

TEACHERS' PERCEPTION ON IMMEDIATE FEEDBACK

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

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2014**

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**Date of Approval of the Thesis
Proposal : 2070-01-13
Date of Submission : 02/02/2014**

DECLARATION

I hereby declare that 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.

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

*Dedicated to
my parents and all the teachers without whom my
dreams would not have come true*

ACKNOWLEDGEMENTS

First of all, I would like to express my profound gratitude to my supervisor and guide **Mr. Raj Narayan Yadav**, Reader, Department of English Education, University Campus, T.U., Kirtipur for his proper guidance, supervision and invaluable suggestions.

Likewise, I am extremely grateful to **Dr. Anajana Bhattarai**, Reader and Head of the Department of English Education who provided invaluable help, suggestions and encouragements. My sincere gratitude goes to **Dr. Chandreshwor Mishra**, Professor and Chairman, English Language and Other Foreign Language Education Subject Committee of the Department of English Education for his kind and valuable information. I also wish to express my magnificent gratitude to **Dr. L.B. Maharjan**, Professor, Department of English Education for his right advice and suggestions

I am very grateful to **Mr. Resham Acharya**, Lecturer , T.U. for encouragement and academic support. and **Mrs. Madhavi Khanal**, Librarian of the Department of English Education for her administrative support. Similarly, I am grateful to English teachers and head teachers of different schools for giving valuable information and permission to conduct research. I would like to thank my friends **Mr. Purushottam Kandel, Binod Oli, Chandra Bdr. Oli** and **Surya Pd. Poudel** for their kind help and cooperation at my stages of carrying this research.

Similarly, I would like to express my cordial thanks to my father **Mr. Tika Ram Khatri** and mother **Nokhi Kumari Khatri** who inspired me for my further study and I also cannot leave my elder brother **Mr. Min Prakash K.C.** without thanking him since he always encouraged me to do better in this educational field.

Lastly, I would like to thank **Mr. Rajiv Maharjan** (Friend's Computer Service) Kirtipur, who did entire computer work to the study.

Mohan Prakash K.C.

ABSTRACT

The present study entitled "Teachers' Perception on Immediate Feedback" is an attempt to identify and find out secondary level English teachers' perception on immediate feedback who are teaching in Kathmandu district and suggest some pedagogical implications. In order to collect the data, the primary and secondary sources were used. Forty English teachers teaching at secondary level in Kathmandu district were involved as informants in this study. I purposively selected some secondary schools and teachers. The required information was collected following purposive non-random sampling. The main tool for data collection was the questionnaire. The participants were requested to help me by responding to the questionnaire. The raw data obtained from them were analyzed and interpreted descriptively as well as using simple statistical tools. After analysis and interpretation of the data it was found that immediate feedback is very crucial in teaching learning process. It activates both the students and the teachers, negotiates meaning and accelerates learning.

The present study consists of five chapters. The first chapter deals with general background, statement of the problem, rationale of the study, objectives, research questions, significance of the study, delimitations and operational definition of the key terms. Chapter two deals with the review of the related literature, implications of the review for the study theoretical framework and conceptual framework. Similarly, chapter three includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Chapter four consists of result and discussion. Finally, chapter five deals with summary, conclusion and implications.

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