Students' Beliefs on the Role of Teachers' Oral Feedback in ELT Classrooms

A Thesis Submitted to the Departmentof English Education
In Partial Fulfilment of the Master of Educationin English

Submitted by

Gita Shrestha

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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This is to certify that **Ms. Gita Shrestha** has prepared this thesis entitled **Students' Beliefs on the Role of Teachers' Oral Feedback in ELT Classrooms**under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedication

This work is affectionately dedicated to my family for their unconditional love, support, sacrifices and being a source of inspiration, wisdom and proper guidance.

Declaration

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

Date: 03-07-2023

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Gita Shrestha

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ABSTRACT

This is a study on**Students' Beliefs on the Role of Teachers' OralFeedback in ELT Classrooms.** The objective of the study was to explore the students' beliefs about the role of the teachers' oral feedback in English language teaching classrooms.The study adopted narrative inquiry as a research design. The population of this study were all the students of 4th semester of Tribhuvan University. The sample of this study consisted five students studying M. Ed. in English 4th semester. Purposive non-random sampling strategy was used for the selection of sample. The data werecollected using unstructured interviews as research tool. The data were transcribed, coded and analyzed thematically. The study showed that teachers' oral feedback played great role in English language learning to the M. Ed. 4th semester students.Similarly, students were highly curious and excited to getpositive feedback or right guidelines and suggestions for improving their performances.It was found that encouragement and motivation had been integral parts for enhance students learning.Similarly, the students took oral feedback as motivational and encouraging aspect, source of inspiration, reinforcement, guidance, support and reflection for their improvement in language use. The participants reviewed that teachers' oral feedback helped them overcome the errors on the spot.

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

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Chapter –1

Introduction

This study is concerned with oral feedback. In this study, the researcher attempts to identify **Students' Beliefs on Role of Teachers' Oral Feedback in ELT Classrooms.** This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of theStudy

In a classroom, teacher is often, if not always, the one guiding the students and giving them instructions. Students are also responsible for their own learning. However, the guidance and feedback from the teacher is always necessary in order to make the students to learn and develop further. Feedback as a concept is an essential part of teaching and learning. Feedback is seen as one of the significant factors for encouraging and empowering the learners for learning. Feedback is an action done for the betterment. In the English language process, it plays the important role for leading the learners into the right track. Ur (1996, p.242) mentioned that "Feedback is the information that is given to the learners about his or her performance of a learning task, usually with the objective of improving performance". Providing feedback means to give clear information reading the learners' task after completing the certain tasks for the betterment. Feedback is equally important both teachers and students. To support this idea, Alshahrani, Mann, Joy (2017) state "Feedback is not only important for students, it has also great important to the educator and is a real measure of the quality andeffectiveness of teaching". Feedback is one of the measuring factors of the influences of teaching. It supports to know the students how well they are learning language. On the other hand, teachers also know the students weaknesses and learning hindrances. It is important for students to know their progress motivates them to learn more whereas regress demotivate. Furthermore, it is also important to let students know their mistakes so that they will learn and do correct.

Pandey (2016) states that: a feedback can be considered as information provided by an agent (e.g. teacher, peer, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of response.

The focus is especially on oral feedback and the students' perceptions of role of it in English classes in higher secondary school. Oral feedback is generally occurs at the time of performance. It is less formal, though it can function effectively for the improvement for the language learning. Teachers provide oral feedback during students' performance in the classroom. It can be given in group and individually. Clarke (as sited in Pirhonen, 2016, p.12) states that the oral feedback can be given instantly and frequently. Furthermore, Clarke says that it should focus on the learning intention of the task in order to be effective and worthwhile. Basically, oral feedback is more effective in higher level.Thus, I am quite interested to explore the role of oral feedback in English language teaching classroom from students' experiences.

Statement of theProblem

The focus is especially on oral feedback and the students' perceptions of the use of it in English classes in upper secondary school. Thus, it is essential to focus on oral feedback, and find out more about students' perceptions on the topic. In addition, this particularstudywill reveal the situation of the use of oral feedback in Tribhuvan University in English classes. Ur (1996, p.17) defines feedback as information that is given to the learners about his or her performance of a language task usually with objectives of improving this performance. So, it has such a power which modifies learners, teachers, reviewers or writers in order to move them in right direction.Providing students with feedback motivates them and gives them control over their own learning.Oral feedback is the most natural one of the feedback types, because it can be given instantly and frequently when needed.

The main problem of the role of feedback is lack of knowledge about the importance of feedback and ways of giving it. The teacher tends mix and merges the different types of feedback at the same time without knowing the situation when to use and how to use it. In my research as well I tried to find out the role teachers' oral feedback from the students point of view used by English language teachers in learning. In case of others, many researchers have been conducted to find out ways of giving feedback by teachers and students perceptions on it in. But in case of oral feedback nobody has conducted research. So, I decided to explore the outcomes of role of teachers' oral feedback in ELT classrooms.

Objectives of theStudy

The objectives of this research were as follows:

i. To explore the students' beliefs about the role of the teachers 'oral feedback in English language teaching classrooms.

i. To find out the role of teachers' oral feedback in teaching and learning English language.

ResearchQuestions

The study addressed the following research questions:

i. How do the teachers provide the oral feedback?

ii. How can teachers' oral feedback assist in students' English languagelearning process?

iii. What is the role of teachers' oral feedback in learningEnglish?

iv. How does the teacher respond to the students while givingoral feedback?

v. What is the perception of the students towards the role of teachers' oral feedback?

Significance of theStudy

As feedback is taken as a crucial aspect of teaching and learning a language and its role can't be neglected. One of the ways of motivating students in learning language by providing feedback. If the feedback is properly given and perceived, students get motivated and the teacher can teach effectively. It is one of the most important aspects that the teacher needs to consider in the process of teaching and learning. Unless the teachers give the feedback to their students, they will not know their weaknesses. So, a good teacher should be able to provide necessary feedback to his students. In this sense, providing feedback is beneficial in many ways. It provides the knowledge of different types of feedback to the students and teachers so that they will know which feedback will work as best in their teaching and learning and how to implement the feedback for further progress. At last this study will be useful for those who are interested in the field of language teaching and learning, subject experts, curriculum designers, language trainer, language teachers and students, policy makers and other researchers who want to carry out the similar kind of study.

Delimitations of theStudy

The research was delimited to the English language teaching and learning classrooms in fourth semester students at Tribhuvan University, Kirtipur, Kathmandu. At first, it was confine to the study of finding out the role of teachers' oral feedback and students' beliefs on oral feedback in English language teaching. The sample size and respondents also were five students of the fourth semester. I used the narrative inquiry as a research design to cope my study. The research tools used an in-depth interview and I used unstructured questionnaire or open-ended questions.

Operational Definitions of KeyTerms

The key terms used in the study are listed and defined as follows:

Feedback: Feedback is the process of giving information to someone about his or her performance. In my study, it refers to the teachers' comments, acknowledgements, inspirations and compliments to the students.

Oral feedback*:* Oral feedback means the feedback which is provided by the teachers on the students' performance orally or verbally in the teaching and learning process. It is one of the communication form where students receive feedback from their teacher who either corrects them implicitly or explicitly.

Chapter-2

Reviewof Related Literatureand Conceptual Framework

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

Review of Related TheoreticalLiterature

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

Literature review helps a researcher to be clear regarding research area or topic and develop methodology. In order to conduct my study, I have reviewed related theoretical insights from different authors.

Feedback. In a general sense, feedback refers to the process of informing about one's performance and helping for the further improvement. Hattie and Yates (2014, p.81), "feedback is information allowing a learning to reduce the gap between what is evident currently and what could or should be the case. It is information provided by agent with respect to one's performance or understanding".Feedback plays the role of scaffolding or support to the students. Feedback is the information which provides a report to the learners towards their performance. One of the methods used openly to show someone's point of view regarding to the purpose of delivering more appropriate actions for the better learning progress is defined as feedback (Nilsson, 2004). Furthermore, Ellis (1999)states that feedback is a tool to give information to learners which they can use to comprehend their language use in teacher-studentlearning environment. Feedback is used in the process of learning in classroom. It is used whenthe teacher correct the errors which are produced by the students. When the students make an error in learning process, the teacher will correct the error by feedback and help thestudents to correct the

error by changing the error into the correct form.

Feedback refers to the any comments provided to the performance for the betterment. This is the most important part and practical aspect of language learning process. Teachers can give feedback individual and in group. Feedback plays an important role in performance and achievement of the learners. Feedback should be a tool which support to build up not things down. If the students do not inspired, motivated they may catch the wrong way. In this regard, Harmer (2008) writes teachers should respond positively and encouragingly to the content if what the students have done. At the time of providing feedback teachers should notignore students' emotions.

Types ofFeedback. There are numerous ways of providing feedback to learners. Some of them are as follows:

Oral and writtenfeedback. Oral feedback is usually given during a lesson. Oral feedback is sometimes underestimated because it is less formal, but it can be a very powerful andeffective tool as it can be provided easily in the teachable moment in an appropriate way.Oral feedback takes place during the learning as students work on a task. Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process. It can be given in group and individually.

On the other hand, written feedback is generally given after a task. It provides students with a record of what they are doing well, what needs improvement and suggested next steps. Written feedback also needs to be timely, written in a manner that is understandable to the student and actionable so that the student can make revisions. Written feedback needs to include information about where the student has met the learning intentions and where improvement is still required.

It can be offered as soon as possible after the task, allowing time for improvements to be made. It is provided individually. It is more time consuming than oral feedback. Written comments, suggestion or notes to the students after checking their assignments or answer sheets, homework can be taken as the example of the written feedback.

Evaluative and descriptive feedback. Evaluative feedback just provides some information about learning but does not provide the information that the students can use for further improvement.Evaluative feedback is provided after examination, just for information about learning. It is done for the final result. It can make the good students feel better and less able students feel worse sometime. Evaluative feedback, in the form of grades or brief general

comments, for example ’well done’, ‘excellent’, ‘good’ provides some information about learning, but does not convey the information and guidance that students can use to improve. In attempting to create a positive climate for learning, many teachers increase the level of praise they give during feedback sessions. Research shows, however, that praise needs to be realistic if the feedback is to be meaningful. To be really effective, praise needs to confirm a child's own sense of reality. The impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards andpunishment.

On the other hand, descriptive feedback provides students with detailed, specific information about improving their learning.So this means descriptive feedback is linked to the learning that is expected, addresses faulty interpretations and lack of understanding and provides students with visible and manageable ‘next steps’.So that they can begin to take on the responsibility of self-assessing and self- correcting.

Informal and formal feedback. Informal feedback refers to that feedback which is provided by without any structure, rules and boundary. Informal feedback is a quick and easy method to obtain information from students to assist in teaching. It offers an opportunity forstudents to provide timely, constructive information that will assist learning. Informal feedback allows information to be collected at any point during the course, though time should be left to implement any changes. It helps students to become more reflective about their learning. It can indicate the need for student development of study skills and can foster a good rapport between teachers and students by showing that the teacher cares about the opinions of their students.

Informal feedback is offered as an alternative method. It is entirely formative although information gained in this way could be usefully incorporated into a teaching portfolio for promotion purposes. The information collected through informal feedback is confidential between the teachers and their students. Informal feedback should not replace formal feedback in circumstances.

On the other hand, formal feedback is often written or a combination of oral and written, and usually occurs at the end of a task. From time to time, teacher may evaluate aspects of their teaching or identify areas of student understanding or misunderstanding well before the end of a course. Formal feedback is usually carried out at or near the end of a course. Thus, problems are not identified until,too late and changes cannot be made until the course is offered again. In formal feedback students know that the feedback they provide will not be of personal benefit. It

gives information sometimes general and might be limited in detail on specific aspects of teaching and learning. Formal feedback is more specific than informal and it is given with purpose.

Peer andself-feedback. Peer feedback occurs when students offer each other advice and suggestions in relation to each other's work. Providing feedback in peer can be effective tool in language learning where the goal is improvement, not grading. Students get to see each other's work in peer feedback and they can learn from each other. But the negative aspect of peer feedback is that the waste their time criticizing each other.

To avoid this, the teacher should work as a role model and guide the students about proving feedback. If a student comments of the performance of another student, it can be the example of peer feedback.

On the other hand, self-feedback helps the students in self assessing their work.To make students able to assess themselves is the ultimate goal of feedback for learning. Self-feedback must be taught explicitly to ensure students have the skills to apply this to their own work. Students should be able to set their own goal of learning. For this the teacher should clarify the goals of learning and provide time for self-feedback. Teachers can help students to become more independent through explicit modeling and instruction, and teaching the skills of self- assessment and goal setting.

Immediate and delayed feedback. Immediate feedback is provided immediately or on the spot where the mistake is pointed. Feedback is given to the learner's through correction 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 on the basis of feedback timing.

On the other hand, delayed feedback is provided after a certain period of the time of the performance.Delayed feedback is that type of feedback which is given to the after the task or work. If the learner is given feedback after the work then there is more chance to forget what the learners have said.

Positive and negative feedback. Positive feedback generally motivates the students towards learning. It is important to encourage and entertain to the learners. Positive feedback is used to reinforce desired behavior. Positive feedback is any constructive, actionable, critique that enhances students learning experiences. Similarly, it can be powerful determinant of

learning outcomes. It tells students how he/she is doing well and praise him/her for good performance. If we tell a person what he is doing well, that person will likely to repeat the behavior. Positive feedback tells what is right and what is wrong.

On the other hand, negative feedback generally demotivates or discourages the students. Negative feedback is the feedback in which learners are told that they have made an error without noticing the error. According to Gass (2003, p.225) “Negative feedback refers to the types of information that is provided to learners concerning the incorrectness of an utterance”.

Direct and indirect feedback. Direct feedback is offered when the teacher writes the correct form on the students’ paper. A feedback strategy usually used by teachers is direct feedback. Direct feedback is a strategy of providing feedback to the students to help them correct their errors by providing the correct linguistic form or structure of the target language.

Indirect feedback means that the teacher provides students with some indication that an error exists in their writing. Often teachers assume that indirect feedback is what should always be used since it requires the students to monitor their own errors and to try to fix the error on their own. Indirect feedback is a type of written feedback in which teacher indicates an error has been made by students on their writings but the teacher does not offer or provide the correct form of the error.

Students’ beliefs on oral feedback. Some of the students might have positive and also negative attitude toward feedback given by the teacher while he or she is correcting the errors produced by the students. Most of the students want to be corrected by their teacher while they are producing an error. They might feel frustrated if the teacher ignored.
Sometimes the students often feel upset after being corrected by their teacher because there is a great gap between themselves and their teachers in understanding the error correction through giving feedback. Sometimes when the teacher correct the errors made by the students, the students do not know what has been corrected or what have to be corrected. Students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.

Oral feedback was most given to the students by going around in the class and to the whole class at the time, the least to a group of students and at the teacher’s desk to a single student. These results reveal that teachers indeed spend time in the classrooms by going around helping and guiding the students when needed. Thisis essential, since the old- fashioned way of

teaching by talking in the front and then letting the students work on exercises alone and quietly at their desks isclearlysomething the current school practices must leave in the history (Askew, 2000). Oral feedback given to a whole class is also quite logical, since often the class has been going through the same issues or tasks, and it is natural for the teacher to address all of them at once. However, the study also revealed that most students prefer to receive more personal feedback. Indeed, the more time teacher has to focus on individuals, the better the results often are. It is no surprise that the students wish to receive more of personal oral feedback; but it is difficult to provide it in every class (Pirhonen, 2016). However, as this study points out, it would be essential to plan the course or the classes in a way that there would be some time for personal feedback as well. It is a positive sign that oral feedback is given to the students in many different ways, but especially personal feedback would be appreciated by students, and thus should be included in every essays in secondary schools to some extent. Moreover, to make this possible, the teachers should take this into account already when planning the course timetable, or individual lessons. One could, for example, mark the amount of oral feedback given to each individual in a notebook or wherever it would feel comfortable, and then check these notes every once in a while to make sure everyone has been provided feedback equally(Pirhonen, 2016) . On the other hand, when students asked about the use of oral feedback in tasks, the least amount was received during the task. This is slightly worrying, since for the learning to be effective, feedback should be given even before that actual task, but mostly during it (Hattie and Timperley, 2007). If feedback is only provided after the task, students cannot receive the information they might need while doing something, but instead have to return to the 20 problematic parts of the task after finishing it already.

Moreover, it would be essential to take this into account already in teacher training in the universities, so that it would be made certain that all teachers are aware of this issue.The role of feedback in overall is relatively poorly addressed in the training, and instead the focus is, for example, on lesson planning and grading. For feedback to be the most profitable and useful for both the teachers and the students, the role of it needs to be taken into account right from the beginning of the teaching career and teacher training(Pirhonen, 2016) . The fact that oral feedback on grammar was one of the most popular topics on language learning was no surprise, since the previous literature already supports the fact that students often want oral feedback on grammatical issues (Harmer, 2004). Moreover, oral feedback is wanted on written assignments is something one can understand well: oral feedback can often feel relatively more personal than written comments. In addition, when providing oral feedback, the student can participate actively and for example ask questions about the feedback if needed. Unfortunately, time is an enemy for

the teachers when it comes to giving oral feedback on written assignments. Oral feedback without doubt takes more time in the classroom than written feedback. However, if it is taken into account already when planning the course, it can and definitely should be done at least every once in a while. Moreover, quite many of the students were also willing to use some of their free time for receiving oral feedback, so not all the oral feedback has to be given in the classroom. Teachers could, for example, decide already before a course begins, to provide oral feedback to everyone individually on one certain issue.

Feedback in language learning. Teaching learning activity is a two way process which involves teacher and the students. Teachers and students have the responsibilities on their own. The teacher is such a person who has the responsibility of making students understand whatever he teaches. And the students are also responsible for learning. In the process of language teaching and learning, feedback is seen as crucial part of learning. Feedback, in the words of Kepner (1991, p.14), is any procedure used to inform a learner whether an instructional response is right or wrong. It means, feedback provides information about whether the response that the students giveis right or wrong. If it is right, feedback is provided in the form of praise or encouragement and if it is wrong, feedback is provided in such a way that the students find the ways of improving it. Similarly, Ur 1996, p.17) defines feedback as the information that is given to learners about their performance of learning task usually with the objective of improving their performance. It meansfeedback focuses on the improvement of the learner's performance. Feedback plays crucial role in language teaching and learning. It may have both the positive as well as negative impact in learning.

One of the ways of inspiring students in language learning is by giving feedback on their works. In the context of language learning classroom, feedback means teachers' response or comments in students' works. Regarding this, Brookhart (2008) states that feedback is an important component of the formative assessment process. Feedback supports to enable the teacher to decide how to help students and understand their language learning problem. Feedback is an essential part of language learning by which students can improve their weakness and strength themselves for learning. However, provided feedback may not always impact positively in learning. It impacts positively and negatively, it somehow depends on the way of providing feedback. Hattie and Timperley (2007) say that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.

Role of teachers' oral feedback in ELTclassrooms. Oral feedback was most given to the students by going around in the class and to the whole class at the time, the least to a group of students and at theteacher'sdesk to a single student. These results reveal that teachers indeed spend time in the classrooms by going around helping and guiding the students when needed. Thisis essential, since the old- fashioned way of teaching by talking in the front and thenletting the students work on exercises alone and quietly at their desks is clearlysomething the current school practices must leave in the history (Askew, 2000). Oral feedback is given to a whole class is also quite logical, since often the class has been going through the same issues or tasks, and it is natural for the teacher to address all of them at once. Indeed, the more time teacher has to focus on individuals, the better the results often are. It is no surprise that the students wish to receive more of personal oral feedback; but it is difficult to provide it in every class (Pirhonen, 2016). It is a positive sign that oral feedback is given to the students in many different ways, but especially personal feedback will be appreciate by students, and thus should be included in secondary schools to some extent. Moreover, to make this possible, the teachers should take this into account already when planning the course timetable, or individual lessons.

If feedback is only provided after the task, students cannot receive the information they might need while doing something. For feedback to be the most profitable and useful for both the teachers and the students, the role of it needs to be taken into account right from the beginning of the teaching career and teacher training(Pirhonen, 2016). Oral feedback can often feel relatively more personal than written comments. In addition, when providing oral feedback, the student can participate actively and for example ask questions about the feedback if needed.

Moreover, quite many of the students were also willing to use some of their free time for receiving oral feedback. Teachers could, for example, decide already before a course begins, to provide oral feedback.

Teachers' feedback is one of the essential factors in order to make the students learn further. Feedback is seen as an ongoing process and integral part of teaching and learning process. The term feedback is often used to describe all kinds of comments including advice, praise and evaluation. Feedback is information givento the learners about the learners' performance by teachers. Feedback helps students to develop their understanding and improve their performance. Feedback is one of the influencing factors of language learning. It is because, feedback let students know their weakness so they can correct and work hard. Feedback gives

opportunities to reflect before revising. According to Black and William (1998 as cited in Harmer, 2008) feedback on student's work has more effect on achievement than any other single factor. Referring them, feedback plays an important role in teaching learning. It supports to the students to reach at the top of learning achievement. Basically, feedback is important for motivating the students towards language learning.

Teacher has main role to make effective feedback. While providing feedback the teacher can use different types of feedback. One of them is oral feedback. Thus, it is essential to focus on oral feedback, and find out more about students' perceptions on the topic. In addition, this particular study will reveal the situation of the use of oral feedback in a higher secondary school and in English classes, bringing forward important insights not only for the areas of feedback research, but especially for English language teachers and researchers. Through oral feedback, students understand better by listening to their teacher's comments rather than reading them on papers, they are able to ask questions immediately to their teacher, it is easier for the teacher to diagnose his/her students 'comprehension, and the teacher can easily individualize his/her students' remediation.

Review of RelatedEmpiricalLiterature

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

Mackey (2006) has conducted a research entitled 'Feedback, Noticing and Instructed Second Language Learning'. The main objective of this study were to determine whether interactional feedback was associated with learners' reports about noticing and, if so, whether there was any relationship between learners' reports about noticing and their subsequent. The

researcher has adopted experimental research design. The 28 ESL learners who enrolled in university level in intensive English program and two experienced ESL instructors from the same program was sample of this study. Learners' noticing was assessed through online learning journal, introspective comments while viewing videotapes and questionnaire responses. The result showed that noticing and interactional feedback were related. There was also a positive relationship between reports about noticing and second language development for one of the forms on which learners received feedback.

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

Pokharel (2014) carried out a research entitled 'Types of Teacher's Feedback and Their Role in Learning English'. The objective of her study was to find the ways of giving feedback used by English teachers and its role in teaching and learning. For doing so, she sampled four teachers of English language using purposive non- random sampling strategy from the schools of Kathmandu district. She used questionnaires and participant observation as the tools for the collection of the data. The findings revealed that the teachers used different ways of giving feedback like implicit, explicit, verbal, non-verbal and most of times teachers used explicit feedback. Though implicit feedback was found to be better than other types of feedback.

K. C (2014) conducted a research on 'Teachers' Perception on Immediate Feedback'. The main objective of his research was to find out the perception of secondary level English teachers on immediate feedback. The population of his study consisted of all the English teachers of secondary from Kathmandu district and thesample of the study consisted 40 teachers from them. He used purposive no- random sampling strategy for sampling the population. The researcher used both close-ended and the open-ended questionnaire as the tool for data collection. The result of his study showed that the teachers provided feedback to the students both orally and in a written manner. They were found to be teaching all aspects of the language like spelling pronunciation, meaning and providing immediate feedback frequently to their students.

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

Rai (2018) carried out a research on ‘Feedback in English Language Learning: Teachers’ Practice and Students’ Perceptions’. The main objectives of her study was to explore the current practices of providing feedback in semester classes and to find out the perception of the students on the role of feedback in their learning. She has adopted survey research design. The population of her study was M. Ed first semester students and sample was 4 teachers and 30 students from the department of English Education. She sampled the population using purposive sampling strategy. She used questionnaire and observation checklist as the main research tools. The result of her study showed that the teachers practice correcting as the common way of providing feedback to the students. The students perceived feedback as an information provided to the learners with the objectives of improving their performance. They said that feedback played constructive role in their learning. Teachers’ feedback worked as a motivational tool in the process of teaching and learning.

Chamling (2019) carried out a research entitled ‘Students’ Perceived Roles of Immediate Feedback in English Language Learning’. The main objectives of her study was to explore the students’ experiences on the role of immediate feedback in English language learning. She has adopted narrative inquiry as a research design. The population of her study were all the students of M. Ed third semester of Department of English Education, Tribhuvan University .the sample of this study consisted of four students of M. Ed third semester studying at Tribhuvan University. Purposive non-random sampling strategy was adopted for the selection of sample population. She used unstructured interview and reflective writing of the participants. She transcribed the data, coded and analyzed thematically. The findings of her study showed that the teachers’ immediate feedback plays the role of facilitator in their learning and teachers’ immediate

feedback influenced positively in accuracy and fluency work. Her study showed that students were demotivated because of teachers' superiority attitude in the classroom and students formed misconception and dissatisfaction towards particular teacher and subject.

Implications of the Review for the Study

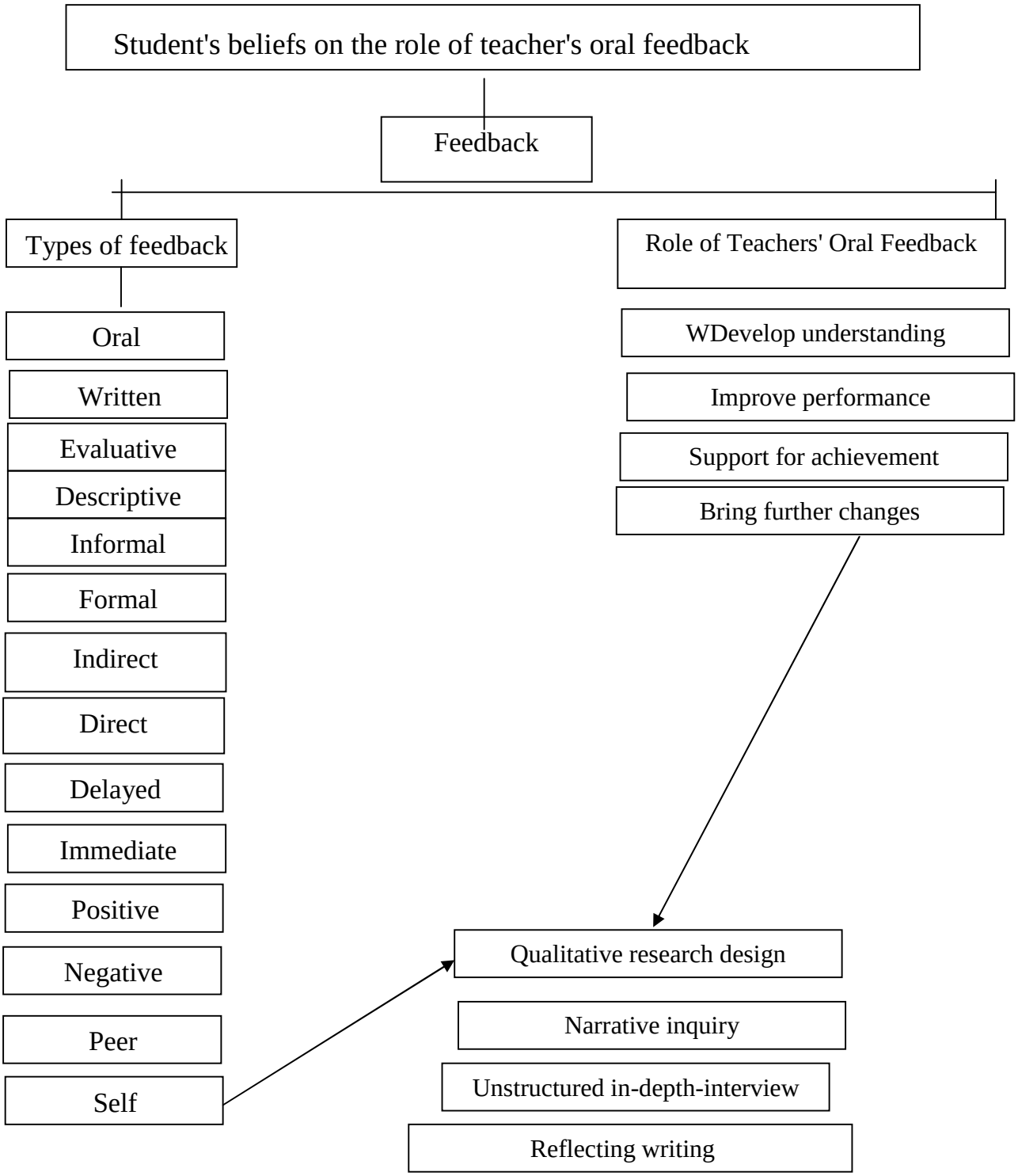
Literature review is an important part of the entire research process. The most important function of the literature review is to ensure researcher read widely around the subject area in which we are interested. Thus, different previous research works, articles, journals, and books have been reviewed which have made me feel the need to carry out this present study.

In this study literature review has invaluable implication from selection of the topic to methodology and to drive findings. The theories and research works which I reviewed are all about the feedback and recommended some possible researchable topics which helped me to come know the gap between what has already been said or found out and what has not said yet or to found out. It shows that any researchable topic gets background knowledge from the literature review because all problems may not be research topics. Similarly, theoretical review is implied; expand the knowledge of feedback, feedback in language learning, types of feedback.

Empirical literature review is equally important for all operational steps. Basically, components of the study and their real examples were found from the empirical review. And it obviously became significant to collect and analyze data and also to derive findings. Besides literature review has implications to develop the better mechanism of academic writing. I have got lots of ideas of objectives, research questions, methodological procedure and other things too in order to complete my research. I consulted different books, articles, journals: like Ur (1996), Alshahrani, Mann, Joy (2017), Pandey (2016), Clarke (2026 as cited in Pirhonen), Kumar (2009), Hattie andYates (2014), Nilsson (2004), Ellis (1999), Harmer (2008) and (2000), Askew(2000), Timperley (2007), Kepner (1991), Brookhart (2008), Gass (2003), Blake and William (1998 as cited in Harmer, 2008) in order to develop my theoretical insight my study. I have developed ideas about the feedback, types of feedback. Furthermore, I have also reviewed Pokharel (2014), Rai (2018), K.C. (2014), Upadhaya (2015), Chamling (2019), Bista (2012), Mackey (20o6), Stuart (2004) in order to develop my empirical knowledge while preparing this thesis.

ConceptualFramework

A conceptual framework is representation of the understanding of the theories by the researchers and his/her own conceptualizations of the relationship between different variables. The conceptual framework of the present study is given below:



Chapter- 3

Methodsand Procedureof the Study

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

Design and Method of theStudy

Research is the ways of thinking, asking questions systematically for certain conclusion. There are many research design which are used to find out the truth to a problematic question. It is done to solve existed problems or to raise questions on rooted knowledge. Grinnell (1993 as cited in Kumar, 2009) defines "Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable". To reach at the meaningful conclusion of any problem, there should be a systematic study. The researcher should adopt certain method to achieve targeted goal and accomplish study in the successive way. Therefore, for making the study more valid, reliable and concrete, there must be an appropriate research design. To specify, Kumar (2009, p.84) writes "A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically". Certain research design helps to make the study accurate, valid and objective. The selection of an appropriate research design is important for making valid and meaningful conclusion.

The leading scholar in the field of teacher education, Clandinin andConnelly (2000, p.34) state, "Formalist begin inquiry in theory whereas narrative inquirer tend to begin with experience as expressed in lived and told stories." To make my research sound, I adopted the narrative as my research design and follow the suggestions provided by the experts in the field of narrative to investigate theparticipant students' lives closely. Creswell (2012, p. 502) writes "In narrative research design, researcher describe the lives of individual, collect and tell stories about people's lives, and write narratives of individual experiences." So in narrative inquiry research, life stories and people's biography are the main subject matteroftheresearch.Fortheeducatorswhoarelookingforpersonalexperiences in actual school setting narrative research offers practical specific insights.

This study was based on the narrative inquiry research design. Narrative inquiry is one of

the qualitative methodologies. It studies the experiences or narrations of `particular group, people and community regarding certain issues in-depth.

Narrative inquiry is the way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place series of places, and in social interaction with milieus. Narrative inquiry highly emphasized the role of experience to explore hidden reasons of certain issues or problems. By observing the ideas provided by different authors, I came to know that narrative inquiry is not the end product rather it is the ongoing process of narrating; people create and recreate their identities. It is through the story, students reflect their experiences and make a scene of their educational and personal lives. Telling stories is a natural part of life, and individuals all have stories about their experience to tell others. In this way, narrative research captures an everyday normal form of data that is familiar to individuals. Thus, sharing stories impacted me and my study.

Narrative inquiry is one of the ways of collecting research data through narrations. It begins with the experiences regarding particular topic or issues. The narrative inquiry is a depth study of the respondents or peoples' lives experiences and stories. The narrative inquiry captures the detail stories or life experiences of a single or a small number of individuals. It tries to explore hidden reasons of particular problem through lived experiences of experienced people. In this study to explore the experiences of the students I have followed several steps of narrative inquiry research design:

Step 1: Selection of the problem

Step 2: Formulation of research questions

Step 3: Selection of the subjects

Step 4: Preparation of in-depth interview

Step 5: Conduction of interview

Step 6: Data collection

Step 7: Analysis and interpretation of data

Step 8: Reporting the results

Narrative research design is quite different than other design, just meeting the respondents and interviewed them is not sufficient to get required and exact data. For this, the researcher should meet the respondents frequently and build up good rapport otherwise the exact data might not be gain. Due to lack of exact data the findings will not be accurate.

Population, Sample and SamplingStrategy

The population of the study included all the students of 4th semester from Tribhuvan University, Kirtipur, Kathmandu. The sample of this study consisted of five students. This is the small-scale study, it is difficult to collect data from each and every respondent. So, I selected five students using purposive non-random sampling strategy.

ResearchTools

There are different tools to collect data for the research. The data plays very crucial role to the solution that comes from the analysis and interpretation in order to collect the data for this study. To accomplish the objectives of the study, I adopted in-depth interview or unstructured interview for the students as the research tool to collect the data. I took interview for eliciting the respondents' personal feeling, attitudes, opinion, perceptions and experiences about the targeted research problem. I selected participants and developed rapport.

Sources ofData

In this study, I collected data by using primary and secondary sources.

Primary Sources of Data. The respondents themselves were primary sources of data.

Secondary Sources of Data. The books, the articles, and other documents were the secondary sources of the data.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data collection leads the researchers towards meaningful conclusion. So, the researcher should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, I adopted certain procedures while collecting data. After getting approve of thesis proposal, first of all, I prepared simple interview guidelines, consent letter and participant information form. Then I contacted the respondents through phone and messenger and arranged the meeting for the further discussion. I made them clear about my research and objectives of my study. I kept on touch with the respondents through phone and messenger. After one week I fixed the meeting date with the respondents for interview. I usually visited with the respondents on their available time so that I could get the in depth information

about experiences be explored properly. During the interview, the respondents responded me positively. I had frequently visited the respondents for the interview and collected required data which helped to make my study successful. I interviewed them based on the guidelines which I prepared and also recorded the interview through audio recording. The recorded data were transcribed and decoded. I visited the respondents again for maintaining accuracy and validity of the collected data. Finally, I thanked to all the respondents for their support and collaboration.

Data Analysis and Interpretation Procedures

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

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

EthicalConsiderations

Ethical considerations should always be as one of the significant considering aspects of research. All the collected data and respondents' personal information's should be kept private. The data were secure during the analysis process. The names were not used, instead of the respondents identify with numbers. At first, I obtained consent form the concerned authority. Then, the respondents were provided consent form and participants information statement for the interviews. After that, the collected data were listened, transcribed and translated by maintaining accuracy. All the materials were used by citing and referring the original sources. Finally, I promised to my respondents that all the recorded data were deleted after successful accomplishment of this study.

Chapter-4

Analysisand Interpretationof Results

This chapter is mainly concerned with the analysis and interpretation of the collected datathrough interview. I analyzed and interpreted the collected data in terms of objectives of my study.

Analysis of Data and Interpretation of the Results

In this section, the collected data from both primary and secondary sources have been analyzed. The qualitative data collected through unstructured interviews. This study has attempted to study as depth as possible. On the basis of the analysis of the data interpretation has been made. The collected data has been in following sub topics;

Profile of the Participants. Participants of this study included five students of the fourth semesterfrom Tribhuvan University, Kirtipur,Kathmandu.One of the respondents is C. B. Tharu fromRaptisonari – 5, Banke. He is very kind, good and intelligent of section. He graduated from Second one is B. BhandarifromTulsipur -10, Dang. He is a very helpful and kind hearted person. Third respondent is P. Shrestha from Neelkantha – 3, Dhading. She graduated from Neelkantha Multiple College, Dhading. She is also supportive girl. She helped me while preparing this study.Respondent fourth is A. RanafromMilanchowk – 6, Rupandehi. She is strict but helpful. She also helped me. She had done graduation from Debdaha Multiple College. Respondent fifth is T. Miyafrom Tokha – 29, Veenas Residency. Finally, I am thankful to all the respondents who supported me explicitly and implicitly for preparing this thesis. I specifically thanked the respondents of this study for being an important part of this journey.

Student's views and beliefs on teachers' oral feedback. Some of the students might have positive and also negative attitude toward feedback given by the teacher while he or she is correcting the errors produced by the students. Most of the students want to be corrected by their teacher while they are producing an error. They might feel frustrated if the teacher ignored. Sometimes the students often feel upset after being corrected by their teacher because there is a great gap between themselves and their teachers in understanding the error correction through giving feedback. Sometimes when the teacher correct the errors made by the students, the students do not know what has been corrected or what have to be corrected. Students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.It was found that students were highly desirous

of feedback. The students also liked to receive feedback when they were presenting in front of the class. Students stated that feedback was important and necessary for learning. Student wished to be corrected as much as possible. And she said that oral feedback helped her to understand errors,memorizethe target language features and avoid bad habits and improve performance and exam scores.

Respondent one shared;*In my opinion, oral feedback is a good thing to do when a teacher gives a lecture to the students. And this way is good to make students more confident with their speaking and also can make them better to speak and it will encourage them to be better;* Considering above mentioned narration, the narrator stated that the correction given orally was good to students andgave advantages in increasing their confidence in speaking and improving the performances. Moreover, at the same time, the teachers also encouraged students to expand their skills in the aspect corrected. It resulted in the enhanced performances of the students being encouraged in speaking.

Respondenttwo shared;*Oral feedback, you know .....is very helpful feedback. It is when someone corrects us when we get any errors with ourcommunication or speaking. It is very effectives if we want our errors to be corrected in pronunciation, vocabulary and many others.*She considered that the corrections were must be performed in resolving the errors that students made during the classroom activity. It was indicated that the process of learning and teaching without the feedback or correction was not comprehensive and advantageous. It was logical that when there was an error, someone must be responsible to correct, revise or modify that error into well-formed structure. Oral feedback were supportive in expanding the communication skills consisting of pronunciation, vocabulary and many more. So any act of correcting errors in the activity of learning and teaching was worthy for students to learn. If the errors were not corrected, the students would assume that their language utterance was acceptable and they improved nothing.

It is stated that the practice of correcting errors would be entirely applicable. Because it did not seem that corrections could be done if the teachers merely corrected the errors without demonstrating or showing the acceptable ways of producing the utterances. Therefore, teachers had to show students how was the correct way to perform by not only claiming what was unacceptable and incorrect. It concluded based on the students' perception, the teachers role was not limited to provide the correction only but to give a demonstration of the ways to achieve the corrections.Respondents stated that the correction given orally was good to students and gave advantages in increasing their confidence in speaking and improving the performances. Moreover, at the same time, the teachers also encouraged students to expand their skills in the

aspect corrected. It resulted in the enhanced performances of the students being encouraged in speaking.The feedback provided by lecturers helped them in enhancing their capacity in a particular area such as in the pronunciation aspect. The emphasis on using oral feedback could improve students' pronunciation skills. Not only because of the correct input provided by teachers but also the students listened to the correction given orally.It was found that the process of learning and teaching without the feedback or correction was not comprehensive and advantageous.

Oral feedback were supportive in expanding the communication skills consisting of pronunciation, vocabulary and many more. So any act of correcting errors in the activity of learning and teaching was worthy for students to learn. It was found that the practice of correcting errors would be entirely applicable. Therefore, teachers had to show students how was the correct way to perform by not only claiming what was unacceptable and incorrect.

Role of teachers' oral feedback. Teacher has main role to make effective feedback. While providing feedback the teacher can use different types of feedback. One of them is oral feedback. Thus, it is essential to focus on oral feedback, and find out more about students' perceptions on the topic. In addition, this particular study will reveal the situation of the use of oral feedback in a higher secondary school and in English classes, bringing forward important insights not only for the areas of feedback research, but especially for English language teachers and researchers. Through oral feedback, students understand better by listening to their teacher's comments rather than reading them on papers, they are able to ask questions immediately to their teacher, it is easier for the teacher to diagnose his/her students' comprehension, and the teacher can easily individualize his/her students' remediation. It shows that the students wanted feedback personally so that they could participate or involve actively in the classroom activities. Some of the teachers provided feedback personally and some of them did not. She added that teachers' oral feedback should motivate, inspire and encourage them to learn English language. So that they could improve their learning.This finding shows that the teachers' oral feedback really mattered in learning. Students were looking for the positive feedback or right guidelines and suggestions for improving their performance when they were wrong. According to them, teachers' oral feedback was guider, facilitator and supporter for them to learn.

Respondent one said; *we cannot get enough feedback throw written due to the time. We get oral feedback from our teachers. I often get positive feedback from my teachers after completing my works. But some of the teachers responses us in a biased manner. Like the students who speak less and talkative in nature, teachers become angry quickly at them. But I think teachers should behave equally to all the students. And teachers' oral feedback plays*

*important role for our learning. Some of the teachers provide feedback politely. As a teacher should be a role model. So that we can get positive vibes to learn. I take the role of the teachers' oral feedback as a supporter and a guider. After getting teachers' oral feedback we can realize our mistakes or errors and we can improve and reach the top of the learning.*It revealed that sometimes, teachers provided positive feedback and sometimes not because of talkative nature of students. According to him teacher behaved them according to the nature. And some of the teacher provided positive feedback politely and some of the teachers did not. Teachers should behave equally to all. She took the role of the teachers' oral feedback as a reinforce to learn second language. Positive guidance or correction created positive vibes to learn. And it supported her to reach the destination of learning.

Respondent two shared;*As we are second language learners, we make errors while learning and performing and at the time of speaking. At that time correction or feedback should be provided by our teachers. Teachers' feedback helps to develop our understanding and improve our performance and speaking skills. Teachers' feedback let us know our weakness so we can correct them. And also gives us opportunities to reflect ourselves. So that we can achieve our learning goals. At last, I take the role of teachers' oral feedback as a facilitator, evaluative and self-reflective for better learning.*As he shared his narration, teachers' oral feedback played crucial role when he made errors while he was speaking and performing. Teachers' oral feedback could help and develop his understanding by knowing his weakness. After that he could reflect himself to achieve his goals of learning. At last, he took teachers' oral feedback as self- reflection and facilitator. As he said that teachers' oral feedback was useful and could feel comfortable by facilitating from his teachers.

Students took the role of the teachers' oral feedback as a reinforce to learn second language. And it supported them to reach the destination of learning. And they added that teachers' oral feedback should motivate, inspire and encourage them to learn English language. So that they could improve their learning.Teachers' oral feedback played crucial role when they made errors. Teachers' oral feedback helped and developed their understanding by knowing their weakness. After that they reflected themselves to achieve their goals of learning. They took teachers' oral feedback as self- reflection and facilitator. As they said that teachers' oral feedback was useful and could feel comfortable by facilitating from their teachers.This finding shows that the teachers' oral feedback really mattered in learning. Students were looking for the positive feedback or right guidelines and suggestions for improving their performance when they were wrong. According to them, teachers' oral feedback was guider and supporter for them to learn. Positive guidance or correction created positive vibes to learn.

***Errors corrections*.** In the languagelearning process, teachers and students have equal role to bring out good outcomes. Teachers are considered as facilitators who have play diverse role at the same time. Committing mistakes or errors is not a huge problem at all, it is common cases of language learning process. Instead of being afraidfrom mistakes, students should take feedback from teachers. Respondents told thattheycommitted errors while listening. Teachers' intention and meaning could be wrong sometimes while language learning because they listened and understood another thing. They said that, theycommitted the mistake while speaking rather than in writing.

In this regard, the respondent one said;*as we Nepali students of learning English language. Normally, we commit inter-lingual and intra-lingual errors because of our mother tongue is differ from the language that we learnt language*. *As we second language learners, we transfer of rules from the mother tongue. Sometimes we commit errors due to over generalization of second language rules*.Referring the above statement, students' first language and the language that they learnt are different. Shecommitted errors while transferring first language rules to generalize second language rules. The rules of mother tongue hampered to acquire the rules of second language.

Similarly , respondent two said;*I am from Newari community. My first language is Newari. When I speak English language my first language interfere in my speaking. I commit errors while transferring my first language rules to generalize second language rules. The rules of my mother tongue hampers me to acquire the rules of second language.*She stated that shecommitted errors while transferring the first language rules to generalize second language rules. And sometimes shecommitted errors due to the misunderstanding of their teachers' intentions.

The data shows that studentscommitted errors while transferring the first language rules to generalize second language rules. And sometimes they committed errors due to the misunderstanding of their teachers' intentions.The rules of mother tongue hampered to acquire the rules of second language.

Encouragement.Teachers' feedback has meaningful role in the learning process and can support to improve students' mistake or error. One of the ways of inspiring students in language learning is by giving feedback on their works. In the context of language learning classroom, feedback means teachers'response or comments in students' work.They said that teaching learning process was a two way process. Both students and teachers had equal responsibility in

language learning.Their teachers gave them feedback by giving information that they were right or wrong. Teachers praised and encouraged them when they students were right and provided feedback for improvement when the students were wrong. Teachers' feedback helped to improve of the students' performance. They also added that most of the teachers used to provide oral feedback when the students were incorrect at the time of their presentation. Teachers gave positive feedback by encouraging them to learn and inspire too.

Respondent one said;*For the first time I presented in first semester and I was the first presenter of my class. I was quite nervous. After my presentation, my teacher gave me positive feedback. My teacher told me that your presentation was fine and your language fluency as well. But why you arenervous, don't be nervous, speak openly and consider the body movements. We are like family and friends. There is nothing to be scared. After receiving such a positive feedback after presentation I felt so good. Then after, I started to feel confidence. In the next presentation I did not feel nervous.*Referring this narration, the respondent had positive influence towards teachers' oral feedback. Teachers' feedback supported to build up students' confidence. However the ways of providing feedback should be considered while providing feedback.

Likewise respondent two shared her experience;*at the beginning of my college time and in school days, I was very poor and even I could not produce a single sentence correctly. Later, I got feedback and support from my teacher for improving my speaking skill. In master level, while giving from my teachers for improving my speaking skill. In master level, while giving presentation in the class our lectures used to give feedback and suggestions on the spot. And I used to further encourage and motivate to do better in improving my speaking. However, some lectures interrupted at the time of presentation and provided feedback. And such kind of way really made me feel guilt. After I cannot present well*.This finding shows that the teachers' feedback really mattered in learning and developing confidence of the students. However, teachers should be considered the timing of providing feedback. If teachers interrupted and commented rudely, students became hopeless and demotivated from their learning.

In the context of language learning classroom, feedback means teachers'response or comments in students' work their teachers gave them feedback by giving information that they were right or wrong. Teachers praised and encouraged them when they students were right and provided feedback for improvement when the students were wrong. Teachers' feedback helped to improve of the students' performance. This study showed that most of the teachers used to provide oral feedback when the students were incorrect at the time of their presentation. Teachers gave positive feedback by encouraging them to learn and inspire too. The respondent had positive influence towards teachers' oral feedback. Teachers' feedback supported to build up

students’ confidence. However the ways of providing feedback should be considered while providing feedback. It was found that the teachers' feedback really mattered in learning and developing confidence of the students. However, teachers should be considered the timing of providing feedback. If teachers interrupted and commented rudely, students became hopeless and demotivated from their learning.

Engage in learning.Teachers’ feedback is one of the essential factors in order to make the students learn further. Feedback is seen as an ongoing process and integral part of teaching and learning process. The term feedback is often used to describe all kinds of comments including advice, praise and evaluation.Respondents said that,feedback helps students to develop their understanding and improve their performance. They said, feedback gives opportunities to reflect before revising. Feedback played an important role in teaching learning. It supported to the students to reach at the top of learning achievement. Feedback is one of the influencing factors of language learning. It is because, feedback let students know their weakness so they can correct and work hard. .

Respondent one shared;*Umm.... obviously, teachers' feedback plays role in learning. For the first time I presented in first semester and I was quite nervous. After my presentation, my teacher gave positive oral feedback. My teachers told me that your presentation was fine and your language fluency as well. But why are you nervous?..., don't be nervous, don't hesitate to speak and consider the body movements. We are like family and friends. There is nothing to be scare. After receiving such a positive feedback after presentation. I felt so good*.

As previous respondent, she also stated the same things. She said that teachers' oral feedback played great role in her life while learning English language. At the beginning of her semester in masters level, she was quite nervous to speak in front of teachers and friends. While she was presenting for the first time, she got very positive feedback from her teachers. After that, she realized that she should not hesitate to speak and she felt good and learn better.

Respondent two said;*Yes,. Teachers' feedback helped me to enhance my learning. In my case; at the beginning of my college time and in school days, I was very poor and even I could not produce a single sentence correctly. Later, I got feedback and support from my teachers for improving my speaking skill. In master level, while giving presentation in the class our lecturers used to give feedback and suggestion orally. And I used to be encouraged and motivated to do better in improving my speaking.*

Considering above narration, narrator had good experience of teachers' oral feedback. Her teachers' oral feedback enhanced, encouraged and motivated her for improving speaking and learning too. At the beginning of her college life, she couldn't produce a single sentence. After

the getting feedback and support from her teachers, she improved her speaking skills. She used to be encouraged and motivated to do better in improving her learning.

According to this study, oral feedback was very helpful for language learning. Students said that feedback could play a role as a motivational aspect. While learning second language or English language, teachers' oral feedback could help to overcome from the errors by their teachers on the spot. So that, they would not repeat the same mistakes again. Considering the respondents, they had good experiences of teachers' oral feedback. Their teachers' oral feedback enhanced, encouraged and motivated them for improving speaking and learning too.

Time of providing feedback. One of the ways ofinspiriting students in language learning is by giving feedback on their works. In the context of language learning classroom, feedback means teachers' response or comments in students' work. If feedback is only provided after the task, students cannot receive the information they might need while doing something. When providing oral feedback, the students can participate and ask question about the lesson or topic.Respondents told that the feedback was depended on teachers' habits. According to the respondent , some teachers provided feedback on the spot and corrected the students' mistake and some of teachers liked toprovide feedback after their presentation finishing.According to the students, theywanted feedback when they were wrong and in their mistakes while presenting. They added that if their teachers provided positive feedback by encouraging and inspiring they could feel good.

Respondent one said;*When I mispronounced a word, my teacher should correct it immediately so that I can repeat the correct form because after that I do not know what error I have just made. When I make a mistake about a grammar structure, my teacher should correct so that I can think about my errors.*According to this statement, student appreciated the teachers' feedback immediately because it would provide them with opportunities to repeat the correct forms which helped them to memorize the correct forms better. It increased the chance to remember the errors and the correct forms. Student said that correcting errors after the speaking activity or by the end of the lesson was not effective because they might have forgotten what they said and what mistakes they made.

Respondent two shared; *I want my errors being corrected after I finish my sentences not directly when I am speaking because it distracts me from saying things and will likely to forget what I am trying to say. So that is why I like teachers correcting me after finished and explaining the real grammatical system there not just randomly repeating the sentences and without telling me the reasons why did I do something wrong.*

It shows that, the distraction as the consequence of the direct correction or feedback was

the main reason why she did not have any interest to be corrected on the spot. Other factors why she disagreed with the direct correction were that the teachers only corrected the errors and provided revisions but somehow did not make any effort to deliver reasons why students' utterances were considered as errors. So, she wanted to get feedback along with explanation after she performed.

The findings show that the feedback was depended on teachers' habits. According to the respondent , some teachers provided feedback on the spot and corrected the students' mistake and some of teachers liked to provide feedback after their presentation finishing. Most of the students wanted feedback when they were wrong and in their mistakes while presenting. Respondents said that if their teachers provided positive feedback by encouraging and inspiring they could feel good. According to the them,they appreciated the teachers' feedback immediately because it would provide them with opportunities to repeat the correct forms which helped them to memorize the correct forms better. It increased the chance to remember the errors and the correct forms. Students said that correcting errors after the speaking activity or by the end of the lesson was not effective because they might have forgotten what they said and what mistakes they made. It shows that, the distraction as the consequence of the direct correction on the spot. So, they wanted to get feedback along with explanation after they performed.

Ways of providing feedback. Feedback supports to enable the teacher to decide how to help students and understand their language learning problem. Feedback is an essential part of language learning by which students can improve their weakness and strength themselves for learning. However, provided feedback may not always impact positively in learning. It impacts positively and negatively, it somehow depends on the way of providing feedback.Teachers' way of providing feedback is influenced by the teachers' attitude. Students always expect comments and responses from the teachers after their performances or work.Respondents' narrations reflected that some of their teachers did not response and did not entertain the questions. Some of the teacher wanted their performances like as teachers'. Very few teachers solved problem and supported them. Teachers' response mattered in language learning process.It means the students thought that if teachers listened to the whole utterances of students without interrupting would be the best method for them. In reality, providing correction while in oral presentation would be somehow disrupting because students could immediately fail to deliver ideas that they had prepared. Moreover, the audiences could be also distracted by the unexpected corrections from teachers in dealing with the error utterances.

Respondent one said; *I want my teacher give me feedback personally. I am the type of person who can accept what others say about me. Sometimes, it depends on my mood. If I am*

*corrected in polite ways, I will receive their correction or feedback along with the presentation. When the teacher is rude, I want to be corrected at the end ... personally, not mentioning the name.*According to this narration, feedback given when teachers were angry did not have good impact on him. The corrections and feedback could in some ways were advantageous. When the teachers were in angry mood or rude, student could not get good feedback. At that time he wanted at the end of the lesson. If the way of giving feedback or correcting errors in polite way, he would agree to take that the correction for the errors he made. And he wanted feedback at the end of the class without revealing the names of students doing wrong.

Likewise respondent two shared;*Umm.... It depends on work. Sometimes, teachers divide us into several groups and give us some topic or some works to present. At that time, teachers give us feedback in group. Sometimes, we present single one by one. At that time, we get individual feedback after our mistakes. But all the time, we want individual feedback from our teachers.*According to the narrator, teachers' feedback depended on the work. Sometimes teachers create the group and given a work to the group at that time, teachers provided feedback in a group. Otherwise, students got individual feedback. He wished feedback personally rather than in group.

Students always expect comments and responses from the teachers after their performances or works. The respondents said that some of their teachers did not response and did not entertain the questions. Some of the teacher wanted their performance like as teachers'. Very few teachers solved problem and supported them. When they got feedback they learn. The student thought that if teachers listened to the whole utterances of students without interrupting would be the best method for them. In reality, providing correction while in oral presentation, students could immediately fail to deliver ideas that they had prepared. Moreover, the audiences could be also distracted by the unexpected corrections from teachers in dealing with the error utterances. According to them that feedback given when teachers were angry did not have good impact on them. The corrections and feedback could in some ways advantageous. When the teachers were in angry mood or rude, student could not get good feedback. If the way of giving feedback or correcting errors were politely, they would agree to take that the correction for the errors they made. Respondents stated that, most of the teachers provided oral feedback. While they were presenting on the specific topic at that time, teachers noticed their errors on the spot and corrected the errors verbally. Sometimes teachers created group and given a work to the group at that time, teachers provided feedback in a group. Otherwise, students got individual feedback. They wished feedback personally rather than in group.

Types of teachers' feedback provided to the students. Teachers can provide oral feedback differently to the students in the classroom by considering time, number of students, content etc. The researcher has attempted to know how the respondents got oral feedback. It is found that basically teachers have provided immediate feedback orally rather than in written form. In this regard, the respondents shared that it was better to teach and provide immediate feedback according to the students' understanding level. Teachers' immediate feedback supported to make easy to learn the particular language. If the teachers taught according to the students' learning ability or understanding level, students would feel very easy to learn.It revealed that their errors were corrected directly or straight forwardly when it occurred during the learning process. However, they didn't like being corrected when in the presentation. The preference of not being corrected directly because the feedback during the performance could distract them in presenting ideas. They said that they would be favorable if their errors are corrected after theyhad done with their presentation.

Respondent one said; *Normally, teachers provided both positive and negative feedback in oral form. In the primary level, we used to get oral feedback because of large number of students providing written feedback was not possible in the classrooms. In masters level, sometime I got written feedback after completing my assignment. There are several considering things: a teacher should consider while providing feedback; only one thing is not sufficient for making effective and interesting learning.*From these narrations we can say that because of students' level, large number of students, estimated time and content teacherspreferred to provide immediate feedback orally in the classroom. For addressing and maintaining the students' eagerness or queries teachers practiced the oral form while providing immediate feedback.

Respondent two said:*I am the girl who loves to interact with teachers in the classroom from the early grade. In comparison to the other students I often asked questions and interact with teachers in the classroom. At that time, my teachers responded my questions and provided feedback immediately which leads me for further study. When I started to get immediate feedback from my teachers I reflect myself and improve my English.* The data above shows that teachers' immediate feedback helped to reflect on their own performance so they could take improving steps in the coming days. Furthermore, teachers' immediate feedback encouraged studying more and keeping update regarding their subject matter. Additionally, it created an interactive environment in the classroom.

From the findings, it was found that because of students' level, large number of students, estimated time and content,teacherspreferred to provide immediate feedback orally in the classroom. For addressing and maintaining the students' eagerness or queries teachers practiced

the oral form while providing immediate feedback. The study showed that teachers' immediate feedback helped to reflect on students' performance so they could take improving steps in the coming days. Furthermore, teachers' immediate feedback encouraged studying more and keeping update regarding their subject matter. According to the students, it was better to teach and provide immediate feedback according to the students' understanding level. Teachers' immediate feedback supported to make easy to learn the particular language. If the teachers taught according to the students' learning ability or understanding level, students would feel very easy to learn. It revealed that their errors were corrected directly or straight forwardly when it occurred during the learning process. However, they didn't like being corrected when in the presentation. Because the feedback during the performance could distract them in presenting ideas. They said that they would be favorable if their errors are corrected after they had done with their presentation.

Chapter-5

ConclusionsandImplications

This chapter deals with the findings, conclusions and implications of further improvement to the different applications.

Findings

This study was intended to explore the students' beliefs on the role of teachers' oral feedback in ELT classrooms. After analyzing and interpreting the collected data, I came up with this findings:

- Teacher's oral feedback as a reinforce tolearn second language.
- Teacher's oral feedback encourage, inspire,motivate,support and guide in engage the studentsin their learning improvements.
- Studentswanted feedback on the spot when they were wrong. So that they could improve their learning. Otherwise they might have forgotten their errors.
- Students preferred oral feedback from their teachers in a positive and polite way.
- For addressing and maintaining the students' eagerness and queries, teachers practiced oral feedback due to the large number of students.

Conclusions

After analyzing and interpreting the collected data, I came up with the conclusion that teachers' feedback had constructive role in students learning.I found that language learning could not be meaningful until the teachers and students actively involved in the learning process. In the same way, teachers inspiring comments, friendly manner and equal opportunity highly valued in the learning. Moreover, the role of teachers' oral feedback and the ways of providing feedback cannot be ignored. Oral feedback was practiced by all the teachers. The respondents had experienced of oral feedback more because of the number of students.

The students highly motivated when their teachers provided feedback immediately after their performance with smiling face and in polite ways. So, we can state that teachers' emotions and politeness influence on the ways of providing oral feedback. Oral feedback supported to identify the mistakes and showed the right steps for improvement on the spot. The teachers' oral feedback was taken as a motivational part in learning by the students. It assisted to develop speaking skills and performance in English language learning. Studentscommitted errors while transferring the first language rules to generalize second language rules. And sometimes they committed errors due to the misunderstanding of their teachers' intentions.

Research showed that most of the teachers used the oral feedback when the students are incorrect at the time of presentation. Providing feedback was depended on teachers' habits. Some teachers provided feedback immediately and some of the teachers provided later. And the students wanted the feedback on the spot while they were wrong immediately. It increased the chance to remember the errors and corrected forms otherwise they might have forgotten what mistakes they made.

Teachers' feedback played great role in learning. So they always expected comments and responses from their teachers after their performance. It is found that the students were highly desirous to receive feedback when they were presenting. They said that feedback was important and necessary for learning. Students wished to be corrected as much possible to improve performance. Feedback helped to increase confidence while speaking. Oral feedback was supportive in expanding the communication skills. The act of correcting errors in learning and teaching was worthy for students to learn. If the errors were not corrected, the students would not assume that their language utterance was acceptable and they improved nothing.

Students could immediately fail to deliver ideas that they had prepared when the teachers interrupted at the time of presenting. When their teachers were in angry mood or rude, they couldn't get good feedback. It distracted them. Itis cleared that, the students wanted feedback personally so that they could participate and involved actively in the classroom activities.

All the respondent talked about the oral feedback as motivated aspect, inspiration, encouragement, role model, reinforce, guidance, supportive, facilitator, self-reflection etc for improving their language learning.

Implications

On the basis of the findings and the conclusion of the study, some points of implications can be presented;

Policyrelated

On the basis of the findings of the study, the following policy relatedimplications can be made;

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

b) To be a professional language teacher means to develop linguistic, pedagogical, cultural,

critical thinking and having knowledge of emotional intelligence. However, the teachers are not considered seriously those aspects while providing oral feedback. So, making effective ways of providing feedback, the government should address by making students friendly policies.

c) For making students friendly environment, the curriculum and syllabus designer should consider students' perceptions, level and interest in the present curriculum.
d) The policy should be adopted in teaching English language to enhance the students' performance.

Practicerelated

Practicerelated implications can be listed below:

a) students can identify and improve their mistakes immediately after getting oral feedback immediately in the classroom. So that teachers should oral feedback in English language teaching and learning activities.

b) Oral feedback is one of the motivational thing for making the students' performance better and it is most practiced and important. The school and college administration should maintain the number of students and time so, that teachers can provide oral feedback to all the students immediately in the classroom.

c) The teaching items should be related to age, level, interest and teachers should praise, encourage, motivate, facilitate, guide when students are wrong. So that, students can improve and develop their learning activities.

d) The role of teachers' oral feedback should be taken as supportive, facilitator, motivated, inspiring, praise, encouragement, guidance, enhancer, reinforce, role model and for the self-reflection in English language teaching and learning classroom.

Further researchrelated

The findings of one research is not enough or final itself. This study was limited in exploring the students' beliefs on the role of teachers' oral feedback in ELT classroom. It has limitations in terms of study population, sample and data collection and so on. So further researchers can be conducted concerning the limitations of this research. Here, some of the other related areas are recommended for further research.

a) Further researchers can investigate teachers' beliefs on oral feedback in ELTclassroom.

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

c) New researchers can conduct a research on the influences of oral feedback in ELT classroom.

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Appendix I

I took interview to collect required information with the help of unstructured questions on **the students' beliefs on the role of teachers' oral feedback in ELT classrooms**under the supervision of **Dr.Gopal Prasad Pandey**, Head of the Department of English Education, Kirtipur, Kathmandu, Nepal.

Questions asked for collecting required information were as follows;

Research Tools

1. What types of errors do you commit while learning English language?
2. Do your teachers correct your errors? How do they correct? Do they provide correct feedback?
3. In what situation do you want your teachers give you feedback?
4. How do your teachers address your questions in the classroom?
5. When do your teachers used to give feedback?
6. What types of feedback do you want your teachers to give you?
7. How do your teachers provide feedback in the classroom?
8. How do your teachers give oral feedback – individual or in group in the classroom?
9. Do you think feedback is important? Why? How?
10. In your perception does oral feedback really help or beneficial to your language learning process?
11. Does the teacher feedback help you to enhance your learning? How?
12. Does the teacher feedback play role in learning a language? How?
13. What can be the role of teachers' oral feedback in your view?
14. How do you perceive the role of oral feedback in your learning?
15. What is your perception or beliefs about oral feedback?

Thank you for your co-operation!

Appendix II

Respondent one:

1. What types of errors do you commit while learning English language?
   - As we Nepali students of learning English language. Normally, we commit inter-lingual and intra-lingual errors because of our mother tongue is differ from the language that we learnt language. As we second language learners, we transfer of rules from the mother tongue. Sometimes we commit errors due to over generalization of second language rules.
2. Do your teachers correct your errors? How do they correct? Do they provide correct feedback?
   - Yeah, they correct my errors and mistakes. They provide feedback us in positive way. Teachers' feedback really helps us to improve ourselves. They encourage us, motivate us to make sure to learn.
3. In what situation do you want your teachers give you feedback?
   - I want my errors being corrected after I finish my sentences not directly when I am speaking because it distracts me from saying things and will likely to forget what I am trying to say. So that is why I like teachers correcting me after finished and explaining the real grammatical system there not just randomly repeating the sentences and without telling me the reasons why did I do something wrong.
4. How do your teachers address your questions in the classroom?
   - Umm.... It depends on work. Sometimes, teachers divide us into several groups and give us some topic or some works to present. At that time, teachers give us feedback in group. Sometimes, we present single one by one. At that time, we get individual feedback after our mistakes. But all the time, we want individual feedback from our teachers.
5. When do your teachers used to give feedback?
   - When I mispronounced a word, my teacher should correct it immediately so that I can repeat the correct form because after that I do not know what error I have just made. When I make a mistake about a grammar structure, my teacher should correct so that I can think about my errors
6. What types of feedback do you want your teachers to give you?

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

7. How do your teachers provide feedback in the classroom?

- Usually our teachers give us feedback by orally. Here, in semester system, we have to present on the specific topic and teachers give us oral feedback on the spot while we are incorrect. Most of the teachers provide feedback by verbally or orally.

8. How do your teachers give oral feedback – individual or in group in the classroom?

- Umm.... It depends on work. Sometimes, teachers divide us into several groups and give us some topic or some works to present. At that time, teachers give us feedback in group. Sometimes, we present single one by one. At that time, we get individual feedback after our mistakes. But all the time, we want individual feedback from our teachers.

9. Do you think feedback is important? Why? How?

- Yes. I think feedback is very important because we are learners, we commit lots of mistakes and errors. Teachers support to identify our mistakes and give us corrective feedback. So that, we can improve ourselves. Feedback let us know our weakness. Feedback gives opportunities to correct our mistakes. Teachers' feedback motivates us for language learning. It can function as an effective tool for making learning interesting.

10. In your perception does oral feedback really help or beneficial to your language learning process?

- Yes. Of course. Oral feedback really helps us in our language learning process. Oral feedback is a motivational aspect. We commit so many mistakes and errors while learning. If we get oral feedback on the spot from our teachers, we can improve and we will not repeat the same mistakes again.

11. Does the teacher feedback help you to enhance your learning? How?

- Yes,..teachers' feedback helped me to enhance my learning. In my case; at the beginning of my college time and in school days, I was very poor and even I could not produce a single hsentence correctly. Later, I got feedback and support from my

teachers for improving my speaking skill. In master level, while giving presentation in the class our lectures used to give feedback and suggestion orally. And I used to be encouraged and motivated to do better in improving my speaking.

12. Does the teacher feedback play role in learning a language? How?

- Umm.... obviously, teachers' feedback plays role in learning. For the first time I presented in first semester and I was quite nervous. After my presentation, my teacher gave positive oral feedback. My teachers told me that your presentation was fine and your language fluency as well. But why are you nervous?..., don't be nervous, don't hesitate to speak and consider the body movements. We are like family and friends. There is nothing to be scare. After receiving such a positive feedback after presentation. I felt so good.

13. What can be the role of teachers' oral feedback in your view?

- As we are second language learners, we make errors while learning and performing and at the time of speaking. At that time correction or feedback should be provided by our teachers. Teachers' feedback helps to develop our understanding and improve our performance and speaking skills. Teachers' feedback let us know our weakness so we can correct them. And also gives us opportunities to reflect ourselves. So that we can achieve our learning goals. At last, I take the role of teachers' oral feedback as a facilitator, evaluative and self-reflective for better learning.

14. How do you perceive the role of oral feedback in your learning?

- Wecan not get enough feedback throw written due to the time. We get oral feedback from our teachers. I often get positive feedback from my teachers after completing my works. But some of the teachers responses us in a biased manner. Like the students who speak less and talkative in nature, teachers become angry quickly at them. But I think teachers should behave equally to all the students. And teachers' oral feedback plays important role for our learning. Some of the teachers provide feedback politely. As a teacher should be a role model. So that we can get positive vibes to learn. I take the role of the teachers' oral feedback as a supporter and a guider. After getting teachers' oral feedback we can realize our mistakes or errors and we can improve and reach the top of the learning.

15. What is your perception or beliefs about oral feedback?

- In my opinion, oral feedback is a good thing to do when a teacher gives a lecture to the students. And this way is good to make students more confident with their speaking and also can make them better to speak and it will encourage them to be better.