

**Feedback Techniques Employed by Secondary Level Teachers in Developing
Students' Speaking Skills**

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

**Submitted by
Om Bahadur Thapa**

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

2023

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Declaration

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

Date: 2079/08/28

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Om Bahadur Thapa

Recommendation for Acceptance

This is to certify that **Mr. Om Bahadur Thapa** has prepared this thesis entitled **Feedback Techniques Employed by Secondary Level Teachers in Developing Students' Speaking Skills** under my guidance and supervision.

I recommend this thesis for acceptance.

Data: 14th Dec, 2022

.....

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwel Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Dr. Renu Singh (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 4th Sep, 2023

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis**

Evaluation and Approval Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Head and Reader

Chairperson

Department English Education

Tribhuvan University, Kirtipur

Dr. Ram Ekwel Singh

.....

Reader

Expert

Department of English Education

Tribhuvan University, Kirtipur

Dr. Renu Singh (Supervisor)

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 4th Sep, 2023

Dedicated**to**

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Abstract

The present study of **Feedback Techniques Employed by Secondary Level Teachers in Developing Students' Speaking Skills** was carried out to analyze the feedback technique used by Secondary School Teachers. This was a survey research. The population of the study included all the secondary level English teachers of community and institutional schools of Gulmi district. 30 teachers were selected through simple random sampling procedure. Close ended questions and observation checklist were the main tools that were used to collect the data. The data were analyzed and interpreted using statistical tools such as frequency and percentage. The findings of the present study demonstrate that the most of the secondary level English teachers were found using feedback in developing speaking skills. It was found that the facial expression, hints to the students, reformation, statements and questions, repeating were maximally used as feedback techniques for teaching speaking. Similarly immediate, oral and positive feedbacks, warm up in speaking were practiced in the classroom whereas negative feedback, recording mistakes, and punishment to students were less employed by the English teachers at secondary level. Likewise, insistence on reward to students, self- correction, feedback in mass, conduction of interviews in English and oral presentation were frequently used to motivate students in teaching speaking.

This thesis has been divided into 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. The second chapter incorporates the review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. The third chapter deals with the methods and procedures of this study, design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation. Similarly, the fourth chapter encompasses analysis and interpretation of data. Moreover, the fifth chapter deals with findings, summary, conclusion and recommendations of the study. References and appendices are included in final section.

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List of Abbreviation and Symbols

T. U.	:	Tribhuvan University
No.	:	Number
L2	:	Second Language
ELT	:	English Language Teaching
NELTA	:	Nepal English Teachers' Association
P.	:	Page
OQ	:	Objective Question
OC	:	Observation Checklist
%	:	Percentage
M. Ed.	:	Master of Education
CUP	:	Cambridge University Press
S. N.	:	Serial Number
INT'L	:	International

Chapter One

Introduction

This is the study entitled **Feedback Techniques Employed by Secondary Level Teachers in Developing Students Speaking Skills**. This section 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 the Study

The demand of teaching English language in present world has been the most essential part of our life. It has been a prominent international language which is called link language by many people. Most of the books, reports, journals, articles, newspapers are published in English at present era. The application of English has been immensely increasing in business, education, sports, literature, communication, politics, and technology. Crystal (1998) says "English is the mother tongue of more than 300 million people in the world. Similarly about 3000 million people speak English as a foreign language in the universe". English is an international language which is being taught as a foreign language in Nepalese schools. English is taught and learnt as a compulsory as well as optional subject in our country. Particularly, language has four skills: listening, speaking, reading, and writing. Listening and speaking are the primary skills whereas reading and writing are the secondary skills. Any learner can have mastery over the language only by teaching four skills of language. That is why all the language skills are equally to be focused while teaching language. In the past, reading and writing were focused much more than listening and speaking but present curriculum has focused the four skills respectively at secondary level.

Speaking skill in a second or foreign language involves as the development of utterance. It has received a significant value for the school level students because they should express their agreement and disagreement through speaking. On the other hand, speaking ability on the basis of which our guardians and parents in particular and society in general measures the learning achievement of their children to exchange their ideas with people of any nationality who speak or write in English. Therefore, to develop speaking skills in the language learners, we need to provide

feedback. Brown (1987) mentions socio-cultural and personal factors that are interrelated with the living style, beliefs, ideas, and customs of the concerned society. But on the other hand, personality factors are directly associated with self-esteem, inhibition, risk taking, anxiety, empathy extroversion and motivation. Motivation does not control or guide specific forms or behaviour but influences behaviour by emerging innate or associative tendencies.

There may be the several elements to motivate the learners among them feedback is one which encourages learners in developing speaking skills. In the absence of feedback, the learners do not create their curiosity in learning any skills of language and what specific feedback they need depends on exactly what they are doing. Ur (1996, p. 98) says, "Feedback is information that is given to the learners to learn about his or her performance of a learning task usually with the objectives of improving his or her performance". The special care of feedback should be given to learners rather than giving much feedback to them. Feedback cannot improve all the learners at all the time but can make them access on assessment by their appropriate judgment in language creation. It should observe on what is the change occurred? And why is it employed? Feedback assists classroom activities that develop learners' ability to express themselves through speech innovation as a component of a language course.

Teachers can help any learners for improving the major and minor mistakes of students' speech production. The learner requires feedback for successful learning of language skills. I come to know that feedback will obviously construct a confidence in their performance with positive criticism.

The learning of a language learner may be affected directly or indirectly by different factors such as age, motivation, aptitude, environment, exposure, procedure, intelligence, attitude, personality and learning style and among them the most significant factor is feedback which plays the crucial role in developing speaking skills. Feedback is beneficial for the learners for various reasons. It assists the learners to decide the correctness and appropriateness of their linguistic performance.

Statement of the Problem

We understand that the meaning of feedback involves as a judgment of learners' learning. The purpose of giving feedback to learners is to promote their learning so learners may commit mistake in speaking. Mistakes are corrected in every skill and aspect of teaching of English language. It should be noted that feedback is not a criticism, but it is for the improvement of mistake and errors. Feedbacks of the teachers help student to reflect what and how they are performing, showing them their strong points along with their weak point to prove in future. Keh (1989, p. 21) says, "When teachers leave mistakes untreated the defective language serves as an input model and acquired by students in class". Language learners may face a high risk of repeating errors in coming days so that it should include information on what learners did right as well as wrong and why?. If the learners frequently commit the wrong production of speech sound that should be corrected promptly otherwise, the learners learn the incorrect form and structure of language.

Unlike reading, writing, and listening skills, speaking requires some degree of real exposure to the learners. Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes and errors. Therefore, effective feedback techniques as well as varieties of feedback help student learn correct form of language without any obstruction and motivate them towards their learning. But the main problem in Nepal in teaching speaking skills is that the teachers are unknown about feedback techniques and their proper functions in language learning either writing, listening or speaking and reading. According to Bound (2002) states that a good 'feedback is given without personal judgment or opinion, given based on the facts always neutral and objective and focused on the future' (p.7). Even the teachers are less conscious and aware about feedback techniques while teaching language skills. It is generally observed that teachers give less priority to feedback in Nepal. Particularly, in speaking skill, students are not motivated due to lack of effective feedback. Similarly, learners are less successful in the development of speaking skills. In order to avoid these problems, this study attempts to explore the techniques employed by Secondary Level English teachers to provide feedback in developing speaking skills to language learning. Though the speaking skill is given less importance in our context, it is

equally important like other three skills reading, writing and listening. The secondary education examination has provisioned 25 marks for practical part therefore speaking skills must be given higher priority to acquire fluency in English.

My experience during teaching speaking skills reveals that the students hesitation, shy and nervous when they have to speak on any particular topics. Because we secondary level English teacher provide less time to them for developing their speaking skills in foreign language learning. We neglect their learning of language either they produce correct form or incorrect structure of language. I have heard the wrong production of speech when they speak in English for example I asked the student, where is your friend Mina? They replied as she is going her home or somewhere else. They produce this kind of sentence in the class instead of saying she went her home because she has already moved. This is happening in speaking skill of foreign language because we do not provide appropriate feedback to the students when they learn speaking skill in a foreign language.

Objectives of the Study

This present study had following objectives:

- a. To analyze feedback techniques used by secondary level English teachers in developing speaking skills of the learners,
- b. To find out the techniques used by teachers in correcting mistakes and errors.
- c. To suggest some pedagogical implications.

Research Questions

This research had the following research questions:

- a. What are the feedback techniques used by secondary level teachers in developing students' speaking skills?
- b. Which techniques or activities are applied to correct mistakes and errors of students?

Significance of the Study

Feedback refers to the information given to the learners after they have performed some linguistic behaviour. In other words, it denotes to what a teacher says or does after his or her learners' performance. In the case of L1 acquisition, there is no more significance of feedback but in L2 learning, feedback plays a very significant role. Feedback is a strong weapon that influences teaching and learning of any foreign or second language. Feedback encourages students and transparently shows language as what is right and what is wrong or what to be continued and what to be stopped in developing speaking skills, it is provided and received appropriately. The way of delivery of feedback become suitable and comfortable in the language classroom, definitely the outcome of result appears in a positive way. English language teaching (ELT) teachers should apply effective techniques of speaking and feedback to their learners for the betterment of their speaking skill in second/foreign language. These effective feedbacks change their current language status and make them good at language skills.

This research is highly significant especially in teaching speaking to enhance speaking skills of learners. The finding of this study will be beneficial for prescribing and designing teaching materials and syllabus in different parts of the country. And this research will be helpful to trainers to conduct trainings on feedback. It primarily supports to get mastery over speaking skills to English language teaching teachers. Similarly, this study will be helpful to textbook writers to write text on feedback or to mention the exercise like peer checking, group work, project work in text which are very effective sources to receive feedback for others. Furthermore, this study will be useful to language teachers to apply varieties of feedback techniques in their teaching items. Mainly this study will be supportive materials to other researcher who prefer to carry out further research works on feedback in relation to teaching language skills.

Delimitations of the Study

The present study had the following limitations:

- a. The study was limited to thirty secondary level English teachers of Gulmi district

- b. This study was limited to ELT classes.
- c. This study was limited with questionnaire and observation checklist for the data collection.
- d. The study was limited with feedback techniques used by secondary level English teachers in speaking skills only.

Operational Definitions of the Key Terms

Feedback: the information given to the learners after they have performed some linguistics behavior. In my study it will be a tool to enhance students' speaking skills

Techniques: a particular method of doing something in a classroom. Here, it is a way of providing feedback.

Speaking skills: an ability of learner to interact with many people successfully through language. It involves comprehension as well as production.

Echoing: this is a way of indicating errors by pin pointing. In this technique we repeat what the students have said.

Reformulation: a technique of correcting the students' mistake

Chapter Two

Review of Related Literature

This chapter consists of the related theoretical literature and review of related empirical literature. In the same way, implications of the review of the study and conceptual framework are also included in this section.

Review of Related Theoretical Literature

This section includes theoretical review regarding feedback techniques in order to develop speaking skills.

Feedback. Though the term 'feedback' seems common to all, it is very difficult to define it in a single sentence. Feedback is information provided by the teachers to their learners. It is information given to the learners or teacher about learners' performance relative to learning goals or outcomes. Feedback is generally perceived as information provided to learners in order to improve their performance. The powerful function of feedback is to pay the attention of instructor to errors or weakness in their teaching methods that might be improved. It is information of a teacher or another speaker, including another learner, given to learners on how well they are doing either to help the learners improve specific point to help plan their learning. Keh (1989, p. 18) defines feedback as "any input for revision". So feedback is a statement which dignifies the quality of students on assessment of language production. As Littlewoods (1981) and Lewis (2002) also point out, feedback means telling learners about their progress and sowing them their errors in order to guide them to areas of improvement. Feedback can be divided into two types on the basis of medium that is oral or written. So feedback is information provided by the teachers to their learners.

Likewise, feedback is that kind of information by which students can improve their performance in any type of tasks. The feedback in relation to assessment, Sadler (1989, p. 123) says that formative assessment is "specially intended to provide feedback on performance to improve and accelerate learning". According to him, the speed of foreign language learning process takes place rapidly when feedback is employed to the learners unless their improvement and progress appears. Moreover, Richard and Schmidt (1985) define feedback as "any information which provides a

report on the result of behavior". We can say that feedback is like a comment given by listener, reader or viewer for the improvement and betterment of the students' output. Giving feedback helps students to develop their proficiency in English speaking.

Meanwhile, feedback is a significant tool which is always used in learning for improving their ill manner. Without feedback, students become unable to know what has been performed either right or wrong in their accomplishing the tasks. In this regard, Kepner (1991, p. 141) defines feedback in general it stands as "any procedures used to inform a learner whether an institutional response is right or wrong". In teaching feedback is used to notify learning prevailing status of language learning. Wong (2006, p. 42) states 'feedback is the information about current performance that can be used to improve future performance'. It means that feedback is applied for future correction and encouragement for learning.

In addition, feedback is information or notice of opinion regarding style of language learners. Learners get their knowledge empowered in their learning. While teaching language and other subjects, feedback is employed to grasp attention of learning in order to enlarge their right habit in language learning in forthcoming days. In this sense, Guenette (2007) writes:

A type of feedback that does not take the special variables of motivation to considerate is always doomed to fail. If the students are not committed to any errors for improving their speaking skills, they will not improve, no matter what type of feedback is provided (p.42).

Feedback plays pivotal role in language teaching to minimize the chances of repeating errors by students. In the case of teaching Ur, (1996, p. 242) says "in the context of teaching in general, feedback is information that is given to a learner about his or her performance of a learning task, usually with the objectives of improving his or her performance".

What we can conclude from the aforementioned definitions and ideas is that feedback is an important element in the process of second language teaching and learning. The main aim of feedback is improving of second language of students by giving suggestions and, pointing out their mistakes through oral or written form. This is equally significant to corroborate the performance of student while learning

language. Feedback is given to learners to encourage the strength points and it is also given to discourage the weakness points which they frequently commit while learning of second language. We can obtain the feedback from teachers, external people, and environment and even learners themselves while practicing.

Significance of teacher feedback. Feedback is an element that improves the learners' fault and even strength. Hattie and Timperly (2007) write, "Feedback is one of the most powerful influences on learning and achievement" (p. 89). We see that teacher's feedback helps student reflect what and how they perform, showing them their strong points to strengthen as well as the weak points to improve in future. Likewise, Moss (2002) says 'the learning of students can be extended when a teacher uses maximum number of feedbacks in his classroom which would gear up students' devotion for their actual learning'. Similarly, Tulsi (1995, p. 43) argues that teacher feedback is a part of the classroom interaction routine that when it is present after a student response, students know that there must be something wrong or unsatisfactory about the response.

In the field of teaching and learning of second language, feedback gives the learner information about the quality of his language performance in the form of encouragement for his success and correction in his future. The role of feedback in the learners' acquisition of language is crucial. Adult input shapes the learners acquisition and interaction patterns between learner and parents change according to the increasing language skills. Continual interventions from teachers enable learners to learn fast because they are good imitators. The earliest stage of learners' language acquisition, there manifest a good deal of surface imitation. The learners need constant feedback from the teacher to reduce the gap between what had been learnt and what should be the actual learning of learners because they understand more than they produce. The learners are themselves the source of learning language skills, but they require possible techniques of feedback to dilate the horizon of language.

Techniques for teaching speaking skills. Various scholars have explored different techniques for teaching speaking in their own way. In this regard, Harmer (2008) has presented the following techniques to provide feedback in speaking skills.

Feedback for the course of oral work. When a teacher teaches speaking part of English language, teacher should focus on the oral performance of student during this period. Though feedback is authentic for both assessment and correction may harm during oral work. Teacher should not necessarily deal with all oral production in the same way. Decisions about how to react to performance will depend upon the stage of the lesson and activity of the learners.

Correctness and command. The use of feedback techniques in language learning supports to enhance correctness and command particularly, a difference is constructed with correctness and command. Any kind of special activity should be designed to ensure the learners correctness for the study of utterance and grammar. When we teach speaking they should make command with perfect accuracy of language production. We must provide a transparent difference with non-communicative and communication activity which exactly relates accuracy for the learners learning of language but most of the students expect feedback in their speech performance to improve language fluency.

Provision of feedback to accuracy work. In this stage, the teacher works as a facilitator to show mistake and help them to reduce such kinds of weak points in language learning. When a teacher teaches speaking he or she has to focus for correcting mistakes committed by students with two different phrases. In this first phrase, teacher must point out learners' mistakes and in second phrase he or she should help to provide in language learning specially in speaking as a foreign language. The only teacher can point out student errors and laps or slips rather they make in negligence. After indicating these errors and inflammations in language, a teacher hopes that they improve or correct their lacking in language learning. Furthermore, other techniques are also listed below to avoid such mistakes and errors in learning language.

Demonstration of inaccuracy. it can be shown with different ways:

Repetition in language use. in this technique, a teacher asks his or her students to repeat the same language production that they have said. If it is not clear for speech production, the teacher asks again and again to do the same for improvement.

Echoing. this is another most important technique which can point out the major error. Even the teacher repeats what kinds of statement is said by the students and focuses the incorrect parts of speech production for example flight no. 409 who goes to Paris. This technique is used to show incorrectness of speaking using question and intonation.

Affirmative and interrogative. In this technique the teacher can say that your try is best if it is correct and appropriate. If it is not good and quiet perfect, can say it is hardly right.

Facial expression. This is also an equally significant technique to avoid errors and mistakes in speaking which suggests to employ in language class if the task does not seem enough good and really appreciable. The teacher can use a wobbling hand, bodily gesture to indicate the wrong production of utterance. It cannot be used in all the circumstances for teaching speaking.

Hints application. It is the next kind of guiding any learners to learn language. This is a way of suggesting the students to captivate their real learning of a language. It also supports the learners from mislead and wrong use of language for example learners should have employed present simple rather present perfect. The teacher can point out their inappropriate use of language and make them think about subject verb agreement. The use of hint to learners develops upon the teachers and students because how much they need to give hints to extend speaking skills.

Reformation on speaking. it is an important technique of the language correction more specially implies for language structure and correctness. In this technique facilitator asks to follow the improved version of language. It is mainly applied for reformatting the phrases, sentences and grammatical structure in language use. We can make it clear with an example as shown below:

Student: He said I, me was delay

Teacher: Ops he said you, you were delay, did not she?

Student: hum, yes, I regard her reported me. He was very unhappy and...

Reformulation is a fast and quick response of what language has been used and what must be the language. Even it does not give any pressure to learners for the use of language but it reminds to make correction of language.

Approach to correction. this is the most significant way of language correction in speaking if the students do not correct their mistakes and errors themselves. The teacher must pay attention for the correct version of language production. In this techniques we can say accurate form of language by giving more priority and if they make wrong production of language with their fluent voice. We can make correct and tell them incorrect form correctly. They may say it go to France. Thus this is an inappropriate use of grammar can also be corrected by the teacher when his or her students come with incorrect language use. Although the students speak and use wrong language we more focus to use by themselves as the peer correction and support.

Feedback through fluency work. The special consternation we provide and respond the students when they are guided through fluency activity or a task. It does not only focus on how they deal with speaking at the time of having activities but also insists on how to perform the various language content rather than the form of language during fluency task. The teacher should always tackle with the problems, which they suffer. After these all, the teachers have to encourage the students to do the next for the better fluency throughout activity session. Under this session the following techniques are followed:

Nobel improvement. It regards to the correction of minor mistakes during fluency tasks. This is a technique in which the students are instructed to tell of what they are intended to tell in a foreign language. More specifically, they are promoted with regulation of reformation, noticing their lapses in language production and way of language using in different context and setting. Their interruption in language use can be explained with given examples:

Student₁: Where I go on holiday, I mostly prefer to go hiking in a vacation.

Teacher: But I do not like to go for hiking in vacation.

Student₂: Yes, I do enjoy with hiking and visiting new places which gives us jovial experience and knowledge.

S₃: I barely enjoy with hiking because it is long journey with various exercises.

The students usually require various kind of suggestion or reformation with tremendous supporting for language learning. During the language learning, the teachers should know what kinds of technique assists to extend their language and learning equally must be aware with the ever correction of mistakes committed by students in their accuracy and fluency. It is better to know the best technique that support to enhance their expected learning.

Keeping record of mistakes. recording of mistakes of learners seem a best way of quick improvements. This technique definitely allows the teachers to listen their learners' mistake or wrong utterance of language learning. When the learners record their mistakes help the learners to give positive feedback regarding the performance is not recorded. It is probably simple to forget what they have said. It actually supports to do audio and video recordings of learners' performance in language. But it may create some problems to give exact feedback through recording mistakes.

The final task. This is a final task in which the teachers provide a lot of assessments with appropriate feedback to the learners. What kinds of performance are made by the learners and what they feel in learning of a language? The teachers attempt to know their difficulties and their easiness for production of language. We can also explore the problems faced by the learners in language learning.

Types of feedback. Feedback can be categorized into different types with their various bases either oral or written on the basis of medium an either positive or negative on the basis of polarity. Glattulo (2000) and Harmer (2001) divided feedback in three types as corrective, evaluative, and strategic. Corrective feedback insists on helping learners notice and correct errors. So, this type of feedback explains why correct responses are correct and incorrect ones are incorrect. In language learning, corrective feedback is primarily concerned with accuracy. But in other words, evaluative feedback aims to provide a judgment on the learner's performance. Gattullo (2002) suggests that evaluative feedback is the dominant in second and foreign

language classroom, while evaluating the learning of learners either it is good or should improve more. Finally, feedback is a guideline aims to spread the different kind of advice regardless of their learning abilities. According to MC. Narmara (1999) and Anyon (2001) positive feedback encourages them. In the contrary, negative feedback expresses teachers' displeasure, frustration and involves some kinds of punishment.

It can also be suggested that teachers should be aware of the result of the feedback. So, the teachers should attempt to provide positive feedback. Negative feedback may develop negative attitudes of the learners towards learning.

Directive feedback. Giving directive feedback to the students supports to decrease doing mistake in language learning mainly speaking. A key decision for teachers is whether to provide feedback to learners individually or in group. Race et-al. (1998, p. 25) suggests, "It can be worth giving general feedback about common mistakes to the group rather individual". This kind of feedback becomes a tool to reduce the rate of making mistake by learners in future therefore giving feedback to the group is better than individual. Harmer (2001) suggests that to avoid frustration and to motivate our learners. According to him mistakes should not always be corrected in front of the class because learners may get discourage in learning. While teaching speaking as a foreign language the student may commit mistake so that the teacher should suggest either individually or in group not in front of the class.

Immediate feedback. Immediate feedback regards as a prompt comment of teachers delivered on the spot when learners make any good points or mistakes. This kind of feedback is given to the learners through correction and assessment during oral or written work. In this regard, Roger (2006) proposed that this feedback type is to promote accuracy, particularly during the drilling of the target language and during guided practice. The consideration must be given by teachers for the improvements of learning of language or disturbing. feedback should be given to the learners indicating their timing for further progress. In typical classroom setting, immediate feedback is more effective than other kinds of feedback. Students commit mistakes when they speak foreign language with their teachers so teachers provide immediate feedback to their students to avoid wrong structure of language use.

Delayed feedback. The term delayed feedback itself is a clear concept since it is delivered to the learners after the event either they make correct or incorrect language learning on the spot. Crystal, (1941, p. 178), "delayed auditory feedback takes place when a delay is artificially introduced into the transmission of speech between mouth and ear". Similarly, Harmer (2006, p.46) warns that one of the problems of giving feedback might affect students to proclaimed. If the learners are given feedback after the event, then there is high chance of forgetting it. Drapher (2010) mentions feedback timing depends on the type of feedback, type of knowledge, type of errors and present learner's skill level. Giving feedback to the students inside the classroom may harm their learning when it is given too late. The delayed feedback concentrates on the mistakes made by the learners to avoid their maximum chances further. Incidentally, delayed feedback may oppose the speaking skill of student and they learn the wrong production of speech when a teacher does not suggest him/her on time. Otherwise, teacher may also forget what the student has said when he/she is speaking.

Positive feedback. Positive feedback gives a good vibe to language students because it is a kind of constructive and actionable suggestion that enhances student learning experiences. Similarly, it is a very important to formulate confidence, morale and pleasure in learners which itself can result a powerful determination of learning outcomes. Positive feedback is important to encourage learners to continue their tasks. Learning English is hard but doing it blindly and without any kind of feedback and guidance is almost impossible so most of the feedback given to the learners through correction for improvement. The main purpose of providing feedback is to improve learner's performance. In order to make feedback meaningful, some kind of judgment is made. The role of teacher navigates to change the attitude more positively. Even the students should realize that making mistakes are simple steps as natural process learning. The learners' strengths and base of language learning are formed through positive feedback. Positive feedback molds the learner strength for better learning. Ur (1996, p. 243) says "Most of the feedback given to learners is through correction, direction at specific bits of learners produced language with the aim of bringing improvements". Meanwhile, positive feedback focused on an assignment that how a positive effect seems on learners in terms of their attitude and achievement. Sometimes, while giving positive feedback in the wrong production of language

student may develop their habit of producing wrong speech in speaking skill of language.

Negative feedback. According to Gas and Selinker (2009, p. 225), "Negative evidences refers to the type of information that is given to learners concerning the incorrectness of an utterance". Negative feedback awakes the learner incompetency in learning and makes students conscious about their false or wrong learning. Sometimes, it may directly cause the learners' learning because negative feedback demotivates them to go forward. Truly speaking, it supports the learner to make their learning more strong and sustainable. Reactive negative evidence highlights the difference between the target language and a learner's output and such as is often described as negative feedback. Negative evidence provides learners with information as to what unacceptable in L2. In second language acquisition literature, the negative feedback is often used interchangeably with the terms negative evidence to refer to any indication of learner's non-target like use of target language. Such indication can be conveyed implicitly or explicitly. Explicit corrective feedback provides learner explanation or over error correction. Moreover, implicit corrective feedback informs learners of their non-target linguistic use of certain linguistic features. Negative feedback and comments of teacher can have discouragement to the students when teacher teaches speaking skill of language. When negative feedback is given to bright students, they may get disappointment and disagreement instead of developing speaking skill of language.

Oral feedback. Oral feedback is therefore possible for the live class and learning when it is going on with certain tasks. It is always used with face to face mode of learning of language. Even the learner can show their reaction to the teacher's feedback. It can be given throughout the teaching period of speaking part of foreign language. To develop the speaking skill of language, students should be well facilitated by oral feedback at the moment of teaching and learning of foreign language. It does not let the learner to commit mistakes much more than we expected.

Written feedback. Teacher can use a small piece of paper as to give written feedback when students speak in English language. An effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether

and how well a student has acted on the particular subjects. Keeping record of written feedback assists students to promote their learning while speaking skill of language. They are like diary writing that help to speed up the speaking skill of foreign language. Separate feedback can be given to each student in written form for developing speaking skills.

Language skills. Language is a means for communication through which we express feelings, ideas, pain, sorrows in the form of spoken or written. According to Sapir (1921, p.8) "Language is purely human and non-distinctive method of communicating ideas, emotions and desire by means of a system of voluntary produced symbols. 'Skill' means ability to do something expertly and well. A man is said to be a skilled person, if he is able to perform activity in a good manner. There are certain skills which a person should know to use the language effectively for purpose. They are called language skills. These skills are four in number listening, speaking, reading and writing. To learn the totality of a language, one must gain these language skills. So when we teach a language, we should teach these language skills. (Hinkel, 2006, p. 113 as cited in Harmer 2008) mentions "when we are engaged in conversation, we are bound to listen as well as speak because we could not interact with the person whom we are speaking to (although some people, of course are better listeners than others). Lectures frequently rely on notes they have written previously, and people listening to lectures often write notes of their own. Different language users will obviously have different skills. In the first place a large number of people cannot read and write Secondly, education, training and occupation often determine the set of genres that anyone can operate. The type of speaking skill that deals on a stock exchange need is completely different from that of a teacher since they are dealing in different speaking genres. But whatever kind of category of skill language user deal with, they still need to possess both the main skill and number of sub skills.

Speaking skill. Speaking skill is the most important skill among four skills of language. It is associated with communication skills. We teach speaking to the learners to use language accurately and appropriately for expressing different communicative functions in different social context. On the other hand, speaking involves language production and therefore often referred to as productive skill. In course of speaking student try to produce something outside which they have in their

minds. Similarly, the speaking can be defined as the ability to speak fluently and appropriately in a foreign language context. Speaking in a second language involves the development of particular type of communication skill. It is mainly associated with pronunciation and with getting new language noticed and integrated into the learner's competence. In addition some of the processing skill needed in speaking differ from those involve in reading and writing." Speaking is the process of building and sharing meaning though the use of verbal and non- verbal symbols". (Chaney,1998, p. 13). Speaking refers to the ability of verbal communication and sharing of different opinions, information and ideas of learners. It measures communication skills of every learner.

Techniques of teaching speaking skill. While teaching speaking we need to focus our attention on testing learner's ability to pronounce correctly and communicate the message effectively. It means that while teaching speaking, we need to focus on listening construct or sub skills such as accuracy, fluency, appropriateness, the use of discourse maker and informational skills in totality. Eliciting a valid sample of oral ability is one of the problems of teaching speaking. It is important to consider how to elicit information from a learner which is adequate as well as representative sample of the specified content. The speaker ability to interact form one situations to another. Broadly speaking, the following techniques can be used for teaching speaking skill:

Interview. Interview is the most common technique for teaching oral interaction. The drawback of this technique, however that the relationship between the teacher and learner is usually such difficult that the learner may have the feeling of inferiority complex and may not take initiative interview can be taken any of the topic where students feel comfortable and extend their speaking skills.

Pictures. Pictures can be used as an effective test tasks for teaching speaking. Pictures can be used in several ways. Single pictures are useful for eliciting descriptions. Series of pictures form a basis for narration so use of pictures in developing speaking skill gets finest path for language skill.

Role play. Role play is an another technique of teaching speaking skill that effectively applies to speaking ability for the learners and can be asked to assume a

role in a particular situation. For example, they can be asked to play the role of a teacher and student.

Talking in pair. Talking in pair is the most important techniques of teaching speaking skill that elicits language is appropriate to exchange between equals. The candidate may feel more confident than when dealing with a dominant, seemingly omniscient interviewer. However the performance of one learner is likely to be affected by that of others.

Response to audio or video recordings. In this technique, all learners are provided with computer generated or audio/video recorded stimuli. It promotes reliability. It can also be economical where a language laboratory is available since large numbers of learners can be tested at the same time. Student increase the ability of speaking skill in foreign language learning through audio and video recordings.

Reading aloud. Candidate can give different types of reading text like instruction, letter, story and their production of language is evaluated whether the speaking skill is increased or not. While teaching and learning of foreign language as to expand speaking skill in student should do the activity reading aloud.

Prepared monologue. It is another technique of teaching speaking skill in which monologue is made to develop speaking skill in foreign language learning. Students themselves can prepare monologue selecting their liked topic.

Interpreting. Simple interpreting task can be an instrument for both production and comprehension. After the interpretation of the text, student can spontaneously speak on topic.

Discussion. It is an another technique of teaching speaking in which discussion between two learner is set and it can be done in mass as well. Discussion in a particular topic develops ability of speaking skill.

Retelling story. In this technique student are asked to retell a story which they have just read. In this technique students meet the opportunity of telling story of different settings in foreign language so they can develop the speaking skill in language learning.

In addition to the above technique, we can use the following for teaching speaking skill.

- Reading out broken dialogues
- Simulation
- Oral presentation
- -Learner -learner description and recreation
- Making appropriate responses
- Cued situation
- Question and answer
- Translation

Need of English language teaching. The English language teaching has received very important place in today's time because it is a global lingua franca people in each corner of the world teach and learn this language. People of the world will become useless and jobless without the proper knowledge of English language. This present spread of English language indicates to the fact that English language has received the recognition of global use or it has got global status. Being able to speak English is not just about being able to communicate with native English speaker. The British Council project that by 2020 two billion people in the world will be studying English. Research from all over the world shows that cross-border business communication is most often conducted English and many international companies expect employee to be fluent in English.

Speaking English gives use access to a world of entertainment. Many of the world's top films, books and music are published and produced in English. Ghimire, (2018, p. 459), 'An estimated 565 million people use the internet every day an estimated 52 percent of the world's most visited websites are displayed in the English language. Therefore teaching English in Nepal seem to be similar to other subject. In our existing English language teaching it is the teacher who practices his/her own English. Most of the time in the class is spent on teacher's talk. The students get no or very little time to speak, read and write inside and outside the classroom. We use English Language in the context for developing our speaking ability to communicate with different people.

Classroom Interaction is another essence of English language of present era in which most of the private schools and higher education have been starting in English language, That is why English is necessary for classroom interaction and to Study course materials also we use especially in higher education most of the course materials of content based courses are available in English. If the students do not have good English language proficiency, they cannot get access to those materials. Now English language has become the medium of instruction in education institutions.

Likewise, to enhance our career development: Since English language is associated with job opportunities and technology, English language learning helps us to enhance our career development. Today almost all job-providing agencies require English as a necessary skill and it has become a necessary part of public service commission examination curriculum of officer in Nepal. When different agencies and organization conduct programme as to participate in international meetings, seminars, conferences. We need English to participate in international meetings, seminars, conferences because they are conducted in English. Since English is a lingua franca, the people who speak their own mother tongues can use English as a common for communication in international forum.

ELT situation in Nepal. Language is a means which makes us different from the wild and domestic animals because of which we all have been real human beings. Language is a must to survive in the society. It is a way of connection among people for communication. "Among all the language existing in this world, English is the main language of the books, newspapers, airports and air traffic centers, international business and academic conference, science and technology, medicine, diplomacy, sports, international competition, pop, music, advertising and so on. English receives a prominent position in the total education system of Nepal" (Awasthi, 2003). Almost all university education, colleges and privately running academic institution use English for all academic purpose. Teaching evaluation and research works have also been using English language.

Regarding the ELT in Nepal, the history goes about one hundred sixty years back. (Awasthi 2003, p. 23) says, "English entered in the Nepalese education in 1854 with the late Rana Prime Minister Junga Bahadur Rana's Britain visit in Kathmandu. Earlier English was taught through different literary genres but the situation how has

changed in course of time and recent demand of time. Taking different factors into consideration the subject matters now for ELT are different than in past. It was in the early 1950, through national plan that the government of Nepal took an initiative towards the restructuring and reforming of education system of country and objectives of teaching English or any other Foreign language where English was introduced as a language of science technology, Foreign contact, tourism and literary use. As a result the focus of teaching shifted to the development of English skill and so was the method of language got changed. The syllabus focused on the functional value of English and both schools and universities syllabus were reshaped and restructured accordingly.

In early 1980, the private schools came to the fore which promoted the decentralization of education of system of country. Today out of appropriately thirty one thousands primary to higher secondary, almost ten percent are English medium ones. In those private schools, all subjects except Nepali are taught in English whereas in government aided schools all the subjects except English are taught in Nepali but the meeting point for both types of schools are the same i.e. Secondary Education Examination (SEE) at the end of secondary level which prepares us for Higher Secondary Level Education. After completing higher secondary level education ministry of these students go for university level examination. A great number of student from the Nepali medium school fail because they cannot secure even pass mark in English. Still today English is considered as a foreign language in Nepal though there is a gradual progress in ELT scenario day by day. A number of factors are responsible for poor state of ELT in Nepal such as poor background of students, lack of English environment, overloaded students etc. Anyway language learners of the government aided schools are far more behind than those of private school feel more comfortable in using English for their personal development, communication, understanding culture and development of their career through it is not fully satisfied too. Despite this, people have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand, English help them to grow and grab different opportunities as well as it offers attractive career for those who can afford it. Though there is a slogan "Education for all a large mass of population living a destitute life in extreme poverty, ignorance and marginal condition cannot send their children for quality education".

Furthermore, the training has been a supportive tool for effective language teaching and learning in English since it has been a compulsory aspect of language teaching. Similarly, there are some non-government organizations helping to develop English like: Nepal English Language Teachers Association, English, History Association of Nepal and linguistic society of Nepal have continuously been working for the promotion of ELT in Nepal. NELTA has been raising standard of ELT in Nepal by conducting training, seminars, and conferences. It is conducting collaborative research works with government in various fields of ELT for example teacher training and preparation of curriculum materials.

Review of Related Empirical Literature

Every research study needs the knowledge of the previous studies related to the area of the study. A number of research studies have been carried out in relation to feedback. The previous research provides guidelines and direction to conduct research. The central focus of the review is to find out and analyze the previous research related to our research topic. In order to collect some ideas and information, I had gone through some of the related previous researches and reviewed them as follow:

Al-Mandhari (2000) conducted a research entitled "Learners' Responses to Different Types of Feedback on Writing". The objective of his research study was to investigate the approach that the most suitable to give feedback for Omani learners' in writing. His research design was survey. The data were collected through sample random sampling. He used checklist and questionnaire as research tools. His findings revealed that the four approaches to give feedback: peer correction, teacher correction, using a coding system and using guiding line in the study and each approach was done in the three phases. Peer correction in all phases showed the highest score reaching to hundred percent in phase three. Peer correction seemed to have been the best approach for learners in writing.

Similarly, Al-Fadhi (2006) carried out a research on "English Language Teachers use of Oral Feedback" aiming to find out the types of oral feedback used by English teachers in Oman. He used narrative inquiry. The data were collected from school with 1000 learners. Similarly, data were collected through recording and observation. The finding of this research was strategic feedback was not used very

often by teachers. Teachers employed feedback to develop language skills which allow them to avoid errors in future by monitoring and checking their own performance.

In the say way, Mackey (2007) has carried out research on "Teachers' Intention and Learners' Perception about the Corrective Feedback in the 12 Classroom". The objective of the study was to find out the perception in corrective feedback. He adopted purposive non random sampling strategy for the selection of sample. A set of questionnaire was the tool for collecting data from 30 teachers. He used both primary and secondary data. This study showed the learners' perception and teachers' intention about the linguistic target of the corrective feedback overlapped the most when the feedback corrected lexis and was provided explicitly.

Bhandari (2008) conducted a research on "Role of Feedback in Teaching English Language". Her research objective was to explore the way of providing feedback in teaching English at secondary level by English teacher. She used survey design. In her study, forty English teachers of secondary level were selected as sample through simple random sample procedure. He used semi-structured interview as a research tool. The finding of the study were English teachers took the feedback as supportive guidelines for improving their teaching and learning process and they take it as motivating the learners, encouraging them in learning, giving suggestion and advices them are showing in the study.

Lamichhane (2009) conducted a research on "A study on Teachers' Written Feedback on the Writing of Grade Nine Students". The aim of his study was to investigate the teachers' feedback giving practice in the 9th grade students. In this study, simple random sampling was used to administer. The questionnaire was research tool. He selected forty students for population from grade nine. The result of his study showed that most of the teachers found giving feedback to the students, writing more frequently and most of the student wanted to get feedback at the end of exercise rather than the margin. They thought all the forms of feedback have a role to revise their draft.

Phuc (2010) conducted a research on "Teachers' Immediate oral Feedback in Speaking Lesson for 11- from Students" in Nguyen Bintah Khieen High school at the

Vietnam National University, Hanoi University of Language Teachers Education. The major objectives of the research were to obtain a sharp insight into an issue of multi facts and complexities, namely teacher's and immediate feedback in speaking lesson from the viewpoints of both teachers and students. The research design was survey. Similarly, the researcher employed questionnaire, semi-structured interview and classroom observation as the major tools for data collection. The finding of the study was most of the teachers used immediate oral feedback in speaking lesson. Recommendations have been made on the basis of findings.

Likewise, Bista (2012) conducted a research on "A study on Use of Delayed Feedback at Secondary Level" aiming at finding out the use of delayed feedback at secondary level in Rukum district. He used narrative inquiry design in the study. Ten teachers were selected as sample through simple random sampling. The major tools of his study were interview with eight open ended and five closed ended questions. The finding of the study was that the secondary level teachers have always used immediate feedback instead of delayed feedback.

Joshi (2012) carried out the research on "Feedback Techniques Used by Secondary Level Teachers" in Kathmandu district. The objective of study was to examine the use of feedback techniques at secondary level. Survey was the design of his study. Forty English teachers from higher secondary were selected as population sample through non- random purposive sampling in his study. The questionnaire was applied as research tool in the study. The study demonstrated around 90% teachers used feedback techniques regularly while 10% did it occasionally. Pair work, providing assignment and written comments were the most effective techniques.

Similarly, Karki (2012) conducted a research on "Students Perceptions on Teachers' Written Feedback". The objective of the study was to analyze students' perceptions towards teachers' written feedback on their writings. Survey is the design of the study. Sixty students from two schools were selected through non-random purposive sampling to collect data for the study and questionnaire were the major tool of the data collection procedure. The research displayed out that none of the students wanted to get negative feedback. About fifty percent of the students did not understand the feedback given by their teachers because they used novice kind of techniques and strategies as to motivate the learners.

Wagle (2016) did a research on "Feedback Techniques Used by Secondary Level Teachers in Developing Students' Writing Skills". The objective of research was to identify the techniques used by teachers to correct errors in writing. He applied survey as the research design. He selected forty English teachers of secondary level from Kathmandu district through non- random purposive sampling. The finding of his study was and oral feedback, reformulation, providing direct and clear instruction, correcting mistakes, involving students, pointing out errors, immediate, supportive feedback, class work and homework in mass were maximally used.

Implications of the Review for the Study

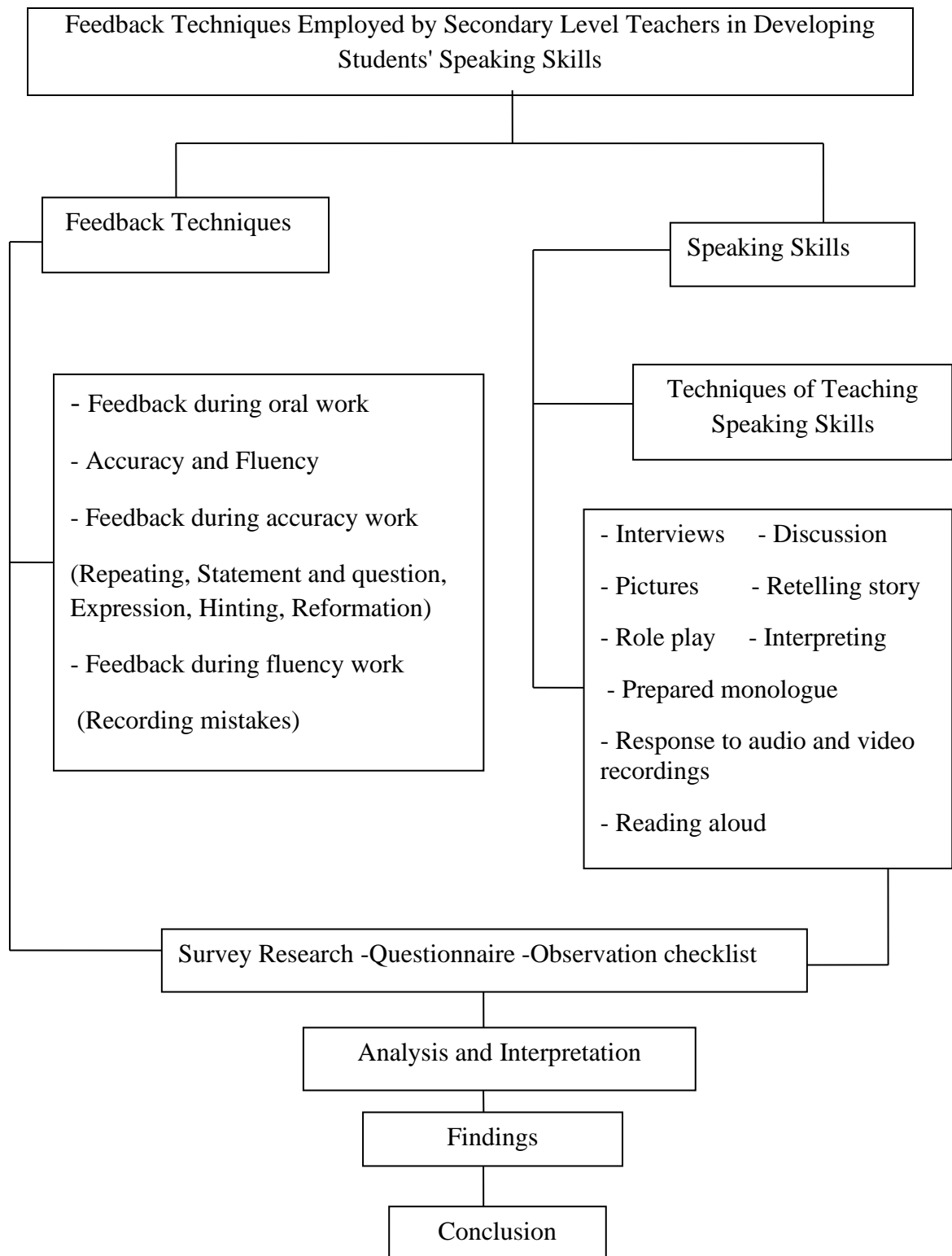
The proposed study requires a lot more theoretical and empirical literature. These above mentioned literatures will be very helpful for the study. A lot of ideas and information have been taken from there to help my study. I have taken help about procedures, tools, methodologies, sources of data etc. from the above mentioned writing. This review of the study obtained information from varieties of books, theses, internet, and so on. These entire sources helped me to bring clarity and focus on the research problems, challenges improving methodology and contextualize the findings. The review became essential to examine and evaluate what has been said before on the topic and what has not been said yet for finding. The aforementioned studies have their own value and importance in their respective field.

Lamichhane (2009) M.Ed. thesis assisted me to indicate the statement of the problem; Bista (2012) M.Ed. thesis drew my attention to create conceptual framework. Similarly, Karki (2011) M.Ed. thesis supported me to select appropriate research design for my study and lastly, from Joshi (2012) and Bhandari (2008) M.Ed. thesis I explored ideas to set out the questionnaire and develops the study in an appropriate way.

After the review of the related literature, I found that no research works have been conducted on feedback techniques to develop students' speaking skills in secondary level. Therefore, this seems to be a new study in the field of English language teaching.

Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the picture of the study from where the readers conceptualize the whole study. It refers to the mental picture of what will be done in the research. The researcher followed the following conceptual framework for the completion of this study.



Chapter Three

Methods and Procedures of the Study

This chapter deals with the methods and procedures part of this research. It consists of research design, population, sample and sampling strategy, research tools, data collection procedures and data analysis and interpretation procedures.

Research Design

Research design is the model that any researchers apply in course of their work. According to Kumar (2009, p.84), "a research design is a plan for structure and strategy of investigating so convened as to obtain answer to the research question or problem". A survey research design is most commonly used in educational research. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. Survey research design is one of the most popular descriptive research design used by researchers, practitioners and scholars. Generally, survey also means to collect information. Creswell (2012, p.376) writes, "Survey research design are procedures in quantitative research in which investigators administered a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations." It means to states that survey research design is such a design which is quantitative in nature and helps us to generalize the result to the entire population.

I employed survey research design to accomplish my study. Here survey research design was selected to address the large population by selecting sample population which is the representative of the study population as a whole. Cohen, Manion and Morrison (2010) state that in survey research researchers gather data at a particular point of time specially to describe the nature of existing situation or to identify most standard on against the existing situation. According to Hutton (1990, p. 87) "survey research is the method of collecting information by asking a set of pre-formulated questions in a pre- determined sequence in a structure questionnaire to a sample of individuals as to be representative of a defined population".

From aforementioned definitions, we can conclude that the survey research is a type of research which studies large and small population by selecting sample population chosen from study population. A survey usually addresses the large

population sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representative of the study. Population of the whole sampling is done to obtain practically of the study. Nunan (1992, p.14) suggests the following eight step procedures of the survey research.

Step1. Define objective: What do we find out?

Step2. Identify target population: Who do we want to know?

Step3. Literature Review: What have other said? Discovered about the issue?

Step4. Determine Sample: How many subject should we survey?

Step5. Identify survey instruments: How will the data be collected?

Step6. Design survey procedure: How will the data collection actually be carried out?

Step7. Identify analytical procedure: How the data be assembled and analyzed?

Step8. Determine reporting procedure: How will be written up and presented?

The focusing of survey research cannot be affected by the subject and object in research but implies the participants to provide their data. The researcher consists of collection of data on things or people as they are without trying to alter anything. Survey research assists to collect information regarding different techniques applied by secondary teachers while teaching speaking skills to the students. In my research, this survey design helps me to observe different activities used by teachers for providing feedback while teaching speaking skill.

Population, Sample and Sampling Strategy

The population of the study was the secondary level English teachers of Gulmi district. The sample consisted of thirty secondary level English teachers from both institutional and community schools. In this research, I adopted simple random sampling procedure to select English teachers from different schools of Gulmi district.

Research Tools

Tools for data collection of my study were a set of questionnaire and observation checklist to elicit required data for the study. The questionnaire consisted of close ended questions and observation checklist of testing items.

Sources of Data

I used both primary and secondary sources for the data collection to attain the objectives of this study. The sources are as follows:

Primary sources of data. The primary sources of data for this study were thirty secondary level English teachers of institutional and community schools of Gulmi district. I also observed ELT classes of speaking skill as the primary source of data for the study.

Secondary data. For, secondary sources of data; I had consulted books, articles, dictionaries, related theses and websites.

Data Collection Procedures

I followed the following process to undertake the study:

At the very beginning of the study, I prepared a plan to meet different teachers of secondary level. Then after, I went to concerned schools and talk with administration in order get permission to carry out the research and had explained the process and purpose. Then only I consulted with secondary level English teachers about my purpose. I requested them to fill questionnaire with them and I collected the responses back. I also observed some ELT classes of English teachers who have been teaching a long time. In this way the data for the study were collected.

Data Analysis and Interpretation Procedures

Data obtained from the questionnaire and observation were measured on the basis of frequencies which are presented in tables through statistics (frequency of numbers and percentages as well as their explanations) and description method had also used. The collected data are compared with each other. In this way,

systematically collected information is analyzed and presented qualitatively and quantitatively.

Ethical Considerations

Ethical consideration is the most important factor while collecting and analyzing the data. For accomplishing this research work, I took permission from the concerned authority, and participants to fill the questions and checklist. The identity of the school and respondents has been coded to maintain their privacy. All the ideas generated in this research were based on my own work expect for the ideas cited from another scholars.

Chapter Four

Result and Discussion

Based on the collected data from the primary source, data were analyzed and interpreted in the following sub -headings.

Analysis of Data and Interpretation of Result

This chapter deals with the analysis and interpretation of the data obtained from the primary source. This study was carried out to find out the feedback techniques employed by secondary level English language teachers in developing speaking skills. For the very purpose I took necessary data with the teachers of Musikot Municipality, Gulmi. This section comprises the comparative analysis and interpretation of the data obtained through questionnaire. The collected data have been analyzed and interpreted under the following headlines.

Feedback Techniques for Teaching Speaking

The feedback techniques employed by teachers for providing feedback to students remain under this section. This section covers different items of feedback techniques that were collected with teachers by the researchers and these are separately explained as follows:

Use of Expression

Table 1: Use of Expression

Feedback Technique	Always		Frequently				Sometimes		Rarely		Never	
	OQ		OQ		OC		OC		OQ		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Use of Expression	23	76.67	7	23.33	5	62.5	3	37.5	-	-	-	-

Note: OQ: Objective Question, OC: Observation Checklist, Fre: Frequency

Table 1represents that 76.67% (23) teachers always use expression in teaching speaking, 23.33% (7) teachers frequently use expression. On the other hand, while observing the same item in classroom, I found that 62.5% (5) teachers frequently use

expression and 37.5% (3) teachers use expression for sometimes in teaching speaking at secondary level students.

Application of Echoing

Table 2: Application of Echoing

Feedback Technique	Always		Frequently				Sometimes				Rarely		Never	
	OQ		OQ		OC		OQ		OC		OQ		OC	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Use of Echoing							12	40	2	25	18	60	6	75

Table 2 exhibits that 40% (12) teachers out of 30 use echoing with their students for sometimes, 60% (18) teachers rarely use it in speaking lesson but class observation through checklist found that 25% (2) teacher frequently use it and 75% (6) teachers teaching at secondary level never use echoing during teaching speaking.

Use of Hints to Students in Speaking

Table 3: Use of Hints to Students in Speaking

Feedback Technique	Always		Frequently				Sometimes				Rarely				Never	
	OQ		OQ		OC		OC		OC		OQ		OC		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Hints to Students	15	50	11	36.67			4	13.33	4	50			4	50		

Table 3 exposes that 50% (15) of teachers always give hints to their students in speaking, 36.67% (11) teachers frequently give hints and 13.33% (4) of teachers provide hints for sometimes at secondary level but while observing the same item in class 50% (4) teachers give hints sometimes whereas 50% (4) teachers rarely give hints to students in speaking at secondary level.

Reformation in Speaking

Table 4: Reformation in Speaking

Feedback Technique	Always		Frequently				Sometimes		Rarely				Never	
	OQ		OQ		OC		OC		OQ		CO		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Reformation in Speaking	17	56.67	6	20			3	37.5	7	23.33	1	12.5	7	87.5

Table 4 displays that 56.67% (17) teachers always apply reformation, (6) 20% of teachers frequently make reformation and 23.33% (7) teachers rarely do reformation in speaking whereas the same item observed in the class and found that 12.5% (1) teachers rarely use reformation and 87.5% (7) of teacher never make reformation in speaking skills.

Statements and Questions

Table 5: Statements and Questions

Feedback Technique	Always		Frequently				Sometimes		Rarely		Never	
	OQ		OQ		OC		OC		OQ		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Statements and Question	26	86.67	4	13.33	6	75	2	25	-	-	-	-

Table 5 reflects that 86.67% (26) of teachers always make questions and statements to their students 13.33% (4) teachers frequently make it in class but the same items were observed in class and found 75% (6) teachers frequently make statements and questions where 25% (2) teachers rarely do it in their speaking class.

Repeating Technique in Speaking

Table 6: Repeating Technique in Speaking

Feedback Technique	Always		Frequently				Sometimes				Rarely		Never	
	OQ		OQ		OC		OQ		OC		OQ		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Repeating Techniques	9	30	13	43.33	3	37.5	8	26.67	5	62.5	-	-	-	-

Table 6 reflects that 30% (9) out of 30 teachers always apply repeating techniques 43.33% (13) of them frequently use it to develop speaking and 26.67% (8) teachers use it for sometimes. But in class observation with checklist 37.3% (3) out of 8 use repeating whereas 62.5% (5) of them use it for sometimes in for developing speaking skills.

Types of Feedback Practiced in the Classroom

In this section different feedbacks techniques followed in the classroom are the main concern. It also includes varieties of feedback techniques which were collected through questionnaire with distinct teachers teaching at secondary level.

Emphasis on Immediate Feedback

Table 7: Emphasis on Immediate Feedback

Classroom Feedback	Always		Frequently				Sometimes		Rarely		Never	
	OQ		OQ		OC		OC		OQ		OC	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Immediate Feedback	14	46.67	12	40	5	62.5	4	13.33	-	-	3	37.5

Table 7 lay outs that 46.67% (14) teachers always focus on immediate feedback and 40% (12) teachers frequently give immediate feedback to their students in speaking lesson whereas 13.33% (4) teachers use it for sometimes at the same time 62.5% (5) teachers were found they frequently used immediate feedback in class observation but 37.5% (3) teachers rarely provide it in the classroom especially in speaking.

Use of Written Feedback

Table 8: Use of Written Feedback

Classroom Feedback	Always		Frequently				Sometimes		Rarely		Never			
	OQ		OQ		OC		OC		OQ		OQ			
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Written Feedback	-	-	-	-	-	-	22	73.33	6	20	2	6.67	8	100

Table 8 exposes that 73.33% (22) teachers give written feedback to their students for sometimes 20% (6) of teachers use rarely and 6.67% (2) teachers never

Table 11 shows that 86.67% (26) teacher always say that positive feedback definitely affects in learning whereas 13.33% (4) believe it for sometimes. But in class observation 100% (8) teachers were found that frequently believing in positive feedback for perfect learning.

Common Remedies to Negotiate Mistakes and Errors in Speaking

In this Section, the common ways to reduce mistakes and errors committed by language learners are explained with the help of secondary level teachers through questionnaire on it.

Warm up in Speaking

Table 12: Warm up in Speaking

Remedy to Negotiate Mistakes	Always		Frequently				Sometimes				Rarely		Never	
	OQ		OQ		OC		OQ		OC		OC		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Warm up	-	-	7	23.33	-	-	23	76.67	6	75	2	25	-	-

Table 12 demonstrates that 23.33% (7) out of 30 teachers out of 30 teachers frequently do warm up 76.67% (23) teachers use it for sometimes. But in classroom observation 75% (6) out of 8 teachers were found doing warm up for sometimes and other remaining found rarely do warm up in their speaking lessons.

Home Assignment and Class work

Table 13: Home Assignment and Classroom work

Remedy to Negotiate Mistakes	Always		Frequently				Sometimes		Rarely		Never	
	OQ		OQ		OC		OC		OQ		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Home and Class work	30	100	-	-	7	87.5	1	12.5	-	-	-	-

Table 13 exhibits that 100% (100) teachers always give home and class work but while observing in the class 87.5% (7) teachers were found that they always give home and class work whereas 12.5% (1) teachers frequently give home and class assignment to their students during speaking skills.

Recording Mistakes

Table 14: Recording Mistake

Remedy to Negotiate Mistakes	Always		Frequently				Sometimes		Rarely				Never			
	OQ		OQ		OC		OC		OQ		OC		OQ		OC	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Recording Mistake	-	-	-	-	-	-	-	-	5	16.67	2	25	25	83.33	6	75

Table 14 reflects that 16.67% (15) of teachers rarely do recording mistakes 83.33% (25) of teachers never do the recording mistakes during teaching speaking at secondary level. But while observing same item in class 25% (2) teachers rarely do and 75% (6) teachers never do the recording mistake during teaching speaking of English

Punishment to Students on Committing Errors

Table 15: Punishment to Students on Committing Errors

Remedy to Negotiate Mistakes	Always		Frequently				Sometimes		Rarely		Never			
	OQ		OQ		OC		OC		OQ		OQ			
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Punishment to Students	-	-	-	-	-	-	9	30	-	-	21	70	8	100

Table 15 displays that 30% (9) teachers out of 30 teachers punish the students physically for sometimes and 70% (21) teachers never punish their students physically and mentally. But in class observation no teachers were found giving punishment either physically or mentally.

Motivation Techniques to Students in Speaking

The different types of motivation techniques have been followed by the teachers teaching at secondary level so some of them are described below:

Insists on Reward to Students

Table 16: Insist on Reward to Students

Remedy to Negotiate Mistakes	Always		Frequently				Sometimes				Rarely				Never	
	OQ		OQ		OC		OQ		OC		OQ		OC		OC	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Reward to Students	-	-	-	-	-	-	28	93.33	3	37.5	2	6.67	2	25	3	37.5

The table 16 lay outs that 93.33% (28) teachers sometimes reward to their students, 6.67% (2) teachers rarely reward to students in their speaking lessons. But while observing the same item in class 37.5% (3) teachers reward the students for sometimes and 25% (2) teachers rarely reward and 37.5% (3) teachers were found that they never reward the students during teaching speaking skills.

Use of Self Correction Technique

Table 17: Use of Self Correction Technique

Motivation to Students	Always		Frequently				Sometimes				Rarely		Never			
	OQ		OQ		OC		OC		OC		OQ		OC		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Self-Correction	-	-	-	-	-	-	21	70	2	25	9	30	6	75	-	-

Table 17 shows that 70% (21) teachers sometimes use self -correction technique, 30% (9) teachers rarely use it in the classroom. and same item observed in class 27% (2) teachers rarely use and 75 % (6) teachers never use students' self - correction technique during teaching speaking skill in the classroom.

Feedback in Mass

Table 18: Feedback in Mass

Motivation to Students	Always		Frequently				Sometimes				Rarely		Never	
	OQ		OQ		OC		OC		OC		OC		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Feedback in Mass			17	56.67			13	43.33	6	75	2	25		

Table 18 flashes that 56.67% (17) teachers frequently provide feedback in mass, 43.33% (13) teachers sometimes provide feedback in mass to their students. But while observing the same item in the class 75% (6) of teachers sometimes provide feedback in mass and 25% (2) teachers rarely give feedback in mass specially in teaching speaking at secondary level.

Conduction of Interview in English

Table 19: Conduction of Interview in English

Motivation to Students	Always		Frequently				Sometimes		Rarely				Never	
	OQ		OQ		OC		OQ		OQ		OC		OC	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Conduction of Interview	-	-	-	-	-	-	-	-	7	23.33	23	76.67	8	100

Table 20 demonstrates that 23.33% (7) teachers rarely conduct interviews in English in English, 76.67% (23) of teachers never take interview to their learners. But while observing the same item in class and 100% (8) teachers don't conduct interviews with students during teaching speaking lessons.

Use of Oral Presentation

Table 20: Use of Oral Presentation

Motivation to Students	Always		Frequently				Sometimes				Rarely		Never	
	OQ		OQ		OC		OC		OC		OQ		OQ	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
Oral Presentation	19	63.33	3	10	1	12.5	8	26.67	7	87.5				

Table 20 represents that 63.33% (19) out of 30 teachers always use oral presentation 10% (3) use frequently gives chance them to do oral presentation and 26.67% (8) of them use sometimes. But while observing the same item in the classroom, 12.5% (1) out of 8 teachers were found using it frequently and 87.5% (7) of them use sometimes in speaking lesson.

Chapter Five

Findings, Conclusion and Recommendations

This chapter deals with the findings of the whole study on the basis of the data analysis and interpretation made in the chapter four of this study. Then conclusion and recommendations are presented as follows:

Findings

On the basis of the presentation, analysis and interpretation of the data, the major findings of the study have been summarized as follows:

- i. From the analysis and interpretation of the data it was found that most of the secondary level English teachers take feedback as a guideline for the teaching and learning process and they have taken it as a means of motivating the learners, encouraging them in learning, giving advices and suggesting them for the better improvement.
- ii. Secondary level English teachers have always found that the great impact of positive feedback on teaching learning the English. Positive feedback encourages the students as a result they increase their rate of learning through positive feedback learners attempt their best to learn more.
- iii. Oral feedback, correcting mistake, immediate correcting with their friends and teachers, class activities based upon speaking and giving feedback in mass were highly given more emphasis in teaching speaking.
- iv. Most of the teachers found that they have neglected the echoing technique in speaking skill.
- v. In the context of students mistake teachers ask them to check themselves once again for the correction. Most of the teachers follow both teacher students-student correction and self-correction as well.
- vi. Facial expression is employed by many teachers of secondary level in English speaking. They were found that they use gesture and posture in their classes.
- vii. Recording mistakes is not done by many teachers and negative feedback was never used in class observation at teaching speaking.
- viii. Many teachers of secondary level were found that they do warm up their students while teaching speaking and some of the teachers were found that

they punish their students when they make mistake due to their negligence in speaking skills.

- ix. All the English teachers working at secondary level were found that they take interviews on speaking skills only in their practical examinations and it is rarely used by the teachers.
- x. Oral presentation is usually conducted by institutional school teachers at secondary level whereas community school teachers sometimes conduct oral presentation to develop speaking ability of the students.

Conclusion

The conclusion has been drawn after the analysis and interpreting the data collected from the questionnaire and observation checklist in relation to feedback techniques employed by secondary level English teachers. Feedback plays a significant role in developing students' speaking skills. It assists the performance of students about how one is best effort to reach in a goal. The main findings of this research are: different kind of feedback techniques like positive feedback, oral feedback, expression, immediate feedback, correction of mistake and feedback in mass are usually employed in teaching speaking. Recording mistake is rarely done by the teachers in speaking. The use of negative feedback while teaching speaking was never used in their classes. English teachers teaching at secondary level were found that they rarely use echoing techniques for teaching speaking. Positive feedback techniques were maximally used by teachers in comparison to negative feedback and feedback in individual while teaching speaking skill. There is distinction between community and institutional schools in the conduction of oral presentation. Community schools sometimes conduct whereas institutional school frequently conducted the oral presentation. The teachers were found that they have been using the terms like good attempts, wonderful, very good, and interesting as statement and question in their speaking lessons. Almost time they praise and encourage the students for speaking. It was found that the Secondary level teaching teachers use effective feedback and constructive criticism or positive ideas to improve students' learning of speaking in the classroom and some of them give feedback in detail by writing in their copies.

Recommendations

The following recommendations have been made on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

Policy Related

This section suggests making appropriate policies related to content matters. A policy is a deliberate system of principle to guide decision and achieve rational outcome so finding says policies should be made with adequate analysis of need of government. The policy related recommendations of this study are as follows:

- i. The policy maker of the country in the field of education should utilize this study effectively. The policy maker should make the strong policy that teachers are not allowed to give physical and mental punishment.
- ii. The conceptual framework of the study will help the curriculum designers, policy makers, language experts and teachers of different levels different to develop a crystal clear framework of teaching speaking in.
- iii. Curriculum Development Center should make policy for training according to most useful feedback techniques in teaching speaking skills.
- iv. Teacher Training Centre, District Education Co-ordination Committee, Resource Centre, and even Organization related to field of education should conduct trainings for helping teachers to teach speaking at secondary level teachers.

Practice Related

The present study shows the following recommendation for practice level from teachers sides are as follow:

- i. Instructors and language teachers should encourage learners for speaking aspect in their classroom.
- ii. To enhance the speaking ability retelling story, discussion and prepare monologue in different content should be used effectively.
- iii. To minimize students' mistakes in speaking, the teacher should follow both teachers and self -correction techniques should be followed.

- iv. Teachers should praise and encourage peer correction so that the students can correct each other's' mistake and can do better learning the English language
- v. There are distinct types of feedback techniques in practice but the language teachers should use effective one in an appropriate way in learning and teaching classroom.
- vi. Trainings, workshop and seminars should be organized on feedback techniques in the use of classroom while teaching language.
- vii. Designers of teaching learning materials should insist on the preparation of materials like audio-video DVD, recordings and interviews on speaking.

Further Research Related

The present study will be highly directive for further research. Furthermore, it provides a clear direction to the young researchers for the similar areas. It will also work as a secondary source for young minds. They can study about the methods of data analysis design for the study and for literature. Additionally, the major recommendations for the new researchers are as follows:

- i. Techniques to provide feedback in teaching listening skills.
- ii. Impact of punishment to the talented students.
- iii. Effectiveness of directive feedback in language teaching at basic level

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Appendices

Participants Information Statement

Dear Participants,

This questionnaire is an aspect of my research study entitled "Feedback Techniques Employed by Secondary Level Teachers in Developing Students' Speaking Skill" aiming to analyze feedback techniques used by secondary level teachers under the supervision of **Dr. Renu Singh, Lecturer**, Department of English Education, T. U, Kirtipur, Kathmandu. Your co-operation in the completion of this questionnaire will be of great value to me. I shall appreciate your personal opinions. Please, feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively being confidential and will be used only for this study.

Researcher

Om Bahadur Thapa

M. Ed. Fourth Semester

Department of English Education,

Tribhuvan University, Kathmandu

Informed consent Form

Purpose of the Study

This study entitled Feedback Techniques Employed by Secondary Level Teachers in Developing Students' Speaking Skill. The main objective of my study is to analyze feedback techniques used by secondary level teachers.

Participants' understanding

I agree to participate in this study voluntarily and understood that my name will not be identified in final product. Similarly, all data collected will be limited to this research study and it will be submitted in partial fulfillment for the requirement for the master's degree of education at Tribhuvan University. The records will be kept confidentiality of the researcher. I understood that the contact information of the researcher has been made available to me along with a duplicate of this consent form.

Name of participants:

Signature:

Address:

Sex:

Academic qualification:

Teaching item:

Period:

No. of Student:

Date:

Appendix-I

Close Ended Questions

Dear informants I would like to request you to put tick in an appropriate options regarding your feedback techniques used in your speaking class of English language.

1. How often do you use expression techniques to encourage them in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
2. How often do you use echoing technique in students' speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
3. How often do you provide hints to students in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
4. How often do you use reformation technique in speaking to your students?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
5. How often do you use statements and question to your students in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
6. How often do you apply repeating technique while speaking in foreign language?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
7. How often do you employ immediate feedback in teaching speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
8. How often do you use written feedback in speaking of students?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
9. How often do you write oral feedback to your students in speaking task?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
10. How often do you write negative feedback on paper to correct their mistake?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
11. How often do you provide positive feedback in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
12. How often do you make warm up to your students to teach speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
13. How often do you give class work to your students in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
14. How often do you record the mistake as audio clip to your students in speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom

15. How often do you punish your students in making mistakes in English language?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
16. How often do you reward your students as to develop speaking skill?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
17. How often do you encourage your students to do self- correction in teaching speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
18. How often do you employ feedback in mass to your students?
i. Always ii. Frequently iii. Sometimes iv. rarely v. Seldom
19. How often do you conduct interview of students in speaking task?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom
20. How often do you encourage to do oral presentation to your students while teaching speaking?
i. Always ii. Frequently iii. Sometimes iv. Rarely v. Seldom

Appendix II

Observation Form

Name of the School..... Date.....

Name of subject teacher..... Period.....

No. of Students..... Teaching item.....

Teaching class.....

SN	Observation items	Always	Sometimes	Seldom
1	Use of expression			
2	Use of echoing			
3	Use of hints to students			
4	Use of reformation			
5	Use of statements and question			
6	Use of repeating technique			
7	Emphasis on immediate feedback			
8	Use of written feedback			
9	Use of oral feedback			
10	Use of negative feedback			
11	Use of positive feedback			
12	Use of warm up			
13	Use of class work			
14	Use of recording mistakes			
15	Use of punishment to students			
16	Use of reward			
17	Use of self- correction			
18	Use of feedback in mass			
19	Conduction of interview			
20	Conduction of oral presentation			