

**STUDENTS' PERCEIVED ROLES OF IMMEDIATE FEEDBACK
IN ENGLISH LANGUAGE LEARNING**

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

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DECLARATION

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

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DEDICATION

Dedicated

To

My Aappaand My Nana

.

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ABSTRACT

This is a study on **Students' Perceived Roles of Immediate Feedback in English Language Learning**. The main objective of this study was to explore the students' experiences on the role of immediate feedback in English language learning. The narrative inquiry was adopted as a research design. The population of this study were all the students of M. Ed third semester of Department of English Education, Tribhuvan University. The sample of this study consisted of four students of M. Ed third semester studying at Tribhuvan University. Purposive non-random sampling strategy was adopted for the selection of sample population. The study was based on both primary and secondary sources of data. I collected data through unstructured interview and reflective writing of the participants. The collected data were transcribed, coded and analyzed thematically. The findings of the study show that the teachers' immediate feedback plays the role of facilitator in their learning. Similarly, teachers' immediate feedback influenced positively in accuracy and fluency work. However, the students were demotivated because of teachers' superiority attitude in the classroom. Therefore, the students formed misconception and dissatisfaction towards particular teacher and subject.

This thesis consists of five chapters. The first chapter deals with 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 study. On the other hand, the second chapter deals with the review of related theoretical literature, review of the related empirical literature, implications of the study and conceptual framework. Similarly, the third chapter deals with the design of the study, population, sample and sampling strategies, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of results and the fifth chapter consists of the findings, conclusion and recommendations. The last section of this research includes the references and appendices.

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LIST OF ABBREVIATIONS

CLL	:	Community Language Learning
CLT	:	Communicative Language Teaching
ELL	:	English Language Learning
NELAS	:	Northeast Association and Learning Specialists
Prof.	:	Professor
Reg.	:	Registration
TPD	:	Teacher Professional Development
TU	:	Tribhuvan University