and it may lead to future task avoidance behavior.

Similarly, after observing the classroom activities, I noted that, teachers gave positive feedback in most of the time in teaching and learning process, though all of the teachers said that they prefer to provide positive feedback. In some cases, negative feedback was also provided while teaching. For example; the Teacher A gave a structure "*she is suffering from headache*", and asked students tried to give some advice. Then a student tried to give an advice and told, "*You had better take a rest*". And teacher told "*yes! You are right*". In the same way, Teacher B provide positive or negative both feedback. For example; he wrote a sentence "*I am watching movie now*" and asked students to tell

which tense is used in this sentence. Then one student said “*present perfect continuous*” and teacher said “*you are wrong*” and asked another student, he said, “*it is present continuous tense*” then teacher said “*you are right*”.

Likewise, the Teacher C also provided positive feedback. In his class all the students seem really active. The teacher softly asked one student to make a sentence using ‘on’ and student said “*the black board is on the wall*”. Then the teacher asked another student “*is it correct*” and student said “*yes sir! it is correct*” and teacher said “*yes, you are correct*,” “*good job*”, “*thank you*”. Similarly, the Teacher D asked student to read a paragraph, she read and after that teacher said “*very good*”. While observing the class of Teacher E he also asked to read an interview and asked “*what is the interview about?*” then student said “*it is about bird flu*” and teacher said “*yes it is, good*”.

During classroom observation, it was found that also all the teachers provided positive feedback in most of the time where one teacher provided negative feedback in some cases. It was noted that students seem nervous after getting negative feedback but they seem confident and really happy and encouraged after getting positive feedback in speaking. The teachers’ perception about positive feedback in speaking matched with the practice in their classes.

From the discussion of the data taken from interview and observation, I came to know that all the teachers provide positive feedback mostly. For positive feedback they used “*you are right*”, “*yes you are correct*”, “*good job*”, “*thank you*”, “*very good*” and so on. It plays vital role in learning and teaching activities. If the positive feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to be learned. So, positive feedback means pointing out where improvement is needed and suggesting things the student could do about it.

4.1.1.4 Immediate Feedback on the Aspects of Speaking

My basic concern was the teachers' feedback on speaking. So, I paid due attention on how did teachers give feedback in speaking and different aspect of speaking like vocabulary, grammar and pronunciation. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. Students when intending to speak in the target language, they must care about any sound they produce; therefore, students face difficulties in combining words correctly. To produce a successful discourse, especially the misuse of tense for example instead of saying, *I'm bored*, and the student says, *I'm boring*. It is a big problem because making such mistakes may change the meaning completely, this is the same case for using pronouns, singular and plural forms. As a result that's make a difficulty for students to speak in the target language. So, they will keep their ideas within themselves, they cannot speak out their information.

During the interview, I asked the teachers that in which aspect they provide immediate feedback to improve speaking of the students. Their responses on this concern have been presented below:

The Teacher A responded that he mostly provide immediate feedback on pronunciation. He said that in speaking pronunciation plays vital role. And it was really necessary to give immediate feedback in students' errors in pronunciation to improve their speaking proficiency. Likewise, the Teacher B told,

I always provide feedback on the aspects of language like pronunciation, vocabulary or grammar. Specially, I provide immediate feedback in pronunciation. In most of the speaking activities there is a great problem which is mispronunciation of words. It leads to cause a problem in reception or comprehension of the meaning of an utterance.

So immediate feedback helps student to correct their mispronounce words immediately and improve their language.

To the same query, the Teacher C responded,

I provide immediate feedback in all the aspects; vocabulary, meaning or pronunciation. There is always a context when people communicate.

Thus, even when one mispronounces or make grammatical mistakes, one may be still understood; but it's one's mistakes in meaning that prevent one's message from being conveyed. In teaching and learning activities students may fail to produce an effective oral communication. They can face difficulties in combing words correctly and lack of the vocabulary; they cannot better communicate in the target language. In this situation immediate feedback helps students to pronounce correct form, combing words correctly and helps to better communication immediately.

Likewise, Teacher D and E argued that they provide immediate feedback in grammar and pronunciation of students rather than meaning. They thought that most of the students committed mistake in pronunciation of words, phrases. When they confused to pronounce something teacher helped to pronounce correctly. They added that paying attention to students' mistakes on grammar and pronunciation benefited student not only in speaking but also in other skills. So, in pronunciation and grammar, immediate feedback was most important in their view.

As discussed above, all the teachers agreed that their immediate correction mostly addressed to mistakes on form including grammatical mistakes, mistakes on vocabulary and pronunciation. When being asked about the

reasons why mistakes on form grab more teachers' attention, one teacher said, "Paying attention to students' mistakes on grammar and pronunciation benefits students not only in speaking but also in other skills." However, another teacher who advocated for mistakes on meaning asserted that there is always a context when people communicate. Thus, even when one mispronounces or make grammatical mistakes, one may be still understood; but it's one's mistakes in meaning that prevent one's message from being conveyed. In short, there are conflicting ideas about which types of mistakes should be paid more attention to.

While observing the classes, what I found that teachers provided feedback in all the aspects (pronunciation, vocabulary, grammar, and meaning). All the teachers gave immediate feedback in pronunciation mostly in comparison to vocabulary and grammar and in few cases teachers provided immediate feedback in meaning in students' speaking. During classroom observation, Teacher A provided immediate feedback in students' pronunciation and vocabulary in most of the classes. For example, in the class students feel difficulty to pronounce words like; "*speakers' speech*", and teacher immediately corrected their pronunciation. Teacher B also provided immediate feedback on students' pronunciation rather than meaning and vocabulary in his most of the classes. For example, teacher told a sentence, "*she is working very hard.*" and asked students to change this sentence into yes/no questions. And student said "*is she working very hard?*" but did not pronounce properly as a question form. Then the teacher immediately pronounced this sentence properly with high intonation and asked them to pronounce like that.

The Teacher C provided immediate feedback on all the aspects; vocabulary, pronunciation and grammar also. For example; teacher asked a boy to make simple sentence using 'into'. Then he said "*he.....*" and cannot speak. Then the teacher helps him by saying "*he came into*" (and he complete the sentence) "*he came into the room.*" Similarly, Teacher D also provided

immediate feedback on pronunciation of the students during his classroom observation. For example; teacher asked students to read a passage when the students mispronounce the words like; “*hurry up*”, ‘*devastation*’, teacher immediately corrected their pronunciation and help them to read properly. The Teacher E provided immediate feedback on grammar and pronunciation during his classroom observation. For example; two students communicate each other and students pronounce correctly. At that time teacher said “*excellent*”, “*you both are very good students*”.

I found the consistency in between teachers’ perception and practice in correcting grammatical mistakes, vocabulary and pronunciation mistakes. Specifically, all of the teachers said that pronunciation and grammatical mistakes are corrected very often. According to the results of the observation scheme, the entire teacher mostly focused on students’ mistake in pronunciation. In contrary to Phuc, (2010) said, “it can be asserted that among three types of mistakes on form, grammatical mistakes get much of those teachers’ attention.” However, students make mistakes while they speak but the problem does not lie in their lack or confusion of ideas but the way to put these ideas together coherently and cohesively.

In conclusion, throughout the observation of thirty classes, I found that teachers mostly provided feedback on pronunciation aspect of speaking. However, they care other aspects too. Immediate feedback on pronunciation mostly helps students to motivate for the further learning after positive feedback and they can correct their mistakes immediately after corrective feedback in speaking. While students make mistakes in speaking teachers’ immediate feedback helps them to improve themselves. Speaking is mostly related to pronunciation so; teachers’ feedback motivates students to correct their mistake on the spot. Likewise, grammar and vocabulary also play crucial role in speaking and getting feedback on these aspects facilitate the students’ language.

4.1.1.5 Ways to Give Immediate Positive Feedback

Immediate positive feedback motivates students and encourages them to continue doing their job well. Praising students for good performance is believed to increase motivation and to foster positive attitudes to learning (Ellis & Shintani, 2013, p. 250). It is most effective when teacher recognizes a specific action or behavior and delivers it in a sincere manner. Immediate positive feedback gives as soon as possible after the students' good work occurs.

Another concern during the interview was to know the ways teachers provide immediate positive feedback to the students. So, I discussed regarding this concern. And the responses from them have been given below:

The common thing of the responses from the Teacher A, B and E was towards students 'good performance they always provided positive feedback. During giving positive feedback, they mostly used single word like "good", "great", "right", "excellent", or "nice". Similarly, they used phrase also like; "very good", "well done", "good job", "thank you", "go on" and sentences also used like; "you are a good student", "you are very smart", "you are doing very well", "you are smart students" or "I know you can do it". In the same way, Teacher C and D opined that there were so many ways to provide immediate positive feedback. In their class, they used words and phrases like; "good", "excellent", "right", "great", "well done", "good job", "very good, nice job", "like that".

As the data above depict, the teachers prefer complimenting on students' ability as responses to students' good performance. Noticeably, all of the teacher's common positive feedbacks are "good", "great", "nice" "very good", "thank you" to compliment on students' speaking work. Specifically, all the teachers say that they usually use words or phrases to comment on their students' good work where some of the participants provide sentences as well. Teachers

viewed that delivering full sentences are their typical ways of giving positive feedback. When being asked about the reasons why the teachers use short forms of expression, especially only one word when giving feedback, one teacher said that they had to make it short and simple because of the time limit. In terms of teachers' praises in complex forms, this teacher also shared that teachers sometimes compliment saying "That's good". "Come on!" or "it's very nice", "what else's?", "you did it very well", "try harder" or "I like it very much", "keep up your good work." tend to be delivered after students finish speaking.

During classroom observation, I noticed that all the teachers provided immediate positive feedback to their students' speaking activities. Teacher A provided immediate positive feedback in his all the classes. He usually used words, phrases or simple sentences as a positive feedback like; "*right*", "*good*", "*thank you*", "*sit down*", "*you are right*". In the same way, the Teacher B also provided immediate positive feedback to their students on his most of the classes. He used words, phrases or sentences while giving positive feedback like; "*excellent*", "*good*", "*very good*", "*yes, you are right*". The Teacher C also always provided positive feedback to their students. He also used words or phrases for giving positive feedback like; "*good*", "*very good*", "*nice job*", "*great*" where Teacher D used words, phrases or sentences while giving immediate positive feedback to their students. Like; "*good*", "*you are a good student*", "*very good*", "*you are right*". Likewise, Teacher E used words or sentences like; "*good*", "*you are right*", "*good job*", "*great work*".

The results from interview fall into the same lines with what was observed in the classroom. The result from observation showed that only three times out of thirty, the teachers' immediate positive provision was in the form of complex and compound sentences. Almost all the time, the teachers commented like; "good", "nice", "great", "very good", "thank you", "good job", "sit down please." Same as Phuc, (2010) said, "the majority of the teacher respondents concur that the most common occurrence is teachers' saying: "very good!

thank you.” or even simply “good!” to compliment on students good work.” Remarkably, in practice, the teachers tend to use general ways of praises such as “good!” or “very good”, “nice”, “good job”, “you are right”, “you are a good student”.

It can be concluded that as for the forms of teachers’ expression for praises, teachers’ using short forms including words and phrases considerably exceeds than using complex forms including simple, complex and compound sentences. Immediate positive feedback impacts students’ self-regarded and self-competence or their beliefs about their ability to be more capable of success when they receive more praise.

4.1.1.6 Techniques Used to Correct Students’ Mistakes

The term corrective feedback refers to any feedback provided to a learner, from any source that contains evidence of learner error of language form. Corrective feedback plays a significant role in the kind of scaffolding that teachers need to provide and to promote continuing second language growth (Lyster et al., 2013). It is an utterance that indicates to the learner that his or her output is erroneous in some way.

Another concern was to know the teachers’ view on how they correct students’ mistake in speaking as well as to observation their action or strategies to correct students’ mistakes. So, being based on my interview schedule, I asked all of the participants about the techniques used to correct students’ mistakes. Their responses on this concern have been presented, analyzed and interpreted below:

Teacher A mentioned,

I always correct the students’ mistake by using elicitation method, sometimes repetition, and also by using explicit correction or recast. Elicitation by pausing and letting students complete the utterance is

surely the easiest way for students' mistakes to be corrected. However, it's not necessary to remind them of the related or previous knowledge all the time. In some cases, it even makes students lazy to think.

In this case, Teacher B viewed,

When students make mistake during speaking activities, I always correct their errors or mistakes immediately. I use different ways to correct their mistakes like reformulating or correcting their mistakes. I provide correct form when they speak incorrect utterances or when they make mistake; I point out their mistake and repeat it. Then, they correct themselves immediately.

Likewise, Teacher C put that he provided immediate corrective feedback to his students when they make mistakes. He mostly used 'repetition', repeating wrong utterance to draw students' attention and also use clarification request. Similarly, Teacher D told that he provided immediate corrective feedback using 'recast' and 'repetition' highlighting their mistakes while students make mistakes. Teacher E in the same question expressed,

Most of the students make mistakes in speaking in my class, when they commit mistakes I provide immediate corrective feedback. I ask questions related to mistake form without providing correct form. And also use 'clarification request' indicating that there is problem with language utterances.

It shows that, all of the teachers were familiar with corrective feedback and its types. And they used corrective feedback to their students' mistake. Most of the

teachers preferred repetition, clarification request and elicitation. Actually, to prompt students and to correct their mistakes by elicitation, teachers may ask “*What is the word?*”, “*Well, say that again*” or may pause and let students complete the utterance like in the example. One of the interviewee said, “Elicitation by pausing and letting students complete the utterance is surely the easiest way for correcting students’ mistakes. However, it’s not necessary to remind them of the related or previous knowledge all the time. In some cases, it even makes students lazy to think. Used by the teacher” so, correcting feedback is mostly used by the teachers.

During classroom observation, teachers correct their students’ mistakes. Teacher A in my observation gave a structure (I have forgotten my homework) and asked student to suggest. One student said “*I homework again*” and teacher immediately corrected her sentence by saying “*yes, I do my homework again*”. Similarly, Teacher B asked student to make a sentence using “on” and ones student said “*the vase on the table*” and the teacher asked to repeat the sentence and she said “*the vase is on the table*”. Likewise, one student makes a sentence “in front of students.....” and Teacher C asked student “*who is in front of students?*” and then student said “*the teacher is in front of students*”.

During the observation of speaking class of Teacher D, student said “*do I have a pen?*” and teacher said “*pardon, do I have?*” then student immediately said “*do you have a pen?*” In the same way, teacher E asked students to tell a sentence what they did yesterday (Saturday). One student told “*yesterday, I goes to Panchakot*” and teacher said “*you should say, I went to Panchakot yesterday*”.

Remarkably, most of the teacher used clarification request and repetition as the good ways to correct students’ mistake. In addition, the next type of teachers mostly used explicit correction and elicitation. Respectively four teachers followed explicit correction out of five. And recast together with metalinguistic cues were used only by two teachers. In contrary to this Panova and Lyster

(2000), investigating different corrective feedback types have also observed that the most frequently used was the 'recast'. However, in this study 'recast' were found to be the least likely to lead to learner uptake. Instead, uptake was more likely to occur in comparison to other corrective feedback types (e.g. Elicitation, clarification requests or repetition cues).

Interestingly, what is taken from the interview scheme was similar with the findings as they were seen in the observation. In detail, teachers used six types of corrective feedback including; elicitation, clarification request, metalinguistic cues, repetition, explicit correction, and recast. However, clarification request and repetition were the most frequently practiced. It is similar to the idea of Doughty (1994), who observed a variety of different types of teachers' corrective feedback and found that the most frequent were clarification requests and repetitions.

After analyzing the above data, I came to the conclusion that teachers made use of different strategies or techniques. For them clarification request and repetition were most frequent because I saw these techniques in many of the classes. Relating to the fact that repetition is most preferred by teachers and used mostly in the classroom also. While teachers point out the mistakes and asked to repeat the wrong utterances, students immediately think and realize what they did wrong and try to correct themselves.

4.1.1.7 Role of Immediate Feedback in Students' Speaking

Immediate feedback is absolutely effective for students' learning. Immediate feedback reduces errors in a speaking task and eliminates the risk of these errors, serving a preventive function (Lee et al., 1994). As a result, the errors are not recorded in long-term memory. This is reflected in an effective performance of speaking activities. Immediate feedback helps learners to judge their level of understanding, and become aware of misconceptions. It may also provide clues about the best approaches for correcting mistakes and improving performance.

During the interview, I asked to the teachers about how effective the immediate feedback in students' learning. And the teachers' response about the effect of immediate feedback in students' learning has been presented as below:

Teacher A indicated, *certainly, I have conducted the research by using the immediate feedback and the majority of the students about 90% were interested in learning and enhance their learning.* Teacher B and D responded that students are really interested in learning after they get immediate feedback. All the students feel happy, active and confident because when they make mistakes they got feedback immediately. Similarly, Teacher C mentioned, *yes! Of course, students are interested in learning after they get immediate feedback. After immediate feedback they notice their errors and try to correct their mistake and improve and continue their learning.* And the Teacher E argued,

In the class, there are different types of students. Good students are really interested in learning after getting immediate feedback. But some students are shy, who does not want to speak. These types of students are discourage after them getting immediate feedback and stop their speaking and do not try to speak again.

The teachers clarified that such immediate feedback is needed to provide students clues on what they need to do to what to improve in their language. In addition, when they receive immediate feedback they can memorize what they did wrong and do it right the next time. Same as Long (1977), "by correcting ill-formed utterances immediately, learners notice their learning process and might be more vigilant and conscious for being more accurate" (as cited in Quinn, 2014). Furthermore, four of the participants believed that students need immediate feedback from their teacher to know what is needed to improve their language. And they added students feel more active, confidence or motivated after getting immediate feedback. One teacher argued that when poor or shy

students got immediate feedback, it may discourage them and never try to speak.

Likewise, during the classroom observation, I found that all the teachers provide feedback in students' performance immediately. And after getting immediate feedback mainly the extrovert students seem motivated and encouraged and immediately correct their mistakes. On the other hand, some introvert or poor students felt hesitate to speak after feedback. But after some days, teachers' immediate feedback seemed to be helpful for shy students to correct their mistake. While teacher complete their incomplete sentences, they seem motivated and try to speak more. For example, while reading a passage, student read "*his death has caused an*" and stopped because of the difficult word then teacher completed the sentence "*his death has caused and immeasurable loss not only to your family...*" Then teacher asked to repeat and student repeated the sentence correctly.

While comparing the perception and practice of immediate feedback in the classroom, the effectiveness of immediate feedback is found as consistent as with the interview data. When, poor or introvert students got immediate feedback day by day they improve their performance during speaking activities. Most of the time, teachers provide immediate feedback in an effective way and students also improve their speaking effectively.

As per the effect of immediate feedback, teachers said that immediacy of feedback appears to have a positive impact on students' achievement. Similarly, I also recorded this kind of effect from my observation. So, it has been concluded that the teachers should provide immediate feedback to students' speaking in order to improve their achievement. In case of poor or shy students teachers have to provide feedback according to their nature, ability and level to improve their speaking proficiency.

4.1.1.8 Challenges in Giving Immediate Feedback

Giving feedback is difficult and challenging, but providing timely feedback to the students is vital for their learning. It motivates the students in the process of competency achievements. The teachers face many challenges even if they provide immediate feedback to the students. If the teachers do not understand learners' mood, interest and capacity, the teaching will not be effective.

Here, to find out challenges the teachers faced, the question "what are the challenges you face while providing immediate feedback?" was presented to get information from the respondents. The responses about the challenges while giving immediate feedback in speaking has been presented as below:

Towards the question I asked about challenges, Teacher A responded, *sometimes students may think it is the boring task. Sometimes shy students do not like to speak and some students take negatively but they get benefited at the end. In most of the situation Students be afraid of being criticized.* Teacher B about the same topic said,

Sometimes, immediate feedback doesn't work in speaking activities. For example, if the teacher provides immediate feedback immediately, the student may stop their speaking immediately, which is the main problem of it. And it is also difficult to select appropriate feedback and strategies immediately.

Likewise, Teacher C and D told that students in a large class often have mixed abilities. It was difficult to cater for students with such different levels and needs during 45 minutes. They further said that because of the time limit students' would not get equal chance to participate in speaking activities and did not get immediate feedback according to their level. And sometimes, the students did not understand what the teacher was trying to say. So, they viewed

that every student might not get immediate feedback during oral work due to lack of the time. And Teacher E argued, *it is difficult to promote active learning in speaking activities when resources such as text book, story books, flash cards, audio and video tapes are not available.*

From the above responses, numbers of challenges or problems are found in teaching speaking activities and providing immediate feedback. One teacher said that students feel nervous and are afraid of making a mistake when speaking. So, students do not pay attention towards further improvement; rather they feel that they are wrong. Sometimes the students do not understand what the teacher is trying to say. Students sometimes feel humiliated and show some irrelevant actions. Similarly, other teachers said that among large number of students, immediate feedback provides as a whole and it doesn't work according to their level and ability. Understanding learners' mood, interest and attitude (psychology) towards learning is also difficult while teaching. Same as 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". In this regard, lack of plenty of time to provide immediate feedback to each student is also a challenge for giving immediate feedback. It is also challenging that the teachers should always be careful and find out the students' strengths and weaknesses. During teaching it is difficult to find effective teaching material immediately.

Similarly, during the classroom observation, there also found the challenges same as the teachers' responses. While observing the class, two classrooms were found small (18-20 students) but other three classes were large classes (60-70 students). In small classrooms, all the students got chance to immediate feedback on their speaking. And all the students seem more active and motivated except 4 or 5 students. But some shy students seem quite and remain silence in the classroom. Teacher involved those shy students in speaking activities and asked them to speak, when they speak and make mistakes

teachers immediately provide feedback but students stop their speaking. After some feedback they also start to speak whatever they know and start to participate in different works.

Likewise, in the large classes, all the students did not have the chance to get immediate feedback. Only talent students got their space to speak and poor and introvert student did not involve in the speaking activities. When teachers divided students in group, only talent student present their work and shy students seem passive in the group work also. Similarly, lack of the teaching time, teachers could not manage their classes properly. The teacher did not have time to treat the students according to their level and ability. Shy and introvert students seem bit different. They often just need more time to warm up. They are afraid of being judge or looking silly in front of others, but once they feel comfortable with the group, might be quite extroverted. But it is found that giving immediate feedback to those students, classroom teaching time is limited.

The data collected so far and the analysis made in the above discussion depict that teachers cannot pay attention forever to the students. So, they feel boring and get fear of being criticized and also can behave rudely to the teacher and their friends as well.

From this, I came to experience that providing immediate feedback is not an easier job. Teachers as they viewed faced the challenges like student feel nervous and afraid of making mistakes, take feedback negatively or sometimes feel humiliated and show some irrelevant action. Similarly, I witnessed large class size, insufficient class hour, time as the challenges to them. So it can be concluded that as the teachers should always be active. They also have to select the proper strategy and understand the learners' psychology to use appropriate method of providing effective feedback.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The overall analysis and interpretation of the information collected throughout the study helped me to derive findings, draw conclusion and provide some recommendations. So, this chapter deals with summary and conclusion of the research based on collected data. It also consists of some pedagogical implications for policy level, practices level and further research based on finding of the study.

5.1 Findings

Based on the analysis and interpretation of the collected data and the discussion of results, the following findings have been derived;

5.1.1 Findings Related to Teachers' Perception on Immediate Feedback

-) The teachers perceived feedback as the most powerful tool to improve students' quality in speaking.
-) The teachers mainly preferred immediate feedback to improve their students' speaking skill.
-) All the teachers are in the favor of positive feedback. They belief that positive feedback helps to motivate, improves, develop or encourage students' learning.
-) All the teachers agreed that their immediate correction mostly addressed to mistakes on form including grammatical mistakes, mistakes on vocabulary and pronunciation.
-) All the teachers say that they usually use words or phrases to comment on their students' good work where some of them provide sentences as well.

-) All of the teachers were familiar with corrective feedback and its types. Most of the teachers preferred repetition, clarification request and elicitation.
-) Four of the teachers believed that students need immediate feedback from their teacher to know what is needed to improve their language. But one teacher argued that when poor or shy students got immediate feedback, it may discourage them and never try to speak.
-) All the teachers say that giving immediate feedback to their students is challenging because of the different level of students. large classroom size or limited teaching time.

5.1.2 Finding Related to Practice of Immediate Feedback

-) In the classroom observation, I found the frequent use of feedback. Teachers provided immediate feedback to their students' speaking. Most of the time teachers' responses immediately in response to the students' performance. But sometimes, they provided delayed feedback too.
-) Teachers used positive feedback to the greater extent in the classroom. Where some example of positive feedback was "good", "very good", "excellent", "good job" and so on.
-) The teachers' immediate corrective feedback mostly focuses on mistake on pronunciation of the students. Then, grammatical mistakes and mistakes on vocabulary also highly corrected where mistakes committed in meaning level is less prioritized. So, they provided immediate feedback more on pronunciation, grammar and vocabulary aspects.
-) Regarding teachers' immediate positive feedback, teachers give positive comments. They acknowledge students' response and support with verbal praise like; "Good", "Nice", "Great", "Good job" or "Very good". And use of form of a sentence (compound or complex) seemed less practical in immediate feedback.

-) Concerning immediate corrective feedback, repetition and clarification request correction were highly used. Moreover, the teachers use explicit correction and elicitation as well.
-) The teachers' immediacy of feedback appeared to have a positive impact on students' achievement. It was because, after getting immediate feedback, students were really motivated and tried their attempt to do better.
-) Giving immediate feedback in speaking according to students' level, intelligence, ability and psychology found more challengeable.

5.2 Conclusion

Feedback has become an integral part of ELT class. It is a means to facilitate both the learning process and teaching performance. It can support to make the performance more accurate, fluent and natural. Though almost everyone agreed on feedback and its role in learning but no significant study on the practice of feedback has been done, so, I studied on this aspect. From the study, it has been observed that the teachers used different feedback techniques according to the situation, nature of error and level of student who made a mistake orally. Over all teachers' attitude towards feedback was positive and almost all the teachers agreed that feedback is necessary for the students to encourage their speaking skills. The teachers were in favour of positive feedback. They agreed that immediate feedback is necessary to the students because it help them to correct their mistakes immediately. The teachers provided both positive and corrective immediate feedback. Similarly, the teachers made conscious and alert by pointing out their mistakes. Thus, the teachers play the vital role by providing the feedback to enhance the speaking proficiency of students.

From the study, I came to realize that repetition and clarification request can be effective ways or techniques to give feedback. So, these strategies should be the part of classroom practices. Teachers have to face many problems and it was similar case of my observation. During observation, I found that shy or

introvert students did not get chance to get immediate feedback from their teacher. The teachers did not provide feedback according to the level of proficiency and individual need of the students. In large classes, only talent or extrovert students were benefited from immediate feedback they get on their speaking work. In this situation, teachers have to manage their time for giving immediate feedback to all the students according to their level for the better performance.

From the study, I conclude that immediate feedback helped students to find out good or bad points during speaking activities. What I supposed earlier was that providing immediate feedback to the students is easier to the teachers for improving students' speaking skill and very students feel comfortable after that practice. But after the observation of their classes, I have realized that providing immediate feedback to each student is challenging for the teacher. So, the teachers should be careful while giving feedback. They should manage the time and should be very much serious on giving feedback to all the students according to their level, ability, intelligences or psychology. Thus, it can be claimed that the important role of feedback is to improve student's performance of learning task usually with the objectives of improving their performance.

5.3 Recommendations

Based on the findings of the research, I have made some recommendations in terms of the policy level, practice level and further research. This is given in the hope of making contribution to improve the teachers' practice on immediate oral feedback as well as the quality of teaching and learning speaking skill.

5.3.1 Policy Related

The educational product of a country depends on the educational policy implemented by that country or state. Similarly, teaching is also highly

influenced by policies formed by the nation facilities provided to them. So, based on the findings of this research, I would like to recommend some ideas.

The study found that teachers mostly used immediate feedback in their speaking classes. So, it should be an integrated aspect of classroom pedagogy. When immediate feedback is provided, the students performed better. So, the policy makers are suggested to make explicit measures on the use of immediate feedback. Similarly, I would like to suggest providing different types of teacher awareness programs, training and seminars to the teachers and others who are directly and indirectly related to the teaching and learning field. In addition, economic status and financial incentives of teachers are indirectly connected to the teaching learning process of the teachers in the classroom. Therefore, it seems to be effective for reviewing teachers' salary which enhances their performance. In the same way, the finding of this study suggested the different ways (positive or corrective) of providing immediate feedback which helps in students' speaking. While developing curriculum and syllabus it can be done to incorporate different ways of immediate feedback.

5.3.2 Practice Related

The practitioners of ELT, such as teachers, text writers, materials producer, students can effectively utilize the study to make effective speaking proficiency by giving or directing enough immediate feedback and creating such environment.

Finding shows that words or phrases were highly used in the classroom to praise the students. Likewise, repetition and clarification request also mostly used to correct the students' mistake. So, teachers are suggested to involve in the training related to the feedback (positive and corrective), about when to use and how to use in classroom. Because most of the novice teachers do not have practical knowledge about giving different types of feedback using different ways while conducting the teaching and learning activities in the classroom. Likewise, they can be suggested to be studious and to find new and effective

way of giving feedback and apply them appropriately in the classroom. And provide feedback either positive or corrective forms which are clearly understandable to the students and encourage them to speak in a better way. In the same way, I would also like to recommend the students to take feedback as positive response from the teachers and complete the tasks assigned by teachers and solve their problems themselves when they get feedback immediately from their teachers.

5.3.3 Further Research Related

No work is final and no research is complete in itself. After conducting this study, the researcher would like to propose some directions which may be useful for further research.

Firstly, this research was limited only to Baglung district. It cannot be claimed that the finding of this research are applicable everywhere. Therefore, researchers should carry out this type of research including more samples in different parts of country. Since teachers' immediate feedback is employed in almost classrooms, different ways of tackling, this issue can be done by adjusting the scope of the study. In terms of content, immediate positive and corrective feedback can be investigated separately for deeper understanding. Moreover, immediate positive feedback may be investigated on the relationship between teachers' immediate feedback and its impact on students' emotional states and attitudes in lessons. Similarly, in this study the number of the participant seems to be small. If the researcher becomes able to collect data from more participants' responses, the results could have been generalized. And the number of classroom observations seems to be inadequate. If the researcher able to observe more lessons, the practice of teachers' immediate oral feedback could have been unveiled more clearly.

In addition, this issue can be investigated in different groups of participants. In another way, the selected participants may be of different levels such as

primary, secondary students or university students. Changing in scope of study will help to tackle the same issue with different perspectives. In the same way, students' perception about the immediate feedback also can be the better area for further research. If the researcher finds out the perception of students, undoubtedly, it really helps to determine which reflect the truth among all the participants' responses; especially, when mismatches between the target students and teachers loom.

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Participant Information Statement

Dear Participants,

I would like to invite to you to take part in a research entitled “**Teachers’ Perception and Practice on Immediate Feedback in Speaking**” which aims to identify the teachers’ perception and practice on immediate feedback to enhance speaking proficiency. Your participation will be helpful in completing the research and finding out the teachers’ perception about immediate feedback and its practice in the classroom teaching. This study will take place under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant, at the Department of English Education.

This study involves semi structured interview and classroom observation. You will be asked about your experiences on feedback. Participation in this study is completely voluntary. The finding of this study will be informed you that might be helpful for you to improve your students’ speaking proficiency. The records you have provided will be kept confidential and your name will not be mentioned in the final product. No evaluation will be made about your performance on the basis of data you provide. If you have any queries, you can talk me any time or supervisor.

You can keep this document with you.

Thank you for kind cooperation!!!

Researcher

Kabita Khattri

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Informed Consent Form

Participant's Understanding

-) I read and understood the purpose of this study and value of my participation.
-) I agree to participate in this study that I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
-) I understand that my participation is voluntary.
-) I understand that all data collected will be limited to this use or other research – related usage as authorized by Tribhuvan University.
-) I understand that I will not be identified by name in the final product.
-) I am aware that all records will be kept confidential in the secure possession of the researcher.
-) I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
-) I understand that the data I will provide will not be used to evaluate my performance any way.
-) I understand that I may withdraw from the study at any time with no adverse repercussions.

Name of Participant:

Signature:

Researcher:

Supervisor:

Date:

APPENDIX - I

Semi-structured interview schedule

1. What is your perception towards feedback?
2. Do you give feedback to your students?
3. How do you provide feedback to your students?
4. Are you in favor of positive feedback or negative feedback?
5. Which feedback (immediate or delayed) do the most teachers prefer to give for speaking proficiency? Why?
6. Do you point out the mistakes in their speaking work? Why?
7. In which areas you provide immediate feedback to improve their speaking? (grammar, vocabulary, pronunciation or meaning)
8. Could you tell me the reasons why you tend to give immediate feedback on your students' good performance/bad performance?
9. In which ways you provide immediate positive feedback in your students' speaking? (Good, very good, you are a good student, nice job! It's what I expected of you)
10. How do you correct students' mistake in speaking? (elicitation, clarification request, metalinguistic cues, repetition, explicit correction, recast)
11. Are the students interested in learning after they get feedback? Why?
12. What can be the challenges while giving immediate feedback in speaking?

APPENDIX – II

Transcription of Interview with Teacher A

Researcher: What is your perception towards feedback?

Respondent: *Yes! Regarding my perception towards feedback, it is continuous reinforcement and regular suggestion to the students' progress and students' activities. And it is very essential for enhancing the students' learning.*

Researcher: Which feedback (immediate or delayed) do the most teachers prefer to give for speaking proficiency? Why?

Respondent: *In most of the case, I provide feedback immediately and sometimes after the class also. In teaching speaking, I always provide immediate feedback because after getting immediate feedback students can realize what are their weak and strong points in the same time. When students are quite nervous about making mistakes and lack of confidence during speaking, it is necessary to help them immediately. But in the case of writing we can provide delayed feedback.*

Researcher: Are you in favor of immediate positive feedback or negative feedback?

Respondent: *Yes! I' in favor of positive feedback, because positive feedback helps the students to develop, motivates and encourages the students learning process and negative feedback may discourage or stop their learning.*

Researcher: In which areas you provide immediate feedback to improve their speaking? (Grammar, vocabulary, pronunciation or meaning)

Respondent: *Yes! I mostly provide immediate feedback on pronunciation because in speaking pronunciation plays vital role. And it is really necessary to*

give immediate feedback in students' pronunciation errors to improve their speaking proficiency.

Researcher: In which ways you provide immediate positive feedback in your students' speaking? (Good, very good, you are a good student, nice job! It's what I expected of you)

Respondent: *In students' good performance I always provides positive feedback. During giving positive feedback, I mostly use single word like "good", "great", "right", "excellent", or "nice". similarly, I use phrase also like; "very good", "well done", "good job", "thank you", "go on" and sentences also use like; "you are a good students", "you are very smart", "you are doing very well", "you are smart students" or "I know you can do it".*

Researcher: How do you correct students' mistake in speaking? (elicitation, clarification request, metalinguistic cues, repetition, explicit correction, recast)

Respondent: *I always correct the students' mistake by elicitation, sometimes repetition, and by using explicit correction or recast also. Elicitation by pausing and letting students complete the utterance is surely the easiest way for students' mistakes to be corrected. However, it's not necessary to remind them of the related or previous knowledge all the time. In some cases, it even makes students lazy to think.*

Researcher: Are the students interested in learning after they get feedback? Why?

Respondent: *Certainly, I have conducted the research by using the immediate feedback and the majorities of the students about 90% was interested in learning and enhance their learning. After immediate feedback they notice their errors and try to correct their mistake and improve and continue their learning.*

Researcher: What can be the challenges while giving immediate feedback in speaking?

Respondents: *Sometimes students may think it is the boring task. Sometimes shy students do not like to speak and some students take negatively but they get benefited at the end. In most of the situation Students be afraid of being criticized.*

APPENDIX – III

Transcription of Interview with Teacher B

Researcher: What is your perception towards feedback?

Respondent: *Feedback is a part of the teaching and learning process. Students improve in their learning more when feedback is given. It is a reaction to the students' mistakes, make suggestions for improvement on future and motivate the students' learning. It helps to improve learners' accuracy and language acquisition. Teacher may provide feedback to students' performance by saying their strong points to strengthen and weak points to improve.*

Researcher: Which feedback (immediate or delayed) do the most teachers prefer to give for speaking proficiency? Why?

Respondent: *In case of speaking proficiency, I provide immediate feedback to my students. Immediate feedback is a kind of information that learners receive while they are performing. While giving immediate feedback in speaking, teacher focuses a learner attention on errors, it can be corrective or non corrective in the form of praise or encouragement. And students can notice their error and corrective form and immediately get chance to correct themselves. So, in speaking proficiency I prefer to give immediate feedback to my students.*

Researcher: Are you in favor of immediate positive feedback or negative feedback?

Respondent: *I am in favor of positive feedback because it helps to modify the students' behavior. Positive feedback, when used appropriately, can have the most positive impact on students' outcomes, their engagement in learning and self-perception. But negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic*

motivation and have more influence on students' success in the classroom than their actual skill.

Researcher: In which areas you provide immediate feedback to improve their speaking? (Grammar, vocabulary, pronunciation or meaning)

Respondent: *I always provide feedback on the aspects of language like pronunciation, vocabulary or grammar. Specially, I provide immediate feedback in pronunciation. In most of the speaking activities there is a great problem which is mispronunciation of words. It leads to cause a problem in reception or comprehension of the meaning of an utterance. So immediate feedback helps student to correct their mispronounce words immediately and improve their language.*

Researcher: In which ways you provide immediate positive feedback in your students' speaking? (Good, very good, you are a good student, nice job! It's what I expected of you)

Respondent: *In students 'good performance I always provides positive feedback. During giving positive feedback, I mostly use single word like "good", "great", "right", "excellent", or "nice". similarly, I use phrase also like; "very good", "well done", "good job", "thank you", "go on" and sentences also use like; "you are a good students", "you are very smart", "you are doing very well", "you are smart students" or "I know you can do it".*

Researcher: How do you correct students 'mistake in speaking? (elicitation, clarification request, matalinguistic cues, repetition, explicit correction, recast)

Respondent: *When students make mistake during speaking activities, I always correct their errors or mistakes immediately. I use different ways to correct their mistakes like reformulating or correcting their mistakes. I provide correct form when they speak incorrect utterances or when they make mistake; I point out their mistake and repeat it. Then, they correct themselves immediately.*

Researcher: Are the students interested in learning after they get feedback?
Why?

Respondent: Yes! *Students are really interested in learning after they get immediate feedback, all the students feel happy, active and confident because when they make mistakes they get immediate feedback.*

Researcher: What can be the challenges while giving immediate feedback in speaking?

Respondent: *Sometimes, immediate feedback doesn't work in speaking activities. For example, if the teacher provides immediate feedback immediately, the student may stop their speaking immediately, which is the main problem of it. And it is also difficult to select appropriate feedback and strategies immediately.*

APPENDIX – IV

Transcription of Interview with Teacher C

Researcher: What is your perception towards feedback?

Respondent: *Feedback is the comment focused on what thing that students are able to do well will give them confidence as learners as well as knowledge of what skills they can build on. Teachers' feedback helps students to know when they are doing well or offering constructive comments to help them when they are off track.*

Researcher: Which feedback (immediate or delayed) do the most teachers prefer to give for speaking proficiency? Why?

Respondent: *Immediate and delayed both feedbacks are important in language learning. In case of speaking activities, immediate feedback is most preferable. Because immediate feedback points out the error and good points immediately indicate. Students are motivated after getting positive feedback and encourage doing well and after getting corrective feedback, they realize what is the wrong thing and get chance to correct immediately. After correcting the ill-formed utterances immediately students come to know that what they speak and what they must. That's why, immediate feedback enhances in speaking activities.*

Researcher: Are you in favor of immediate positive feedback or negative feedback?

Respondent: *Yes! I' in favor of positive feedback, because positive feedback helps the students to develop, motivates and encourages the students learning process and negative feedback may discourage or stop their learning.*

Researcher: In which areas you provide immediate feedback to improve their speaking? (Grammar, vocabulary, pronunciation or meaning)

Respondent: *I provide immediate feedback in all the aspects; vocabulary, meaning or pronunciation. There is always a context when people communicate. Thus, even when one mispronounces or make grammatical mistakes, one may be still understood; but it's one's mistakes in meaning that prevent one's message from being conveyed. In teaching and learning activities students may fail to produce an effective oral communication. They can face difficulties in combing words correctly and lack of the vocabulary; they cannot better communicate in the target language. In this situation immediate feedback helps students to pronounce correct form, combing words correctly and helps to better communication immediately.*

Researcher: In which ways you provide immediate positive feedback in your students' speaking? (Good, very good, you are a good student, nice job! It's what I expected of you)

Respondent: *There are so many ways to provide immediate positive feedback. In my class, I use words and phrases like; "good", "excellent", "right", "great", "well done", "good job", "very good, nice job", "like that".*

Researcher: How do you correct students 'mistake in speaking? (elicitation, clarification request, matalinguistic cues, repetition, explicit correction, recast)

Respondent: *I provide immediate corrective feedback to my students when they make mistakes. I mostly use 'repetition', repeating wrong utterance to draw students' attention. And also use clarification request.*

Researcher: Are the students interested in learning after they get feedback? Why?

Respondent: *Yes! Of course, students are interested in learning after they get immediate feedback. After immediate feedback they notice their errors and try to correct their mistake and improve and continue their learning.*

Researcher: What can be the challenges while giving immediate feedback in speaking?

Respondent: *Students in a large class often have mixed abilities. It is difficult to cater for students with such different levels and needs during 45 minutes. That will not let the students' equal chance to participate in speaking activities and do not get immediate feedback according to their level. And sometimes, the students do not understand what the teacher is trying to say. So, every student may not get immediate feedback during oral work due to lack of the time.*