CHAPTER ONE

INTRODUCTION

This is a study on **Students' PerceivedRoles of Immediate Feedback in English Language Learning**. This chapter consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language learning is a continuous process for developing communicative ability in language learners.In the classroom, teacher and student are equally responsible for the good outcome of language learning. On the plus side, teachers' feedback is one of the essential aspects in order to make the students to learn further. Feedback is seen as one of the significant factors for encouraging andempowering the learners for learning. Feedback is an action done for the betterment. In the English language learning process, it plays the important role for leading the learners into the right track. Ur (1996, p.242) mentions that "Feedback is the information that is given to the learners about his or her performance of a learning task, usually with the objective of improving performance".Providing feedback means to give clear information regarding the learners' tasksafter completing the certain tasks for the betterment. Feedback isequally important bothteachers and students. To support this idea, Alshahrani, Mann, &Joy (2017) state "Feedback is not only important for the student; it has also of great importance to the educator and is a real measure of the quality and effectiveness of teaching". Feedback is one of the measuring factors of theinfluencesof teaching. It supports to know the students how well they are learning language. On the other hand, teachers also know the students weaknesses and learning hindrances.

It is important for students to know their progress and regress of learning. This is because the sense of progress motivates them to learn more whereas regress demotivate.Furthermore, it is also important to let students know their mistakes so that they will learn and do correct. Likewise, the way of giving feedback highly matters.However, providing late feedback can be less effective. A crucial attribute of feedback is its immediacy. To specify,Kheradmand and Sayadiyan (2016, as cited in Masadesh&Elfelk, 2017) concludethat teacher immediate feedback was more beneficial than delayed feedback. Immediate feedback is one of the influencing and triggering actions generally done by the teachers at the time of teaching. It refers to teachers'positive or negative comments given on the spot when the students made mistakes or goodpoints. Immediatefeedback assists to reduce repeated or common errors immediately committed by the students.It helps to overcome from the perplexities regarding their assignments, homework, class work, and presentation immediately.

English language is taught as a foreign language in Nepal and it has been made mandatory subject in higher level. English language is not our first language. It is learned as a second language.Therefore, students may face diverse difficulties, challenges and obstacles while learning English in the classroom.Mitchell& Myles (2004) argue that second language learning is an immensely complex phenomenon. This statement makes clear that learning second language is not an easy task. In such a situation, if students do not get sufficient feedback or delay feedback;it can make their learning more complex. Consequently, teachers should provide immediate feedback on students' performance.

However, the way of providing feedback determinesthe outcomes of the feedback. Teachers' way of giving feedback and students' reception also matters significantly in the learning. The feedback may have both positive and negative influence on the students. In the same vein, Hattie &Timperly(2007, as cited in Rai, 2018) assume that feedback as one of the most powerful influences on learning and achievement but the type of feedback and the way it

is given can be differently effective. Teachers provide feedback to the students by expecting that students can be familiar and learn from the mistakes. Although, teachers' immediate feedback may not always vibrates the students for the learning. The teachers' immediate feedback is one of the significant components of language learning. Thus, I was quite keen to explore the role of immediate feedback in fluency and accuracy work of English language learningfrom the students' experiences.

1.2 Statement of the Problem

Learning English language may not be easy to learn because of its different structure, vocabulary in comparison to first language. The students can be frustrated while learning English language. In suchsituation, teachers can help them to overcome by providing feedback on the spot. Similarly, students can respond to their teachers how they feel and their problems while learning immediately. So,feedback is taken as an uplifting learning factor. It supports to know what actually we learn and how we are learning. In the case of English language learning, feedbackshows the outcomes of language learning and improving aspects.

The main purpose of providing feedback to the students in language learning is to assist them in learning language efficiently. In addition, it is also equally important to know the role of the feedback in language learning and teaching.Feedback has been studied previously from different perspectives. For instances; Rai(2018) has conducted a research entitled feedback in English language learning:teachers' practices and students' perceptions and focused on the current practice of providing feedback and students perceptions on the role of feedback. Similarly, K.C(2014) has studiedthe secondary level teachers' perception on immediate feedback. These studies have focused on perceptions and practices regarding feedback. Additionally, the previous studies were quantitative in nature. Thus, it is essential to study or focus on the role of immediate feedback and collect students' experiences about it which lacks the

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previous studies.Therefore, I waskeen interested to carry out qualitative research on immediate feedback. Moreover, I conducted qualitative research by adopting narrative inquiry research design in order to collect the experiences of students' regarding immediate feedback and its influence in accuracy and fluency work.

During my school and college time, I had experienced both positive and negative immediate feedback. At that time, I used to feel motivated towards immediate feedback and vice versa in ELL. Thus, I was quite interested to explore the role and influence of immediate feedback through students' experiences. Furthermore,I attemptedto address students' experiences on immediate feedback and its influence in accuracy and fluency in ELL. That is to say, I mainly addressed; how the students perceive immediate feedback, how do they feel after getting immediate feedback and how the teachers provide immediate feedback in fluency and accuracy works in the classroom. Therefore, I aimedto collect the students' experiences on immediate feedback and its influence in accuracy and fluency of English language learning in the classroom.

1.3 Objectives of the Study

The objectives of this study were as follows:

    a. To explore the students' experiences on the role of immediate feedback in English language classroom.

    b. To investigate the influences of immediate feedback in accuracy and fluency work of English language classroom.

    c. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows:

    a. How do the teachers provide immediate feedback in fluency and accuracy work in the classroom?

b. How can teachers' immediate feedback assist in their learning process?

c. What kinds of immediate feedback usually they get from their teachers?

d. What do they feel after getting immediate feedback in the classroom?

e. What type of behavior usually they expect from the teachers while providing feedback?

f. How do students view on immediate feedback?

1.5 Significance of the Study

Feedback is considered as an encouraging and consolidating aspect of learning and teaching. We cannot ignore its role in language learning. It is one of the most considering part of teaching that teachers need consider. Similarly, the teachers need to consider the way of giving feedback. Feedback needs to be specific so students can clearly understand and know their weaknesses and strengths.This is because vague feedback can lead to students becoming frustrated, unmotivated and unable to improve their mistakes. In this sense, the way of providing feedback highlymatters in learning language. This study may be beneficial to those who are interested in English language teaching and learning. Teachers may be benefitted as it provided the information about the ways of providing feedback in the classroom.On the other hand, the study also can be beneficial to know the type of feedback so; they can decide what kind of feedback can be employ in the classroom. Moreover, they may know the students' views regarding the ways of providing feedback and which one can be effective. This study mayprovide the knowledge of immediate feedback and its influences on students' learning. This study would equally contribute to the English language learners to know what kind of feedback can motivate for learning. Likewise, this study may be beneficial to the English language teachers to know that emotional aspect also play important role in teaching and learning. In the same vein, this study can be benefitted to the researchers who

are interested to carry out similar kind of study in the future. Over all, this study may be beneficial to the concern people who are involved in the language learning and teaching field such as teachers, students, researchers, educational policy makers, course designers and other future researchers who want to conduct the research in the same field.

1.6 Delimitations of the Study

It is difficult to involve entire population in the research because of its limitations. The study has to be limited in terms of certain criteria for the reliable consequence. This study focused on the role of immediate feedback in fluency and accuracy work of the students.This study wasdelimited to narrative inquiry as a research design. The respondents of this study were four students of third semester, studying English education. The study wasdelimited toTribhuvan University.Regarding research tools, this study was delimited to unstructured interviewand students' reflective writing for collecting the required information. The purposive non- random sampling strategy was used for selecting the sample.

1.7 Operational Definition of the Key Terms

In my study, the following terms were used as the key terms with the given specific meaning:

Feedback: It refers to the teachers' comments, motives, appreciations, inspiration and compliments given to the students' performance verbally or non-verbally in the classroom after their performances.

Immediate feedback: Here, the immediate feedback means the feedback which is provided by the teachers on the spot on the students' performance in the classroom.

Experience: Experience refers to the events, activities and feelings that the students encounter in the classroom.

Story: In my study, it refers to the students' experiences about immediate feedback in English language learning in the classroom.

Perceived Roles: In my study, it refers to the positive or negative influence of immediate feedback in English language learning process.

English Language Learning: It refers to the process of learning English language as a foreign language in the college and university level.

Narrative Inquiry: Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the discussion on review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Review of literature helps the researchers to consolidate the knowledge of selected research topic area. It provides fundamental knowledge regarding related theory and previous studies. Literature review help to know the gap between previous studies and current so, anew researcher can explore the new research area.Kumar (2009) states that reviewing the existing literature is a never-ending task. It goes along with the study from starting to ending.Kumar (ibid) mentions that literature review has specific functions; it provides a theoretical background to our study and helps to refine research methodology. At the same time, literature review show how findings have contributed to existing body of knowledge in profession and it enables to contextualize the findings.

Literature review helps a researcher to be clear regarding research area or topic anddevelop methodology. In order to conduct my study, I have reviewed related theoretical insights from Harmer (2008), Richards &Lockhart (1996), Brookhart (2008) which are useful to my study.

2.1.1 Feedback in Learning

Feedback is the information given to the individual about his/her actions or behavior.However, this term in language learning and teaching refers to comments given to the language learners' or students' performance in the classroom. Richards, Brown and Jonson (1999, as cited in Pokharel,

2016)define 'feedback asany information which provides a report in the result of behavior'. So, feedback refers to the any comments provided to the performers after performance for the betterment. Regarding language learning and teaching, it is provided to the students after evaluating theirwork. This is the most important and practical aspect of language learning process.Teachers can give feedback individual and in group. Feedback is acknowledged as an important element for improving the learning process of the students.

One of the ways of inspiring students in language learning is by giving feedback on their works. In the context of language learning classroom, feedback means teachers' response or comments in students' works.Regarding this, Brookhart (2008) states that feedback is an important component of the formative assessment process. Feedback supports to enable the teacher to decide how to help students and understand their language learning problem.

Feedback plays an important role inperformance and achievement of the learners. Feedback should be a tool which support to buildthings upnot breaks things down.If students do not inspired, motivated they may catch the wrong way. In this regard,Harmer (2008) writes teachers should respond positively and encouragingly to the content of what the students have done.At the time of providing feedback teachers should not ignore students' emotions.Because of, positively provided feedback motivate to the students whereas negative demotivate.

Feedback is an essential part of languagelearning by which students can improve their weaknesses and strength themselves for learning. However, provided feedbackmay not always impact positively in learning. Feedback impacts positively and negatively; it somehow depends on the ways of providing feedback. Hattie &Timperley(2007) say that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Hattie &Timperley further say that feedback is an information provided by an agent (e.g.; teacher, peer, parent, self) regarding

aspects of one's performance or understanding. It helps to understand mistakes or errors of performances.

Moss and Brookhart (2009, as cited in Pirhonen, 2016) assume that feedback is a teacher's response to student work with the intention of furthering learning. Giving feedback aims to bring change in learning. It helps to bring positive changes.Hyland & Hyland (2006) mention "Feedback is a key element of the scaffolding provided by the teacher to build learner confidence". In the context of second language learning, feedback also help to build up confidence in students so; they perform confidently in the classroom. Similarly, through teachers' feedback they know different language devices and its usage thus, they perform well.

However, only teachers' regular feedback cannot be effective. For the fruitful learning students' eagerness, active participation should be; otherwise expected result may not be achieved. In this regard, Brookhart(2008), mentions that teacher feedback is input that, together with students' own internal input, will help the students decide where they are in regard to the learning goals they need or want to meet and what they will tackle next. We cannot ignore the role of the students for the better output in the language learning.

2.1.2 Types of Feedback

Regarding the types of feedback scholars have different views. They have discussed different types of feedback into different ways. A report of NEALS (2015), has enlisted the feedback as follows;

2.1.2.1 Oraland Written Feedback

Oral feedback is generally occurs at the time of performance. It is less formal, though it can function effectively for the improvement for the language learning. Generally, teachers provided oral feedback during students' performance in the classroom. It can be given in group and individually.Clarke (as cited in Pirhonen, 2016, p. 12) states that the oral feedback can be given

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instantly and frequently. Furthermore, Clarke says that it should focus on the learning intention of the task in order to be effective and worthwhile. Basically, oral feedback is more effective in higher level than basic level. On the other hand, written feedback is given after task. Basically, it is provided individually. Written feedback helps students to know that where are they, what needs improvement and suggested next steps. Written comments, suggestions or notes to the students after checking their assignments or answer sheets, homework can be taken as the example of written feedback. It is more time consuming than oral feedback. Written feedback needs to be timely so that it is paired as closely as possible with the event. On the plus side, written feedback in a matter that is understandable for the student. Moreover, it is actionable so that the student can make revisions (NEALS, 2015).

2.1.2.2 Feedback During and After Learning

Feedback during learning helps to students know their mistakes, errors immediately and take immediate step for improvement in learning. Feedback during learning is quite effective in basic level. It is more effective and productive to the learning process.It helps to minimize their mistakes, errors immediately at learning time.On the other hand, afterlearning feedback is provided after completing given task.After feedback is not more influencing for the students because they need to remember it and transform it into advice. Generally, good students can do this whereas struggling students find it more difficult. Both thefeedback during and the feedback after learning should focus on what is being learnt and how students should go about it.Similarly, these feedbacks should provide strategies to help the students to improve(NEALS, 2015).

2.1.2.3 Evaluative Feedback and Descriptive Feedback

Evaluative feedback is provided after examination, it is provided just for information about learning. It is done for final result. Evaluative feedback is provided in the form of the annual performance and grades or brief general

comments (e.g. well done, excellent. Good). Evaluative feedback can provide some information about learning, but does not convey the information and guidance that students can use to improve. Students just know their grade, rank or position through evaluative feedback. This feedback is mostly used by our teachers in language teaching and learning process. It can make the good students feel better and the less able students feel worse.

Descriptive feedback is directly related with learning that is expected. This feedback provides students with detailed, specific information about improving their learning. Descriptive feedback addresses faulty interpretation and lack of understanding .It provides students with visible and manageable 'next steps' based on an assessment. Similarly, it helps to take responsibility of self-assessing and self- correcting (NEALS, 2015).

2.1.2.4 InformalFeedback and Formal Feedback

Informal feedback refers to that feedback which is provided by without any structure, rules and boundary. It is generally given in oral form. Informal feedback is given to students while they are engaged in certain task to be sure that they are in right track or not. It is related with 'check ins'. 'Check ins' can quickly and effectively steer students in the right direction and enhance learning. It also can occur when students approach the teachers to seek feedback.

On the other hand, formal feedback can be provided through structured conferences with specific goals. Formal feedback is more specific than informal; it is given with purpose.Generally, it is provided individually regarding assignment, project for improvement. While providing formal feedback teachers can meet with a few students a day or a week depending on specific projects, deadline and individual students needs (NEALS, 2015).

2.1.2.5 Peer Feedback and Self-Feedback

Peer feedback can be an effective language learning tool. The students feel comfortable in peer feedback rather than other kind of feedback.Peer feedback 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 students get to see other students' work which also deepens understanding of the learning goals. Peer feedback is quite students friendly and they express their views freely regarding their works. In this regard, Stajduhar (2013, as cited in Pihonen, 2016) mentions that peer feedback enables students to gain the role of the teacher and take active part in giving feedback to each other. It supports to make easier to exchange the ideas, information and opinions among them.

On the other hand, self-feedback is the most effective and the ultimate goal of feedback for learning. Self- feedback means to self-assessing about own achievements, mistakes and improvements.The students should be able to determine their own goals of learning and identify their mistakes. Likewise, teachers should teach students through explicit modeling and instruction, the skills of self-assessment and goal setting(NEALS, 2015).

In addition, Glattulo(2000) & Harmer(2001, as cited in Upadhyay, 2012) divided feedback into corrective, evaluative and strategic feedback. Corrective feedback focuses on the correction of the students' errors. It helps to identify the errors by correcting learning tasks of students. Corrective feedback makes clear to students that why correct responses are correct and incorrect are wrong. On the other hand, evaluative feedback is provided for the judgment on students' performance. Students do not get chance to correct their mistakes under teachers' guidance. Because of, it is the summary of the learners' performance on particular task.Finally, strategic feedback is generally provided to offer learners' advice on what to do for the improvement in their learning.

However,generally feedback can be divided into following types:

a. Oral and Written Feedback

While teaching second or foreign language teachers use feedback in order to support to improve theirlearning. The teachers can use both oral and written form of feedback to encourage. Both oral and written feedback can play significant role in second language learning. Oral feedback refers to the verbal comments, responses or commitments of teachers regarding students' performances in the classroom. It is the most regular and interactive form of feedback.Oral feedback can be given in the teachable time. Recast, elicitation and praise are the most used types of oral feedback. Recast in oral work is the effective way of providing feedback Doughty and Long (2003, as cited in Rai, 2018). On the other hand, written feedback is given in written form. Teachers may write comments on students' tasks to provide feedback. Written feedback helps to develop or improve students' writing proficiency.

b. Positive and Negative feedback

While learning language students may commit mistakes. In this condition, teachers have main role to correct their mistakes. However, the effectiveness of providing feedback also should be considered while providing feedback. On the basis of effectiveness of feedback, feedback is divided into two types as positive and negative.Generally, positive feedback refers to motivated feedback which motives the students towards learning. It helps to students to work hard for the betterment. If students receive positive feedback they continue working and applying knowledge they have learnt. Positive feedback is considered positive reinforcement. In contrast, negative feedback is considered punishment. It can demotivate or discourages the students towards learning.Providing negative feedback means to make discourage students in learning.Therefore, while providing feedback teachers should be sensitive. If teachers provide positive feedback students feel confidence

c. Immediate and Delayed Feedback

While giving feedback, teachers also should consider about time. On the basis of timing, feedback can be divided into two types as immediate and delayed feedback. If the teacher provides feedback immediately after pointing mistakes or errors is referred to the immediate feedback.Immediate feedback is given as soon as the students complete or answer the questions. Immediate feedback can be given in oral or written form. Whereas delayed feedback is provided after the teaching and learning activities have been completed. Generally, delayed feedback is given in written form. If the teachers give feedback during students' performance, it can be an example of immediate feedback. And if the teacher gives the written feedback after performance of the students is an example of delayed feedback.

2.1.3 Importance of Immediate Feedback in ELL

Feedback is one of the influencing factors of language learning. It is because, feedback let students know their weakness so; they can correct and work hard. Feedback gives opportunities to reflect before revising. According to Black and William (1998 as cited in Harmer 2008) feedback on student's work has more effect on achievement than any other single factor. Referring them, feedback plays an important role in teaching learning. It supports to the students to reach at the top of learning achievement.Basically, feedback is important for motivating the students towards language learning.It can function as an effective tool for making learning interesting. However, giving feedback in wrong way may discourage the students. This is because feedback is provided with purpose of making further improvement. Feedback assists to shape students' learning and performance.

Teacher has main role to make effective feedback. While providing feedback the teacher should consider time.Teachers can use a variety of methods to encourage student learning.For examples; CLL, CLT.In the language learning setting, immediate feedback is used to improve student performance.Immediate feedback is provided on the spot. It helps to the students' know their mistakes

immediately and they can correct on the spot. Immediate feedback ensures that nothing is lost.Furthermore, students can also respond on the spot to teacher so they can progress quicker in their learning. Immediate feedback helps to overcome the problem of students immediately. It supports to students to be engaged in learning.In this reference, Alshahrani, Mann & Joy (2017) write providing students with immediate feedback is very desirable as it promotes engagement and the students see their contributions. To specify, Zaharik(1987, as cited in Samuals and Chen Wu, n.d.) mentions that immediate feedback allows the learners to make corrective modification and presents continued practice of the incorrect behavior. With this idea, immediate feedback makes engage in learning and helps to know their progress immediately.

Lemely(2007, as cited in Masadeh andElfeky, 2017) mentions that immediate feedback is provided as soon as the learner replies to question or completes as assignment, promotes retention of learned information. Furthermore, they state that those students who received immediate feedback performed significantly better on course final exams in comparison to delayed feedback. In this regard,immediate feedback supports to increase, promote and facilitate the students for knowledge acquisition on the spot.Ur (1991, p.242) mentions that 'Feedback has two main distinguishable components: assessment and correction'. Further, she says that in assessment, the learner is simple informed how well or badly he or she has performed. In contrast, in correction, some specific information is provided on aspects of the learner's performance. Referring this idea, immediate feedback assesses students' performance during learning language. Teachers correct students' errors while learning going on.

To sum up, immediate feedback has important role to make fruitful English language learning. It helps the students for reflecting themselves upon their works on the spot and lead to take quick steps for improvement. Moreover, it helps to achieve the desired goals of teaching and learning. It is equally important to the teachers in shaping their teaching according to need for

betterment. Overall, it supports to the students and teachers to overcome from perplexities regarding learning immediately.

2.1.4 Feedback during Accuracy Work

Accuracy work is related with the study of piece of grammar, a pronunciation exercise or vocabulary work. Accuracy is associated with 'non- activities' of learning. Non -communicative activities are designed to ensure correctness. While students are involved in accuracy work, it a part of the teacher's function to point out and correct the mistakes the students are making. According to Harmer (2008), in accuracy activity, correction is usually made up in two distinct stages as;

a. **Showing incorrectness:** In this stage, the teachers point out the mistakes committed by the students, with the aim of making students correct the mistakes themselves. Furthermore, Harmer (2008) has suggested different ways for showing the incorrectness to the students. They are repeating, echoing, statement and question, expression, hinting and reformulation.He further explains thatin the repeating stage, teachers can ask the students to repeat what they have said to make clearer. Likewise, in the echoing stage, teachers can pin point by emphasizing on the errors committed by the students. On the other hand, in the statement and question stage, teachers can appreciate the work of students by saying 'Good try but not right answer '. In this stage, teachers just indicate something has not quite worked. Similarly, in the expression stage, facial expression or gesture is taken as a correction tool.Students know that something wrong in their performance while they see their teachers' facial expression or gesture. On the other hand, in the hinting stage, teachers give some hints students to active rules they have already known.In the final stage, teachers can repeat the correct version of what the students have said for correction.

The teachers adopted all the procedures with hope that students are able to correct themselves once it has been indicated that something is wrong. However, teachers should adopt the right procedure for providing feedback.

b. **Getting it right:** In this stage, Harmer (2008) mentions that if students are unable to correct themselves or respond to reformulation, teachers need to focus on the correct version in more detail.It means teachers should emphasize the part where there is a problem.

2.1.5 Feedback during Fluency Work

Fluency work is associated with 'communicative' activities. Communicative activities are designed to improve language fluency.At the time of learning second language, students can encounter diverse problems in communicative activities. Harmer (2008) has suggested different ways for fluency activity:

a. **Gentle correction:**Harmer (2008) states that if communication breaks down, if students cannot think of what to say, teachers should help them forwards. To help them ahead, gentle correction can be offered in number of ways. Teachers might simple reformulate what the students has said in the expectation that they will pick up.

b. **Recording mistake:**Teachers has main role for making effective fluency activities in the classroom.This is because teachers have to play multi role while teaching. In this regard, Richards & Lockhart (1996) say that the contexts in which teachers work have an important influence on teaching, since different teaching setting involve teachers in different kinds of role.Further, Harmer (2008) mentions that we frequently act as observers, watching and listening to students so that we can give feedback afterwards. Such observation assist teachers to keep record of students' mistakes so; teachers can give good feedback after performance.

c. **After the event:**According to Harmer (2008) after recording mistakes of the students teachers want to give feedback. The teachers might give

feedback by giving an assessment of an activity, getting the students to tell us what they found easiest or most difficult. Alternatively, teachers can put some of the mistakes we have recorded up on the board and ask students first if they can recognize the problem whether they can put it right or wrong.For example; teachers can write both correct andincorrect words, phrases or sentences on the board and have the students decide which is right or wrong.After recording mistakes the teacher can provide feedback more effectively and the teacher can involve the students to find problem in their learning. So, they can improve their mistakes.

2.2 Review of Related Empirical Literature

Many research works have been conducted related to feedback in language learning and teaching. Some of the researches that have been carried out previously in this area of feedback are reviewed in this section.

Sturt (2004) has carried out a research on 'The Impact of Immediate Feedback on Student Performance: An Exploratory Study in Singapore'. The researcher has adopted experimental research design. The main objective of this study is to determine whether providing immediate feedback improves the analytical review skills for accounting students trained in a setting where feedback is not normally used. The sample of this study was 85 undergraduate students enrolled in the basic auditing course at a large public university in Singapore. The participants were randomly divided into three groups. The results suggest that inexperienced accountants in an educational setting that provides little exposure to feedback might improve their analytical skills through teaching methodology that includes training and practice with explanatory feedback.

Makey (2006) has conducted a research entitled 'Feedback, Noticing and Instructed Second Language Learning'. The researcher has adopted experimental research design. The 28 ESL learners who enrolled in university level in intensive English program and two experienced ESL instructors from the same program was sample of this study. The main objectives of this study

were to determine whether interactional feedback was associated with learners' reports about noticing and, if so, whether there was any relationship between learners' reports about noticing and their subsequent. Learners' noticing was assessed through on-line learning journal, introspective comments while viewing videotapes, and questionnaire responses. The result showed that noticing and interaction al feedback were related. There was also a positive relationship between reports about noticing and L2 development for one of the forms on which learners received feedback.

Bista (2012) has conducted a research entitled 'A Study on the Use of Delayed Feedback at Secondary Level'. The main objective of the study is to find out the ways of giving and using of feedback by the English teacher and to find out students perception on the use of delayed feedback in learning English language. The population of this study was 10 secondary level English teachers from different secondary schools ofRukum district. He used both primary and secondary sources of data. The researcher used simple random sampling procedure. This study showed that most of the teachers did not use the delayed feedback. They often used the immediate feedback while teaching English in the class. Majority of the teacher provided evaluative feedback to their students.

Similarly, K.C (2014) has conducted a research on 'Teachers' Perception on Immediate Feedback'. The main objective of his study was to identify secondary level English teachers' perceptions on immediate feedback. The population of his study was secondary English teachers from Kathmandu and the sample was forty teachers. He used purposive non-random sampling strategy for sampling the population. The result showed that teachers provide immediate feedback to the students frequently both orally and in written form. Providing immediate feedback in teaching pronunciation is equally appropriate and important to grammar and vocabulary. Similarly, immediate feedback helps in negotiating meaning between to teacher and students.

Upadhaya (2015) carried out a research entitled 'Role of Delayed Feedback in Developing Writing'. The main objective of his research is to find out effectiveness of delayed feedback in developing students' ability in writing. The researcher has adopted action research design. The population of his study was all students of class eleven of ParopakarAdarsh Higher School, Kathmandu. The sample of his study was 30 students. He used non-random judgmental sampling procedure. The researcher used different types of tests as research tool. The research showed that when we provide delayed feedback appropriately students are encouraged towards it and will improve better in their writing skill. Delayed feedback plays significant role to develop students' writing ability.

Rai(2018) carried out a research on 'Feedback in English Language Learning: Teachers' Practices and Students' Perceptions'. The main objective of her 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. She has adopted survey research design. The population of her study was M.Ed first semester students and sample was 4 teachers and 30 students from Department of English Education. She sampled the population using purposive sampling strategy. She used questionnaire and observation checklist as the main research tools. The result of her study showed that the teachers practice correcting as the common way of providing feedback to the students .The students perceived feedback as an 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.

This study is different from above reviewed researches in terms of different aspects such asresearch design, objectives, and research tools. These researches were conducted chiefly to explore the practice of feedback, perceptions of students and teachers regarding feedback. Similarly, to determine whether immediate feedback improve analytical review skills of students or not. These

researches were conducted by adopting survey, action and experimental research design. In the contrast,this study has explored the students' experiences on the role of immediate feedback by adopting narrative inquiry research design. In the same way, this study has explored the influences of the immediate feedback in the classroom.

2.3 Implications of the Review for the Study

Literature review leads us towards the clear track for removing confusions regarding selecting research topic, methodology, statement of problem and gap between previous studies and current knowledge. In this regard, Kumar (2009) mentions that literature reviews bring clarity and focus to research problem and improve methodology. Similarly, it broadensknowledge of research area and contextualizes the findings of research. Therefore, literature review has play important role to carry out my study.

Through literature review I got supportive implications regarding theoretical and empirical literature for my study. These reviewed literature supported to me in many ways. Harmer (2008), Richards & Lockhart (1996), Brookhart (2008) support me for building theoretical knowledge. Likewise, K.C (2014) helped to know the perceptions and practice of immediate feedback. Additionally, this study helped me to make conceptual framework for my study. In the same way, the study carried out by Upadhyay(2015) helped me to prepare research questions and objectives of my study. Similarly, the study conducted by Rokaya (2018) helped me to select research design and theoretical knowledge regarding methodology. Likewise, Bista (2012), Pokharel (2016), Wagle (2017), Yadav (2017) supported me to find out gap the between pervious and current studies.Overall, reviewed literature helped me catch up the right track and accomplished the study.

2.4 Conceptual Framework
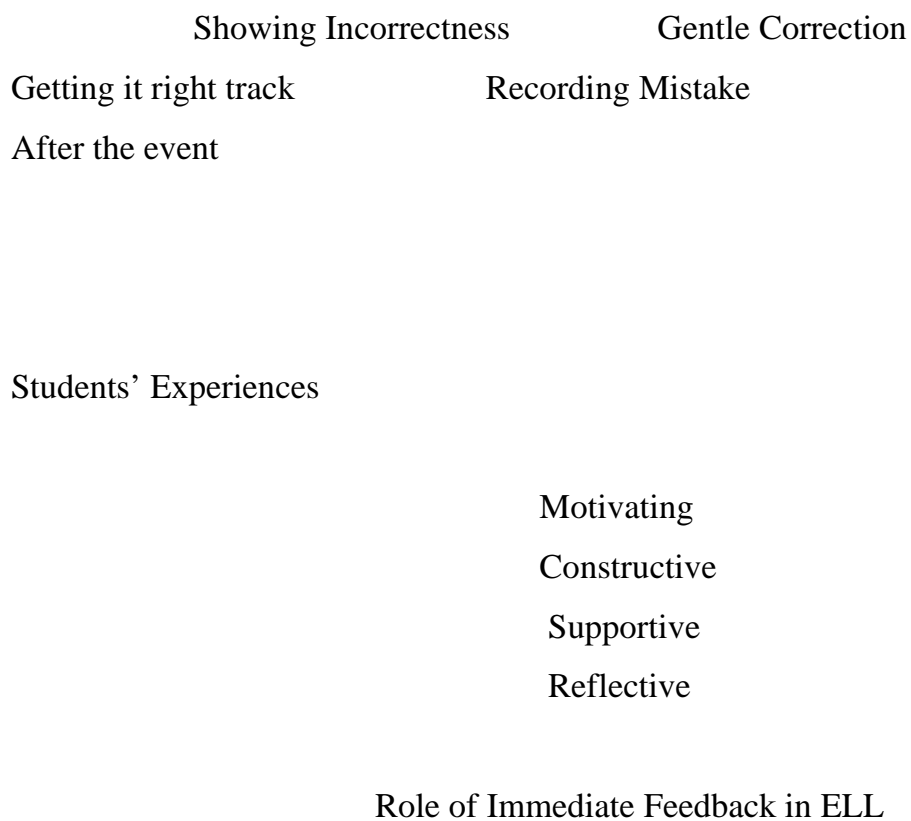
The conceptual framework of this study was as follows:

Showing Incorrectness   Gentle Correction

Getting it right track   Recording Mistake

After the event

Students' Experiences

Motivating

Constructive

Supportive

Reflective

Role of Immediate Feedback in ELL

Figure: 1Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists of design of the study, population, sample and sampling procedures, research tool, sources of data, data collection procedures, data analysis and interpretation process and ethical considerations.

3.1 Design and Methods of the Study

Research isone of theways to thinking, asking questions systematically for certain conclusion. It is done to solve existed problems or to raise questions on rooted knowledge. Grinnell (1993) as cited in Kumar, 2009) defines "Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable". To reach at the meaningful conclusion of any problem, there should be a systematic study. The researcher should adopt certain method to achieve targeted goal and accomplish study in the successive way. Therefore, for making the study more valid, reliable and concrete, there must be an appropriate research design. To specify, Kumar (2009, p.84) writes "A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically". Certain research design helps to make the study accurate, valid and objective. The selection of an appropriate research design is inevitable for making valid and meaningful conclusion.This study was based on narrative inquiry research design. Narrative inquiry is one of the qualitative methodologies. It studies the experiences or narrations of particular group, people, and community regarding certain issues in depth. In this reference, Clandinin and Connelly (2000,p.3) mention that narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place series of places, and in social interaction with milieus. Narrative inquiry highly emphasized the role of experiences to explore hidden reasons of certain issues or problems. It attempts to know the hidden reasons of certain problems or issues through lived

experiences and narrations of experienced people.Clandinin (2013 as cited in Hyddon, Browne, &Riet, 2017) states that understanding of experiences as narratives, and findings from these narratives will support and strengthen future knowledge, inform decisions and contribute to practice development. Through interaction and story of the students researcher can get better insights of immediate feedback. Therefore,to make the research sound, seven steps of narrative inquiry research design has been suggested by Khanal (2016) to make the study systematic and rigorous. According to him selecting individual, building rapport with the individuals, creating story sharing and listening environment and narration writing and analysis are the most important things should be considered while conducting narrative inquiry research. Furthermore, Khanal (2016, p. 149) has presented seven steps of narrative inquiry research design which supported to conduct my research successfully. He has presented seven steps in chart which is presented on the next page;

Time   Place/ Context   Describe of the story   Analysis

Step – 4

Restory/retell individual's stories

Autobiography   Photo, diary   Step 5 Organization of data

Step 3 story collection   Step 6 Conclusion and

report writing

Step 2 selection of population

Step 7 Validate the accuracy

For the report

Step 1 problem selection

Figure 2: Steps of Narrative Inquiry Chart

Source: Khanal(2016, p.149)

Narrative inquiry is one of the ways of collecting research data through narrations. It begins with the experiences regarding particular topic or issues. The narrative inquiry is a depth study of the respondents or people's live experiences and stories. Narrative inquiry captures the detail stories or life experiences of a single life or a small number of individuals. It tries to explore hidden reasons of particular problem through lived experiences of experienced people. In this study to explore the experiences of the students I adopted Khanal (2016) seven steps to conduct narrative research in systematic way which helped me to conduct this study successfully. Narrative research design is quite different than other design, just meeting the respondents and interviewed them is not sufficient to get required and exact data. For this, the researcher should to meet the respondents frequently and build up good rapport otherwise the exact data might not be gain. Due to lack of exact data the findings will not be accurate and rigorous.

3.2 Population, Sample and Sampling Strategy

The population of this study were all the students of M.Ed third semester from Department of English Education at Tribhuvan University, Kirtipur, Kathmandu. The sample of this study consisted of four students. I selected the participants using purposive non-random sampling strategy.

3.3 Research Tools

To accomplish the objectives of the study, I adopted unstructured interview and reflective writing as the research tools to collect the data.

3.4 Sources of Data

To meet the objectives of the study, both primary and secondary data were used.

3.4.1 Primary Sources of Data

The respondents were the primary sources of data.

3.4.2 Secondary Sources of Data

The secondary sources of data were various books, articles, reflecting writing, journals and different research works including Harmer (2008),Brookhart(2008), Richards and Lockhart (1996), Ur (1996), Connelly and Clindinin (2000) .

3.5 Data Collection Procedures

Data collection is one of the crucial aspects of research in the sense that data collection leads the researcher towards meaningful conclusion.So, the researchers should focus on the certain systematic procedures while collecting required data.

To meet the objectives of this study, I adopted certain procedures while collecting data. After getting approve of thesis proposal. First of all, I prepared simple interview guidelines, consent letter and participant information form. Then, I contacted the respondents through phone and messenger and arranged the meeting for further discussion. I made them clear about my research and objectives of the study. I built rapport with my respondents. I kepton touch with the respondents through phone and messenger. I convinced them for the study wherethe respondents responded me positively. After, one week I fixed the meeting date with the respondents for interview. I usually visited with the respondents on their available time so that I could get the in depth information where their real experiences or stories could be explored properly.During the interview, all the respondents were excited to share their past and present experiences or stories regarding immediate feedback. The consent was taken to record the interviews.Similarly, I had requested them to write reflection about their experiences of teachers' immediate feedback in the classroom. The respondents responded me positively and provided me their reflection writing after two week later. During the data collection, I had frequently visited the respondents for the interview and collected required data which helped to make my study rigorous. I interviewed them based on the guidelines which I

prepared and also recorded the interview through audio recording. The recorded data were transcribed and decoded. I visited the respondents again for maintaining accuracy and validity of the collected data. Finally, I thanked to all the respondents for their support and collaboration.

3.6 Data Analysis and Interpretation Procedures

To reach at the conclusion, the researchers should analysis and interpret the collected data. And the process of the data analysis and interpretation was begun after the completion of data collection. The collected data were analyzed and interpret thematically. After collecting all the required data, the data were transcribed, coded, translated and analyzed thematically.

Throughout the journey of preparing this thesis I was encountered by immense challenges in organizing the pile of raw data. After collecting all the required data, I wasperplexed at the point of analysis and interpretation. I had no idea how to pick up theme from the raw data. So, I consulted with my seniors and read some books which helped me to make clear about qualitative data analysis and interpretation. Importantly, I considered the whole story for theme building.To draw out the main theme, I had listened the recorded interviews more than five times. After that, I transcribed the audio recording interviews in Nepali language before translating it into English. I felt very difficult in transcribing the remarkable and contextual excerpt of the interviews because it was time consuming and new work for me. Before translating the transcribed interviews I coded them to draw out main theme. I attempted to provide the themes of the data rather than exact meaning. After all, I went through all the data to draw out the general sense. In the next step, I developed different major themes on the basis of coded data. The themes were generated after analyzing and interpreting the data on the basis of interviews.

3.7 Ethical Considerations

Ethical consideration should always be as one of the significant considering aspects of research. All the collected data and respondents' personal information should be kept private. The data were secured during the analysis process and anonymity was ensured in writing. The names were not used; instead the respondents identified with numbers. In my research, firstly I obtained consent from the concerned authority. Then, the respondents were provided consent form and participant information statement for the interviews. After that, the collected data was listened, transcribed and translated by maintaining accuracy. And pseudonyms were used to maintain privacy of the respondents while analyzing data. All the materials were used by citing and referring the original sources. Finally, I promised to my respondents that all the recorded data will be deleted after successful accomplishment of this study.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter consists of the analysis and interpretation of the collected data. I analyzedand interpreted the collected data in terms of objectives of my study.

4.1 Analysis and Interpretation of the Results

In this section, the collected data from both primary and secondary sources have been analyzed. The qualitative data collected through unstructured interview and reflective writing have been analyzed descriptively and thematically.As the objectives of the study was to explore the students' experiences on the role of the immediate feedback in ELL and to investigate the influences of the immediate feedback in accuracy and fluency work. This study has attempted to study as depth as possible. On the basis of the analysis of the data interpretation has been made. The collected data has been in following different sub topics:

4.1.1 Students' Views on Immediate Feedback

I used unstructured interview and reflective writing as a main research tools to understand and explore the influences and experiences of the students regarding immediate feedback in ELL. During data collection, I chiefly focused on students' past experiences, inspiring stories and influences of immediate feedback in their journey of English language. The students viewed immediate feedback as an important aspect in their English language learning process.They considered that immediate feedback should be practiced in both fluency and accuracy work from the basic level of English language learning. Immediate feedback is rarely practiced in our classrooms because of large number of students however it is practiced by few teachers. It implicitly develops positive thoughts towards English language. And certainly it has important role in English language learning. Moreover, I have discussed in the following sub – headings;

4.1.1.1 Teachers' Immediate Feedback Facilitates the Students

In the language learning process, teachers and students have equal role to bring out good outcomes.The teachers are considered as givers who have to play diverse role at the same time.Harmer (2008) has mentioned that a teacher may have to face different learning context where he/ she has to play different roles such as motivator, resource and feedback provider.As a being a feedback provider the teachers provide feedback on the students' performance. It is found that students view teachers' immediate feedback as a facilitator in ELL. In this regard, the respondent one said:

> *Of course, immediate feedback is a motivational aspect. Because, we commit so many mistakes and errors while learning English. If we get immediate feedback from our teachers we can improve and will not repeat the same mistakes again.*

Committing mistakes or errors is not a huge problem at all; it is a common phenomenon of learning process. Instead of being afraid from mistakes students should take feedback from teachers.Referring the respondent one statement, immediate feedback gives a chance to correct the students' mistakes or errors on the spot.In addition,Dignen (2014, as cited in Klimova, 2015) has mentioned that feedback is the most important communication skill; it is an opportunity to motivate; it is essential to develop performance and a way to keep learning. Teachers' feedback provides an opportunity to reflect the students themselves about their performance. After getting teachers' immediate feedback students can improve and reducethe same mistakes.

Similarly, respondent two shared his story:

> *In my school time, I was curious and I loved to study. Due to my hard working nature my teachers always encouraged and provided me both immediate and delayed feedback in the classroom and outside. They did not use any discouraging words. For me my teachers' immediate*

feedback is one of the facilitating factors in ELL. Because of my teachers' constant feedback and encouragement made me decide to choose this university for further study.

The respondent narration reflects the positive view on teachers' immediate feedback in ELL. The teachers can provide feedback in the classroom or outside of the classroom.A teacher should provide immediate feedback after her/his students' performance or tasks. Not only, teachers' feedback and encouragement support to identify their mistakes or errors. In addition, it supports to make important decision in their educational journey.In the same way, respondent three shared her experience:

I am the girl who loves to interact with teachers in the classroom from the early grade. In comparison to the other girls students I often asked questions and interact with teachers in the classroom.At that time, my teachers responded my questions and provided feedback immediately which leads me for further study. When I started to get immediate feedback from my teachers I reflect myself and improve my English.

The data above show that teachers' immediate feedback helps to reflect on their own performance so they can take improving steps in the coming days. Furthermore, teachers' immediate feedback encouragesstudying more and keeping update regarding their subject matter. Additionally, it explicitly or implicitly creates an interactive environment in the classroom. Likewise, fourth respondent articulated:

I started to learn English from class three. I used to feel very difficult to learn English language in lower secondary level but when I met newEnglish teacher who taught us according to our understanding level I started to feel little bit easy. He used to provide oral immediate feedback which made me feel easy to learn English. Immediate feedback facilitates me in my fluency and accuracy work of English language.

Teachers' immediate feedback supports to make easy to learn the particular language.Additionally, if the teachers teach according to the students' learning ability or understanding level; students feel easy to learn. The respondent four said that "*When I met new English teacher who taught us according to our understanding level I started to feel little bit easy*" With this note, it is better to teach and provide immediate feedbackaccording to the students' understanding level.Considering all the respondents' narrations immediate feedback has play core role in their ELL journey. If teachers provide immediate feedback students feel good and assist to develop students' confident; students be more curious and interactive as well. To bring positive changes in English language learning and develop learners' autonomy teachers' immediate feedback is needed. Only students' effort or curiosity is not sufficientforbetter language learning outcomes; teachers' encouragement, motivation, constant facilitation and immediate feedback also should be.

4.1.2 Students' Experiences on Teachers' Ways of Providing Immediate Feedback

Language learning is a continuous process where teachers and students are actively involved. At the time of learning and teaching language, teachers may provide immediate feedback in different ways. In the same way,students may expectimmediate feedback from teachers differently. Generally, feedback is considered as a motivational aspect of learning process however we cannot ignore the role of the ways of providing feedback. Here, the researcherhas tried to explore the students' experiences of their teachers' ways of providing immediate feedback.Respondent one has shared his experiences in this way:

> *When I was a student of primary level I used to imitate to my teachers. I used to try pronouncing the words like my teachers. But when my teacher asked to write me and my friends used to make incorrect words. For instance; we used to write 'arplane' for 'airplane'. And that time (Ummm....Pause) our teacher had responded us aggressively. They*

often used to say that 'you do not know this very easy thing, how can you be careless'. Because of such threatening type of providing way made me feel like I am a weak.

The teachers' presence is truly significant in their language learning. The studentscan learn new words and pronunciation by imitating their teachers. In the basic level, students learn language by imitation.The respondent said that *"When I was a student of primary level I used to imitate to my teachers. I used to try pronouncing the words like my teachers"*. However, the role of teachers' way of giving feedback can not be ignored. If teachers provide feedback in aggressive manner; students feel weak themselves.

In the same way respondent three shared her experiences:

> *Um….. I liked interaction in the classroom so; I often ask questions. At the time of interaction in the classroom, not all but some teachers provide immediate feedback and answered however, some teachers' responses are not satisfactory and they provide feedback in unusual manner (they do not give attention, say do yourself, ignore our eagerness..etc). And of course such type of manner really made me embarrassing and uncomfortable.*

Referring the above mentioned experiences that teachers' immediate feedback not only motivates the students rather it may demotivate and develop misconception towards teachers and learning as well because of teachers' way of providing immediate feedback.To support this idea, respondent four shared:

> *Look ..!!when I was in grade six English subject was like Mt. Everest for me. I felt so difficult to learn and I used to think that I will never learn. This is because our English teacher was stick and talked rudely. He used to provide us negative feedback on the spot and did not response us properly. Therefore, I was not interested to read English and I started to keep away myself from that teacher.*

In thelearning process, teacher has important roleto make learning interesting and fruitful. Similarly, we cannot ignore the role of teachers' feedback. However, the teachers provided feedbacks have to be encouraging and motivating for learning. In addition, Harmer (2008, p.331) says that teachers should respond positively and encouragingly to the students, while offering correction teachers focus on what students need at the particular stage of their studies and on the tasks they have undertaken. If the teachers offer feedback in the encouraging way definitely students feel good and develop positive waves regarding learning.

4.1.2.1   Students' View on Teachers' Attitude in Immediate Feedback

In the classroom, if the teacher presents with negative attitude and behave unusually; students cannot concentrate on study and feel uneasy. By contrast, students feel comfortable and can learn if teacherpresents with positive attitudes. Teachers have to be aware that despite their superior position when communicating with their students; they should instead maintain their authority through emphatic communication(Lavric, n.d).Teachers should maintain good relationship with the students through communication rather than being authoritative. Teachers' attitude impacts on the ways of providing feedback. Respondent one said.

> *Um….. (Pause)Basically, all the teachers do not entertain our questions; few of them do. And some teachers are possessive; they expect our performance like their which we cannot. I often felt such kind of superiority attitude in our teachers.Sometimes, I felt that our teachers just think from their perspectives not from ours.*

Teachers' response matters in language learning process; if teachers do not response and do not entertain the questions; students will be passive in the classroom. Similarly, respondent two shared his experience in this way:

Teachers' immediate feedback is remained as a constructive learning component in my ELL journey.However, I felt that our teachers have feelings of superiority; (in higher level)Um... normally they ignore our presence and they behave like students should accept whatever they said. And such type of attitude made me sad.

Likewise, respondent three said:

You know I am a feedback lover type of student I always expect feedback after my task or presentation immediately. Therefore, I wish that my teachers or friends provide me feedback after my presentation. We should not be afraid from feedback; because it helps to our learning. I have an interesting and lovely incident. Um.... I think this happened when I was in second semester;we had group presentation and after presentation our teachers provided us feedback on the spot. Teacher said that being a good driver is not enough but how the driver drives is important. And I understood the meaning and that did not hurt anyone. You know he is the teacher who has positive attitude towards students.

These narrations show that teachers' way of providing feedback is influenced by the teachers' attitude. Students always expect comments or response from the teachers after their performance. And when they get feedback indirectly they do not feel bad instead they learned. The respondent three said that *"Teacher said that being a good driver is not enough but how the driver drives is important. And I understood the meaning and that did not hurt anyone."* It shows that the way of providing feedback value in the language learning process.On the other hand, those teachers who have attitude of superiority in the classroom forget the importance of the students and attempt to suppress their curiosity. And such kind of teachers' attitude may distract the students from their learning. In the same way, the students' maydepict negativeidentity of the teachers; which may spoil the relationship of teachers and students.

4.1.2.2   Relationship of the Teachers and the Students.

One of the most important and influencing aspects of learning process is to build up and maintain good relationship between teachers and students. This is because good relationshipcreates interactive and communicative environment in the classroom.On the other hand, teachers and students relationshipimpact on the wayof providing immediate feedback. However, there can be diverse reasonswhich implicitly and explicitly influence on the way of providing immediate feedback.The respondents have shared their experiences with the researcher in this way; respondent one shared his experience regarding his relationship with his teachers:

> Yeah! I have a kind of rapport with my teachers. But what happened is that if we are closed with our teachers geographically, political ideologically we feel more comfortable and easy to keep in touch with our teachers.In such a case, if teachers provided immediate feedback negatively and be presented authoritatively we did not feel bad. This is because I have confidence that I can convince them and they know me.

It can be said that the relationshipof the teachers and students highly matters in ELL and in the way of providing immediate feedback. Due to good relationship students feel free to ask questions and get answer positively. In the similar vein, respondent four said:

> I do interact with teachers in the classroom and I am the CR of our classroom. Therefore, I get to chance to interact with teachers more than others. I often raised questions and shared my problems regarding my tasks. They answered me properly. Conversely, I found that the students who are introvert in nature and less active in classroom and do not build up rapport they are discouraged by the teachers in the classroom. The students who are closed teachers they often got inspiring words from teachers. And the same thing happened at the time of presentation.

This finding shows that the students who are familiar with teachers they get response properly and get more chance for interaction in the classroom. On the other hand, it is found that the students who are not familiar among teachers get less attention and chance for interaction in the classroom.Additionally, respondent two and three shared their experiences:

> *TehiHo !!The students who are closed with the teachers and do Hello!! Hi!! They have good relationship and get answer, positive feedback immediately. But who are not closed and ask questions sometime they are not taken seriously by teachers.*

In the interview, all the respondents have shared that they have experienced the influences of their and teachers'relationship on the way of providing immediate feedback. The experiences signaled that extrovert students are advantaged whereas introvert students are disadvantaged from teachers' immediate feedback in ELL.

4.1.3 Practice Forms of Immediate Feedback

Teachers can provide immediate feedback differently to the students in the classroom by considering time, number of students, content etc. The researcher has attempted to know how the respondents got immediate feedback. It is found that basically teachers have provided immediate feedback orally rather than in written form. In this regard, the respondents shared their experiences in this way:

> *Normally, teachers provided both positive and negative immediate feedback in oral form. In the primary level, we used to get oral feedback because of large number of students providing written immediate feedback was not possible in the classroom. In master's level, sometime I got written feedback after completing my assignment(Respondent Four).*

In the same way, respondents one, two and three said:

> *In the primary level we used to get both oral and written immediate feedback from our teachers. But in higher level we got oral immediate feedback. Teachers prefer to provide oral immediate feedback.*

There are several considering things; a teacher should consider while providing feedback; only one thing is not sufficient for making effective and interesting learning. From these narrations we can say that because of students'level, large number of students, estimated time and content teachers prefer to provide immediate feedback orally in the classroom. For addressing and maintaining the students' eagerness or queries teachers practice the oral form while providing immediate feedback.

4.1.3.1   Students' Preferred Form of Immediate Feedback

Obviously, teachers' feedback has meaningful role in the learning process and can support to improve students' mistakes. Nevertheless, students always may not perceive teachers' immediate feedback as a supportive part of their learning. On the other hand, all the forms of provided immediate feedback may not preferred by the students. Through this heading the researcher has attempted to which form of provided immediate feedback was preferred by the respondents. The respondent one shared his experiences in this way:

> *In the primary level, teachers used to provide immediate feedback after seeing each line of homework. One interesting habit of mine I want to share with you (Smile..) when I went to check my homework and if teacher gave me right even after finding my mistake I felt so happy; but if my teacher just did correction and pointed out my mistake I felt so bad. I wrote 'He like flowers' and my teacher did correction; he wrote 'He likes flowers' and gave right. At that time I felt so happy and did not repeat the same mistakes.*He further said *that when my teacher just did*

correction and gave underline with red pen I felt that how much I did attempt my teacher always made me fell.

As he shared his experience, if teachers do correct students' mistakes without considering their excitement it may develop misconception about learning and teachers.However, if teachers provide immediate feedback by encouraging and saying inspiring words; students may not take negatively even negative immediate feedback provided. Likewise, respondent four said:

> *You know..We have presentation and assignment in each semester and after presentation and assignment I get immediate feedback from our teachers. In my experience, immediate feedback is more useful than delayed feedback because we can identify our mistakes on the spot and we start to think about our mistakes. I got both oral and written immediate feedback; however, written immediate feedback support to my learning for long time. I kept assignments safely, in the examination I opened my assignments to seen the teachers' written feedback. It helped me to prepare for my examination.*

Similarly, respondent three shared:

> *One time what had happened that our teacher had given us to written reflection as an assignment; after completing our assignment we had submitted our assignment but that teacher said rudely on the spot this is not right; this is wrong.Such kind of way of providing feedback of our teacher really made me and my friends sad. We are not perfect; we are learning and we may have problem. When teacher provided directly immediate feedback in the classroom; it discouraged me.*

Referring the above mentioned narrations, all kind of immediate feedback cannot be motivational part of learning. If the provided immediate feedback is not perceived positively or not preferred by the students; it will be

meaningless.In the interview, the respondents preferred immediate feedback with positive reinforcement which support in their learning for the long time.

4.1.4 Immediate Feedback in Accuracy and Fluency Work

Basically, the students wish and expect their errors and mistakes to be corrected. And the general purpose of providing immediate feedback is to make the students aware about their mistakes. Furthermore, its purpose is to make the students able to conduct communicative and non- communicative activities in meaningful manner. Harmer (2008) has suggested different ways under the fluency and accuracy work. Accuracy is with writing whereas fluency with speaking.A student learns accurate production of language features and communicating skills together. To specify,Ellis and Shintani(2013, as cited in Kerr, 2017) say that fluency and accuracy develop at the same time.In this study, the researcher has attempted to collect the respondents' experiences regarding teachers' immediate feedback regarding fluency and accuracy work. The experiences has discussed further in the following sub-headings:

4.1.4.1 Students' Perceived Role of Immediate Feedback inAccuracy work.

Accuracy is associated with correctness of language use.If we speak randomly; our conversation does not make sense. So, let us see what kind of experiences have the respondents about immediate feedback in accuracy work. Regarding this, respondent one remembered his story:

> *In my view, feedback is psychological strength of learning. In the basic level, teachers used to provide immediate feedback by focusing on accuracy. They used to use red pen while pointing out my mistakes which let me not to repeat the mistake. And I used to feel more secure in learning when I get immediate feedback in my writing. In the higher level, teachers less focused on accuracy may be due to large number of*

students. However, the teachers' immediate feedback which was
provided in basic level is supporting me in communicative activities.

Respondent one experienced show that the things which learned in basic level it impact in higher level. And the respondent has positive influence in his ELL journey.On the other hand; respondent two has quite different experience regarding his teachers' immediate feedback in accuracy work. He said:

Of course, the teachers' immediate feedback plays great role in
accuracy work. However, if I talk about my experience I belonged to
community school where our teachers focused on reading and writing,
we used to get less concern on grammar. Obviously, it helped me to
develop my reading and writing skill. However, we could not get enough
immediate feedback due to large number of students. In the university, I
often got positive immediate feedback personally from my teachers after
completing my assignment. But some teachers responded us in a biased
manner; the student who spoke less and talkative in nature, teachers
became angry quickly at them. By contrast, not at them who are closed
with teachers and good in study.

As he shared his narration, he had not good experience or influence of immediate feedback in accuracy. In school he used to get more concentration on reading and writing; however, they used to get less concern on grammatical problems. Now, he got positive immediate feedback unfortunately he felt a kind of biasness in the classroom.Similarly, respondent three shared her experience in this way:

We have assignment and presentation in each semester. And I got
response from my teachers; some teachers pointed out mygrammatical
mistakes immediately. However, some teachers provided feedback
vaguely. They just had given mark and right. One day our teacher
assigned to write an reflection of journal and from that assignment and
teacher' feedback what lesson I learnedwas that writing is one of the

effective way of learning language accuracy and we should keep on writing.

As she said that immediate feedback plays meaningful role in accuracy work.A student should keep writing and teachers should provide feedback immediately. However, teachers should provide comments, responses clearly. Otherwise, students fell in confusions which can be a hindrance of learning. Likewise, respondent four said:

In my school,if we did commit grammatical mistakes our English teacher used to encourage solving with collaboration. While checking the pieces of my writing i.e. homework they used to provide immediate feedback and comment in front of my friends. That sort of activities encouraged to improve my accuracy in writing. One day, after my presentation my teacher told me that you did better than me, your fluency is really nice. After his immediate feedback I felt a little bit proud and I did reflect myself as well. Um...I asked myself did I really well? Do I deserving such a compliment or not?

Considering above mentioned narration, the narrator had good experience or influence of immediate feedback in accuracy work. His teachers' immediate feedback not only encouraged him; it also helped to reflect him about his performance or task.

In the interview, the respondents shared both good and bad experiences regarding the influences of immediate feedback in accuracy work. In the basic level they used to get immediate feedback in comparison to higher level. And teachers used to point out their grammatical mistakes which helped them to make their writing interesting and attractive. Even though, they got vague feedback from their teachers and faced biasness; which should be considered and should avoid.

4.1.4.2 Students' Perceived Role of Immediate Feedback in Fluency Work

The term fluency is associated with speaking and reading skills of language. It is related with communicative activities rather than non- communicative activities. A person who speaks fluently her/his intended message can be got easily. If the students have good command over fluency they can deliver their thoughts, feelings and views properly. Here, the researcher has attempted toshare the influences of teachers' immediate feedback in their fluency work.The respondent one remembered his teachers' immediate feedback in fluency work:

> *After each presentation, firstly we got our teachers' feedback in the classroom. And they said your use of language and grammar should improve. When my teachers pointed out my mistake I realized the actuallearning level of mine. Similarly, we also discussed among our friends and provided feedback each other.Some of my friends are Doteli speakers, when they spoke their first language interfere in their speaking. And our teachers provided feedback for improving their speaking. However, they just pointed out our mistakes but did not suggest the ways of solutions.*

This narration shows that the respondent and his friends got immediate feedback in the classroom; however teachers did not show the mistakes solution ways. And teacher focused on the grammar of language.

Respondent three said:

> *For the first time I presented in first semester and I was the first presenter of my class. I was quite nervous. After my presentation, my teacher gave me positive feedback. My teacher told me that your presentation was fine and your language fluency as well. But why are you nervous; do not be nervous, speak openly, consider the body*

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movements. We are like family and friends. There is nothing to be scare.After receiving such a positive feedback after presentation I felt so good; thenafter I started to feel confidence. In the next presentation I did not feel nervous.

The teachers' immediate feedback supports to buildup students' confidence. Referring this narration, the respondent has positive influence in her fluency work of teachers' immediate feedback.However, the ways of providing feedback should be considered while providing feedback. Likewise, respondent four shared his experience in this way:

At the beginning of my college time and in school days, I was very poor and even I could not produce a single sentence correctly.Later, I got feedback and support from my teacher for improving my speaking skill. In master level, while giving presentation in the class our lectures used to give feedback and suggestions on the spot. And I used to further encourage and motivate to do better in improving my speaking. However,some lectures interrupted at the time of presentation and provided feedback. And such kind of way really made me feel guilt. After that I cannot present well.

This finding shows that the teachers' feedback really matters in learning and developing confidence of the students. However, teachers should consider the timing of providing feedback.If teachers interrupt and comment rudely; students become hopeless and demotivate from their learning.

CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and recommendations related to policy level, practice level and further research level.

5.1 Findings

This study was intended to explore the students' experiences of immediate feedback in their ELL and in accuracy and fluency work.After analyzing and interpreting the data collected through interviews and reflective writings, this study has come up with the following findings;

5.1.1 Immediate Feedback is Perceived as a Facilitator

In the language learning process, teachers and students are the main characters whose active presence makes a successful and meaningful learning.Motivated teachers are always looking for new and effective ways which can contribute to improve their students' performance and learning. Similarly, students are also looking for proper guidance and suggestions. And one of the most effective ways to supporting students in their learning is to response after their performance in the form of feedback.From the study; it was found that the students had perceived teachers' immediate feedback as a learning facilitator. In this study, it was found that the students used to get immediate feedback from basic level to master's level. Teachers often provided immediate feedback to encourage and inspire the students.

5.1.2 Immediate Feedback for Self- Reflection

Teachers' immediate feedback supported to identify the respondents'mistakes on the spot. After identifying the mistakes they started to reflect on their work immediately. The students had perceived immediate feedback as a constructive, reflective and motivating element of their ELL journey. The respondents had experienced immediate feedback which had developed the habit of self-

reflection. However, students should not be afraid from teachers' feedback. Moreover, teachers' immediate feedback supported to make important decision in their educational journey. Likewise, it developed learning autonomy and confidence.

5.1.3 The Ways of Providing Immediate Feedback

All the respondents experienced that when they used to get nice comments with smiling face from teachers after their performance, they felt confident and happy.The ways of providing immediate feedback in the classroomhas significant role. Some teachers had provided immediate feedback aggressively and rudely which made the students hopeless and sad. Furthermore, they ignored the students' questions. Due to rude and aggressive manner of some teachers, students developed misconception towards teachers and the particular subject which distracted them from learning.

5.1.4 Teachers' Attitude in Immediate Feedback

In the school level, the respondents had not encountered superiority attitude of teachers. By contrast, teachers' superiority attitude highly appeared in college. Some teachers were presented with superior attitude in the classroom. And this attitude explicitly influenced the way of providing feedback. Those teachers who have superiority attitude, they expect from the students like their understanding level. The attitude of teachers also determines the way of providing immediate feedback in the classroom.

5.1.5 Teachers' and Students' Relationship and Immediate Feedback

The relationship of teachers and students plays important role in the classroom. The students who had good relationship with teachers they got immediate feedback nicely. If the students and teachers belonged to same place and they had same political ideology, the teachers used praising and encouraging words while providing feedback. Similarly, students did not feel bad even teachers provided negative comments.The students who were close with teachers they

felt easy to ask questions in comparison to who were not close. Likewise, the students who were introvert in nature were rarely asked questions in the classroom were not considered by teachers. All the respondents had experienced the influenced of theirteachers' relationshipwith them in the way of providing immediate feedback in ELL.

5.1.6 Practiceform and Perceived Role of Immediate Feedback in Accuracy and Fluency Works

 At school, students used to get both oral and written immediate feedback in the classroom. Similarly, at college, teachers often provided oral immediate feedback. The respondents believed that if teachers providedimmediate feedback politely and with smiling face; they did not take negatively even negative feedback provided.All kind of immediate feedback cannot be motivational part of language learning. If the provided feedback is not perceived or not preferred by the students;it will be meaningless. The respondents preferred immediate feedback with positive reinforcement which supported in their learning for long lasting.Likewise, teachers' immediate feedback hadinfluenced positively in accuracy and fluency work of the students.

Finally, this data showsimmediate feedback plays the role of a facilitator in their learning. However, the respondents' motivation hadbeen decreased because of teachers' superior attitude and biasness behavior in the classroom. Furthermore,superior attitude, aggressive manner and biasness appeared while providing feedback which caused formation of misconception and dissatisfaction towards particular teachers and subject. The teachers did not employ their emotional intelligence knowledge in the classroom.

5.2Conclusion

After analyzing and interpreting the collected data, I came with this conclusion;firstly I found that language learning could not be meaningful until

the teachers and students actively involved in the learning process.In the same way, teachers inspiring comments, friendly manner, and equal opportunity highly valued in the learning. Moreover, the role of teachers' ways of providingfeedback cannot be ignored.

Secondly in the higher level, the students had felt that teachers provided immediate feedback positively who were close with them. This study didnot claim that all the teachers are possessive and bias in terms of giving immediate feedback in the classroom. However, this study indicated the teachers should consider emotional intelligence and should employ critical pedagogy in the classroom.

Thirdly, this study showed that one of core purposes of providing immediate feedback is to develop the fluency and accuracy of the students of English language. Even the teachers' immediate feedback had facilitated to the students' English language learning; students did not feel easy to asking questions because of some teachers' aggressive and possessive manner.

Fourthly, immediate feedback was not practiced by all the teachers. The respondents had experienced oforal immediate feedback more in higher level than basic level. The teachers often provided oral immediate feedback because of large number of students. The students highly motivated when their teachers provided feedback immediately after their performance with smiling face and politely. So, we can state that teachers' facial expression, politeness and emotions influence on the ways of providing immediate feedback. Therefore, at the time of providing feedback teachers should consider students' emotions and somehow expectations.

Finally, immediate feedback supported to identify the mistakes and showed the right steps for improvement on the spot. The teachers' immediate feedback was perceived as a constructive and motivational part in learning by the students.It assisted to develop fluency and accuracy of English language. More specifically, immediate feedback which received in the basic level that assisted

for long timein their learning. Consequently, immediate feedback was perceived as an important element of ELL by the students.

5.3 Recommendations

On the basis of the findings and conclusion,policy and practice related recommendations can be presented below:

5.3.1 Policy Related

On the basis of the findings of the study, the following policy level recommendations can be made:

a) Teachers' immediate feedback plays significant role in ELL. And students are motivated by teachers' feedback. However, the students are not satisfied or motivated from the ways of providing immediate feedback in the classroom.Therefore, teachers should consider those things while providing feedback. Furthermore, the ways of providing immediate feedback can be included under TPD.

b) To be a professional languageteacher means todevelop linguistic, pedagogical, cultural,critical thinking and having knowledge of emotional intelligence.However, the teachers are not considered seriously those aspects while providing immediate feedback. So, making effective ways of providing feedback; the government should address by making students friendly policies.

c) Some teachers bias the students while providing immediate feedback in the classroom which influenced in ELL.For making democratic and student friendly environment; the curriculum designers and policymakers can incorporate emotional intelligence as a part curriculum and TPD.

5.3.2 Practice Related

Practice level recommendations can be listed below:

a) Students can identify and improve their mistakes immediately after getting immediate feedback in the classroom. Therefore, teachers can use immediate feedback as an attractive factor for ELL.

b) There are several motivational things for making the students' performance better than earlier. Among them immediate feedback is one of the most practiced and important. Therefore, the school and college administration should maintain the number of students. Consequently, the teachers can provide immediate feedback to all the students in the classroom.

c) The teachers should consider the students'cultural, linguistics, understanding level and emotion while providing immediate feedback in the classroom.

5.3.3 Further Research Related

The findings of one research is not enough or final in itself. This study was limited in exploring the students' experiences on the role of immediate feedback and the influences of immediate feedback in fluency and accuracy work. There can be more research areas, issues and topics.Therefore, new researchers may focus on the following areas:

a) Future researchers can investigate teachers' beliefs of immediate feedback in writing skills.

b) The researcher has adopted narrative inquiry research design, the new researchers can conduct case study.

c) New researchers can conduct a research on the role of immediate feedback from gender perspective.

d) The experiences of differently able students on immediate feedback.

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APPENDIX I

Participant Information Statement

Dear Informants,

You are invited to take part in a research entitled **Students' Perceived Roles of Immediate Feedback in English Language Learning** under the supervision of **Mr. ReshamAcharya,** Assistant Lecturer, Department of English Education, T.U. Kirtipur, Kathmandu. My study aims to explore the experiences of the students and influences of immediate feedback in the English language classroom. You have been invited to participate in this study because I am interested in finding out how does immediate feedback influence in English language learning. The expected duration of your participation will be two hours. Your interview and your reflection writing will be the main tools for collecting primary data. Your responses will be helpful in making an informed decision in giving immediate feedback in English language teaching. Participation in this research study is voluntary. There will not be any risks or costs associated with taking part in this study. Your participation will help me to enrich my data and result.

Please inform me of your decision and consent giving me your response.

Researcher

SreejanaChamling

Department of English Education

T. U., Kirtipur, Kathmandu, Nepal

APPENDIX II

Participant Consent Form

Supervisor   Faculty of Education

Mr. ReshamAcharya   Department ofEnglish Education

Teaching Assistant   Kirtipur, Kathmandu, Nepal

Students' Perceived Roles of Immediate Feedback in English Language Learning

I……………………., agree to take part in this research study. In giving my consent I state that: I understand the purpose of the study, that I will be asked to do, and any risk / benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.

2. I have got answers to any questions that I had about the study and I am happy with the answers.

3. I understand that being in this study is completely voluntary and I do not have to take part.

4. I understand that I can withdraw from the study at any time before I submit my responses.

5. I understand that my responses cannot be withdrawn once they are submitted.

6. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for the purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except requires by law.

7. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

   I consent to interview   **YES**   **NO**

   Signature
   Name
   Date

APPENDIX III

The interview has been conducted to collect the viable insight for the research entitled **Students' Perceived Roles of Immediate Feedback in English Language Learning** under the supervision of **Mr. ReshamAcharya,** Teaching Assistant, Department of English Education, T.U. Kirtipur,and Nepal.

Sample Interview Transcript

Researcher: Namaste

Respondent: Namaste

Researcher: How are you? What are you doing nowadays?

Respondent: Um, I am good. Nothing special,just preparing for the final examination.

Researcher: Oh! That's great!! Well, I am a student of thesis year and I am going to conduct a research entitled**"Students' Perceived Roles of Immediate Feedback in English Language Learning".** And my main objective is to explore the students' experiences on the role of the immediate feedback in ELL.So, I hope you help me by sharing your experiences.

Respondent: Sure! I will

Researcher: Well, Language learning is a continuous process. In the learning process, we get feedback from our teacher.

Respondent: Yeah! Of course we get!

Researcher: So,first of all let me know how do you perceive immediate feedback in your English language learning?

Respondent: Of course, immediate feedback is a motivational aspect of learning. Because, we commit so many mistakes and errors while learning

English. If we get immediate feedback from our teachers we can improve and will not repeat the same mistakes again.

Researcher: So, you perceive immediate feedback as a motivational aspect of your English language learning?

Respondent: Yes, I do. However, the way of providing immediate feedback impact in our learning.

Researcher: It means what? Can you tell me more?

Respondent: Look! Basically teacher provides feedback with the aim of improvement of our performance. However, if teacher provide negatively and show authoritative behaviors we feel hesitate.

Researcher: Have you been ever gone through from such a situation in your learning journey?

Respondent: When I was a student of primary level I used to imitate to my teachers. I used to try pronouncing the words like my teachers. But when my teacher asked to write me and my friends used to make incorrect words. For instance; we used to write 'arplane' for 'airplane'. And that time (Ummm....Pause) our teacher had responded us aggressively. They often used to say that 'you do not know this very easy thing, how can you be careless'. Because of such threatening type of providing way made me feel like I am a weak.

Researcher: You know sometimes we want to ask question at the teaching time but we cannot and if we ask; we do not get response properly from our teacher. So, what experience do you have?

Respondent: Yeah! It's happened. Nowadays our teachers are talking about communicative approach, they are talking about critical theory, post- method theory but these theories are just limited within theories. During class many questions raised inside me but I could not express.

Researcher: Why do you not express or ask questions?

Respondent: Because, generally our teachers do not show interest to our questions. But not all the teachers, however, such type of behavior demotivate me.

Researcher: How do you teachers address your questions in the classroom?

Respondent: Um….. (Pause) Basically, all the teachers do not entertain our questions; few of them do. And some teachers are possessive; they expect our performance like their which we cannot. I often felt such kind of superiority attitude in our teachers. Sometimes, I felt that our teachers just think from their perspectives not from our.

Researcher: How is your relationship with teachers?

Respondent: I have good relationship with teachers and I always try to keep good relationship because I believe that it influences in our learning and feedback.

Researcher: How? And have you experience that due to the relationship of you and your teachers influence in the way of immediate feedback?

Respondent: Yeah! I have a kind of rapport with my teachers. But what happened is that if we are closed with our teachers geographically, political ideologically we feel more comfortable and easy to keep in touch with our teachers. In such a case, if teachers provided immediate feedback negatively and be presented authoritatively we did not feel bad. This is because I have confidence that I can convince them and they know me.

Researcher: We know there is many forms of immediate feedback like oral, written etc. generally which form of immediate feedback is practiced by the teachers?

Respondent: In the primary level we used to get both oral and written immediate feedback from our teachers. But in higher level we got oral immediate feedback. Teachers prefer to provide oral immediate feedback.

Researcher: Which form of immediate feedback you preferred?

Respondent: In the primary level, teachers used to provide immediate feedback after seeing each line of homework. One interesting habit of mine I want to share with you (Smile..) when I went to check my homework and if teacher gave me right even after finding my mistake I felt so happy; but if my teacher just did correction and pointed out my mistake I felt so bad. I wrote 'He like flowers' and my teacher did correction; he wrote 'He likes flowers' and gave right. At that time I felt so happy and did not repeat the same mistakes. He further said that when my teacher just did correction and gave underline with red pen I felt that how much I did attempt my teacher always made me fell.

Researcher: You mean you preferred those feedbacks which are given positively?

Respondent: Yes, if teachers provide immediate feedback by encouraging and saying inspiring words we feel good.

Researcher: Let's talk about the role of immediate feedback in accuracy work. How did you perceive the role of immediate feedback in your journey of ELL?

Respondent: In my view, feedback is psychological strength of learning. In the basic level, teachers used to provide immediate feedback by focusing on accuracy. They used to use red pen while pointing out my mistakes which let me not to repeat the mistake. And I used to feel more secure in learning when I get immediate feedback in my writing. In the higher level, teachers less focused on accuracy may be due to large number of students. However, the teachers' immediate feedback which was provided in basic level is supporting me in communicative activities.

Researcher: Similarly, how do you perceive your teachers' immediate feedback in fluency?

Respondent: After each presentation, firstly we got our teachers' feedback in the classroom. And they said your use of language and grammar should improve. When my teachers pointed out my mistake I realized the actual learning level of mine. Similarly, we also discussed among our friends and provided feedback each other. Some of my friends are Doteli speakers, when they spoke their first language interfere in their speaking. And our teachers provided feedback for improving their speaking. However, they just pointed out our mistakes but did not suggest the ways of solutions.

Researcher: Overall, you have perceived immediate feedback as a motivational aspect in your language learning journey?

Respondent: Yeah!!(Smiling) it is perceived. But the ways of providing feedback really valued in ELL.

Researcher: Smiling …. Thank you so much for your precious time. You are busy in exam preparation even you give me time.

Respondent: It's my pleasure that I share my experiences.

Researcher: Thank You!!!

APPENDIX IV

Sample Interview Transcript -2

Researcher: Namaste! I am SreejanaChamling, student of thesis year. How are yousir?

Respondent: Oh! Namaste! I am good.

Researcher: Actually, I am going to conduct a thesis entitled**"Students' Perceived Roles of Immediate Feedback in English Language Learning".**And the main objective of my study is to explore the students' experiences on the role of the immediate feedback in ELL.So, I hope you help me by sharing your experiences.

Respondent: Oh! Sure.

Researcher: Generally, we take feedback as an important aspect in our learning. Well, can you share your past experiences regarding immediate feedback?

Respondent: Well, I had completed my school education; as a student or English language learner, I often used to get immediate feedback in my school time. However, I always did not get immediate feedback because of large number.

Researcher: So, how do you perceive immediate feedback in your English language learning?

Respondent: In the classroom, our teachers used to provide positive and negative feedback immediately. They used give us oral feedback in the classroom because of large number of students. Some teachers used to give feedback immediately aggressively so, I thought negative about the teacher and subject. And I started to learn English from class three. I used to feel very difficult to learn English language in lower secondary level but when I met new

English teacher who taught us according to our understanding level I started to feel little bit easy. He used to provide oral immediate feedback which made me feel easy to learn English. Immediate feedback facilitates me in my fluency and accuracy work of English language. I think, immediate feedback assist us to be familiar with our mistakes.

Researcher: So, due to teachers' attitude you could not make positive thinking about your English teacher?

Respondent: Yeah! Because when I met the teacher who taught according to our understanding level I started to feel comfortable to learn English language.

Researcher: You know, sometime teachers' ways of providing feedback also influence in our learning. How and what did you feel about this?

Respondent: Yes, this is right, look..!! When I was in grade six English subject was like Mt. Everest for me. I felt so difficult to learn and I used to think that I will never learn. This is because our English teacher was stick and talked rudely. He used to provide us negative feedback on the spot and did not response us properly. Therefore, I was not interested to read English and I started to keep away myself from that teacher.

Researcher: Do you think that the relationship of teacher and student impact on the ways of providing immediate feedback?

Respondent: Definitely, it's happened in the classroom. The teachers prefer to talk and interact with those students who often speak. I do interact with teachers in the classroom and I am the CR of our classroom. Therefore, I get to chance to interact with teachers more than others. I often raised questions and shared my problems regarding my tasks. They answered me properly. Conversely, I found that the students who are introvert in nature and less active in classroom and do not build up rapport they are discouraged by the teachers in the classroom. The students who are closed teachers they often got inspiring words from teachers. And the same thing happened at the time of presentation.

Researcher: And such students may disturb the class. What you had experienced?

Respondent: Um…. Some students think they are superior and they do not take the feedback positively which disturb the classroom. And the teachers who are commanding and near with them the students do not any disturbance in the classroom.

Researcher: Our teachers provide us immediate feedback in different ways. So, basically which form you preferred?

Respondent: Um…You know... We have presentation and assignment in each semester and after presentation and assignment I get immediate feedback from our teachers. In my experience, written immediate feedback is more useful than delayed feedback because we can identify our mistakes on the spot and we start to think about our mistakes. I got both oral and written immediate feedback; however, written immediate feedback support to my learning for long time. I kept assignments safely, in the examination I opened my assignments to seen the teachers' written feedback. It helped me to prepare for my examination. So, I basically preferred written immediate feedback from my teachers.

Researcher: Let's talk about the role of immediate feedback in accuracy work. How do you perceived the immediate feedback in your learning? Does is assist you?

Respondent: In my school, if we did commit grammatical mistakes our English teacher used to encourage solving with collaboration. While checking the pieces of my writing i.e. homework they used to provide immediate feedback and comment in front of my friends. That sort of activities encouraged to improve my accuracy in writing. One day, after my presentation my teacher told me that you did better than me, your fluency is really nice. After his immediate feedback I felt a little bit proud and I did reflect myself as well.

Um…I asked myself did I really well? Do I deserving such a compliment or not?

Researcher: Oh! Immediate feedback helped you to reflect yourself. Yes?

Respondent: Yes! It did.

Researcher: And what about fluency?

Respondent: At the beginning of my college time and in school days, I was very poor and even I could not produce a single sentence correctly. Later, I got feedback and support from my teacher for improving my speaking skill. In master level, while giving presentation in the class our lectures used to give feedback and suggestions on the spot. And I used to further encourage and motivate to do better in improving my speaking.

Researcher: As a being an English language learner how does you view immediate feedback in your learning journey?

Respondent: Immediate feedback should provide which facilitate us regarding fluency and accuracy of English language.

Researcher: Thank you so much for your time.

Respondent: It's my pleasure.

Researcher: Thank You!