

# **CHAPTER ONE**

## **INTRODUCTION**

This study entitled “Teachers' Perception on Immediate Feedback” is a survey research which tries to explore the teachers’ view point towards immediate feedback which is given by teachers while teaching English language in the classroom. It includes five chapters. This very chapter consists of 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.

### **1.1. Background**

The people perceive beliefs and perception synonymously although they are etymologically different. They are viewed as the way of thinking towards something. Whatever an individual has the concept on something, is his/her perception or beliefs. In other words, perception is the recognition of things using your senses, especially the sense of sight. However, we will use interchangeably the words 'perception' and 'beliefs' in the study. Here our main concern is teachers' perception on immediate feedback. This study will explore the teachers' perception on immediate feedback. They can have different perception regarding this.

The study of teacher beliefs has received much attention in recent years, occasioned by a growing interest in reflective teaching. Beliefs are important concepts in understanding teachers’ thought processes, instructional practices and change and learning to teach. The concept of beliefs, which has been a common feature of recent papers in education for the past decade, has recently come into favour in ELT.

(Retrieved April 7, 2013, from <http://www.ims.nthu.edu.com/>).

In trying to understand how teachers deal with different skills and aspects of language teaching, it is necessary to examine the beliefs and thinking process which underlie teachers classroom actions. Every teacher holds beliefs towards the role of immediate feedback and language learning and teaching.

There is growing body of evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, and to their conceptions of their place within it.

Williams and Burden (1997, p.56) report from a study that beliefs were found to be more influential than knowledge in determining tools and problems and were better predictors of how teachers behave in the classroom. This is to say, what a teacher knows about the organization of a lesson is obviously important, but there is a great influence of his or her personal belief up on the choice, presentation and delivery of the tasks and activities. The academic, theoretical and other types of knowledge are essential for a teacher, however these can be largely influenced by the teachers' personal value system or beliefs.

(Retrieved April 7, 2013, from <http://www.ims.nthu.edu.com/>).

Regarding the implication of teachers' belief systems, Richards and Lockhart (2010, p. 29) argue that: What teachers do is the reflection of what they know and believe... teacher knowledge and teacher thinking provide underlying framework or schema which guides teachers' classroom actions. This means that how teachers deal with different dimensions of teaching can be understood by examining their beliefs and thinking process. Beliefs are the fundamental sources for the classroom actions and behaviours of the language teachers.

Beliefs are personal theories. Each individual teachers' activities, actions, behaviours etc. are guided by their belief. In the same way, some teachers think that immediate feedback is more important than delayed feedback and some other may think that delayed is more effective this is because of their own personal beliefs. They are not constant. In other words they are permeable and not fixed. In addition to this, teachers' beliefs bring new goal, attitudes and decision in teaching that influence their teaching experiences to introduce them to flexibility in their learning. Therefore it is essential to explore teachers' perception on immediate feedback.

## **1.2 Statement of the Problem**

The profession 'Teaching' is not a simple task. The teachers should be very careful while providing immediate feedback to the students because if they do not have any idea about how feedback is to be provided then their teaching will be in vain. In Nepalese context, the teachers are facing so many difficulties while teaching. Even if the teachers teach the contents prescribed in the textbook but they do not think that what strategies can make their performance better. They also do not have the ideas and results of immediate feedback. This study will help especially the teachers who are teaching in the different levels of the schools. When the teachers know many things regarding immediate feedback, their teaching will be fruitful. They can also produce better quality students after they gain sound knowledge about this. This was the neglected area in our country. The very study addresses many issues including: how immediate feedback should be given; what strategies should be followed; what the roles are of immediate feedback etc. It is the study in which the researcher collects the information from the English teachers. They have given their own views and perception regarding immediate feedback. This research moves around to address the above mentioned burning issues.

### **1.3 Rationale of the Study**

The present study has been carried out to find out teachers perception on immediate feedback. There are many studies carried out under feedback but none of the study can be found regarding immediate feedback. It helps the teachers, students and other people from different ways. The teachers have various thoughts and beliefs towards immediate feedback. They do not know what should consider while giving feedback. What strategies they follow. Even the students' roles clarify in the classroom while teaching and learning process is going on. The other people like curriculum developer and syllabus designer know the sorts of contents that they should include. In this respect, this is my attempt to find out how teachers perceive immediate feedback.

### **1.4 Objectives of the Study**

The objectives of the proposed study were as follows:

- i. To find out secondary level English teachers' perception on immediate feedback.
- ii. To suggest some pedagogical implications.

### **1.5 Research Questions**

The present research is supposed to address the following questions:

- 1 Are the students interested in learning after they get immediate feedback ?
- 2 What are the things that a teacher considers while providing immediate feedback ?
- 3 What are the strategies that a teacher follows while giving immediate feedback ?

### **1.6 Significance of the Study**

This study will be beneficial for those who are interested in language teaching and learning, for instance, language teachers and students since it provides the

information about teachers' perception on immediate feedback. The other people like curriculum designer, policy maker, syllabus designer, text book and material writers, subject experts, language trainers etc. will be significantly benefitted from this study.

### **1.7 Delimitations of the Study**

This study would have the following delimitations:

- a. It was limited to merely 40 English teachers.
- b. This study represented only secondary level English teachers' perception.
- c. This study was based on teachers' perception from Kathmandu district.
- d. It was limited to questionnaire as a tool to elicit the data.
- e. The questionnaire was restricted to teachers' perception on immediate feedback.

### **1.8 Operational Definition of the Key Terms**

**Feedback :** Any response given to the learner

**Immediate feedback :** Any response given by the teacher in response to the students' performance immediately.

**Delayed feedback :** Any response given to the learner after a period of time.

**Negotiation of meaning :** Involvement of interlocutors (teacher and student) in interaction to clarify the topic.

**Blunder :** Careless mistake or stupid mistake.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Review of Related Theoretical Literature**

The present research is mainly concerned with the relevant theoretical framework of immediate feedback, viz. role of immediate feedback, types of feedback, immediate feedback assessment technique, sources of teachers' beliefs etc. and holds that immediate feedback is very crucial to learn target language in EFL context.

##### **2.1.1 An Introduction of Teachers' Perception and Beliefs**

Generally, perception and beliefs are used as synonymously although they are etymologically different. Perception is the recognition of things using your senses, especially the sense of sight. They are notoriously difficult to define. However, we may characterize them with the help of some important features they have. Our beliefs about one particular area or subject are interconnected with other more central aspects of our personal belief or beliefs are also more concerned with deep personal trend of thinking understanding the world, including their profession, subject, learners and so on.

A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment, further it serves as a guide. Teachers' beliefs play vital role in many ways and aspects of teaching as beliefs are assumption which shape the way to teach. (Retrieved April 07,2013, from <http://www.ims.nthu.edu.com/>)

In this regard Richards and Lockhart (2010, p. 30) say “These beliefs and values serve as the background to much of the teachers' decision making and action and hence constitute what has been termed the culture of teaching”.

Teachers' beliefs help teachers to make sense of the world, to perceive new information and whether to accept or reject the innovations in teaching. The teacher's conceptualization, For example, language learning and teaching are situated with that person's wider belief system concerning such issue as human nature, culture, society, education and so on.

(Retrieved April 08, 2013, from <http://www.professorjacrichards.com>)

### **2.1.2 Characteristics of Teachers' Beliefs**

An individual can have his/her own unique features. In the same way, the teachers also have their own qualities. Similarly, Richardson (1996, p. 102) enlists the features of teachers' beliefs as follows:

- i. They are powerfully influenced (positively or negatively) by teachers' own experiences.
- ii. They act as a filter through which teachers interpret new information and experience.
- iii. They can exert a persistent long term influence on teachers' instructional practices.
- iv. They are at the same time, not always reflected in what teachers do in the classroom.
- v. They have a powerful effect on teachers' pedagogical decisions.
- vi. They strongly influence what and how teachers learn during language teacher education.
- vii. They can be deep rooted and resistant to change.

To sum up, beliefs have strong influence on the instructional practices of the teachers. On the basis of these beliefs, the teachers' beliefs often adopt pedagogical decisions. These beliefs have long lasting effects in the mind of the teachers which cannot be altered easily. These beliefs function as filter with

the help of which the teachers perceive and interpret new information encountered by them.

### **2.1.3 Sources of Teachers' Beliefs**

Beliefs are the permeable and dynamic structure that act as a filter through which new knowledge and experience are screened for meaning. Research on teachers' beliefs system suggests that they are divided from a number of different sources. Kindsvatter et al. (1988 as cited in Richards and Lockhart, 2010, p.30) present the following sources:

#### **i. Teachers own experience as language learners**

All teachers were once students and their beliefs about teaching are often a reflection of how they themselves were taught. One of the teachers reports that he remembers when he was a student and he wanted to learn new vocabulary, it always helped him to write down the words.

#### **ii. Experience of what works best**

For many teachers experience may be the key source of beliefs about teaching. A teacher may experience that some teaching strategies work best and some do not.

#### **iii. Established practice**

Certain teaching styles and practices are preferred within a school, an institution. These practices may be guided by the different schools of thought. Teachers derive their beliefs from the established/existing styles and practices.

#### **iv. Personality factors**

Generally, personality includes extrovertness and introvertness. These personality factors help to make preference for a particular teaching pattern, arrangement or activity. Some teachers have a personal preference for a particular teaching patterns, arrangements or activities because they match their personality.



**v. Research based principles (education based principles)**

Teachers may draw on their understanding of a learning principles in psychology, SLA or education and try to apply it in the classroom. For example, some teachers believe in co-operative learning and try to implement it in their teaching.

**vi. Principles derived from an approach or method**

Teachers may believe in the effectiveness of a particular approach or method of teaching and try to implement in the classroom.

**2.1.4 Categories of Teachers' Beliefs**

The 'category' refers to class or division of something. Here categories of teachers' beliefs deal with teachers' perceptions towards factors which are related to teaching English language. Regarding this aspect Richards and Lockhart (2010, p. 32-40) suggest five categories of the teachers' beliefs which are briefly described below:

**i. Beliefs About English**

English does not mean the same thing for different people. Some perceive English as the language of English literature. For others, it is the language of English speaking country. English also can be taken as the language of colonialism or language for business. For this Richards and Lockhart (2010. p. 32) say "People's view of English of any language, are influenced by contacts they have had with the language and its speakers". Richards and Lockhart (ibid) mention some questions for exploring beliefs about English, which are as follows:

- Why do you think English is an important language?
- Do you think English is more difficult to learn than other languages?
- What do you think the most difficult aspects of learning English are (e.g. grammar, vocabulary and pronunciation)?

- Which dialect of English do you think should be taught (British, American, other)?
- Do you think it is important to speak English with native like pronunciation?
- How does English sound to you compared to other language you know?
- Do you think English has any qualities that make it different from other languages?

## **ii. Beliefs About Learning**

Every teacher has his/her own teaching experience, their own experience as language learners and training, All these things determines or shapes his/her beliefs towards learning. Beliefs about learning can be explored by using following questions:

- How do you define learning?
- What are the best ways to learn a language?
- What kind of exposure to language best facilitate language learning?
- What kinds of students do best in your class?
- What roles are students expected to assume in your classroom?

## **iii. Beliefs About Teaching**

Teaching is a very personal activity and it is not surprising that individual teachers bring very different beliefs and assumptions about what constitutes affective teaching. This means that L2 teachers hold different views and beliefs about the way of teaching. Different teachers follow the same teaching situation in different ways because of their beliefs and assumptions. Richards et al. (1991, as cited in Richards and Lockhart 2010, p.36) in their study of teachers' beliefs, found Hongkong teachers of English believed their main role as an English teacher was to:

- help students discover effective approaches to learning .
- pass on knowledge and skills to their pupils .
- adopt teaching approaches to match their students' needs.

#### **iv. Beliefs About the Program and the Curriculum**

Richards and Lockhart (2010, p. 39) summarize the issues of teacher beliefs about the program and the curriculum that they are involved in the following way. These issues are concerned with shaping the teacher beliefs resulting in classroom performance.

- What do you think are the most important elements in an effective language teaching program?
- What do you think the role of textbooks and teaching materials in a language program should be?
- How useful do you think instructional objectives are in teaching?
- How do you decide what you will teach?
- To what extent is your teaching based on your students' needs?
- What is your attitude toward assessment in a language program?
- What changes would you like to see in your program?

#### **v. Beliefs About Language Teaching as a Profession:**

Professionalism is a recurring concern of language teachers and language teaching organizations. Language teaching is not universally regarded as a profession that is having unique characteristics as requiring specialized skills and training as being a lifelong and valued career choice and as offering a high level of job satisfaction. Richards and Lockhart (2010, p.40) say “The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their personal goals and attitudes, and the career prospects available to language teachers in their community”.

#### **2.1.5 Definitions of Feedback**

The very word ‘feedback’ is though common to all, is very difficult to define. We simply understand as the information or statement of opinion about something. Different people defined it differently. Some of them are mentioned below:

Keh (1989, as cited in Joshi, 2010, p. 12) Feedback is “Any input for revision”.

Ur (1996,p.242) says “In the context of teaching in general, feedback is information that is given to the learner about his/her performance of a learning task usually with the objective of improving this performance”.

Similarly, Richards et al. (1999, p.137) defines feedback as “Any information which provides a report on the result of behaviour”.

Likewise, Sadler (1989, as cited in Joshi 2010,p.13) argues that formative assessment is “specifically intended to provide feedback on performance to improve and accelerate learning”.

After analyzing the aforementioned definitions, what we can summarize is that feedback refers to any information that is provided to the language learners or pupils in order to improve and accelerate their learning. The feedback is given on the basis of writer’s or speaker’s output. It can be written and oral.

Moreover Feedback is a key factor in the process of second language by correcting, suggesting and indicating their mistakes. Merely giving feedback is not enough, the emphasis should be given on the types of impact the feedback has. The second language learners can be simply exposed to two types feedback: positive and negative feedback.

### **2.1.5.1 Importance of Feedback**

Feedback is inevitable in teaching and learning process. Teaching and learning cannot go further in the absence of this in the present days. A sound teacher should always give immediate feedback in order to activate the learners towards learning more. It also makes aware them not to be carelessness in the classroom while teaching and learning process is going on. It can support to make the performance more accurate, fluent, and natural. Feedback is also responsible for enabling learners to negotiate meanings with the interlocutors such as teachers or skilled speakers. So feedback needs to be made regular in the learning process of a second or foreign language.

Highlighting the importance of feedback, Nicol and Farlace (2006, as cited in Joshi 2010 p. 17) pinpoint 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, specially if integrated with staff feedback.
- Encourages teacher and peer dialogue around learning.
- Encourages positive motivational belief and self esteem.
- It can encourage students to persist and it is sometimes easier to accept critique from peers.
- Provides opportunities to close the gap between current and desired performance.
- Provides information to teachers that can be used to help shape teaching.

In conclusion, feedback gives additional opportunities to focus on production or comprehension. It plays pivotal role in helping learners to test hypothesis they have formed about the rule system of the target language. By the help of the feedback given language teacher helps the learners to improve their mistakes themselves and self assessment. It also can be taken as a vehicle since it helps what, why and how to do the tasks.

### **2.1.5.2 Types of Feedback**

Generally, feedback can be categorized into different types: on the basis of medium; on the basis of timing; and on the basis of task completion. These mentioned three types of feedback are briefly described one by one below:

#### **(a) Feedback on the basis of medium**

Feedback can be oral and written on the basis of medium. In other words, feedback can be provided either orally or with written medium. In most of the cases oral feedback is used and provided to the learners. But in the present day in language teaching and learning, written feedback is also equally taken as an

significant measure of the betterment of learning in order to produce qualitative writing manpower. According to Harmer (2001, p.109)

Written feedback techniques are responding and coding. The teacher may respond how their text appear, how successful they are and how they could improve their writing. Such responses help students to improve their writing regarding grammar, hand writing, style etc.

Another technique of written feedback is coding. Different symbols are used to correct their writing through coding, learners can identify the mistakes they have made and they correct them. But the teacher should be careful that the given feedback should have positive outcome.

Teacher's written comments not only indicate the strengths and weakness of the learner's writing but they may also assist learners in monitoring their own writing skill and specific language areas to develop further.

**(b) Feedback on the basis of timing**

Feedback also can be classified into two types on the basis of timing, viz. immediate feedback and delayed feedback. Feedback is given to the learners 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 disturbs it. There should be considerable time to give them feedback. Depending upon the learning task these types of feedback are beneficial. In typical classroom setting immediate feedback is more effective, for example, in accuracy work, so that the learners remember what should be there instead. Whereas if the learner is given feedback after the event then there is more chance to forget what the learners have said. It can be mentioned that types of knowledge, types of error and present learner skill

level: For instance, delayed feedback is more effective under the condition of procedural knowledge, elaborative feedback, non-critical effort and learner's low skill level.

**(c) Feedback on the basis of task completion**

This sort of feedback is categorized on the basis of how well the learner has completed or done the task which was assigned by the teacher. Teacher's oral feedback might affect learners attitudes to their learning positively or negatively and so feedback can also be classified as either positive or negative. Negative feedback shows learners that the teacher is interested in what they say and at the same time encourages them, but on the other hand, negative feedback expresses the teacher's displeasure, frustration which certainly hinders learning. It can also be suggested that teachers should be aware of the result of the feedback. Negative feedback may develop negative attitudes of the learners towards learning.

**2.1.5.3 What is the Immediate Feedback Assessment Technique ?**

The immediate feedback assessment technique also known as the IF-AT, is an exciting and revolutionary new testing system that transforms traditional multiple-choice testing into an interactive learning opportunity for students and a more informative assessment opportunity for teachers.

Here is How. Use of the IF-AT testing system enabled students to be provided with immediate feedback about the accuracy of their answers to each questions in a test/quiz/homework assignment, etc. As the students are completing each item. The IF-AT system provides immediate informative feedback (If students answer choice is correct) and /or corrective feedback (If a student's answer choice is incorrect).

**a. Key Benefits of Immediate Feedback Assessment Technique**

Using the IF system allows students to continue answering a question until they discover the correct answer. This ensures that students last response is correct

one. Thus, the IF-AT teaches while it assesses, facilitating learning and improving students retention of the information being tested. In addition to all of these benefits, perhaps most importantly, students love using IF-AT \_\_ it makes assessment enjoyable for them. Because the instructor is able to determine how many answer attempts. It looks for students to discover the correct answer, the instructor who uses the IF-AT is able to give practical credit to his/her students.

**b. Psychological Principles of Immediate Feedback Assessment Technique**

The IF-AT was discoursed by a psychology professor whose specialty is human learning and memory. The IF-AT is based on the following principles:

- i. Immediate feedback is beneficial for learning (And is superior to delayed feedback).
- ii. The best test/quiz/homework assignment, etc. does not just assess, it also teaches.
- iii. The last response given by students on a test item are the ones they learn (i.e. the students leave the test item believing they have chosen the correct answer).
- iv. Immediate feedback should be given artfully: make it specific and immediate.

(Retrieved April 8, 2013 from <http://www.espteineducation.com/>)

**c. How to Make Your Immediate Feedback More Artistic ?**

Providing immediate feedback is a neglected art. It is neglected because many teachers would prefer to avoid providing immediate feedback to their students. It is not necessary the most natural thing to do, and it can be easily avoided. However, if you are a teacher, you need to provide performance feedback to your students. If you are not doing it in some capacity, then you are not meeting the minimum bar of being the teacher.



Now how to make your (immediate) feedback more artful ! There are two important dimensions that make providing feedback \_ whether it is praise or corrective\_ more artistic. The feedback that you provide should strive to be both specific and immediate. The more specific and the more immediate, the more artfully you are providing feedback, and the more likely you are going to improve the performance of your students. In contexts outside the work place, this concept is intuitive. Let's work through a simple example:

Someone is helping you hang up a picture. As part completing this simple task, you provide specific and immediate feedback: "A little to the right, no, a little to the left. Ok, that's good. Perfect. Good job in getting this done and thanks helping me out !" (Note: this has both corrective feedback, and praise for good work. It's possible \_ note that the praise happens after the objective has been obtained). This is very artful immediate feedback. (Retrieved April 8, 2013 from <http://www.managerbydesign.com/>)

### **2.1.6 Immediate Feedback and Its Importance in ELT**

Immediate feedback is any information which is given to the learners in response to their performance without delaying. In other words, immediate feedback refers to the information which is given by the teacher towards his students' performance. This can be positive and negative in the sense that how it is given.

Immediate feedback is very important in English language teaching. The teachers cannot be untouched from it but they may not know that what immediate feedback is. Knowingly and unknowingly they are providing it to their students on their performance. If it is given properly in right time, it helps the learners to do better in learning and also helps the teacher in teaching the language item easily and successfully. One of the researchers' researches entitled "Effects of immediate feedback" speaks about the importance of immediate feedback in this way:

There are several implications drawn from this study. First, the immediacy of feedback appears to have a positive impact on student achievement. Second, the students in both immediate and delayed feedback groups had their teachers tell them that they should read their books carefully. However, the group that received immediate feedback on the quiz was able to evaluate more easily how they were doing and adjust and self regulate their behaviour according. Thus, in order to help students self motivate and regulate their independent reading behaviours to enhance comprehension, they need to know what their goal is for each task and they need frequent and immediate feedback (Retrieved April 30, 2013 from <http://www.tc.umn.edu.com/>)

In conclusion, teachers should provide frequent and immediate feedback to students in order to improve their achievement.

### **2.1.7 Immediate Feedback During Accuracy and Fluency Work**

Teachers may not know whether immediate feedback should be given during accuracy work or fluency work. In this regard, Harmer (2001,p.142) states:

A distinction is often made between accuracy and fluency. We need to decide whether a particular activity in the classroom is designed to expect the students' complete accuracy as in the study of a piece of grammar, a pronunciation exercise or some vocabulary work, for example or whether we are asking the students to use the language as fluently as possible. We need to make a clear difference between 'non-communicative' and communicative activities; whereas the former are

generally intended to ensure correctness, the latter are designed to improve language fluency.

Now, it is said that immediate feedback is not futile during accuracy work. Moreover, providing immediate feedback is necessary during accuracy work since it helps the students to act immediately in order to improve their performance on the basis of the given response. The objective of the immediate feedback in this work is to make the students able to do the things correctly and accurately for instance, pronounce the words. If the teacher does not give immediate feedback, the students form their habit to pronounce the words in the same way as they did earlier. Harmer (2001, p. 144) states "when we show incorrectness, we are hoping that the students will be able to correct themselves once the problem has been pointed out. If they cannot do this, however, we will need to move on to alternative techniques". On the other hand, it is also regarded that providing immediate feedback is no more fruitful for the learners during fluency work because they are just involved in the communication. They are devoted in order to carryout the task and fulfill their desire. Regarding this, Harmer (2001, p. 143) says:

During communicative activities, the immediate and constant correction of all errors is not necessarily an effective way of helping course participants improve their English. It is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error since to do so interrupts the communication and drags an activity back to the study of language form or precise meaning.

## **2.2 Review of the Related Empirical Literature**

During the preparatory phase of my study, I have gone through different researches related to my topic. Some of the researches related to the topic of current study are as follows:

Bhandari (2008) has carried out research on the topic “Role of Feedback in Learning English at Secondary Level”. The objective of her study was to find out English students’ perception on the role of feedback in learning English. She used open- ended and close - ended questions to collect the data. The result of the study showed that feedback has always great impact on teaching learning the English language, feedback encourages the students as a result, they increase their rate of learning.

In the same way, Lamichhane (2009) conducted research on “Teachers Written Feedback on the Writings of Grade Nine Students”. This study aimed to find out the teachers’ feedback giving practice in the ninth grade students’ writing and students’ reactions towards the feedback they received. The researcher employed observation and questionnaires as the major tools for data collection. It has been found that majority of the ninth grade teachers give positive feedback to the students and sometimes depending up on the circumstances they cannot discard the role of negative feedback.

Likewise, Basnet (2010) carried out research on “Teachers’ Perceptions Towards the Use of Task Given in the Secondary Level Text Books”. The objective of the study was to explore the teachers’ perceptions towards the use of tasks given in the secondary level text books. She used structured questionnaire in order to collect the required data. The questionnaire included a series of both open-ended and close-ended questions. He selected the 40 English Teachers of Secondary level working in Illam district using purposive non – random sampling procedure. The result of the study found that the tasks

used in the textbooks for teachings skills and grammar are sufficient but lack of proper implementation in real life situation is perceived.

Similarly, Parajuli (2010) carried out research on “Teachers’ Beliefs on Using Visual Aids in Teaching”. The objective of his study was to find out the teachers’ belief on visual aids in teaching English at the primary level of Palpa district. He has selected 60 primary English teachers of Palpa district using fishbowl draw of random sampling procedure. The finding of the study was that the teachers have favour of benefit of using visual aids. Most of the teachers opined that visual aids develop creativity of the students.

Likewise, Adhikari (2011) carried out a research on “Beliefs of English Teachers in Using Multimedia”. She aimed at to find out the beliefs of English teachers who were teaching in higher secondary level of Kathmandu valley, in using multimedia in their language classes. The main tool of her study was questionnaire. The finding of this study is that multimedia is found useful to teach all four language skills. Multimedia raises interest in the study of subject.

Lastly, Poudyal (2012) conducted a research entitled “Beliefs of English Teachers in Using Pair Work”. Its main objective was to find out the beliefs of English teachers in using pair work technique in their language classes. He used the questionnaire to elicit the required information for the study. Both close and open-ended questions were included in the questionnaire dividing into two viz. set ‘A’ and set ‘B’. The result of the study showed that teachers believed pair work as an appropriate technique for secondary level.

There have been carried out several researches in the Department of English Education about feedback. But none of them have dealt with the teachers' perception on immediate feedback. So, the present study will be the milestone in the field of ELT because it is new venture in itself.

### **2.3 Implications of the Review for the Study**

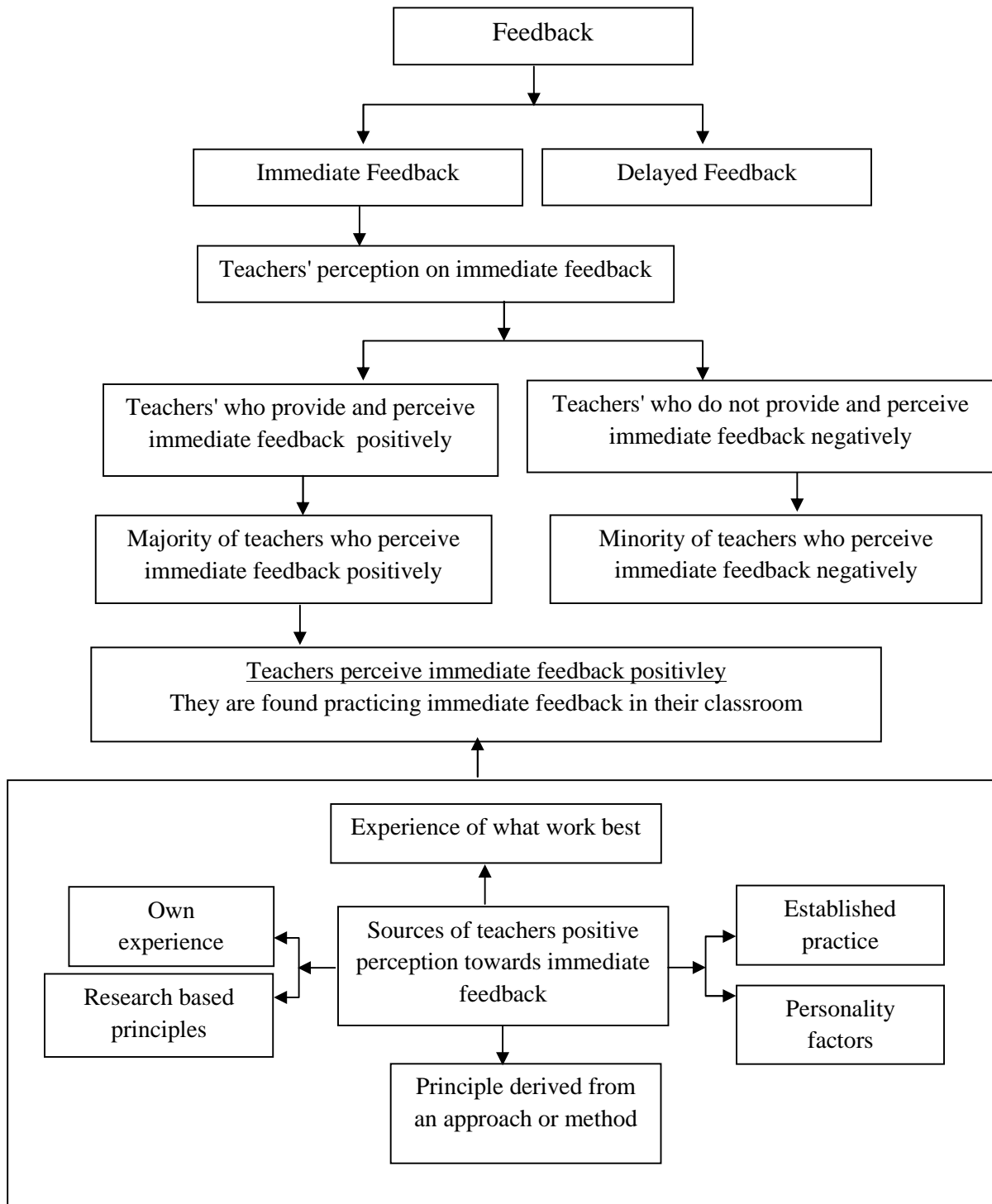
Related literature is reviewed for various purposes such as : to bring clarity; focus on research problem; improve methodology and contextualize the findings. Regarding the implications of review of the related literature, Kumar (2009, p. 30) states the following:

- i. It provides a theoretical background to your study.
- ii. It helps you to refine your research methodology.
- iii. Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- iv. It enables you to contextualize your findings.

Being a researcher, I also consulted many available literature which helped me in many ways such as, provided theoretical background to my study, refined research methodology and helped to derive findings of the study. So my study becomes valid and consistent.

## 2.4 Conceptual Framework

The study on "Teachers' Perception on Immediate Feedback" was based on the following conceptual framework:



## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology in order to fulfill the objectives of the study.

#### 3.1. Research Design

Survey is a descriptive research. Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. To fulfill the objectives of the study, I adopted the survey research.

The word 'survey' literally means wider broad scale. It has to be carried out in a large scale. Survey research is a new technique for social science research and educational research. Survey is quite an old technique and was largely developed in the eighteenth century.

However, in the second part of the nineteenth century a systematic literature was made available by booth who is regarded as the father of scientific social surveys (Moser and Kalton, 1971 as cited in Singh 2006, p. 383).

According to Nunan (1992, p. 140) "The main purpose of a survey is to obtain a snapshot of conditions attitudes and events at a single point of time".

Survey is one of the important research method used in educational investigation. It is mainly carried out to find out peoples' attitudes, opinions and specified behaviours on certain issues, phenomena, events and / or situations. The findings of survey is the best research design carried out to find out public operation and the behaviours and attitudes



of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strength of survey research in its potential for handling external validity (Kidder, 1981, p. 81)

After gazing the views given by different scholars, what we can say is that survey is a superficial study of an issue or phenomenon. It is the most commonly used method of investigation in educational research. It may scope from a large scale investigation to small scale study. The data are collected cross-sectionally or in a single point of time.

### **Research Procedure**

So far as the research tradition and procedure followed by the Department of English Education, T.U. We can put forward the following 14 steps research procedure to address the survey research process:

1. Identify the problem
2. Specify objectives
3. Constructing hypothesis
4. Expanding theoretical knowledge
5. Writing research proposal and preparing research tools.
6. Piloting the research tools.
7. Field visit
8. Contracting the selected institutions and authorities to establish rapport with them
9. Requesting the authority for the permission to conduct research.
10. Requesting for the list of informants, if permission is granted.
11. Sampling the required numbers of informants.
12. Fixing the time for data collection
13. Eliciting the required data.
14. Analysis, interpretation and presentation of data.

### **3.2 Population and Sample**

The population of the Study consisted of secondary level English teachers teaching in Kathmandu district. For convenient of the research, I sampled only 40 English teachers from them.

### **3.3 Sampling Procedure**

The sample size of this study was 40 English language teachers teaching at secondary level in Kathmandu district. I purposively selected some secondary schools and the teachers. The required data was collected following purposive non-random sampling.

### **3.4 Data Collection Tools**

I used the 'questionnaire' to elicit the required information for the study. That consisted of both close-ended and open-ended questions.

### **3.5 Data Collection Procedure**

To collect the primary data, I followed the following procedures:

- i. Firstly, I visited the selected schools and talked to the concerned authority explaining them the purpose and process of the study.
- ii. Secondly, after getting permission from the school authority, I established rapport with the concerned teachers explaining them about the purpose of the study.
- iii. Thirdly, I requested them to help me by responding the questionnaire.
- iv. Then, I collected the distributed questionnaire after they fill up.
- v. Lastly, I thanked the informants and the authority for their kind information and co-operation.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data are analyzed and interpreted qualitatively as well as quantitatively using tables and charts. Moreover, the responses obtained from the respondents in response to each presented question is analyzed and interpreted with number and percentage.

## CHAPTER FOUR

### RESULT AND DISCUSSION

#### 4.1. Results

After the discussion and interpretation of the data, the following results is drawn:

- \* It was concluded that secondary level English teachers provide immediate feedback to their students.
- \* It was found out that the teachers provide immediate feedback following both oral and written mode.
- \* The teachers were found providing immediate feedback frequently.
- \* The teachers taught all language aspects like spelling, pronunciation and meaning following immediate feedback.
- \* It was found that teachers felt very happy while giving immediate feedback.
- \* It is concluded that learners should not be given only the special presents but also the verbal praise as an immediate feedback.
- \* It is believed that the students wanted and expected immediate feedback on their performance.
- \* Teachers perceived that errors should not be pointed out in communicative activities in order to provide immediate feedback.
- \* It is found that immediate feedback during oral work does not always discourage learners towards learning.
- \* It was found that providing immediate feedback by hinting is more appropriate than repeating and reformulating learners mistake /error.
- \* Teachers perceived that they should give immediate feedback to the students when they commit serious mistakes.
- \* It was found that providing immediate feedback during accuracy work is more appropriate than in fluency.
- \* It was perceived that the teacher should give the detail information to the students.

- \* It was found that giving immediate feedback in teaching pronunciation is equally appropriate and important to grammar and vocabulary.
- \* Teachers perceived that the learners are not more interested in language learning after they get delayed feedback than immediate feedback.
- \* It is found that learners who get immediate feedback learn faster the teaching and learning items in comparison to delayed feedback.
- \* It is believed that providing immediate feedback is relatively easier and quicker than delayed feedback for the teacher.
- \* It was found that the teacher who gives immediate response is devoted towards his/her profession.
- \* It was found that the teacher should consider other factors including mood of the learner, type of mistake, situation, content of teaching etc. while providing immediate feedback.
- \* It is believed that providing immediate feedback individually is more effective than the group.
- \* It was found that the students who get immediate feedback act immediately.
- \* Teachers perceived that immediate feedback encourages learners towards learning.
- \* It was found that immediate feedback helps in negotiating meaning between the teacher and students.
- \* Immediate feedback always makes the students more active and responsible for their own learning.
- \* It was found that immediate feedback is any information given to the learners in response to their performance which accelerates learning.
- \* It was found that the teacher should encourage the learners towards self and peer correction while giving immediate feedback.
- \* It was concluded that providing immediate feedback positively is better than negatively.
- \* It was found that the learners who get immediate feedback are more satisfied than the learners who get delayed.

- \* It is found that the most of the English teachers use correction codes to indicate the students' mistakes in written work.
- \* It was concluded that the teachers should involve the learners in correction.

## 4.2 Discussion

To find out the "Teachers' Perception on Immediate Feedback", I have collected the responses of forty English teachers teaching at secondary level in Kathmandu district using the questionnaire.

All most all the teachers provide feedback to their students but they may not have any idea about how to give, why to give and when to give. A teacher has to take into account all those things only then his/her teaching can be effective and the students learning also becomes fruitful.

The responses obtained from the forty (40) sample teachers to each question are presented below:

### 4.2.1 Giving Immediate Feedback to the Students

To find out, whether the secondary level English teachers provide immediate feedback to their students or not while teaching in the classroom. Some teachers give immediate feedback and some teachers do not. Teachers were asked to respond the question "Do you give immediate feedback to your students ?" The responses obtained from them are presented below:

**Table No. 1**  
**Giving Immediate Feedback to the Students**

S.N.	Items	No.of respondents	Percentage
1	Yes, I do	38	95
2	No, I don't	2	5
Total		40	100

The above table shows, 95 per cent of the total respondents agreed that the teachers give immediate feedback to their students but 5 per cent respondents responded that they do not provide. On the basis of this obtained data, we can conclude that the English teachers provide immediate feedback to their students.

#### **4.2.2 Mode of Giving Immediate Feedback**

Generally, the teachers provide immediate feedback to their students with the help of speech and writing. In order to find out how the teachers give immediate feedback to their students in the classroom, the teachers were asked to respond the question "How do you give immediate feedback ?" The responses obtained from the informants are presented in the following table:

**Table No. 2**  
**Mode of Giving Immediate Feedback**

S.N.	Items	No.of respondents	Percentage
1	Oral	16	40
2	Written	0	0
3	Oral and written	24	60
Total		40	100

The above table displays that 16 respondents gave immediate feedback through oral mode or 40 per cent teachers gave immediate feedback orally but no teacher or 0 per cent provided using written one and the largest or 60 per cent followed oral and written. On the basis of the obtained data, we can conclude that teachers provide immediate feedback following both oral and written mode.

#### **4.2.3 Frequency of Giving Immediate Feedback**

The teachers provide some information towards their students' performance but this is not fixed that to what extent they do. In order to find out the frequency, the informants were asked this question. "How often do you give immediate

feedback ?" The responses obtained from the respondents can be shown by the help of following table:

**Table No. 3**  
**Frequency of Giving Immediate Feedback**

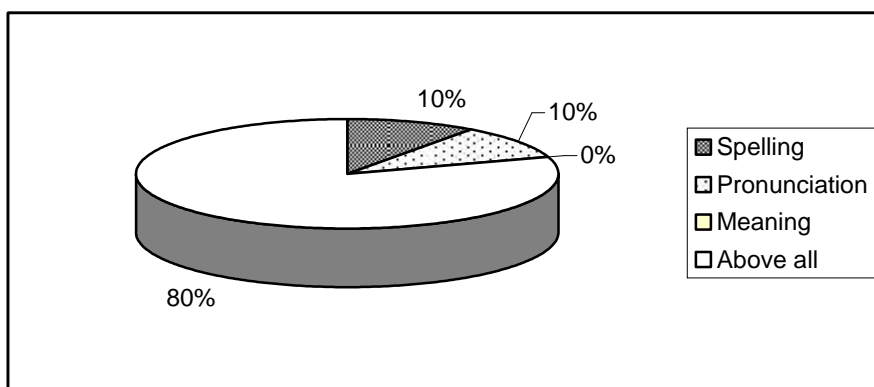
S.N.	Items	No. of respondents	Percentage
1	Frequently	28	70
2	Sometimes	12	30
3	Seldom	0	
Total		40	100

The above table reflects that 70 per cent of the total respondents gave immediate feedback frequently, 30 per cent gave sometimes but none of them or 0 per cent gave seldom immediate feedback while teaching in the classroom to their students. After viewing the above data, what we can conclude is secondary level English teachers provide immediate feedback frequently.

#### 4.2.4 Teaching Language Aspects

English language aspects refer to spelling, pronunciation and meaning. The teachers teach these aspects differently following different sorts of techniques. The teachers were asked to respond the question "Which language aspect do you teach following immediate feedback ?" The responses received from the respondents can be shown below:

**Figure No. 1**  
**Teaching Language Aspects**



The above figure shows that, 10 per cent of the total respondents followed immediate feedback while teaching spelling and equal or 10 per cent taught pronunciation, no respondents or 0 per cent taught meaning and 80 per cent respondents taught all of the above including spelling, pronunciation and meaning. We can conclude that teachers teach all language aspects like spelling, pronunciation and meaning following immediate feedback.

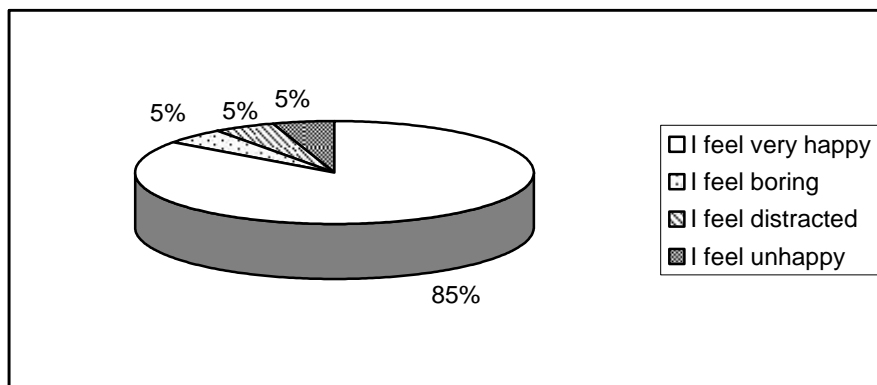
#### 4.2.5 Teachers' Feeling while Providing Immediate Feedback

Teachers have a kind of feeling towards providing immediate. They have different feeling, some teachers feel happy and others feel unhappy so the question was asked "How do you feel while providing immediate feedback ?"

The responses got from them are presented below :

**Figure No. 2**

**Teachers' Feeling while Providing Immediate Feedback**



The above figure displays that 85 per cent respondents felt very happy, 5 per cent felt boring equally 5 per cent felt distracted and even 5 per cent felt unhappy. On the basis of obtained data, we came to the conclusion that the teachers feel very happy while providing immediate feedback.

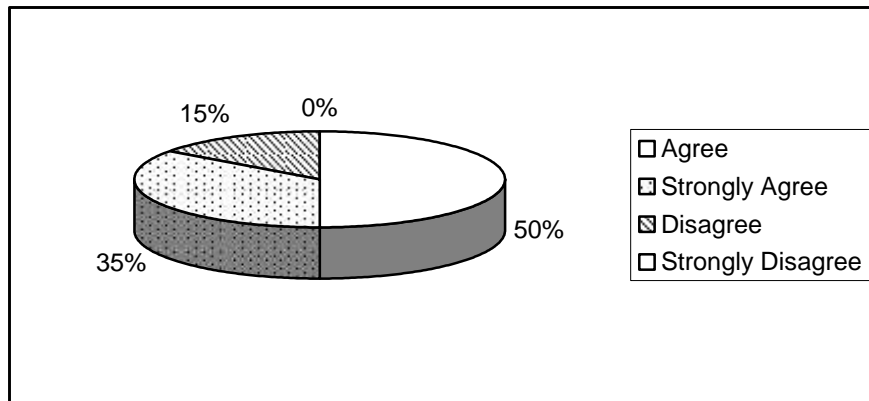
#### 4.2.6 Giving Presents or Verbal Praise as an Immediate Feedback

Teachers provide special presents or verbal praise if they (students) have performed the task better. Some teachers say that presents should be given and some others think that verbal praise is enough. To verify this belief, the



respondents were asked the statement to give their view "The learners should be given the special presents (pen, copy, cycle, etc.) as an immediate feedback rather than merely verbal praise". The responses obtained from them are displayed in the following figure.

**Figure No. 3**  
**Giving Presents or Verbal Praise as an Immediate Feedback**

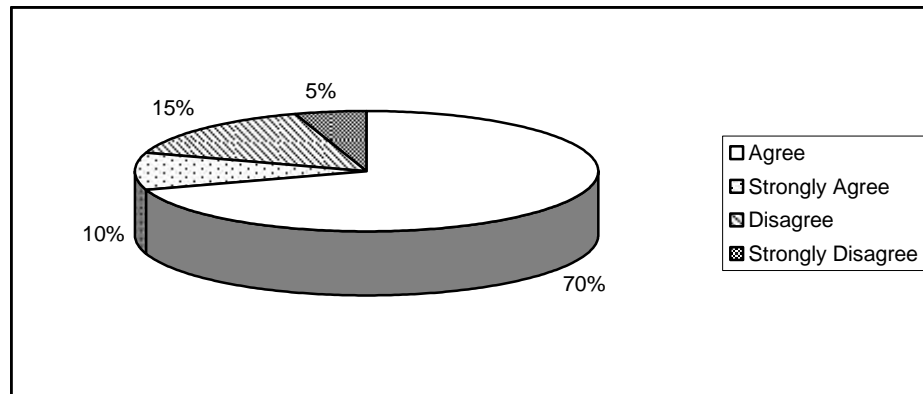


The above figure shows that 40 per cent of the total respondents agreed the statement, only 15 per cent were strongly agree, and the highest or 50 per cent respondents were disagree with it but none of them were strongly disagree. On the basis of this data, we can conclude that learners only should not be given the special presents but also the verbal praise as an immediate feedback.

#### **4.2.7 Students' Want and Expectation**

The students might have any want and expectation on their own performance. This is the teacher who gives the response towards their performance. There can be many ways a teacher can give the response. To findout whether the most students want and expect immediate feedback towards their performance, for this, the statement "Most students want and expect us to give them immediate feedback on their performance" was asked to the teachers. The responses obtained from them are presented below:

**Figure No. 4**  
**Students' Want and Expectation**



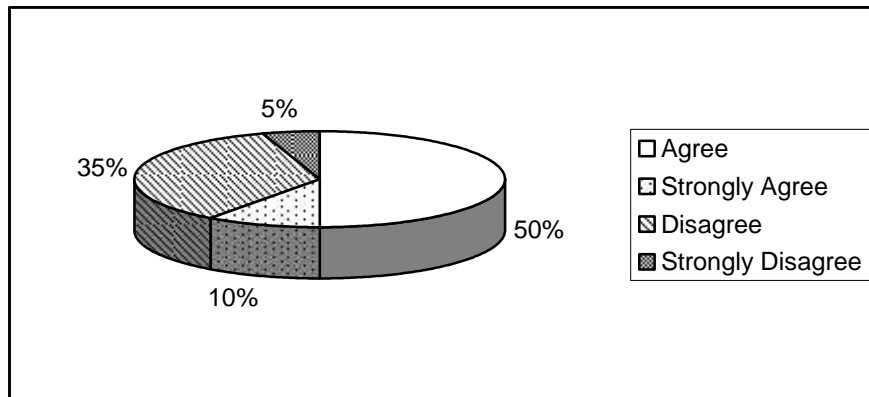
The above figure displays that 70 per cent of the total respondents agreed, 10 per cent were strongly disagree, 15 per cent were disagree and merely 5 per cent respondents were strongly agree with the statement. After getting this data, we can conclude that the students want and expect us to give them immediate feedback on their performance.

#### **4.2.8 Pointing Out Error in the Communicative Activities**

When the students are involved in the communicative activities, the teachers can point out their errors, for instance, grammatical, lexical or pronunciation errors etc. In order to find out whether the teacher should point out those errors or not. The statement "Immediate feedback should be given to point out a grammatical, lexical or pronunciation error when the students are involved in the communicative activities" was asked to respond. For clarity, the responses obtained from them are presented in the following way:

**Figure No. 5**

**Pointing Out Error in the Communicative Activities**

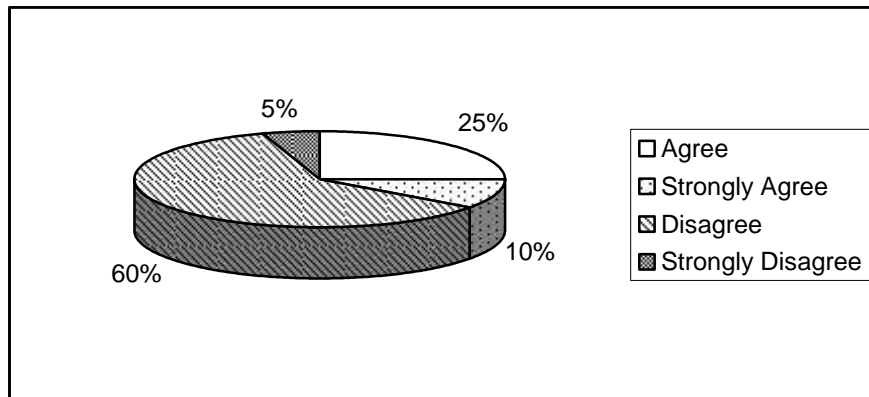


The aforementioned figure shows that 50 per cent respondents of the total population agreed with the statement, 10 per cent respondents were strongly agree, 35 per cent were disagree and only 5 per cent were strongly disagree. After the data obtained, what we can conclude is errors (grammatical, lexical and pronunciation error) should not be pointed out in communicative activities in order to provide immediate feedback. Its main objective is just communication between the interlocutors.

**4.2.9 Immediate Feedback During Oral Work**

Teachers provide immediate feedback to the students while teaching in the classroom during oral work. But, this is not found that whether that is helpful or not in learning. Some says that it discourages the learners in further learning. To find out this belief, the statement "Immediate feedback during oral work discourages learners towards learning" was asked to respond to the respondents for clarity. The responses obtained from them are presented in the following way:

**Figure No. 6**  
**Immediate Feedback During Oral Work**



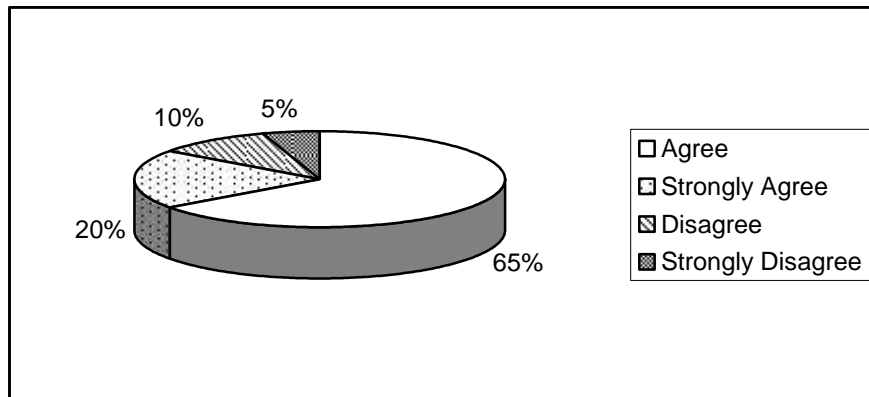
The above mentioned figure reflects that 25 per cent respondents of the total population were agree, 10 per cent were strongly agree, the highest 60 per cent respondents were disagree and 5 per cent were strongly disagree with the statement. On the basis of this data, we can conclude that immediate feedback during oral work does not always discourage learners towards learning. It also facilitates learning.

#### **4.2.10 Immediate Feedback by Hinting or Repeating and Reformulating**

The teachers correct the learners' error/mistakes following different techniques. Some of them just give the hints and others correct by repeating and reformulating what the students have committed. Here, in order to find out which one is appropriate, the statement "While giving immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake/errors" was asked the respondents to receive their responses. The responses given by them are displayed in the following figure:

**Figure No. 7**

**Immediate Feedback by Hinting or Repeating and Reformulating**



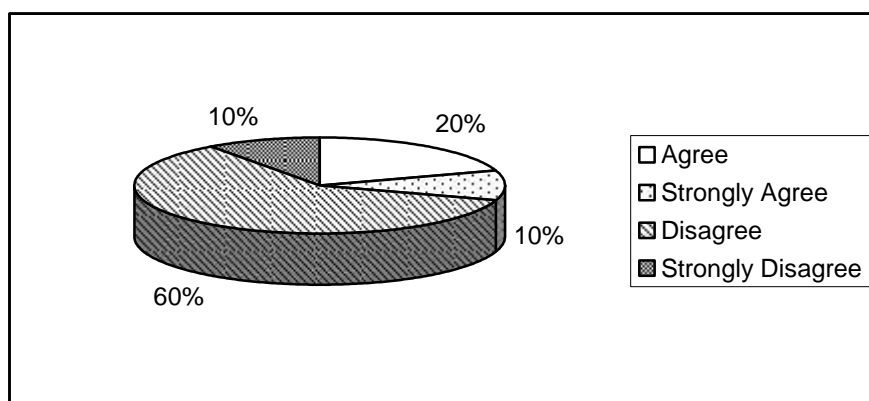
The above figure shows that 65 per cent of the total respondents agreed the statement, 20 per cent were strongly agree, 10 per cent were disagree and only 5 per cent were strongly disagree with the statement. After the data obtained, we can tell in nutshell that providing immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake/error.

**4.2.11 Immediate Feedback on the Students' Blunder**

It is said that teachers should give immediate response when the learners commit serious mistakes otherwise they can form the habit and do the same forever. The statement "Immediate feedback should not be given when the students commit serious mistakes" was presented to get the teachers' response towards it. The data obtained by them are presented in the following figure:

**Figure No. 8**

**Immediate Feedback on the Students' Serious Mistake**



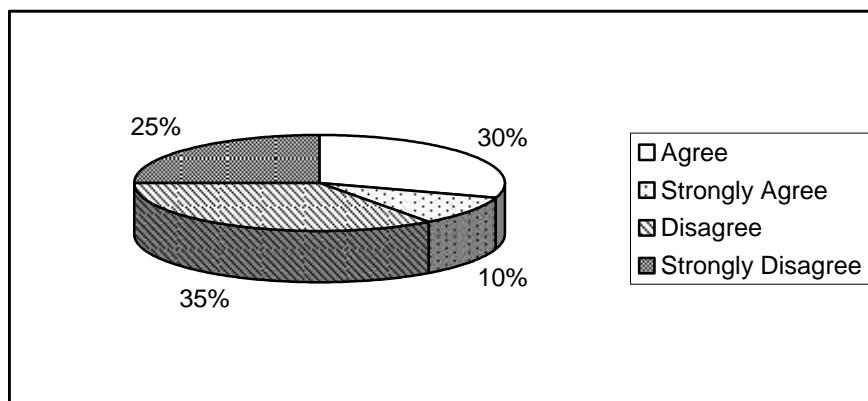
The above figure reflects that 20 per cent respondents of the total population agreed the statement, 10 per cent were strongly agree, 60 per cent were disagree and again 10 per cent were strongly disagree with it. In nutshell, we can say teachers should give immediate feedback to their students when they commit blunder.

#### 4.2.12 Immediate Feedback During Accuracy and Fluency Work

Some teachers believe that feedback is to be given during accuracy work and they also say that it should not be given during fluency work. Here, in order to compare which one is appropriate, the statement "Giving immediate feedback in language learning is less appropriate during accuracy work rather than fluency work" was put forward to the respondents to obtain the data. The data obtained from them are presented below:

**Figure No. 9**

#### **Immediate Feedback During Accuracy and Fluency Work**

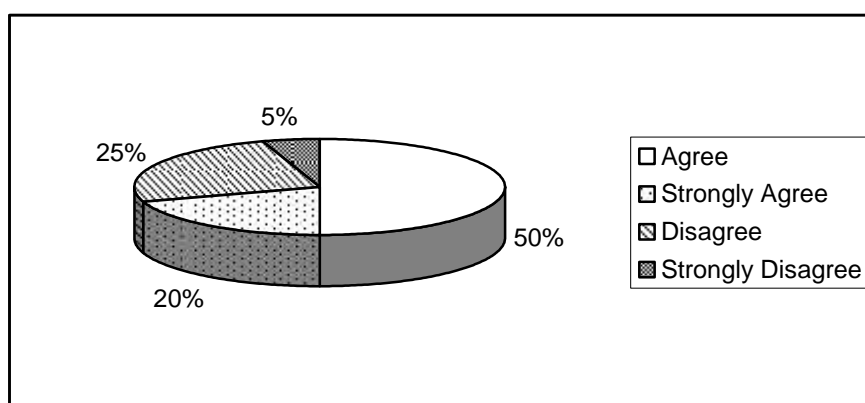


The above figure shows that 30 per cent of the total respondents were agree with the statement, 10 per cent were strongly agree, 35 per cent were disagree and 25 per cent were strongly disagree with it. From this obtained data what we can conclude is providing immediate feedback during accuracy work is more appropriate than in fluency.

#### 4.2.13 Illustration of the Error/Mistake

When the students commit error the teacher gives just hint or detail information about that. Whether the detail information is to be given or not. For its clarification, the statement "While giving immediate feedback the teacher should give the description in detail about which the learner commits error/mistake" was presented to the respondents to obtain the data. The data obtained from them are given below with the help of the figure:

**Figure No. 10**  
**Illustration of the Error/Mistake**



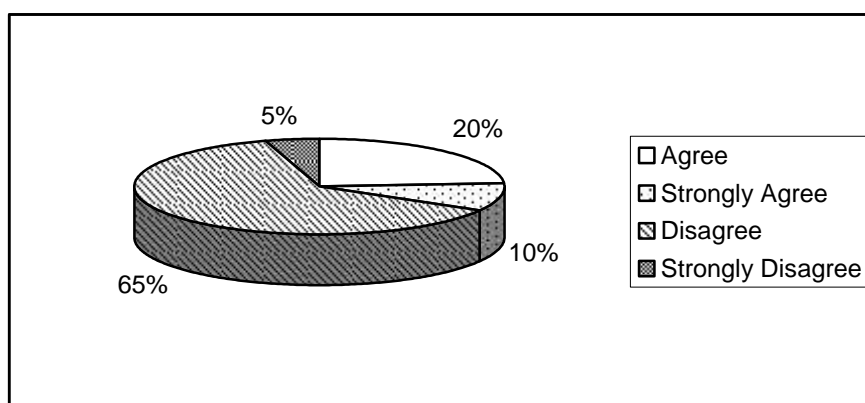
The aforementioned figure displays that 50 per cent respondents of the total population agreed the statement, 20 per cent were strongly agree, 25 per cent were disagree and merely 5 per cent were strongly disagree with it. On the basis of all these data, we can conclude that the teacher should give the detail information to the students only then they can accomplish the task assigned successfully and easily.

#### 4.2.14 Immediate Feedback on Pronunciation or Grammar and Vocabulary

While teaching pronunciation the students should be able to pronounce the words correctly otherwise one word can convey another meaning and there can be puzzle in between interlocutors. Grammar and vocabulary are also equally important. To find out their appropriateness in order to give immediate

feedback while teaching, the statement "To provide immediate feedback in teaching pronunciation is less appropriate than grammar and vocabulary" was presented to the respondents to respond. The data obtained from them are given below:

**Figure No. 11**  
**Immediate Feedback on Pronunciation or Grammar and Vocabulary**



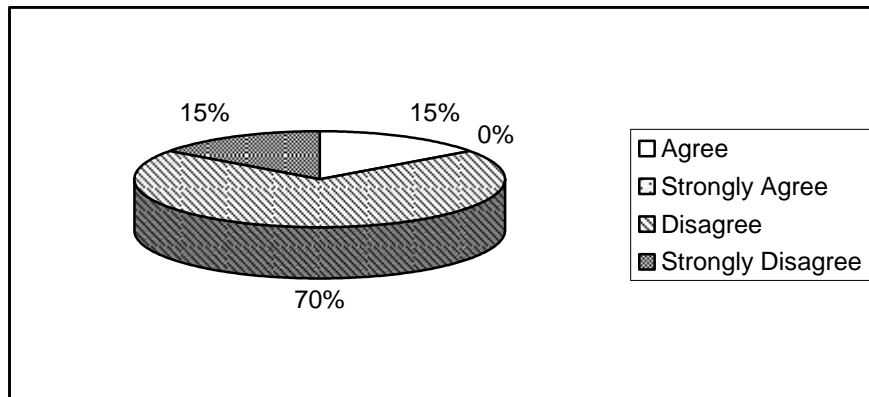
The mentioned figure above shows that 20 per cent of the total respondents agreed the statement, 10 per cent were strongly agree, 65 per cent were disagree and 5 per cent are strongly disagree with the same statement. On the basis of the data obtained, we can conclude that providing immediate feedback in teaching pronunciation is equally appropriate and important to grammar and vocabulary.

#### **4.2.15 Students' Learning Interest**

We can find two groups of people: immediate feedback supporters, and delayed feedback supporters. The first group believes that the immediate feedback arises students' interest in learning. On the other hand, second group says that delayed feedback creates students interest in learning. To compare these two beliefs, the statement "The learners are more interested in language learning after delayed feedback than immediate feedback" was asked to the respondents to obtain their responses. These responses can be presented in the figure below:



**Figure No. 12**  
**Students' Learning Interest**

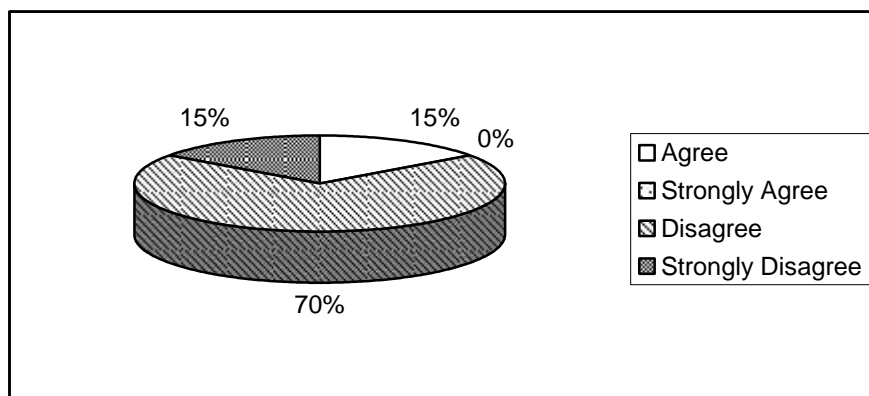


The displayed figure above reflects that 15 per cent respondents of the total population agreed the statement, none of them or 0 per cent were strongly agree, 70 per cent were disagree and again 15 per cent were strongly disagree with it. To conclude, the learners are not more interested in language learning after they get delayed feedback than immediate feedback.

#### **4.2.16 Determination of Learner's Learning Speed**

It is believed that learners' learning speed depends upon the type of feedback: immediate and delayed feedback. In order to find out which one is more appropriate and responsible, the statement "Learners who get immediate feedback learn slower the teaching and learning items than who get delayed" was presented. The responses obtained by them are shown below:

**Figure No. 13**  
**Determination of Learner's Learning Speed**

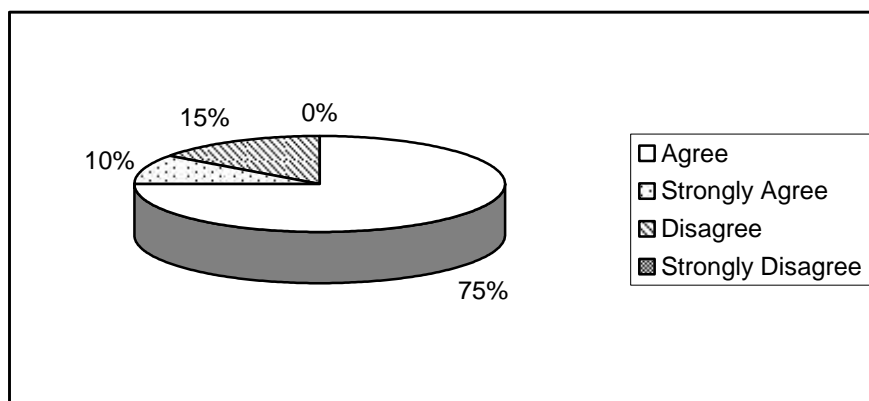


The aforementioned figure shows that 15 per cent respondents of the total population agreed the statement or none of them or 0 per cent were strongly agree, 70 per cent were disagree and 15 per cent were strongly disagree with it. Now, we can conclude, learners who get immediate feedback learn faster the teaching and learning items (than who get delayed) in comparison to delayed feedback.

#### 4.2.17 Teachers' Belief in Providing Feedback

There is a debate among the teachers. Some say that providing immediate feedback is easier and quicker and other say it is delayed feedback. To find out this fact the statement "Providing immediate feedback is relatively easier and quicker than delayed feedback for the teacher" was asked to the respondents. The obtained responses can be presented in the following figure:

**Figure No. 14**  
**Teachers' Belief in Providing Feedback**



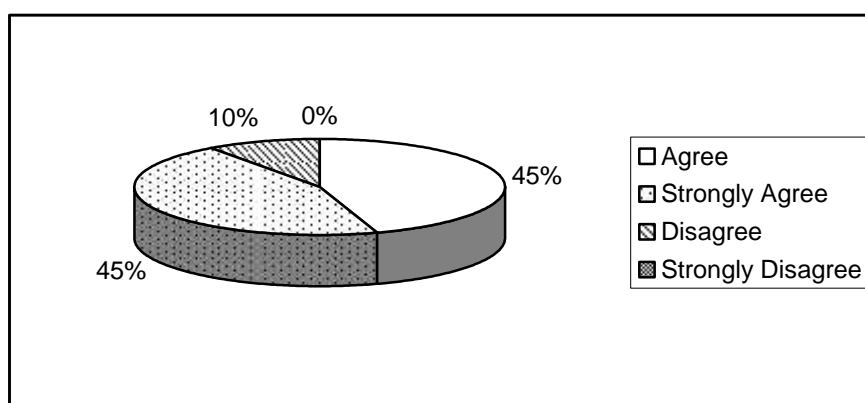
The above figure shows that 75 per cent respondents of the total population agreed the statement, 10 per cent were strong agree, 15 per cent were disagree and 0 or none of them were strongly disagree. After getting this response, we can conclude that providing immediate feedback is relatively easier and quicker than delayed feedback for the teachers.

#### 4.2.18 Teachers' Devotion Towards their Profession

To what extent the teachers give immediate feedback towards students' performance. Whether the teacher responses immediately or delay. That can reflect their devotion towards profession. For this, the statement "Giving immediate feedback reflects the teachers' devotion towards their profession" was presented to the respondents. The responses given by them are shown in the following figure:

**Figure No. 15**

#### **Teachers' Devotion Towards their Profession**

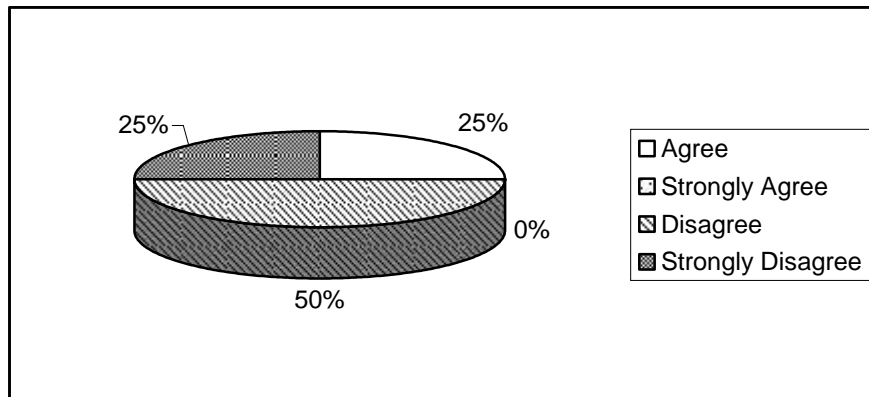


The figure given above displays that 45 per cent respondents of the total population agreed the statement, again 45 per cent strongly agreed, 10 per cent disagreed and 0 per cent strongly disagreed. So, what we can conclude is the teacher who gives immediate response or does not wait longer period for providing feedback is devoted towards his profession.

#### 4.2.19 Continuation of Immediate Feedback

Some teachers provide feedback without considering other factors. It means they continuously response towards students' performance without taking into account other factors which hinder learning. The statement "Immediate feedback should be given continuously without considering other factors (learners' mood, type of error etc.)" was asked to respond to the respondents. The responses obtained by them are mentioned below:

**Figure No. 16**  
**Continuation of Immediate Feedback**

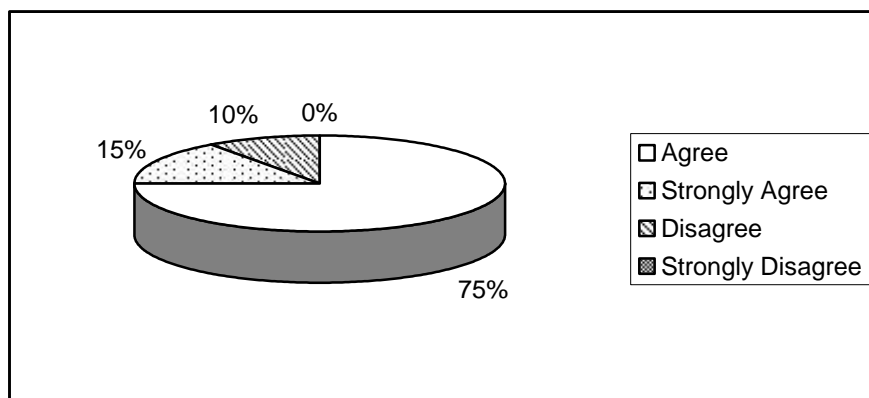


The figure shows that 25 per cent respondents of the total population agreed the statement, none of the respondents strongly agreed, 50 per cent were disagree and 25 per cent were strongly disagree. On the basis of the data obtained, we conclude that a teacher should consider other factors including mood of the learners, type of mistake, situation, content of teaching etc. while providing immediate feedback.

**4.2.20 Effectiveness of Individual and Group Immediate Feedback**

Teachers may not have idea whether feedback should be given individually or in a group. For this, the statement "Individual immediate feedback is more effective than the group" was put forward to the respondents to get the responses. The obtained responses can be shown in this way:

**Figure No. 17**  
**Effectiveness of Individual and Group Immediate Feedback**



The above figure shows 75 per cent respondents of the total population agreed the statement, 15 per cent were strongly agree and 10 per cent were disagree and 0 per cent or none of them were strongly disagree. On the basis of the received data, we can conclude providing immediate feedback individually is more effective than the group.

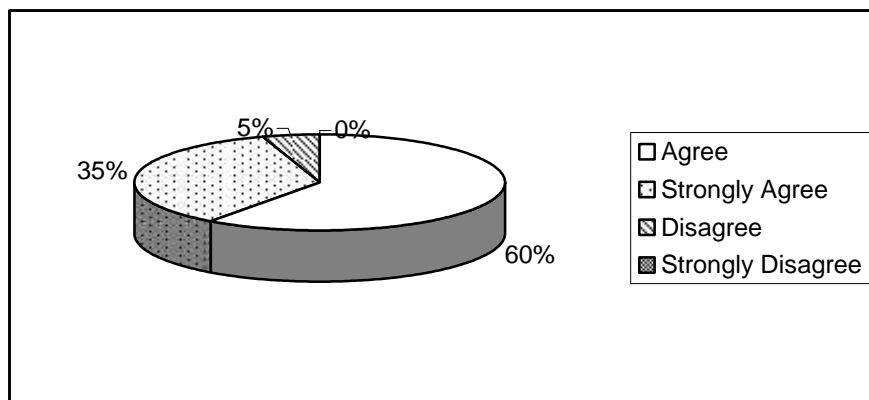
#### 4.2.21 Role of Immediate Feedback

Under this topic, different questions including Q. No. 21, 24, 26, 27 and 29 will be discussed turn by turn in different sub-topics since it makes easy for interpretation.

##### a. Learners act Immediately for their Task

It is said that students learn more and act immediately for their task in which they are involved, if they get immediate feedback by the teacher. In order to find out whether this is factual or not. The statement "Immediate feedback helps the learners to act immediately for their task in which they are involved" was asked to give response to the respondents. The obtained responses can be shown in the figure below:

**Figure No. 18**  
**Learners Act Immediately for Their Task**



The above figure shows that 60 per cent respondents of the total population agreed the statement, 35 per cent were strongly agree, only 5 per cent were disagree but none of them or 0 per cent are strongly disagree. On the basis of this data what we can conclude is the students who get immediate feedback act

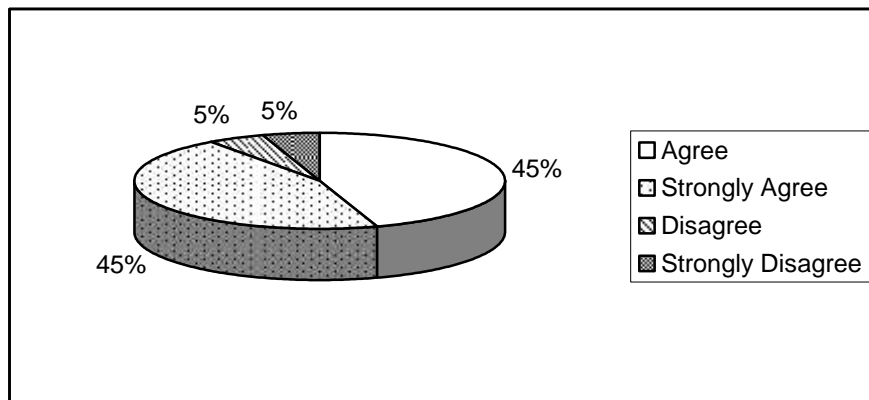
immediately for the task in which s/he is involved. They do not wait for longer period in order to accomplish the assigned task.

**b. Immediate Feedback Encourages Learners**

There are two views regarding the role of immediate feedback: immediate feedback encourages learners towards learning, it discourages them to go further. To solve this debate, the statement "Immediate feedback encourages learners towards learning" was presented to the informants for the response. The obtained responses are shown in the following figure:

**Figure No. 19**

**Immediate Feedback Encourages Learners**



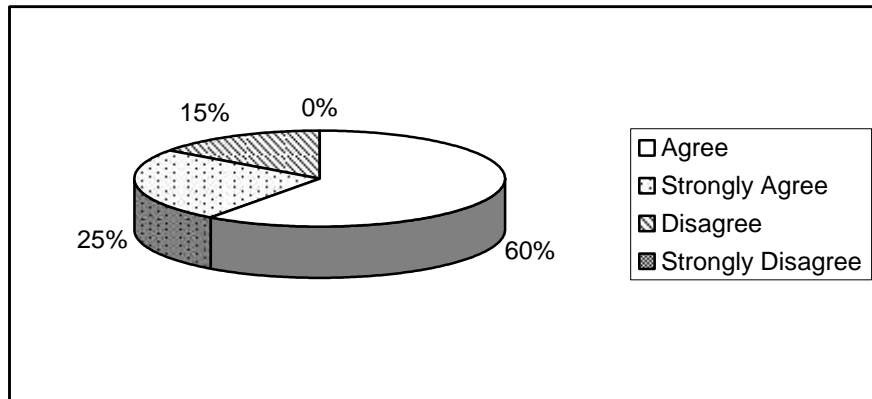
The presented figure above shows that 45 per cent of the total respondents agreed the statement, again equal in number or 45 per cent were strongly agree, 5 per cent were disagree and 5 per cent were strongly disagree. From the obtained data, we can conclude that immediate feedback encourages the learners towards learning.

**c. Negotiation of Meaning**

When the teacher gives immediate feedback to the students then the students become aware of the teacher's response and try to be clear about that. If the students do not understand about what the teacher asked to do they cannot do accordingly. Whether immediate feedback helps in negotiating the meaning between the teacher and students, the statement "Immediate feedback helps in negotiating the meaning between the teachers and students" was asked to

respond to the respondents. The obtained responses can be shown in the following figure:

**Figure No. 20**  
**Negotiation of Meaning**

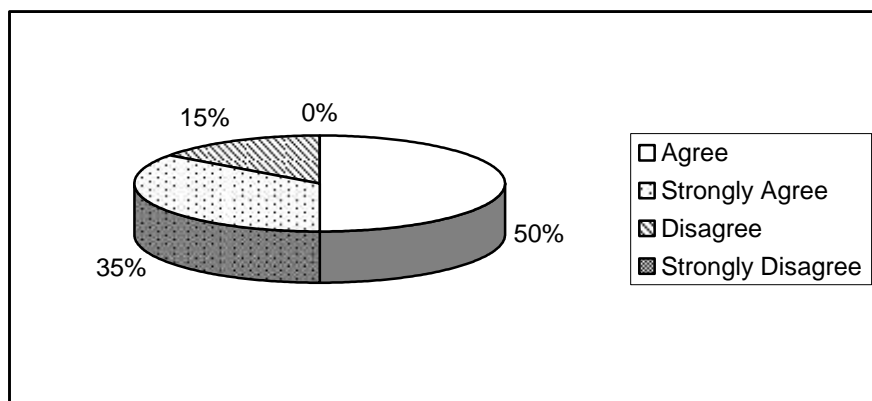


The aforementioned figure shows that 60 per cent respondents of the total population agreed the statement, 25 per cent were strongly agree, 15 per cent were disagree and 0 per cent or none of them were strongly disagree. On the basis of the obtained data we can conclude that immediate feedback helps in negotiating the meaning between the teachers and students.

**d. Students Become More Active and Responsible**

It is believed that students become more active and responsible if they are given immediate feedback. To prove this belief, the statement "Immediate feedback always makes the students more active and more responsible for their own learning" was put forward to the respondents to obtain the response. The responses given by them are placed in the figure below:

**Figure No. 21**  
**Students Become More Active and Responsible**

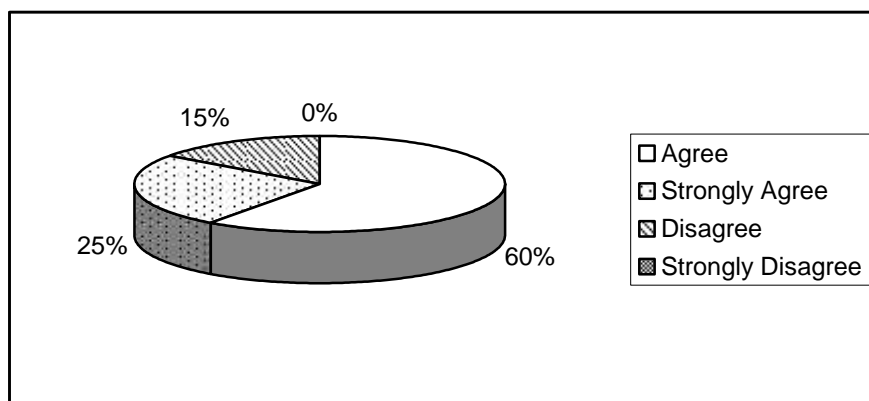


The above mentioned figure displays that 50 per cent respondents of the total population agreed the statement, 35 per cent were strongly agree, 15 per cent were disagree and none of them or 0 per cent were strongly disagree. Now, after gazing the responses we can conclude that immediate feedback always makes the students more active and responsible for their own learning.

**e. Immediate Feedback Always Accelerates Learning**

Immediate feedback is any information that is given by the teacher to the students which can increase learning. The statement "Immediate feedback is any information that is given to the learners immediately in response to their performance which always accelerates learning " was presented to the respondents to obtain the responses. The gained responses can be shown in the following chart:

**Figure No. 22**  
**Immediate Feedback Always Accelerates Learning**



The above chart shows that 60 per cent respondents of the total sample agreed the statement, 25 per cent respondents of the total population strongly agreed, 15 per cent were disagree 0 per cent or none of them were strongly disagree with it. On the basis of this obtained data, we can conclude that immediate feedback is any information given to the learners in response to their performance which accelerates learning.

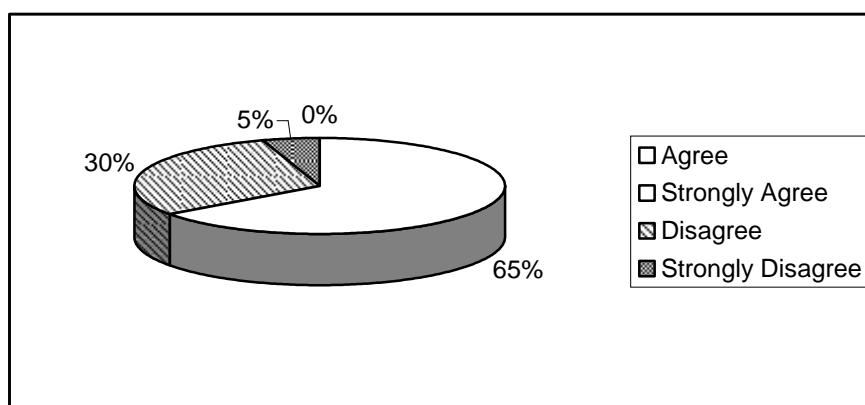


#### 4.2.22 Encouragement Towards Self and Peer Correction

Most teachers encourage the learners towards self and peer correction while teaching in the classroom. Very few teachers correct learners' mistake and error themselves. In this regard, the statement "While giving immediate feedback, the teacher should not encourage the learners towards self and peer correction" was asked to the respondents to receive their responses. The gained responses can be displayed in the following chart:

**Figure No. 23**

#### **Encouragement Towards Self and Peer Correction**



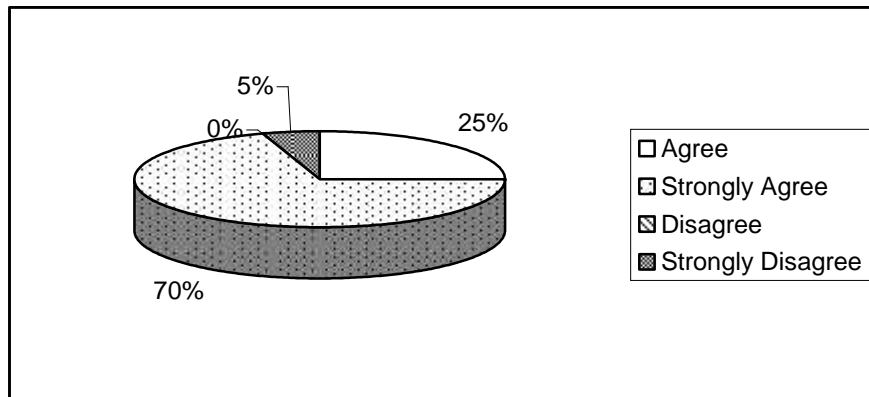
The pie-chart presented above shows that 5 per cent or 2 respondents of the total sample simply agreed the statement, 0 per cent or none of the respondents strongly disagreed, 65 per cent or 26 are disagree and 30 per cent were strongly disagree with the statement. Now after analyzing the data we can conclude that the teacher should encourage the learners towards self and peer correction while giving immediate feedback.

#### 4.2.23 Positive and Negative Immediate Feedback

Teachers provide immediate feedback positively and negatively. If the learner has done the task well, the teacher provides immediate feedback positively. On the other hand, the teacher gives immediate feedback negatively if the learner has not done the task well and properly. In order to find out which one is better, the statement "Providing immediate feedback positively is better than negatively" was asked to obtain the responses from the respondents. The responses obtained by them are presented below:

**Figure No. 24**

**Positive and Negative Immediate Feedback**



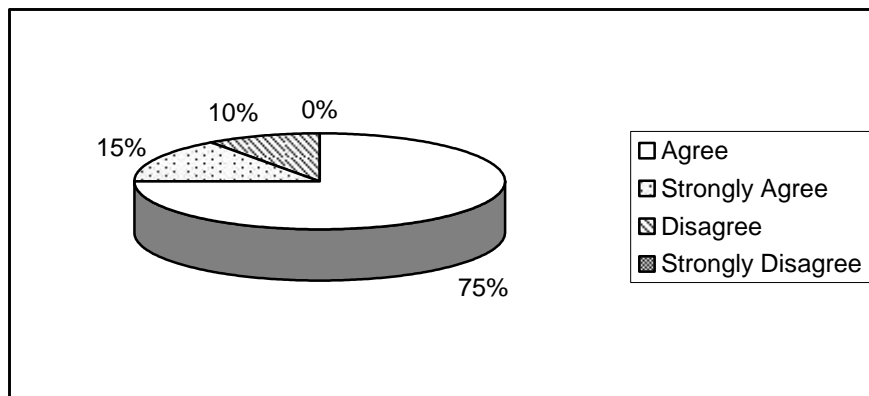
The presented figure above shows that 45 per cent or 10 respondents of the total sample agreed the statement, 70 per cent were strongly agree 0 per cent or none of the respondents disagreed, but only 5 per cent were strongly disagree with the statement. In summary, we can say providing immediate feedback positively is better than negatively since negative feedback discourages the learners towards learning.

**4.2.24 Learners' Satisfaction Towards Type of Feedback**

Feedback can be categorized into immediate and delayed. Which one satisfy the learners towards learning is our concern to find. The statement "Learners who get immediate feedback are more satisfied than the learners who get delayed" was asked to respond. The responses obtained from the respondents are given in the following chart.

**Figure No. 25**

**Learners' Satisfaction Towards Type of Feedback**

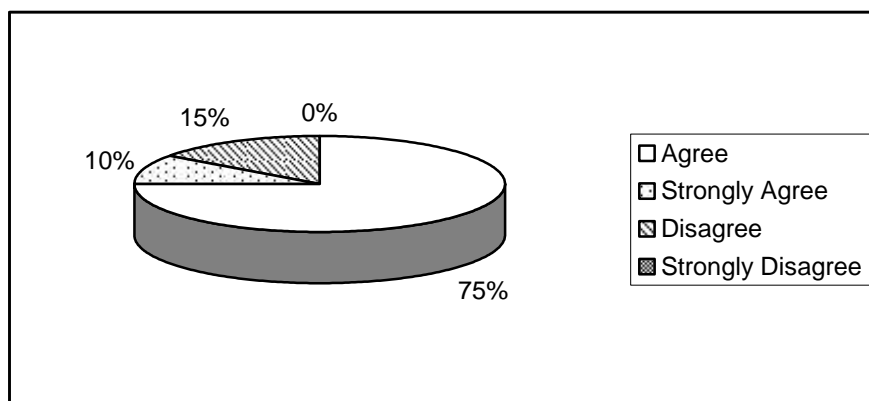


The chart displayed above shows that 75 per cent or 30 respondents of the total population agreed the statement, 15 per cent were strongly agree, 10 per cent were disagree, but 0 per cent or none of them strongly disagree. On the basis of the obtained data, we can conclude that the learners who get immediate feedback are more satisfied than the learners who get delayed.

#### 4.2.25 Teachers' Use of Correction Codes

Teachers' correction codes mean 'Sign' given by the teacher in the written work of the students. That helps the learners to correct themselves on the basis of codes given. The statement "Most of the English teachers use correction codes to indicate the students' mistakes in their written work" was presented to obtain the responses from the respondents. The obtained responses can be shown below:

**Figure No. 26**  
**Teachers' Use of Correction Codes**



The drawn figure above shows that 75 per cent or 30 respondents of the total samples agreed the statement, 10 per cent were strongly agree, 15 per cent were disagree, but 0 per cent or none of the respondents strongly disagreed the statement. From the data obtained we can conclude that the most of the English teachers use correction codes to indicate the students' mistakes in the written work.

#### 4.2.26 Teacher's and Student's Involvement in Correction

Students' mistake can be corrected from two sides: teacher and students. But, some teachers correct themselves and others involve the students in correction. Between these two strategies, which one the teacher should follow. For this, the question "what should the teacher do while giving immediate feedback?" was asked to respond to the respondents. The responses obtained can be shown below:

**Table No. 4**

#### **Teacher's and Student's Involvement in Correction**

S.N	Items	No. of respondents	Percentage
i.	S/he should correct the learners' errors himself/herself	0	0
ii.	S/he should involve the students in correction	40	100
Total		40	100

The presented figure above shows that 0 per cent or none of the respondents of the total population believe that the teacher should correct the learners' errors himself/herself. On the other hand, 100 per cent or 40 respondents of the total samples believe that the teacher should involve the students in correction. On the basis of the obtained data, we can conclude that the teachers should involve the learners in correction rather than themselves.

#### 4.2.27 Students' Interest in Learning

To find out whether the students are interested in learning after they get immediate feedback or not, the respondents were asked to respond the question, "Are the students interested in learning after they get immediate feedback?" Most of them responded that, Yes, they are interested in learning and very few of them were against it. Then, they were asked to mention the

reason why they are interested and why they are not interested. The responses obtained from them are as follows:

The students are interested in learning because;

- most of the learners are waiting for immediate response over their acted performance.
- it helps them to solve the existing problems.
- they need not to wait longer period.
- they get chance to know how they are doing.
- they compare their performance with their friends and tend to improve.
- they hear about others mistake and learn from that.
- it helps them to step for further improvement and learning process.
- it helps them to realize their mistake immediately and become curious to learn.
- they realize their strengths and weaknesses.
- they get the corrected version to its respective teaching and learning item, so they feel comfortable.
- it helps them to better understanding.
- when they are out of confusion they happily involve in learning process.
- they are always optimistic to reform their learning better than before.
- they get chance to learn correct things avoiding confusion.
- they pay attention towards teacher's response.
- they get choice to opt right path.
- they take part in classroom activities without feeling shyness.
- it supports to make meaningful, purposeful and effective learning.

On the basis of the aforementioned reasons given by the respondents in favour of why the students are interested in learning after they get immediate feedback, I come to the conclusion that they get chance to improve their weaknesses on the spot and learn from others mistakes.

On the other hand reasons given by the respondents about why the students are not interested in learning after they get immediate feedback are given below:

- they hesitate and rate of learning will be slow.
- they directly have to face the response among their friends.
- they feel guilty so it hampers their learning.
- they feel uneasy and criticized.
- when they are given negative feedback, they get angry and frustrated.

On the basis of the obtained responses, we can conclude that the students feel hesitation, guilty and uneasy if they are given immediate feedback negatively. They also feel criticized among the friends so they are not interested in learning after they get immediate feedback.

#### **4.2.28 Types of Feedback**

Feedback can be classified into two on the basis of time: immediate and delayed feedback. In order to find out which feedback is more appropriate in teaching learning activities in the classroom. The respondents were asked the question "Which feedback do you think is more appropriate ? support your answer" There were two options given that a informant had to choose any one and support their answer. Most of the respondents believed that immediate feedback is more appropriate. The reasons why they believe on immediate feedback given by them can be enlisted in the following way:

Teachers think that immediate feedback is more appropriate because;

- it helps to be conscious and curious about subject matter.
- it enhances the students learning.
- it shows teacher's devotion towards profession.
- it activates both teachers and students.
- it helps the students to correct their mistakes on the spot.
- the present ideas given by the teacher do better work even in the future.
- it helps to minimize their (teacher and students) laziness and avoid confusion.

- it helps to negotiate meaning then and there.
- students can immediately respond and rectify their shortcomings.
- most of the students expect immediate responses from the teachers about their performance.
- it helps to save time and improves learners' weaknesses.
- it helps to achieve the planned objectives.
- it creates enthusiasm in learning if it is provided positively.
- students know their own actual proficiency.

On the basis of the obtained reasons responded by the informants what we can conclude is providing immediate feedback is more appropriate than delayed feedback since it activates both teachers and students. The learners get chance to correct their mistakes on the spot and aware of committing mistakes even in the further steps.

### **3.1.29 The Things a Teacher Should Consider**

We find some teachers taking things into account while providing immediate feedback while others do not take things into consideration rather they continuously provide feedback blindly. The respondents were asked the question "What are the things you consider while providing immediate feedback ?" The common responses given by them can be encapsulated in the following way:

- The mood of the learners
- The content of teaching and learning
- Learners face should be preserved.
- Errors should be corrected in such a way that students may not be humiliated.
- Seriousness of mistakes, learners level and purpose of learning
- Learners' interest, wishes, aptitude and need
- Positive feedback rather than negative
- Language aspects being taught

- The environment of the classroom
- Learners learning style, strategies and motivational factors
- Performance of the students
- Attention of the pupils
- Time given them while accomplishing the task
- Accuracy or fluency based performance
- Written or oral work assigned to the students

After encapsulating the aforementioned responses provided by the respondents what we can conclude is a teacher should consider the learners' mood, ability, performance, interest, attention and seriousness of mistakes and classroom atmosphere while providing immediate feedback in the classroom.

#### **4.2.30 The Strategies of Providing Immediate Feedback**

Each and every teacher can have their own uniqueness so that they can follow varieties of strategies while providing immediate feedback. In order to find out the teachers strategies, the question "What are the strategies that you follow while providing immediate feedback ?" was presented to the respondents to give their view and experience. The common strategies provided by them can be mentioned below:

- By blinking eyes
- By nodding head
- By keeping calm when student gives response
- Suggesting the learner positively
- Justifying with sufficient examples
- Finding out the problem and providing solution
- Involving students in peer correction
- Encouraging them to share problem
- By giving clue/hint
- Indicating mistakes and errors using correction codes in written work



- First thanking whatever they told and performed and then starting to share other
- Asking for repetition and giving symbol
- Asking the students to guess and find out their own mistake
- Threaten should not be given but they are to be praised
- Following implicit feedback or indirectly without discouraging them
- Suggesting type of feedback rather than suppressing
- Never criticizing the learners' performance
- Stopping the students immediately when they commit mistake or error if they are involved in accuracy work
- Giving feedback in group if it is positive and individually or privately if it is negative

In nutshell, after observing and analyzing the respondents' views we can conclude that the teachers provide immediate feedback following different strategies. They provide mostly positive feedback rather than negative. They give oral and written feedback taking into account that whether they are involved in the accuracy or fluency work. What we also know is the feedback should not discourage the students so it is to be given implicitly.

#### **4.2.31 The Challenges Teachers Face while Providing Immediate Feedback**

The teachers face many challenges even if they provide immediate feedback to the students. If the teachers do not understand learners mood, interest and capacity, the teaching definitely will not be effective. Here, to find out teachers' faced challenges, the question "What are the challenges you face while providing immediate feedback ?" was presented to get information to the respondents. The challenges that the teachers faced while giving immediate feedback can be encapsulated below:

- Students might be afraid of committing mistakes so that they cannot do progress.
- Introverted and pessimistic learners dislike immediate feedback.

- Sometimes the students do not understand what the teacher is trying to say.
- Students feel embarrassed and could not move further.
- Students sometimes feel humiliated and show some irrelevant actions.
- Students do not pay attention towards further improvement, rather they feel that they are wrong.
- Understanding learners' mood, interest and attitude (psychology) towards learning is difficult.
- Selecting appropriate feedback and strategies immediately.
- If the teacher gives feedback negatively, the students may behave rudely and show negative attitude.
- There is not plenty of time to provide immediate feedback to each student.
- The teachers should always be careful and find out the students' strengths and weaknesses.
- If the teacher always asks the students to find out their own mistakes they may feel boring.
- Students' fear of being criticized.
- The students always can not pay attention towards teachers response.
- The teachers always should be active.
- The teacher sometimes without planning cannot provide good and efficient feedback.
- The teacher cannot find effective teaching material immediately.

On the basis of these responses, we can conclude that providing immediate feedback is not a easy job. It has the challenges for both students and teacher. The teacher always should be active. He also has to select proper strategy, understand learners' psychology, they cannot pay attention forever, feel boring, fear of being criticized and can behave rudely to the teacher and their friends as well.

#### **4.2.32 The Merits of Immediate Feedback**

Definitely, there are plenty of merits of providing immediate feedback. To find out the teachers' perception regarding the merits of immediate feedback the second last question or Q.N. 6 from set 'B' "What can be the merits of immediate Feedback ?" was asked to the respondents. The obtained responses are given in response to this question are mentioned below:

- Learners get chance to correct the mistake and error immediately on the spot.
- Learners learn the language items faster.
- It helps them to learn from other in a large class.
- The teacher and students both need not to wait for next time.
- It helps to negotiate meaning between teacher and students on particular topic.
- Students perform to get immediate result.
- It helps to avoid such mistakes time and again.
- When the students do well, then they get positive feedback and become glad and do better in future.
- Fine tuning output can be found.
- It establishes rapport between the teacher and students.
- Learning becomes long-lasting.
- Positive immediate feedback promotes inquisitiveness towards learning.
- When the students get immediate response to their performance, they get satisfaction.
- It reduces the burden of the teacher.
- Students become aware towards their learning.
- It encourages the learners towards learning.
- It makes the students more active and more responsible for their own learning.
- Learners know answer quickly and lead to next problem.

From the aforementioned responses given by the respondents, we can conclude that immediate feedback activates both teacher and the students. So teaching and learning process becomes effective and fruitful. The learners get the chance to improve their weaknesses there and then. Likewise, it facilitates their learning and motivates them as well if it is provided in right ways. It also helps to take place interaction between the teacher and students and the classroom becomes live.

#### **4.2.33 The Demerits of Immediate Feedback**

Even the moon has dark side, immediate feedback also cannot remain untouched from its demerits. The respondents were asked the last or Q.N. 7 "What can be the demerits of immediate feedback ?" to get their responses in order to find out their perception towards demerits of immediate feedback. The responses given by them are presented below:

- It is difficult to provide since the teacher has to do without lesson plan.
- If feedback is provided in wrong time it hinders learning.
- Difficulty in selecting appropriate strategy on the spot.
- It is time consuming.
- It may disturb the class or other may make noise while providing immediate feedback to one.
- Students may feel inferior when they get response among the friends.
- Shy and introverted learners may dislike it.
- Negative immediate feedback may discourage the learners towards learning and show disruptive behaviour.
- Difficult to provide immediate feedback if learners do not show any interest towards learning.
- Sometimes students feel humiliated and insulted among their friends.
- Students may not pay attention because they may think their teacher will do for them.
- It hinders learning if the students are in fluency work.

- Regular immediate feedback may hinder active participation of the learner.
- Harmful to teacher as well if s/he does not have sound knowledge of learner psychology.

On the basis of the obtained responses, we can conclude that if the teacher does not provide immediate feedback properly the teaching learning process cannot be fruitful and effective. Negative immediate feedback discourages learners and hinders learning, providing immediate feedback requires plenty of time so that the teacher feels difficult to manage time and sudden selection of strategy, is not easy job.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

This chapter consists of the summary of the study. This also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

#### **5.1 Summary**

The present study includes five chapters. Each chapter's short glance is tried to mention one by one here below:

The first chapter 'Introduction' consists general background. There is given clear concept regarding perception and beliefs. People perceive perception and beliefs synonymously although they are etymologically different. They are viewed as the way of thinking towards something. Whatever an individual has the concept on something is his/her perception or beliefs. It also includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

The second chapter contains review of the related literature whereby six researcher's theses were reviewed. They were very crucial in carrying this study. It includes implications of the review for the study, review of related theoretical literature in which teacher's beliefs, perception, definitions of feedback, importance of feedback, immediate assessment technique, importance of immediate feedback and its importance in ELT, appropriateness of immediate feedback during accuracy and fluency work and conceptual framework which displays the ways how this research is done.

Likewise, the third chapter contains research design. This study is done being based on survey research. The population of the study was secondary level English teachers in Kathmandu district. It followed purposive non-random sampling. The questionnaire was used as the data collection tool. It also

includes data collection procedure and analysis and interpretation procedures as well.

Similarly, the fourth chapter deals with stepwise analysis, presentation and analysis of each question's responses including close-ended and open-ended questions. Whereas tables and pie-charts have been used to present the data obtained from the informants. This study was done to find out the teachers' perception towards immediate feedback. There was positive perception or teachers believed that students should be given immediate feedback and is crucial in learners learning. The last chapter consists of the summary, conclusions and implications of the study.

## **5.2 Conclusion**

After we drew the summary from the analysis and interpretation of the data what we also can conclude from the same discussion, analysis and interpretation is that most of the teachers provide immediate feedback frequently since it activates both teachers and students, accelerates learning, acts immediately and students learn from others mistake in the large classroom. The teacher has to consider many factors while giving immediate feedback. They should give the hints regarding their mistakes, later on if they do not understand they have to give description in detail. The students expect immediate response from the teachers so that s/he should not delay. The teacher should involve the pupils in peer and self correction. They should not interrupt the students if they are involved in communication. They also should provide immediate feedback during accuracy work rather than fluency work. Ultimately, the teacher should give immediate feedback while teaching in the classroom on the basis of the students' performance.

## **5.3 Implications**

### **i. Policy Level**

This study will be beneficial to those people who are in the policy making level. It helps in the following ways:

- to suggest curriculum developer, to develop the course on the basis of students wants and expectations.
- to suggest syllabus designers to select the contents of the course which can be taught using continuous assessment and feedback.

## **ii. Practice Level**

In practice level, the directly concerned people will be benefited from it. The research will be applied in day to day practice for the following people:

- teachers will exploit immediate feedback in their class.
- trainers will train the trainees use immediate feedback.
- students will be more active and responsible for their learning.
- students will be able to know their strengths and weaknesses immediately.

## **iii. Further Research**

The very study will be helpful for those who want to carryout research in the similar topic in the coming days. They will be benefited by the following ways:

- It will be secondary source for them.
- It will help novice researcher to make hypothesis.
- It will provide new areas of the study.
- It will help to find out new research areas.



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**APPENDIX. I**  
**Survey Questionnaire**

Dear Sir/Madam

This questionnaire is presented for gathering information for my research entitled “Teachers' Perception on Immediate Feedback” as a practical fulfillment of Master’s degree in Education under the supervision of Mr. Raj Narayan Yadab, Reader, Department of English Education, faculty of Education, T.U., Kirtipur, Kathmandu. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

**Researcher**

Mohan Prakash K.C

Department of English Education,

T.U., Kirtipur,

Kathmandu

Name:

School:

Qualification:

Experience:

**A. Please put on tick in the given options for each questions and statement to give your view.**

1. Do you give immediate feedback to your students ?

(i) Yes, I do (ii) No, I don't

2. How do you give immediate feedback ?

(i) oral (ii) written (iii) oral and written

3. Which language aspect do you teach following immediate feedback ?  
(i) Spelling (ii) pronunciation (ii) meaning (iv) All (a, b, c)
4. How do you feel while providing immediate feedback ?  
(i) I feel very happy (ii) I feel boring  
(iii) I feel distracted (iv) I feel unhappy
5. The learners should be given the special presents (pen, copy, cycle, etc.) as an immediate feedback rather than merely verbal praise.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
6. Most students want and expect us to give them immediate feedback on their performance.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
7. Immediate feedback should be given to point out a grammatical, lexical or pronunciation error when the students are involved in the communicative activities.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
8. Immediate feedback during oral work (speaking activities) discourages learners towards learning.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
9. While giving immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake/error.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
10. Immediate feedback should not be given when the students commit serious mistakes.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
11. Giving immediate feedback in language learning is less appropriate during accuracy work rather than fluency work.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

12. While giving immediate feedback the teacher should give the description in detail about which the learner commit error/mistake.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

13. To provide immediate feedback in teaching pronunciation is less appropriate than grammar and vocabulary.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

14. The learners are more interested in language learning after delayed feedback than immediate feedback.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

15. Learners who get immediate feedback learn slower the teaching and learning items than who get delayed.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

16. Providing immediate feedback is relatively easier and quicker than delayed feedback for the teacher.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

17. Giving immediate feedback reflects the teachers' devotion towards their profession.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

18. Immediate feedback should be given continuously without considering other factors (learners' mood, type of error/mistake).

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

19. Individual Immediate feedback is more effective than the group.

(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

20. Immediate feedback helps the learners to act immediately for their task in which they are involved.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
21. While giving immediate feedback, the teacher should not encourage the learners towards self and peer correction.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
22. Providing immediate feedback positively is better than negatively.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
23. Immediate feedback encourages learners towards learning.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
24. Learners who get immediate feedback are more satisfied than the learners who get delayed.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
25. Immediate feedback helps in negotiating (making the concept clear) the meaning between the teachers and students.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
26. Immediate feedback always makes the students more active and more responsible for their own learning.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
27. Most of the English teachers use correction codes to indicate the students mistakes in their written work.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree
28. Immediate feedback is any information that is given to the learners immediately in response to their performance which always accelerates learning.  
(i) Agree (ii) Strongly agree (iii) Disagree (iv) Strongly disagree

29. What should the teacher do while giving immediate feedback ?

- (i) s/he should correct the learners' errors himself/herself.
- (ii) s/he should involve the students in correction.

30. How often do you give immediate feedback ?

- (i) Frequently (ii) Sometimes (iii) Seldom

**B. Give your own opinion for the following questions.**

1. Are the students interested in learning after they get immediate feedback?

Why ?

.....

2. Which feedback (immediate or delayed) do the most teachers prefer to give? Why ?

.....

3. Which feedback do you think is more appropriate? Support your answer.

.....

4. What things do you consider while providing immediate feedback ?

.....

5. What strategies do you follow while giving immediate feedback ?

.....

6. What can be the merits of immediate feedback?

.....

7. What can be the demerits of immediate feedback?

.....

**Thank you.**