

**FEEDBACK PROVIDED BY TEACHERS FOR DEVELOPING
WRITING SKILLS**

**A Thesis submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted by
Santu Bishwakarma**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2022**

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Dedication

To

My parents and teachers whose blessings are with me forever.

Declaration

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

Date: 28/07/2022

Santu Bishwakarma

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Santu Bishwakarma

Abstract

This research study entitled **Feedback Provided by Teachers for Developing Writing Skills** conducted to find out the existing ways of providing feedback by English teachers in developing writing skills and feedback techniques provided by English teachers in developing writing skills. This study was carried out using both primary and secondary sources of data. For primary data, fifty secondary level English teachers from public schools of Baglung District. I used survey research design to carry out this study. In addition, I selected 50 English teachers using purposive non-random sampling procedures. Similarly I used questionnaire tool to collect data. It was found that feedback plays a vital role in developing writing skills, as it is the most essential part in teaching language skills. Moreover, it was perceived that use of feedback technique is beneficial for the students to improve their writing skills.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms. Similarly, the second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter incorporates the research methodology which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the results and discussion. At last, the fifth chapter incorporates the conclusion and implication of the study followed by some policies, and further research related recommendations based on the study.

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List of Abbreviations

%	-	percent
A	-	Agree
CDC	-	Central Development of Curriculum
e.g	-	example
ELT	-	English Language Teaching
M .Ed	-	Master of Education
n't	-	not
No.	-	Number
P.	-	page
S.N	-	Serial Number
SLA	-	Second Language Acquisition
T.U	-	Tribhuvan University
WO	-	Word Order
WVO	-	Wrong Word Order

Chapter I

Introduction

This study entitled **Feedback provided by teachers for developing Writing Skills** aims to exploring the feedback techniques and existing way of providing feedback in developing writing skills. This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

Feedback is an essential part of the educational process but one which cannot be approach in a random manner. Feedback comes to be understood by the students according to their individual learning objectives. It is a comment given to the learner for betterment of his/her performance. So, feedback is any comment given by listener, reader or viewer for the improvement and betterment of the writer or speaker is output. Only giving feedback is not enough; the emphasis should be on the objectives of the feedback; why it is given, what sort of impact it has. Richards and Schmidt (1985) define feedback as any information which provides a report in the result of behavior. So, feedback encompasses not only correcting students' mistakes but also offering them assessment to assess as to how well they have done during or after a longer language production exercise. Without feedback a student cannot know what he or she has done either right or wrong. In this regard, Kepner (1991, p. 141) defines feedback in general as "any procedures used to inform a learner whether an instructional response is right or wrong." The way teachers asses and correct students depends on the kind of mistakes being made and the type of activity they are taking part in for example, the oral work, the written work, major mistakes, minor mistakes, etc. Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Feedback is the information or statement of opinion about something such as a new product that provides an idea of whether it is successful or liked. Feedback can improve students' confidence, self-awareness and enthusiasm for learning.

Language is fundamentally a means of human communication. It is dynamic and open system that allows human being to communicate their thought, feeling, desires, emotion, experiences and ideas. Language is great accomplishment of human civilization. In this reference, Crystal (2003,p.53) argued “language is the concrete act of speaking, writing or singing in a given situation, the notion of parole or performance a particular variety or level of speech/ writing may also be referred as language.” In era of globalization, English is becoming a global language. Furthermore, English is the most widespread language in Nepal in terms of popularity and education which is being taught as a foreign language in Nepalese schools. English is taught and learnt as compulsory as well as optional subject in Nepal. We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. It has been remarked that writing is the most difficult language ability to acquire.

Moreover, Writing is one of the most important skills of language in which we produce a sequence of sentence of sentence arranged in a particular order and linked together in certain ways. It is regarded as the visual representation of speech through some conventional symbols. Hence, to develop writing skills in the language learners we need to provide feedback. Writing should be cohesive and coherent to make others understand. It is a more complicated process when it involves putting in graphic form, according to the system accepted by the educated native speakers, combinations of words, which might be spoken in specific circumstances for Rivers (1985). Feedback is one of the significant components of language learning. Without providing proper feedback in writing skill, students may face high risk of repeating errors in upcoming days. Due to that feedback helps to improve writing skill.

Furthermore, one of the ways of motivating students in developing writing skill is by providing the learner with feedback as they as they work. Of course, what specific feedback they need depends on exactly what they are doing. Ur (1996,p .98) states “Feedback is information that is given to the learner about his or her performance of a learning task usually with the objectives if improving his or her performance’. Only giving feedback is not enough, the emphasis should be given on the objective of the feedback; why it is given, what sort of impact it has. Feedback encompasses not only correcting students but also offering them assessment to how

well they have done during or after a longer language production exercise. The way teachers assess and correct student depends on the kind of mistakes being made and the types of activities they are taking part in, for example, the major mistakes, minor mistakes etc.

Moreover, developing writing skills in the students is affected directly or indirectly by so many factors such as age, motivation, aptitude, culture, learning strategies and so on. Among them, feedback is one of the key factors playing a significant role in developing writing skills. Students can develop their writing skills with the help of feedback provided by the teacher. Most of the student are poor in their writing skill without giving proper feedback .Thus, I was quite keen to explore the role of feedback in developing writing skills.

Statement of the Problem

Feedback has been acknowledged as an important part of the learning process. It is depicted as a significant factor to improve knowledge and skill acquisition in writing. Feedback is also seen as crucial for both consolidating and encouraging learning. Teacher's feedback helps students to reflect what and how they performed showing them their strong points as well as the week points to prove in future. Feedback plays a decisive role in learning and development within and beyond formal educational setting. Thus providing effective feedback on writing skill represent one of the key characteristics of quality teaching. Writing skill is one of the important skills of learning English language. This is also one of the challenging complicated and advance skills to teach in foreign language context. Writing skill is difficult skill and should be taught only after the students have received other skills and aspects of English language teaching. Regarding the writing skill, students may face a high risk of repeating errors in coming days if the errors are corrected without providing proper feedback. If effective feedback to correct the error is not provided to students they cannot learn correct forms in their writing process. Keh (1989,p.21) states "when teachers leave mistakes untreated the defective language serves as an input model and acquired by students in class."

In addition, there are many types of feedback techniques. But most of the teachers don't familiar about various effective feedback technique used in teaching

writing skill. Therefore, student will repeat errors while developing writing skills and learn incorrect form of language. During my teaching career I experienced most of the English teachers do not show their interest to the students mistakes. They just think that their responsibility is just teaching. Even if some of them tick out mistakes they do not give any feedback, thinking that it is not their task. Instead of giving feedback most of them prefer shouting over errors of students. Teacher assumed that students would see their errors, correct themselves and understand why their writings were marked in red. However in reality this system of response confused student because student did not really understand the error they made and how to revise them. Teacher are less clear and ware of some feedback techniques. It is found from the practical study in teaching that secondary level students feel difficult in different area like vocabulary, spelling, grammar, using phrase and ideas while writing. Ultimately students are not motivated towards learning and scored low marks in English and cannot foster their knowledge in developing writing skill due to lack of effective feedback technique.

Therefore, this study seeks what are the issues of providing feedback faced by English teacher and what kind feedback techniques can really be helpful to develop writing skills. So I am interested to this field. This study attempts to explore the feedback provided by secondary level English teacher for developing writing skills. I am hopeful that this work helps in these areas.

Research Objectives

The objectives of the study were stated as follows:

- i. To explore the feedbacks provided by English teachers for developing writing skills.
- ii. To identify the existing ways of providing feedback by the English teachers in writing skills.
- iii. To suggest some pedagogical implication for providing feedbacks.

Research Questions

The present research study addressed the following questions:

- i. What are the feedbacks of English teachers for developing writing skills?
- ii. What are the existing ways of providing feedback by English teachers in developing students writing skills?
- iii. What are the issues of providing feedback faced by English teacher in writing skills?

Significance of the Study

The main purpose of this study is to provide necessary information regarding feedback providing by English teacher in developing students writing skill. Feedback is one of the key factors that influence teaching and learning of any foreign or second language. Feedback motivates students and clearly shows what is right and what is wrong or what to be continued and what to be stopped in developing writing skills. Furthermore, this study will be significant to trainer to conduct training on feedback or to train effective feedback techniques to develop writing skill for English language teachers. This research will be useful to language teachers to apply varieties of feedback techniques. Therefore, I am hopeful this research study will be significance to those teachers and students who are directly or indirectly involving in teaching and learning writing skills.

Delimitations of the Study

This study focused mainly on feedback provided by English teachers in developing teaching writing skill and its effective implementation in ELT classroom. Moreover, the design of this research study was survey research design. I used non-random purposive sampling strategy for selecting sample from representative population. Likewise, this study included 50 secondary level English teachers of Baglung district. To collect the required data, I employed questionnaire both close and open ended as my research tool. Moreover, I analyzed the collected data descriptively.

Definition of the Key Terms

The key terms used in this research study have been operationally defined in the following ways:

Feedback. The term feedback in this study refers to teacher response, comment or error correction that are written on students' assignments to improve writing skill

Writing skills. Abilities to visualize the orthographic symbol with correct form.

Student writing. Students' written answers of the question related to the lesson and other free writing

Written feedback. Written feedback in my study refers to response that is given to learners mistakes and the response given to them after the evaluation of their work in written form.

Teacher. Secondary level English teachers who teach English in public school.

Students' writing skills. Students' writing skill refer to those writing skills including homework, grammar, sentence structure and spelling

Chapter II

Review of Related Literature

This part includes review of theoretical literature, review of related empirical literature, conceptual framework and implication review for the study

Review of Related Theoretical Literature

This section includes the following theoretical reviews in relation to feedback as technique to develop writing skills with its related areas.

Writing Skill. Writing is one of the most important skills of language which is also known as the productive skill of language. It is regarded as the visual representation of speech through some conventional symbols. It is one of the secondary skills. Richards et al. (1985) states “writing being secondary and dependent on speech makes use of graphic symbol to represent spoken sound.” Writing is one important medium of communication through which we can exchange our ideas, feeling, emotion and information from one person to another, one place to another. If we make the use of graphics i.e. written symbols like letter of alphabet. We can get freedom in writing to select subject matter, put our ideas, to organize those ideas in proper order and to provide clear reflection among the reader. Thus, to be a good writer we must think about the reader for whom we are writing, otherwise it may not give any meaning or sense among the readers.

It is most complex language skill because it uses various grammatical system punctuation conventions and paragraph divisions. We can say that writing is more grammatical, in the sense that it indicates grammatical relationship more clearly and the writer is generally more careful about grammar than the speaker. No one definition of writing can cover all the writing systems that exist in this world. Instead a complete writing system should care about its purpose of communication, artificial graphic marks on a durable or electronic surface and the systematic arrangement of those graphics. We can opine that writing is the ability to put pen and paper to express ideas through symbols. Representations on the paper will have meaning and content that could be communicated to the reader by the writer.

Hockett (1958, p.547) points out that “writing serves as a sort of external memory, supplementing what people can keep inside their heads.” The technological importance of this is beyond calculation. The functioning of such external memory need not take much time to prove its usefulness. Some of the earliest writing produced by the human beings were put on durable materials, stone, bone, and shell, baked clay which have survived thousand years and can still be examined. As a result, we can easily point out the importance of writing.

In the past writing was neglected, considering the fact that speech is primary and writing is secondary form of language. According to the change in time and human civilization, writing becomes more formal and legal than speech. Nowadays, it’s widely used in the field of law, religion, trade, poetry, philosophy, history, offices, libraries, books, magazines and all kinds of mass media. Writing itself is most complex skill of language among other skill. So teaching writing to the second language learner is so challenging job for the teacher. There are numbers of different approaches, method and techniques to the practice of writing skill both in and outside the classroom. Only a good teacher can choose and appropriate methods of teaching and provide considerable amount of time for practice.

From the above definitions, we can say that writing is a very complex process and requires mechanics of writing, coherence and cohesion to integrate information properly. Writing is an act of transmitting thoughts, feelings and ideas from past to present and from future.

Feedback. Feedback is an essential part of the educational process but one which can’t be approach in a random manner. Bulter and Winne (1988) have viewed the issue of feedback from cognitive perspective, masterly learning and assessment. Feedback comes to be understood by the students according to their individual learning objectives. It describes the nature of outcomes and the qualities of cognitive processing that lead to those states. Richards et al. (1999, p.137) define feedback as any information which provides a report in the result of behavior. So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. Feedback helps to improve the writings of the writer. The effectiveness of feedback is determined by anticipated outcomes. The qualities of cognitive processing required to achieve these outcomes are further defined as an asset of criteria generated by the learner which assists them to monitor their own

performance as they work toward the referred outcome. According to Bulter and Winne, feedback must be internal, performed by the students themselves or external, generated by teacher, rather than students. While teacher may give feedback on students' work regularly; this feedback in learning can only be incorporated into students' learning when it is sort by them and related specifically to their individual learning goals and objectives with respect to desired learning outcome then feedback can do little to assist them in learning process. The term 'feedback' is very difficult to define though it is common to all. Feedback is giving specific information about a person's current behavior in order to help him/her either continue the behavior or modify the behavior. Feedback is powerful as it helps people get on track. It serves as a guide to assist people to know how they and others perceive their performance. Generally, feedback is information provided by the teachers to their learners. It is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points to help plan their learning. Keh (1989, p. 18) defines feedback as "any input for revision." Feedback encompasses not only correcting students but also offering them assessment to assess how well they have done during or after a longer language production exercise. Isaacs (1999) says "good feedback tells what was right, what was wrong and how to right wrongs without wronging the right"(p. 68). Giving feedback is not simply correcting learner's errors but it is the way of encouraging learners to come up.

Feedback is the information or statement of opinion about something, such as a new product that provides as an idea of whether it is successful or liked. In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future. In this regard, Guenetee (2007) writes: Any type of feedback that does not take the crucial variable of motivation to consideration is perhaps doomed to fail. If the student are not committed to improving their writing skills, they will not improve no matter what type of corrective feedback is provided (p.42).

Feedback is that kind of information by which students can improve their performance in any types of task. Regarding the feedback in relation to assessment Sadler, (1998,p.123) says that formative assessment is "specifically intended to provide feedback on performance to improve and accelerate learning." Similarly,

Richard and Schmidt (1985) define feedback as “any information which provides a report on the result of behavior.” We can say that feedback is any comment given by listener, reader or viewer for the improvement and betterment of the writer’s or speaker’s output. Giving feedback helps students to develop their proficiency in English.

Feedback is an essential part of educational process but it cannot be approached in a random manner. Without feedback a student cannot know what he or she has done either right or wrong. In this sense, Kepner (1991,p.141) defines feedback in general as “any procedures used to inform a learner whether an instructional response is right or wrong”. The important role of feedback is improving student performance has long been recognized by educational researcher. Butler and Winner have viewed the issue of feedback from cognitive perspective; mastery learning and assessment feedback come to be understood by students according to their individual learning objectives. In order to learn the language successfully, students need to have clear understanding of exactly what it is that they are required to learn and to be provided with accurate feedback relating any mistakes or difficulties.

From all the above- mentioned definition, we can say that feedback is a key factor in the process of second language teaching and learning. So, feedback assists students in learning the second language by collecting, suggesting and indicating their mistakes either through oral or written form.

Roles of Feedback in Developing Writing Skill

Feedback is broadly defined as information that one person gives to another to correct her/ his errors. It is always directed towards improving the level of performance. Writing is an important skill and has an essential role in language learning process. Since writing is not a congenital ability, the role of teacher is crucial. The role of teacher in facilitating students is to make them able to good writer indeed. One of the most important aspects of supporting students learning is the feedback that students receive on their work. It means that feedback given on their works assists students in learning writing skill. Hence, regarding the role of feedback, Hyland and Hyland (2006) states that feedback is a central aspect of English as a

second language (ESL) and English as a foreign language (EFL) writing programs around the world. In fact, teachers' feedback assesses students' learning in the form of formative assessment. In this regard, Norton (2009) opines that formative assessment is defined as that it enables students to see how well they are progressing and gives them feedback.

Teachers' feedback on students writing is a critical part of writing instruction and can have a great influence on student writing. It is critical part of writing because teachers need to be aware while providing feedback on students' writing. Otherwise, they learn incorrect forms of writing. Here, Fry, Ketteridge and Marshal (2009) states that feedback is oral or written developmental advice on 'performance' so that the recipient has a better understanding of expected values, standards or criteria, and can improve their performance. In other words, when related to the process of teaching in general feedback be it spoken or written, is considered as advice given by teacher on learners' written task and it intends to reduce the gap between the actual level of performance and standard level of performance. The purpose of teachers' feedback is usually to improve the learner's way of presenting forms from commenting the learner's task or process, questioning on the ways of presenting ideas and suggestions to improve their writing.

To conclude many researchers namely, Hattie (1999), Farris (2007), Hattie and Timberly (2007) maintain that teacher feedback has a vital and beneficial role in learners' language development, and that students value feedback on their errors, and believe it to be helpful. After observing above definitions and different views about feedback by different scholar the role of feedbacks are Error corrections: teachers' feedback given on students' writing can enables them to correct the error or mistake that they have committed. Formative assessment: Feedback let students know how well they are progressing in writing Making students aware makes students aware of their mistake. Motivating tool in learning motivates them in learning by appreciating their goods points and helping them to reduce weak point. Supports in learning helps writing in EFL context is a complex task so that teacher supports students in learning writing skill through feedback. Writing improvement helps students by showing error or mistake to improve further in their writing. Self- reflection or self- evaluation: Feedback provides them opportunities to reflect or evaluate own writing because the

ultimate goal of it is to make them effective writers. Reducing gap is oriented to reduce gap between present level and standard level of writing.

Importance of Teacher' Feedback. Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. It is in the feedback that teachers make evaluation of and give comments on students' performance. This can be seen from the fact that classroom exchanges typically consist of three parts: an initiation from the teacher, a response from the student, followed by a feedback from the teacher (Tsui, 1995). Similarly, he argues that teacher feedback is a part of the classroom interaction routine that, when it is present after a student response, students know that there must be something wrong or unsatisfactory about the response.

After the student's response, the teacher, instead of evaluating it, asks them to give the response once again. Then the student realizes the response is unsatisfactory can be seen from the fact that, instead of giving an exact repetition of the response, she or he gives one with the error corrected. The teacher then accepts the response as an improvement on the previous one. Withholding feedback until a correct response is produced is a common strategy used by teachers to avoid giving negative evaluation (Tsui,1995).

Hattie and Kimberley (2007) asserted their review that "feedback is one of the most powerful influences on learning and achievement" (p. 89). We see that teacher feedback helps students reflect what and how they perform showing them their strong points to strengthen as well the weak points to improve in future. Noticeably, when teachers leave mistakes untreated, the defective language serves as an input model and acquired by students in the class. In short students when doing activities without teacher's feedback run a high risk of losing their ways. In addition, Moss (2002) proposed that teachers' feedback can speed up the process of language learning by providing information about rules and the limits of language use which would otherwise take students a long time to deduce on their own.

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Highlighting the importance of feedback, Nicol and Farlace (2006, pp. 207-214) provide the following points.

-) Helps clarify what good performance is , (goals, criteria, expected, standards), Facilitates the, development of self-assessment (reflection) in learning; when well organized, self-assessment can lead to significant improvement in learning, especially if integrated with staff feedback, Encourages teacher and peer dialogue around learning.
-) It can encourage students to persist and it is sometimes easier to accept critique from peers.
-) Encourages positive motivational belief and self-esteem.
-) Provides opportunities to close the gap between current and desired performance.
-) Provides information to teachers that can be used to help shape teaching.

Types of Feedback .Scholar have divided feedback into different types.

Gattullo (2000) and Harmer(2001) as cited in Al-Fahdi, 2006) divided feedback into corrective, evaluative and strategic. Corrective feedback is the one which are wrong. In language learning corrective feedback is primarily concerned with accuracy aspect. It aims to provide a judgment on the learners' performance. But on the other hand, evaluative feedback is related with the performance of the learners which is dominant in second and foreign language classroom. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners and advice on, what to do to improve their performance. In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self –reliant. Long (1996)has divided feedback into two types:

Positive evidence. Positive evidence always motivates the learner to learn more appropriately. It is normally entreating for the learners in the classroom. The desired behavior of the learners can be promoted by encouraging and motivating them. If appropriate feedback lacks the desired behavior cannot be strengthened.

Negative evidence: The feedback that does not motivate the learners towards mistakes and errors is referred to as negative evidence. It is simply unpleasing to the learners. It generally terminates the undesired behavior or responses of the learners.

Unless the negative feedback is provided, the mistakes and errors cannot be corrected or undesired response may continue by the result, the learners cannot progress.

There are numerous ways of providing feedback to learners from the explicit (stating that there is a problem) to the implicit feedback (during the course of an interaction). Moreover, feedback can be categorized into different types as either oral or written on the basis of medium and either positive or negative. Interpretive feedback seeks to test understanding of what has to be said by interpreting and paraphrasing back to the other person in same way. Similarly evaluative feedback makes a judgment about the other person, evaluating worth or goodness. There is a big difference between judging a person and their actions. A personal evaluation judges the whole person and implies that this is a personal and unchangeable attribute. Probing feedback seeks to find more information by asking deeper question that seek specific information and understanding feedback seek to understand not just what was said, but the whole person underneath.

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

Delayed Feedback: Delayed feedback is given at the end of an activity or a part of a learning programmed and can take a various form. Delayed feedback is that type of feedback after the event the event then there is more chance to forget what the learners have said.

Oral Feedback: Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal. But it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way.

Written Feedback: Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps.

Students and teacher might use a log to monitor whether and how well the student has acted on the feedback. Written feedback needs to include:

Where the student has met the learning intention.

Where the student still needs to improve.

A way to think through the answer for themselves.

Directing Feedback. A key decision for teacher is whether to provide feedback to learners individually or in group. Richards et. al. (1985, p.25) suggested that it can be worth giving general feedback about common mistakes to the group rather than individual. This might help other learners to avoid that mistake in future. So, giving feedback to the group is better than individual. On the contrary, Harmer (2001, p.193) suggested that to avoid frustration and to motivate our learners. We should not always correct them in front of the class.

Positive Feedback. Positive feedback is any constructive, actionable, critique that enhances students learning experiences. Similarly, it is very important to learner's morale for instance, confidences, pleasure etc. which itself can be powerful determinant of learning outcomes. English is hard but doing it blindly and without any kind of feedback and guidance is almost impossible. So, most of the feedback given to the learners is through correction for improvement. The main purpose of feedback is to improve learners' performance. To make feedback meaningful, it involves some kind of judgment and teacher tries to make the attitude to this more positive, thinking that mistakes are natural and useful part of language learning. When the teacher gives feedback to the learners with the purpose to help and promote learning since getting wrong is not bad rather a way into getting right. Similarly, positive feedback works on the premise of building in a person's strengths. It tells students how he/she is doing well and praises him/ her for good performance. The theory behind positive feedback is that if we tell a person what he is doing well, that person will likely to repeat the behavior to secure continued approval. Moreover positive feedback focused on an assignment. Ur (1996, p. 243) "most of the feedback given to learners is through correction, directed at specific bits of learner produced language with the aim of bringing improvements."

Negative Feedback: Negative feedback is the feedback in which learners are told that they have made an error without explicitly noticing the error. Negative evidence is a kind of feedback provides information to the learner about what is not possible in the target language. According to Gas and Selinker (2009, p. 225) “Negative evidence refers to the types of information that is provide3d to learners concerning the incorrectness of an utterance.” Negative evidence is some kind of input that let the learner knows that his/her utterance is deviant in some way and therefore, is not acceptable according to target language norms. Negative evidence can be provided pre- emotively (e.g. through an explanation of grammar rules) or reactively (e.g. through error correction). Reactive negative evidence highlights the difference between the target language and a learner’s output and as such is often described as negative feedback.

Negative evidence provides learners with information as to what is unacceptable in L2. In second language acquisition literature, the negative evidence to refer to any indication of learner’s non-target like use of target language. Such indication can be conveyed implicitly or explicitly. Explicit corrective feedback provides learners with a meta- linguistic explanation or overt error correction. On the other hand, implicit corrective feedback indirectly and incidentally informs learners of their non-target line use of certain linguistic features. Recast, confirmation checks, clarification request, repetitions and even paralinguistic signs such as facial expression can all constitute implicit corrective feedback.

Feedback Techniques for Teaching Writing

In general, feedback techniques are the ways of providing feedback. Feedback is provided in two ways that is in term of medium namely oral feedback and written feedback on students’ writing. Only oral can be taken less effective while providing feedback. Written feedback is taken as an effective tool for providing feedback. Lee (2008) has presented following techniques of providing feedback:

Selective marking. It means we do not need to mark everything all the time. If we do, it is time consuming and de- motivates students in course of learning. Thus the teacher needs to be selective while marking error.

Different error codes. Teacher can practice different error codes in comment in his or her classroom according to their level. For this students need training about the codes.

Do not mark all the papers. To save the time and effort as well as make the students' active the teacher can mark one of the scripts and ask them to check out their work.

Involve the students. In this technique, the teacher can correct some of the scripts and students are asked to look at some of others. It is like peer correction.

Harmer (2008) presents following techniques to provide feedback in writing: first one is Repletion: In this technique, we can ask the student to repeat what they have written. For example, *saying again?* Statement and question: We can, of course, simply say *Good try, but that's not quite right or do people think that's correct?* To indicate that something wrong work hasn't quite worked. Expression: When we know our classes well, a simple facial expression or a gesture may be enough to indicate that something does not quite work. Therefore, facial expression can work well in correcting students' mistake in writing. Hinting: A quick way of helping students to activate rules they already know but which they have temporarily mislaid. Reformulation: A correction technique which is widely used for accuracy work is for the teacher to repeat back a corrected version of what the student has said, reformulating the sentences in their writings. Recording mistake: We frequently act as observers, watching students; work so that we can give feedback afterwards. Such observation allows us to give good feedback to our student on how well they have performed, always remembering that we want to give positive as well as negative feedback. Coding system probing feedback: Many teachers use correction codes to indicate that student have made mistakes in their written work. These codes can be written into the body of the text itself or in the margin such as 'WO' mistake in word order. Probing feedback: We ask our students continuously until they give correct response for the incorrect forms. Involving students: If students are to benefit from our feedback on their writing, they need to know what we mean and what to do about it. This involves training them to understand the process.

Some other feedback techniques we are using in the classroom they are: Analyzing errors, Correcting written work, Persuasion or flattering student, Self-Correction, Criticizing on their mistakes, Warming students even in wrong work, Rewarding, Class work and group work, Teacher correction, Pointing out errors, Class work and homework etc.

Approach to Feedback. Approaches refer to the correlative assumption and ways of doing to get something. Here, the approaches to feedback refer to the ways of providing feedback to the student' mistakes in their writings. There are various approaches to give feedback to the student's writings. The two basic approaches are used for providing feedback to the students which are briefly discussed below:

Single –draft Approach. In this approach, the teacher responding to the student writing was fairly straightforward. The students would write a paper; the teachers would return it with a grade and errors marked in red, and perhaps with a few notes on students' performance; and then they switched to a new lesson, the student would write a new paper and repeat the process.

Multiple Draft Approach. In this approach, teaching writing encourages students to write multiple drafts, process approach to responding requires teachers as a part of their instructional role to respond to student writing as a process, to lead the students through several revision cycles before asking them to submit the final report for evaluation. On the one hand, it gives the writers more chance to develop and present their ideas effectively and helps to avoid turning each paper into a miniature test on which teachers simultaneously comment and evaluate.

Review of Empirical Literature

Many research works have been carried out in the area of feedback. They have some kind of connection with my research too. In order to collect some ideas and information, I had gone through some of the related previous researches and reviewed them as follow:

Al-Mandhari (2000) conducted a research on “learners’ Response to Different Types of feedback on Writing.” The purpose of the study was to investigate which approach is the most suitable to give feedback for Omani learners writing. The data

were collected through sample of tests on which feedback had been given and through a questionnaire. The four approaches to give feedback: peer correction, teacher correction, using a coding system and using guiding lines are conducted in the study and each approach was done in the three phases. His study showed that peer correction in all phase showed the highest score reaching to hundred percent in phase three. It seems to have been the approach which best allowed learners to remember the approach which best allowed learners to remember the errors which were corrected.

Similarly, Bhandari (2008) carried out a research on “Role of Feedback in Teaching English Language.” Her objective was to explore the way of giving feedback in teaching English at secondary level by the English teacher. She applied simple random sampling to conduct semi- structure interview and nonparticipant observation in this study. The study found out that most of the secondary level English teacher take it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them.

Sharma (2009) carried out a study on “Writing proficiency of the Student of Higher Secondary Level”. The main objective of the study was to find out writing proficiency in punctuation, article, subject-verb agreement and preposition in the writing of twelve grade of the faculty of education in the Kathmandu valley. Four higher secondary schools were selected randomly. But the researcher just tested the one aspect of writing that is mechanics. So, this study was not enough to find out the writing proficiency of the student because it only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed. The test items were constructed in the basis of the course of compulsory English of higher secondary level as the main tools for data collection.

Bista (2012) conducted a research on " A study on Use of Delayed Feedback at Secondary Level" in Rukum district to study the use of delayed feedback at secondary level. In this study ten teachers were selected as sample through simple random sampling. Interview with eight open ended and five closed ended questions and classroom observation from were used as research tools in his study. From the research, it was found that secondary level teachers have always used immediate feedback instead of delayed feedback.

Rai (2018) carried out a research on “Feedback in English Language Learning: Teachers’ Practices and Students’ Perception”. The main objectives of her study were to explore the current practices of providing feedback to the students in English language classroom and find out the students’ perception towards the role of feedback in English language learning. The sample of her study included thirty students of English specialization area, studying in first semester and four teachers of department of English education. Questionnaire, observation checklists and researcher’s own diary were used as the main tools for eliciting the required information. The finding of her study were that the teachers

practiced correcting as common way of providing feedback to the students and 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.

Chamling (2019) conducted a research entitled “Students’ Perceived Roles of Immediate Feedback in English Language Learning”. The main objectives of her study was to explore the students’ experiences on the role of immediate feedback in English language learning. The population of her study was all the students of M.Ed. Third semester of the Department of English Education, Tribhuvan University and sample were four students. Purposive non- random sampling strategy was adopted for the selection of sample population. She collected data through unstructured interview and reflective writing of the participants. The main finding of her study were that teachers’ immediate feedback plays the role of facilitator in students’ learning. Similarly, teachers’ immediate feedback influenced positively in accuracy and fluency work.

Implications of the Review for the Study

Literature review has invaluable implication from selection of the topic to deriving the findings. Kumar (2011) says, “Literature review is an integral part of research process. It serves as a supporting tool from the beginning of the study to its end. It has very important place in any research.” In the course of literature review, I went through various theoretical and empirical research studies. I reviewed theoretical-based topics or chapters of different books, policy and provision related documents and finding and discussion based different journal articles and research works for the accomplishment of this study. It helped me a lot to develop the concept of techniques of feedback in developing writing skill. These sources helped me to be clear and focus on the research problem, improve methodology etc. I understood the important of teacher feedback Tsui (1995) which can be relate with how to give comments on student writing. Long (1996) and Harmer (2008) helps to discuss on types of feedback and techniques to provide feedback in writing. Similarly, Bhandari (2008) helped me to sketch conceptual framework in my study. Likewise, the study conducted by Wagle (2017) helped me to get some ideas to make questionnaires. Moreover, the study carried out by Rai (2018) assisted for selecting the research design, method and procedure.

Conceptual Framework

Conceptual framework refers to overall sketch of a project. Conceptual framework is a visual presentation that explain graphically or in narrative form, the main things to be studied the key factors, concepts or variables and the presumed relationship among them. After the intensive study of various theories and empirical researches, I have come up with the following conceptual framework, which is presented in diagram.

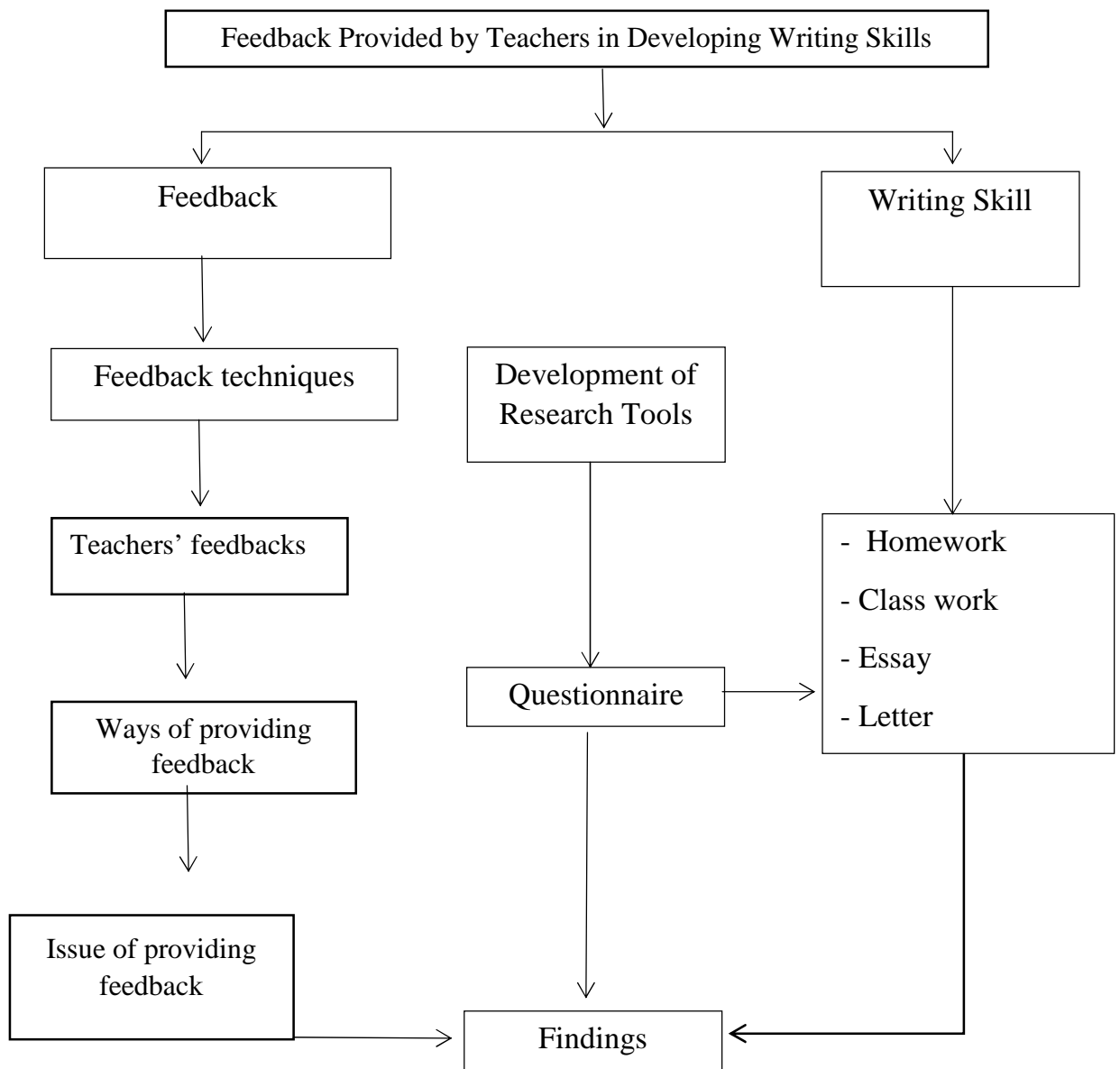


Fig.1

Chapter III

Research Methodology

This chapter presents the design and methods of the study, population, sample and sampling strategy, research tools, sources of data collection, data collection procedures and data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

A research design is the planning structure and strategy of investigation, which is a complete scheme or program of the research. In order to achieve the objectives of this research study, I followed survey research design. Survey research is a design that is widely used in social and educational research studies. Survey research has wide and inclusive coverage. It is carried out in natural setting. The researcher does not change the environment while collecting the data as in experimental research. It provides descriptive, inferential and exploratory information. It captures data from multiple choice, closed question test score, observation schedules and interviews. Mostly, it gathers data that can be processed statistically or quantitatively. Survey may be qualitative or quantitative in verbal or mathematical form of expression; such studies are factual and hence supply practical information (Salaria, 2012).

Survey research is the collection of information from a sample of individuals through their responses to question (Check & Schutt, 2012). In survey design, a researcher will seek to gather large-scale data from representatives as sample population. Similarly, in this research, I followed survey research design since it is effective to collect required data from representative sample population. Survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinion and specified behaviors on certain issues, phenomena, events or situations. Hence, I also asked participants to fulfill a set of questionnaire. In carrying out a survey, a researcher follows a series of step since research is a systematic investigation. It proceed through well- defined stage, which lead to successful completion of a research. I followed systematic process for conducting a survey research this provided me a clear path to achieve the objectives of the research. So, I chose survey design in my research study.

Population, Sample and Sampling Strategy

The populations of this study were the secondary level English teachers of Baglung District. This study is a survey, it was difficult to collect data from every English teacher. Therefore I selected only fifty secondary level English teachers from public schools as sample for this research study. I used purposive non-random sampling procedure to select the participants for this study.

Research Tools

To meet the objectives of this research study, I employed questionnaire as a main research tool. It is used to make effective, appropriate, and feasible for the respondents for the study. The questionnaire included of close-ended / open ended questions.

Sources of Data

I used both primary and secondary sources of data to obtain information. The primary source of data is fifty secondary level English teacher of public school from Baglung District. Similarly, for the secondary source of data, I studied and consulted different books, thesis, articles, and other materials related to this study.

Data Collection Procedures

At first, I prepared a set of questionnaire (incorporating close and open ended questions) and goggle form to identify feedback technique in developing writing skill. Then I selected participants according to the objectives of my study. After that, I called or visited the secondary level English teacher. Similarly, I informed them about the processes and objectives of my study and requested them to take part in it. I built a good rapport with them as far as possible for the purpose of acquiring rich and valid data. Then provided questionnaire through the email or messenger. Likewise I handed over a questionnaire to the participants. After that, I collected the entire questionnaire from the participants. At last I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation Procedures

In this section, the data collected from participants were analyzed and interpreted descriptively. The tool of data collection procedures a questionnaire followed by above processes, the collected data was systematically analyzed and interpreted descriptively.

Ethical Considerations

An ethical consideration is considered as one of the significant topics in the study as it is a ubiquitous values and principles in every aspects of human life. According to American Psychological Association (2010), ethical consideration deals with giving attention to the benefits and not harming those who are involved in the study, being aware of professional and scientific responsibility, seeking to promote accuracy, honesty, truthfulness in research, giving the priority to fairness and justice and respecting people's rights and dignity. Hence, in my research study I considered all these aspect honestly for valid and reliable work. I disclosed objectives of my study honestly and clearly. Likewise, without permission of the respondents, I did not use the data for any other purpose except for my study. Furthermore, I gave proper credit to the authors, scholars, and researchers' works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussion

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to find out the feedback technique and existing way of providing feedback in developing writing skill. The analysis and interpretation of the results is based on the objectives and items incorporated to achieve the objectives. The detailed analysis and interpretation of the data have been presented below:

Analysis of Data and Interpretation of Results

In this chapter, I have presented the analysis of data, which were collected from the sample. In addition, I have analyzed and interpreted the raw data descriptively to meet the objectives of the study. Similarly, this chapter includes the detail study of providing feedback by English teachers for developing writing skills. The main focus of the study was to analyze and interpret the systematically gather through appropriate tables. Therefore, the results of this research have been interpreted /discussed as the following in different tables. The collected data were analyzed and interpreted by interpretative, descriptive approach and using central tendency like frequency count and percentage. The main theme of the study is related to ways and techniques which are presented below:

General feedback Technique. This theme is presented to explore general feedback technique used by teachers for providing feedbacks to develop writing skills. To fulfill this purpose of theme following sub theme as presented:

Mistake Correction Technique. Teachers were asked to respond the question 'How often do you use mistake correction technique in your class', and their responses are as follows:

Table 1
Mistake Correction Technique

	Always	Frequently	Sometimes	Rarely	Never
Do you use mistake correction technique in your class	12 (24%)	18 (36%)	15 (30%)	5 (10%)	0 (0%)

The table 1 illustrates about how often and varies the teachers apply the error correction methods to the students in the classroom. It displays that most of the teachers used this technique in student writing. Among them, 24% of the teachers adopt always mistake correction technique. Similarly, 36% of the teachers implement this method frequently. Likewise, 30% of the teachers sometime used this technique. Moreover, 10 %teachers follow this technique rarely cases. This result depicts most of the teachers implement this technique for student improvement.

Rewarding Technique. The teachers were asked to respond the question ‘How often do you used rewarding technique to encourage students in writing’ and their responses are as follow:

Table 2
Rewarding Technique

	Always	Frequently	Sometimes	Rarely	Never
Do you use rewarding technique to encourage student in writing	20(40%)	9(18%)	13(26%)	5(10%)	3(6%)

The table 2 shows that how often and varies the teachers used the rewarding technique to encourage student in writing. It displays that 40 % of the teachers adopt always rewarding technique, similarly, 18% of the teachers implement this technique frequently. Likewise, 26% of the teachers sometime use this technique. Moreover, 10 % of the teachers follow this technique in rarely cases. And 6% of the teachers never

use rewarding technique to encourage the student writing. This shows the greater number of the teachers encourage students in writing by using rewarding technique.

Feedback helps to reduce errors in writing. This theme was stated to know how the teachers used feedback technique for avoiding errors/mistake that help student to receive feedback in developing writing skill.

Table 3
Punishment on writing

S.N		Always	Frequently	Sometimes	Rarely	Never
1	Do you punish student for their mistake in writing?	5 (10%)	0 (0%)	2 (4%)	8 (16%)	35 (70%)

The table 3 illustrates about how often the teacher give punishment to the students for their mistake in writing. It displays that 70% of the teachers never give punishment to their students even they commit error in writing. Similarly, 16% of the teachers punishing students rarely. Likewise, 4% of the teachers sometime provide punishment. Moreover, 10% of the teachers always provide punishment to their students while they commit error. It means that majority of the teachers know about the punishment is not a way of improving student writing skill.

Table 4
Negative feedback

S.N		Always	Frequently	Sometimes	Rarely	Never
1	Do you give negative feedback to your student?	3 (6%)	4 (8%)	11 (22%)	16 (32%)	16 (32%)

The table 4 presents that how often and varies teachers provide negative feedback on student writing. It displays, 32 % of the teachers never give negative feedback to their students. Similarly, 6 % of the teachers always provide negative feedback. Likewise, 22 % of the teachers sometime present negative feedback, and 8% of the teachers apply this feedback frequently. Likewise, 32% of the teachers provide negative feedback rarely to the students'. Which means students develop their writing skill without fear and stress.

Table 5
Student involvement on class work

S.N		Always	Frequently	Sometimes	Rarely	Never
1	Do you involve students to check their class work?	17 (34%)	6 (12%)	20 (40%)	7 (14%)	0 (0%)

The table 5 shows that students involvement in checking their classwork. It displays that 34% of the teachers always involved their student to check their class work, similarly, 12% of the teachers engage students frequently. Likewise, 40% of the teachers sometimes include students to check their assignment. Moreover, 14% teachers engage student in rarely. It means that students could not repeat same error frequently.

Teachers' perception towards feedback. This section has an aim to explore the teachers' perspectives on feedback.

Table 6
Improve writing skill through feedback

S.N		Strongly Agree	Agree	Do Not Know	Disagree	Strongly disagree
1	Feedback helps students to improve writing skill	38 (76%)	12 (24%)	0 (0%)	0 (0%)	0 (0%)

The above mentioned table indicates about the teacher's perception towards feedback. It displays that maximum teachers (strongly agree) are in favor of feedback to improve students; writing skill. That is 76%. Likewise, 24% of the teachers agreed on the feedback to students' progress in writing. None of the teachers are against of the feedback negative impacts.

Table 7**Encourage the students through gesture**

S.N		Strongly Agree	Agree	Do Not Know	Disagree	Strongly disagree
1	Responding by using gesture while checking task encourage students.	0 0%	30 60%	15 30%	5 10%	0 0%

The table 7 clarifies about the gesture encourage student to do task. This table display that Maximum teachers (60%) are agree on gesture encourage students. Likewise, 30% of the teachers respond they don't know about that technique. Moreover, 10% of the teachers are disagreed with this statement. These result shows, the majority of the teachers assumed that the responding by using gesture while checking task encourage students.

Table 8**Reformulating students create stress**

S.N		Strongly Agree	Agree	Do Not Know	Disagree	Strongly disagree
1	Reformulating student answer if they make mistake give them stress all the time.	6 12%	23 46%	3 6%	18 36%	6 12%

The table 8 indicates that 46% of the teachers agree with the statement 'reformulating student answer if they make mistake they give them stress all the time'. Similarly, 6 % of the teachers do not about it. On the other hand, 36% of the teachers disagree with the given assertion. Whereas, 12% of the teachers strongly agree and strongly disagree with this statement.

Types of feedback. The teachers were asked to respond to this statement 'Written feedback play more important role than oral feedback' and 'Feedback giving

in mass is effective than individual ones' and the perception of the teachers are given in the table below:

Table 9
Types of feedback

S. N		Strongly Agree	Agree	Do Not Know	Disagree	Strongly disagree
1	Written feedback play more important role than oral feedback	13 26%	30 60%	0 0%	8 16%	0 0%
2	Feedback giving in mass is effective than individual ones	16 32%	16 32%	0 0%	13 26%	5 10%

In table 9 illustrates about teachers perception on different type of feedback. The statement no.1 assure that 86% of the teachers agree with the statement, 'Written feedback plays more important role than oral feedback' and 16% of the teachers disagree with this statement. Majority of the teachers believed that written feedback is far better than oral feedback. As we can see from the table teachers' were preferred to give written feedback. It, means, written feedback is a very powerful and effective tool as it can be provided to improve student writing skill.

Similarly, the next number of statement displays that 64% of the teachers agree and 36% of the teachers disagree with the given assertion 'Feedback giving in mass is effective than individual ones'. It means providing feedback in mass is effective than individual ones.

Advantages of Feedback.The teachers were asked 'What do you think about providing feedback in writing skill? , then they replied as follows:

Table 10
Teachers opinions on Feedback

S.N	What do you think about providing feedback in writing skill?	Frequency	Percent
a	Waste of time	3	6
b	Engaging students on activities	6	12
c	Motivating students	30	60
d	Uplifting students' activities	11	22

The table 10 presents, teacher's opinion on providing feedback. It displays that, 60% of the teachers respond, providing feedback in writing motivates students. Whereas, 22% of the teachers believe that giving feedback helps uplift students' creativity. Similarly, 12 % of the teachers accept that feedback engage students' on activities. Moreover, 6% of the teachers mention providing feedback is waste of time. It is noticeable that the majority 96 % of the teachers agree that providing feedback in writing always bring a positive change and effective in learning.

Giving feedback and correcting errors. Teachers were asked 'When would you prefer to give feedback in students' errors?' and they replied as follow:

Table 11
Feedback on student' errors

S.N	When would you prefer to give feedback in students' errors?	Frequency	Percent
a	Immediately	43	86
b	Delaying	3	6
c	Sometime	4	8
d	Never	0	0

This table 11 explains, teachers' feedback on student's errors. It display, that 86% of the teachers immediately give feedback in student errors. Similarly, 6% of the teachers are delay to provide feedback. Moreover, 8% of the teachers sometime use feedback technique in students' errors. It means, the teacher gave immediately feedback in students' errors the students know about their mistake and improve them.

Mostly giving Feedback. The researcher tried to research a teachers' feedback in writing skill, the teacher were asked 'What type of feedback do you give to your students mostly' and the responses for this question are stated as follows;

Table 12
Mostly giving Feedback

S.N	What type of feedback do you give to your students mostly?	Frequency	Percent
a	Written comments	14	28
b	Oral comments	21	42
c	Gestural comments	3	6
d	Indirect comments	12	24

This table exemplifies on different ways of feedback delivering by teachers to the students to their improvement and encouragement for better writing. According to the table, 42 %of the teachers prefer oral comment. This data clarifies that 28% of the teachers like to use written comments. Likewise, only 6% of the teachers adopt the gestural comments. Eventually, this table shows that 24% of the teachers mentions indirect comments. From the above table, it is found that all the teachers give feedback in vary.

Mistake and Feedback. The teachers were asked to respond, 'How do you response to the students if they commit mistake?' And then they responded as follows:

Table 13
Mistake and Feedback

S.N	How do you response to the students if they commit mistake?	Frequency	Percent
a	Correct the mistake	17	34
b	Scold them aggressively	0	0
c	Point their mistake	13	26
d	Ask them check once again	20	40

Table No.13 clarifies, the teachers' response on student's mistake. It displays, 40% of the teachers' response that they ask the student to check their errors once

again if they commit errors. Similarly 34% teachers correct the mistake themselves. Likewise, 26% of the teachers point out their mistake. And none of them teacher scold the student aggressively if they commit errors.

Issue of providing feedback. The researcher tried to know about issue of providing feedback faced by English teacher in the student writing. Teacher were asked ‘what are your problem in giving feedback to the student’ and their response are as follow:

Table 14
Issue of providing feedback

S.N	What are your problem in giving feedback to the student?	Frequency	Percent
a	The students are not interested in your comments	6	12
b	Written comments are time consuming	13	26
c	The students often make the same mistake again	20	40
d	Other....	11	22

As above table shows that issue of providing feedback. It displays, 12% of the teacher’s problems is the students are not interested in their comments. Similarly, 26% of the teachers mentions written comments are time consuming. Likewise, 40% of the teachers face the problem student make the same mistake again. Moreover 22% of the teachers have other problems in giving feedback to the student. This result depicts the greater number of teacher problems is students make the same mistake again while giving feedback to the students.

Reasons of making mistake in writing. The researcher tried to collect reasons of making mistake of writing by asking a question ‘Why do student make mistakes while writing?’ As a whole, the Teachers’ appreciated that the student make mistake lack of proper feedback. They make mistake because they are learning second language. Nepali language are differ from English language such as subject verb agreement, preposition etc. The common reasons were: students are very weak in vocabulary, clear pronunciation, mother tongue effect, gap between first language and second language structure and lack of vocabulary knowledge, lack of sufficient knowledge while writing, take a writings is complicating task only, less conscious

while writing, grammar teaching more kills student creativity writing, grammatical errors and less practice in writing, and lack of writing pattern practice.

In this regard, teacher1 argued: *“They often do errors because of lack of proper concept and vocabulary and effective feedback”*. In the same way, teacher 2 answered: *“Most of the students are not so sincere, for them writing is just homework. They are not so concerned in correcting mistake. Sometimes even punctuation mistakes are also found .in my view lack of student activeness is the solo reason behind it”*. Likewise, teacher 3 responded: *“Students make mistakes due to improper guidance, carelessness, laziness and not interest in writing”*. That’s the reason of students’ make mistake while writing.

There is no doubt that writing is the most difficult skill for second language learners. The students would need intervention from the teacher in terms of not only their writing instruction but also their comment on their writing in order to identify their own strengths and weaknesses. Thus, feedback can be considered a pedagogical tool for the students writing improvement. Having received feedback from teachers, students are encouraged to adopt appropriate strategies to improve their writing.

Student perception towards feedback. The researcher wanted to identify students’ perceptions towards feedback by asking ‘How do students take your feedbacks?’ The common answers were, students take feedback positively and suggestively.

For this purpose, one of the teachers replied: *“It depends upon students some take them as an opportunity for enhancing their writing skills. But some of them take them as a just waste of time”*. Furthermore, teacher 2 stated: *“Just smile and shake head”*. Similarly, the next teacher responded: *“They take easily and they didn’t same mistake again”*. The students take teacher feedback positively.

Feedback helps motivation, boosts confidence. When teacher gives proper and effective feedback to the student they can easily improve their writing skill. Feedback can improve a student’s confidence self-awareness and enthusiasm for learning. Providing students engage with feedback it should enhance learning and improve writing skills.

Feedback techniques. The researcher tried to investigate the, which feedback technique helped students to improve their writing skills. The number of teacher's response written feedback because they think written feedback helps students to remember their fault which make them confident to increases their writing skills. Some teachers provide oral feedback because they think that oral feedback can be fast and easy to understand. The commons answer are: Individual feedback, positive feedback, positive rewards, immediately feedback, indirect comment and oral feedback. Some of the teachers' perceptions are given below:

In this regard, Teacher 1 argued: "*written feedback when I gave them written feedback they didn't repeat again same mistake*". By following this, teacher 2 stated: "*Errors finding and reconstructing ideas giving technique helped students to improve writing skill*". And teacher 3 answered: "*Giving feedback individually*". Written feedback is the best ways of improving student writing skill. In this way, feedback is an important step towards the learner centeredness. Feedback is essential to student writing because it creates a context in which the student learn to write better and more easily.

Activities of developing writing skills. The researcher tried to know about useful activity in developing writing skill, by asking a question 'which activity do you think more useful in developing writing skills?' Most of the teachers answered free writing is the best activity to developing writing skill.

In this regards, teacher 1 stated: "*I think, working in different groups and discussion methods are useful in developing writing skill. Because these activities encourage the students to involve actively and practically*". Similarly, teacher 2 argued: "*Sample writing is very useful in developing writing skills. It is easy to learn writing for new students*". Likewise, teacher 3 argued: "*Repeated practice after correcting mistakes on the basis of teacher feedbacks is useful in developing writing skill. If the student doesn't practice on their own, there is no use of any feedbacks*".

Different types of activity are useful in developing writing skills like, showing picture, spelling contest, practicing different types of sentence pattern, copying, guidance writing, read and write. Furthermore, student need to write in language through engaging in a variety grammar practice activities of controlled nature. The main role of teacher was guide the students throughout the writing process and to give

feedback to the students writing. Therefore, students are able to develop their writing skills.

Achievement after providing feedback. Feedback is a key element of the incremental process of ongoing learning and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. The researcher tried to the importance of providing feedback by asking a question, ‘what are your achievements after providing feedback to the students?’ Most of the teacher said that feedback helps the students to improve their writing and less mistake while writing.

Effective feedback assists the learner to reflect on their learning and their strategies so they can make adjustments to make better progress in their learning .In this regard, teacher1 states:“*Though students ignore my feedbacks at first, if I keep on giving it repeatedly students use them in real life. Their improvement in writing skill is clearly seen. Now my students are almost perfect in writing activities*”.Feedback is one of the most effective teaching and learning strategies and has an immediate impact on learning process. Similarly, teacher 2 argued: “*They are able to write freely and committing less mistakes*”.Feedback on learning task also need to be regular and provided as soon as possible after completion.Likewise, teacher 3 response: “*Gradually the students keep keen interest and improving writing skills*”.The teachers have a positive response towards providing feedback.

After providing the feedback to the students they improve their mistakes, they become more careful while writing, they are happy and easily share their problems, they does not repeat same mistake again and again, develop writing skill, able to write freely and committing less mistakes. So feedback is one of the best technique of developing writing skills.

Chapter: V

Conclusions and Implications

This chapter presents the conclusion derived from the analysis and interpretation of the data and interpretation of the result. The findings of the study helped me to draw the conclusions. Moreover, some points of recommendations have been made from the findings. Therefore, it includes the conclusion of the study along with some points for recommendations to be applicable at different levels.

Findings

In this section, the findings derived from analysis and interpretation of the data are presented. This study was intended to identify the feedback techniques for developing writing skills. Survey design was used as the main design of the study. Questionnaire were used as the major tools for collecting data. Non- random sampling strategy was used for sampling the population for the study. And finally, the data were analyzed and interpreted descriptively. On the basis of the analysis and interpretations of the data, the following findings have been derived.

-) The very first and most significant findings are most of the teachers implement the mistakes correction technique to improve students writing skills.
-) Majority of the teacher agreed with the punishment is not a way of improving student writing skills.
-) Seventy six percent teachers agreed that improve the student writing skills through providing feedback.
-) Most of the teacher agreed on written feedback play more important role than oral feedback.
-) It was also found that nearly 40% of the teachers involved student to check their class work.
-) Similarly, majority of the teachers thought that providing feedback in writing skill is challenging task.
-) In similar way most of the teacher never gave negative feedback to their student.

-) It was also found that nearly 64% of the teachers agreed with the feedback in mass is effective than individual once.
-) The majority of the teachers agreed that providing feedback in writing always bring a positive change and effective in learning.
-) The greater number of teachers faced the problem is student make the same mistake again and again.
-) It was also found that nearly 42% of the teachers gave the oral comments to the student's error.
-) Feedback improve a student confidence self-awareness and enthusiasm for learning.
-) It was found that different types of activities are useful in developing writing skill like, showing picture, spelling contest, practicing different types of sentence pattern, copying, guidance writing, read and write.
-) After providing feedback to the students they improve their mistakes and they become more careful while writing.

Conclusions

The present study entitled “Feedback provided by Teachers for Developing Writing Skills” aimed at find out the feedback technique and existing ways of providing feedback in developing writing skill. This study was based on the survey research design. The sample populations of this study were fifty secondary level English teachers of public school in Baglung District. I used the used of non -random purposive sampling procedure for the data collection. In order to fulfill the objectives of the study, a set of questionnaire was constructed based on different parameters with open- ended and close-ended questions such as feedback provided by developing writing skills.After analysing and interpreting the data collected from questionnaire on the topic “Feedback Provided by Teachers for Developing Writing Skills”, I reached at the conclusion that feedback plays the vital role in developing students’ writing skills, as it is the most essential part in teaching language skills. Similarly, written feedback, immediately feedback, involving students, pointing out error, correcting mistakes and using gestures were maximally used feedback techniques for developing students’ writing skill. Many Teachers used written feedback, oral feedback, immediately feedback and correct the mistake for developing students’

writing skill. These techniques help to improve students' writing skills. These are very essential techniques in language teaching and learning process because it helps students to know what is right and what is wrong as well as what to repeat and what not to repeat in future learning process. Likewise, punishment, negative feedback and recording mistakes were least used feedback techniques as these techniques mislead the students in learning. Warning students while committing errors, providing direct and clear instruction, pointing out errors without any correction, immediate correction and correcting errors getting other students' ideas were maximally used techniques to correct errors in teaching writing skill. By using these techniques, students were alert about their mistakes and get higher chance to correct their mistakes. They will not repeat those mistakes once they are corrected.

Majority of the teachers thought that providing feedback in writing skill is challenging task because the student often makes the same mistake again and again. Similarly, students' make mistake in writing by lack of vocabulary knowledge and proper and effective feedback. So, teachers need to provide proper feedback to the student. It as well as believing the feedback motivates, uplifts student creativity and engages them in activities. Feedback in writing plays crucial role to help the students; enthusiastic, knowledge seeker, intrinsic interest, active in fact provide way to improve writing skill. There are many feedback techniques those can be used in teaching writing skill. Only one technique is not enough in language teaching and learning so according to the context, suitable techniques should be used so that mistakes of students can be minimized. Recording students' mistakes should be used more so that the students can get chance to see back their mistakes/errors and can find out what is right and what is wrong. Similarly, punishing students while committing errors in writing should not be used as feedback techniques at secondary level; instead of this positive feedback should be used to treat mistakes of students.

Recommendation

Based on the findings and conclusions some recommendations have been made to be applicable in:

Policy Related. For the development of any program, we need proper, reachable and reliable planning. Making a policy is an essential for any program,

because it gives the right way to the implementation. Therefore, this study includes the following points to be applicable to the policy makers.

-) The government can make the policy of keeping certain or fixed number of students in a class so that teachers will have enough time for providing feedback as well as to take care of each and every activities of students.
-) The policy makers should make the policy that teachers are not allowed to punish students physically or mentally.
-) CDC Should make policy for training on providing feedback techniques in teaching writing skill.
-) CDC should apply the findings of the study for designing new curriculum, revise and improve the existing curriculum about teaching language skills.

Practice related. Only making policies and plans do not help to implement any program effectively. For this, we have to practice them properly in the real field as well. Therefore, the major implications of the study at basic level are:

-) There are varieties of feedback techniques but the language teachers should use effective ones in a proper way in English classes.
-) Teachers' trainers should conduct trainings on feedback to train about the most effective feedback techniques to teachers. For instance: a teacher trainer should teach teachers to use positive feedback like rewarding students through prize, persuasion and supportive feedback rather than using negative feedback like criticizing or punishing students.
-) Teachers' should be aware and sensitive to the individual need of the students.
-) Textbook writers should write texts on feedback or mention the exercises such as feedback, types of feedback techniques, approaches to feedback, feedback techniques for teaching writing, role of feedback and importance of feedback in texts, which are effective sources to those who are concerned about feedback.
-) Teaching material designers should the materials like flash card to involve students in pair work and group work, letter grade to grade students' writings, coding symbols and stamps of smiley faces or star to motivate students while giving written feedback.

Further research related. No work is final and no research is complete in itself. So this study will be helpful for researchers who are interested to study similar topic they can use this research as a secondary source. This was the study conducted to find out feedback techniques used by Secondary level English teachers. The present study would be highly directive for the further research. There are many areas of feedback where the researchers can conduct researches. Other several researches can be conducted in this field of feedback, which is yet to be researched. This study is like a step of ladder where other several steps are left. By stepping on this step, other researchers can reach their own destinations in the field of educational research. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further researches in this large area. It should be more relevant to carry out researches separately for the in depth study of writing skill.

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Appendix A

Participant information statement

Study Name: Feedback provided by teachers for developing Writing Skills

Researcher: Santu Bishwakarma

Purpose of the Research: To explore the feedback technique used by secondary level teacher in developing writing skill.

Dear participants, I would like to invite to you to take part in this research. In this research, you will be asked some question. Please kindly answer the question after reading this form.

Risk and Discomforts: We do not foresee any risk or discomfort from your participation in the research,

Voluntary Participation: Your participation in the study is completely voluntary and may choose stop participation at any time.

Withdrawal from the study: You can stop participating in the study at any time for any reason. If your decide so. Your decision has to stop participating or to refuse to answer particular questions. This form will not affect your relationship with the researcher. All associated data collected will be immediately destroyed wherever possible.

Confidentiality: All information you supply during the research will be held in confidence and unless you specifically indicate your consent your name will not appear in any report or publication of the research. Your data will be safely stored only research staff will have access to this information. Confidentiality will be provided to the fullest extent possible by law and no evaluation will be made about your performance on the basis of data you provide.

Question about the Research: If you have question about the research in general or about your role in the study. Please feel free to contact the researcher either by telephone at 9867705507 or by email bksantu507@gmail.com. This research has been reviewed and approved by the Department of English Education, Tribhuvan University.

Thank you for your kind cooperation.

Appendix 'B'

Dear, Sir/Madam

This questionnaire a major tool is prepared to accomplish the study entitled as the "**Feedback Provided by Teachers for Developing Writing Skills**". The study will be concluded under the supervision of **Dr. Purna Bahadur Kadel** at the department of English education, Tribhuvan University, Kirtipur. The study attempts to discuss and identify the feedback technique used by teacher in the classroom developing writing skill. A kind cooperation, significant and fair responses based on your real life experiences undoubtedly assist in order to make this study more valid and purposeful. That's why; do feel free to put your fair words.

Thank you!

Please mention your personal detail below:

Teacher's Name:

Experience:

School's Name:

Qualification:

Santu Bishwakarma

(Researcher)

9867705507

bksantu507@gmail.com

Appendix 'C'

Please tick (✓) the best option in accordance with your real life experiences to provide feedback for writing skill.

Close ended Question

1. How often do you use mistake correction technique in your class?
a. Always b. Frequently c. Sometimes d. Rarely e. Never
2. How often do you use rewarding technique to encourage them in writing?
a. Always b. Frequently c. Sometimes d. Rarely e. Never
3. How often do you punish student for their mistake in writing?
a. Always b. Frequently c. Sometimes d. Rarely e. Never
4. How often do you give negative feedback to your students?
a. Always b. Frequently c. Sometimes d. Rarely e. Never
5. How often do you involve students to check their class works?
a. Always b. Frequently c. Sometimes d. Rarely e. Never
6. Feedback helps students to improve writing skills.
a. Strongly agree b. Agree c. do not know
d. Disagree e. Strongly disagree
7. Responding by using gesture while checking task encourage students.
a. Strongly agree b. Agree c. do not know
d. Disagree e. Strongly disagree
8. Reformulating student answer if they make mistake gives them stress all the time.
a. Strongly agree b. Agree c. do not know
d. Disagree e. Strongly disagree

9. Written feedback play more important role than oral feedback.
- a. Strongly agree
 - b. Agree
 - c. do not know
 - d. Disagree
 - e. Strongly disagree
10. Feedback giving in mass is effective than individual ones.
- a. Strongly agree
 - b. Agree
 - c. do not know
 - d. Disagree
 - e. Strongly disagree
11. What do you think about providing feedback in writing skill?
- a. Waste of time
 - b. Engaging students on activities
 - c. Motivating students
 - d. Uplifting activities
12. When would you prefer to give feedback in students' errors?
- a. Immediately
 - b. Delaying
 - c. Sometime
 - d. Never
13. What type of feedback do you give to your students mostly?
- a. Written comments
 - b. Oral comments
 - c. Gestural comments
 - d. Indirect comments
14. How do you response to the students if they commit mistake?
- a. Correct the mistake
 - b. Scold them aggressively
 - c. Point their mistakes
 - d. Ask them check once again

15. What are your problem in giving feedback to the student?
- a. The students are not interested in your comments.
 - b. Written comments are time consuming
 - c. The students often make the same mistake again
 - d. Other.....
16. Why do students make mistakes while writing? What may be the reason behind it?
-
-
17. How do students take your feedbacks? Write your observation.
-
-
18. Which feedback technique helped students the most to improve writing skills? Clarify with reason.
-
-
19. Which activity do you think more useful in developing writing skills? Why?
-
-
20. What are your achievements after providing feedbacks to students?
-
-