Immediate Oral Feedback in Students' Learning English at Secondary Level

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for Master of Education in English

Submitted by

Devendra Gurung

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

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Recommendation for Acceptance

This is to certify that **Mr. Devendra Gurung** has prepared the thesis entitled **Immediate Oral Feedback in Students' Learning English at Secondary Level** under my guidance and supervision**.**

I recommend this thesis for acceptance.

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Recommendation for Evaluation

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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: 12/07/2023   …………………

Devendra Gurung

Dedication

This thesis is dedicated to my parents, Bhakta Bahadur Gurung, Dhan Kumari Gurung and Gyani Thapa who have been my ultimate inspiration and because of whose efforts I am here today.

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Devendra Gurung

Abstract

This is a study **on Immediate Oral Feedback in Students' Learning English at Secondary Level.** The main objectives of this research were to find out teachers' perception and practices on immediate oral feedback in enhancing students' learning English. Qualitative descriptive research design was used for this study. To meet the objectives of the study, four secondary level English teachers currently teaching in community schools (class 9 to 10) of Sankhuwasabha district were selected using purposive sampling strategy. Semi-structured interview and classroom observation were used as techniques of data collection and observation diary and semi-structured questions were used as tools to collect the data. After analysis and interpretation of data I found that teachers had positive attitudes on providing immediate oral feedback and they provided immediate oral feedback frequently and immediately in their oral work. Similarly, they mostly used words and phrases like "great", "nice", "good job", "well done", "excellent", "keep it up", "you did it" in the oral form for providing feedback for the students. In the same way, they used repetition and clarification request as techniques for the correction of students' mistakes. They also said that immediate oral feedback works as the powerful tool to motivate students and helped to improve students' learning English.

The present study consists of five chapters. The first chapter includes the introduction of the study (background, statement of problem, objectives, research questions, rationale, delimitation and operational definition). The second chapter deals with the review of related theoretical and empirical literature andthe conceptual framework (feedback, feedback in language learning, types, important of immediate feedback, principles, ways and challenges).Similarly, the third chapter contains methods and procedures of the study (design, population sample, data collection tools, procedure, analysis and interpretation). And the fourth chapter is about the analysis of the data and interpretation of the results in to different headings and sub-headings. Likewise, the fifth chapter incorporates the findings (findings related to teachers' perception and practice on immediate oral feedback)conclusion and recommendations (policy, practice and further research related) and the last section consists references, consent form and appendices.

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List of Symbols and Abbreviations

P   :   Page

T   :   Teacher

S1   :   Student first

S2   :   Student second

e.g. :   For example

No.   :   Number

Dr.   :   Doctor

Reg.:   Registration

T.U. :   Tribhuvan University

Ibid   :   In the same place

et.al   :   More than two writers

i.e.   :   That is to say

ELT   :   English Language Teaching

Chapter I

Introduction

This is a study on "Immediate Oral Feedback in Students' Learning English at Secondary Level". This chapter consists of general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, rationale of the study, delimitation of the study, and operational definition of the key terms.

Background of the Study

We, human beings around the world use language for communicating in our daily lives. It means, we communicate, share our thoughts, discuss on various topics, and make everything clear via language. Language is a special gift only for human beings than others (Crystal, 2003). Every activities of people are expressed, clarified, described and recorded via language such as historical events, human civilization, inspiring thoughts, literature, politics, and scientific innovations.

The history shows that English language teaching came into existing as profession in the twentieth century. But it has gone through different problems in various stages along with the time. Regarding this, Richards, J.C.& Rodgers, S.T. (2005, p.1) say, "In the twentieth century, language teaching was viewed as change and innovation with the different teaching ideologies" In the present world of technology, the sphere of knowledge has been expanding new and novel information has been adding. So, it is important to get mastery over a language for each and every individual around the globe.

The students in a classroom vary from each other in terms of their age, level of understanding, ability, proficiency and intelligence. Teachers should focus on all the students equally to make them learn language. Students need some attention from their teachers while learning language. Teachers can provide conscious awareness by means of feedback. The word feedback is found in many contexts but not only limited to the educational definition. The general definition of feedback is "a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc. by that result" or "a response, as

one that sets such a process in motion" (Collins, 2013, p 520). Providing feedback is an important classroom activity which works as a motivational tool by letting learners know how they are doing in the class. In another word, feedback as the answers and comments given to students after they finish a task or activity. In the words of Ur (1996, p.98), "feedback can be taken as suggestion that is provided to the learners for their learning outcomes at aiming to improve further learning". It helps to understand that feedback is very important for encouraging students to do better in further learning achievement.

Feedback is viewed as one of the important factorsin teaching and learning. It helps to correct students' mistakes and encourage them in learning. Feedback can be the most effective tool for correcting students' mistakes and error and helping students improve in learning. In language teaching and learning, teachers can provide feedback in both forms, oral and written. Regarding this, Harmer (2008, p.145) says, "It really matters that how teachers respond to their students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also how they behave in the fluency activities in the future".

In the context of English language teaching and learning at secondary level in community schools, still immediate oral feedback is not provided effectively or not used in proper manner for better learning.In my experience too, my teachers did not use to correct me or provide oral feedback immediately on my attempts for answers and mistakes while learning rather they used to provide mostly delayed feedback and written feedback when I was in secondary level which did not help me to learn English effectively. I did not use to ask questions often to my teachers about my difficulty in English subject because I had a kind of fear and language barrier. Even in the present scenario of English language teaching and learning, most of the students of community school do not feel free to ask what they do not understand with their teachers in English subject due to their language problems. On the other hand, teachers also do not provide sufficient oral feedback immediately to the students which do not make learning fruitful. So, immediate oral feedback has been an important measure for the betterment of language learning. According to the various researchers, oral feedback has proven to be an effective tool in SLA classrooms

(Lyster, R., Saito, K., & Sato, M. 2013). Thus, providing immediate oral feedback can play vital role to improve students' learning performances. Feedback should be provided to the learners while learning language during teaching learning activities going on. So, teaches should provide oral feedback immediately to the students with suggestions which makes learning more meaningful and lively.

Statement of the Problem

In the process of teaching and learning, interaction between teachers and students play important role. Students may have little understanding or several inadequacies, but they cannot share what they want to actually tell to their teachers during learning in the classroom. So, the teachers need to give feedback to them immediately to make them correct or understand. However, in our common practice teachers make very little use of immediate oral feedback during teaching and learning. Though teachers try to provide feedback to the students immediately, it has not been effective for their learning. Teachers are facing many problems while teaching and making their students learn. When teachers teach students with particular teaching techniques, even they will not be able to make their performance better. So, giving feedback is very important to the students either immediate or delayed. Feedback can be provided to the learners in different forms mainly oral and written. When the feedback is provided to the learners effectively, then learning becomes fruitful if not it goes in vain. As I experienced, very few English teachers only provide oral feedback immediately.

Hence, my statement is related to what are the perceptions do teachers have regarding immediate oral feedback and how they practice it. The issue I selected for this research is to find out teachers' perception and practice and to investigate the roles of immediate oral feedback in enhancing students learning English. When the teachers make well use of immediate oral feedback, ultimately their teaching and learning will be fruitful. This research study will definitely be supportive to the secondary leveled English teachers.

The general studies of research regarding feedback has given much emphasis on written and oral feedback but almost or none of the studies on immediate oral feedback. What I can say is study on immediate oral feedback is found to be ignored. Thus, I found a gap between oral feedback and immediate oral feedback for learning

English at secondary level. Through the study of several theoretical literatures, what I found is that immediate oral feedback plays significant roles for improving students learning English though it is less used by the teachers during teaching and learning in the class room and which has not been given much attention.

What I have felt is providing immediate oral feedback in teaching and learning English at secondary level is crucial. Though teachers and students are familiar with the feedback but the practice of using immediate oral feedback is not satisfactory. When I look at the research literatures, the practice of giving immediate oral feedback has not been a research interest. In such situation, immediate oral feedback plays significant roles for improving students learning English. In this regard, I became interested to study on immediate oral feedback Though there were number of topics for researching, I chose this research topic to carry out because I want to contribute some knowledge regarding immediate oral feedback through deep study in the field of language teaching and learning and considered this research topic is relevant and timely due to its effectiveness.

Objectives of the Study

This study had the following objectives:

i.   To find teachers' perception and practice on immediate oral feedback in enhancing students learning English.

ii. To suggest some pedagogical implications.

Research Questions

This study addressed the following questions:

i.   How do the teachers view about providing immediate oral feedback in teaching English?

ii. How do the teachers provide immediate oral feedback to their students while learning English?

iii. How do the teachers provide immediate oral feedback to the students in classroom teaching?

iv. What kind of words and sentences do the teachers use while giving immediate oral feedback?

v.   In which ways do you provide immediate oral feedback to the students during oral work?

Rationale of the Study

In the present scenario, feedback is taken as a key to successful teaching and learning in the field of language where immediate oral feedback and its roles cannot be ignored. Feedback is crucial to make the teachers, learners, writers, and reviewers to move on right track. Providing immediate oral feedback to the students is one of the important aspects that teachers need to be conscious during teaching and learning. When the teachers provide feedback immediately to their students, then only students know their weaknesses and improve it. Feedback can be provided in both forms written and oral. In the process of language teaching and learning, providing immediate oral feedback is very crucial and a good teacher should provide feedback to their students immediately after the students perform their tasks. Thus, this research study will be beneficial for many people in different ways. Firstly, all the teachers who have been teaching English at secondary level will be benefitted from the findings of this study as it provides information regarding teachers' perception, practice and providing immediate oral feedback. Secondly, the students will also be benefitted with this study as it provides the knowledge and the roles of immediate oral feedback, so that students will make their learning and performance better. Similarly, this study can also be supportive for the researchers who will work on immediate oral feedback in future and all the ELT practitioners who are involved in teaching English. In the same way, this study will also be beneficial for those students who will research on similar kind of study in upcoming days in the same field. Overall, this study will also be helpful for language trainers, policy makers, syllabus designers, text book writers, subject experts, and materials developer.

Delimitations of the Study

As we know that no research can be done to the entire population. The study has to be limited in terms of many criteria. So, this study had several limitations. At

first, it was limited to find teachers' perception and practices on immediate oral feedback in learning English. This study was limited to the four English teachers from secondary level (class 9 to 10) who are teaching at present in community school in Sankhuwasava district. Similarly, this study was limited to qualitative descriptive research design and non-random sampling and data were collected through semi-structured interview and observation diary.

Operational Definitions of Key Terms

In my study, the following terms were used as the key terms with the given specific meaning:

Feedback : Feedback is any response or comment given to students after they finish a task or activity. In my study, it refers to teachers' comments, appreciations, and compliments regarding students' performance in the classroom.

Immediate Feedback: Immediate feedback is any comment, response, or praise provided to the students by the teacher immediately after the students' performance.

Oral Feedback : Oral feedback is the teachers' response to the students' performance in the teaching and learning. In my study, it refers to the teachers' comment, praise or response given to the students in the form of oral.

Perception : Perception refers to an opinion of someone towards something. In my study, it refers to the way teachers perceive about immediate oral feedback.

Learning : Learning is the process of acquiring new knowledge. In my study, it refers to the acquiring English language.

Chapter II

Review of the Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

Literature review has important role in research. It is necessary for developing a theoretical foundation for the study. Reviewing the existing literature is never-ending task (Kumar, 2009). It goes along with the study from the beginning to its end. Literature review helps to find out the gap that exists between the previous and the current knowledge. Similarly, it helps us in shaping our study by providing theoretical guidelines as well as by improving the research methodology. It also helps to contextualize our findings with the existing body of knowledge. According to Kumar (ibid), literature review has two broad functions as; a) to provide a theoretical background to study and b) to enable to contextualize findings in relation to the existing body of knowledge in addition to refining the methodology.

Feedback. Feedback is the information which provides a learner a report on the result of behavior. For example, verbal or facial expression that listeners give to the speakers to indicate that learners understand what the speaker is saying in the process of a language learning and teaching. At the same time, feedback can be immediate and delayed during teaching and learning activity.

Various scholars have defined the term 'feedback' differently. Keh (1989, p.18), feedback is "any input for revision". While teaching language feedback is provided to indicate learners what is wrong or right for better performance in days to come. Feedback is crucial aspect of teaching and learning process but it should be provided systematically. The important role of feedback is improving students' qualities of language use. According to Boud (2002), "A good feedback is provided to the learners without personal judgment, but provided being based upon the facts, objective, constructive and focus on the future" (p.7).

Fuji & Mackey (2009) said that feedback is crucial which is provided to make important decisions. It means that how correctly students are learning what teachers are trying to teach to the students. In this regard, Kepner (1991, p.141) says that "any process that is used to inform learners about whether their response is right or wrong". Thus, feedback is a response provided to the learners for the improvement and betterment in the days to come.

Feedback in language learning. Teaching learning activity is a two-way process which involves teacher and the students. Both of the parties have the responsibilities on their own. The teacher is a person who has the responsibility of making the students understand whatever he teaches. In the same way, the students are also responsible for their learning. In the context of second language learning, both parties, teachers and students should involve themselves for making their teaching and learning effective. In the process of teaching and learning a language, feedback is seen as a crucial part of learning. Regarding feedback, Ur (1996, p.17) defines feedback as the information that is given to learners about their performance of learning task usually with the objective of improving their performance. This definition of feedback also focuses on the improvement of the learners' performance. So, what we can say is that feedback is supposed to improve the performance or action of the performers. Feedback is central to developing learners' competence and confidence. It is supposed to encourage the learners, reflect on the performance, learn from it and make changes for betterment of learning. So, we can say that the effective teaching learning demands effective feedback fromthe teachers. Feedback shows the skill of the teachers as well. Thus, providing mere feedback is not sufficient. There should be the desirable change in students' performance after providing feedback to them.

Similarly, feedback is closely related to motivation (Petchprasert, 2012). It motivates the students by allowing them to know about their performance. In this regard, Gass & Selinker (2008), further say that motivation is a predictor of success in second language learning. Therefore, the individuals who are motivated will learn the language to a faster and greater degree.

Feedback plays important role in language learning. It may have both the positive and negative impact in learning. The impact of feedback on learning

achievement has been found to be low when it is focused on praise, rewards and punishment (Hattie &Timperely, 2007). Positive feedback has generally positive impact in learning and the negative feedback has negative impact. As a result, we can experience both negative and positive impact in learning. Praise and reward function as positive feedback, and punishment, generally functions as negative feedback. Learners who do not work hard and perform poorly in a task may not benefit from feedback (Chaudron, 1988, as cited in Petchprassert, 2012). This shows that effort from the side of the learners is also necessary if we really expect the effectiveness of feedback in learning.

Types of feedback. Different types of feedback can be practiced as per necessity. Different scholars have provided different types of feedback in their own ways. Regarding this, Gattulo (2000) and Harmer (2001) have categorized feedback into the following three types based upon their functions.

Corrective feedback. Corrective feedback helps learners to correct their mistakes which makes clear about correct response is correct and incorrect is incorrect. Corrective feedback mainly deals with accuracy in language learning.

Evaluative feedback. Evaluative feedback helps to make a judgement about the learners' performance. It is quite dominant in second and foreign language classroom teaching and learning. Teachers use words or phrases to make that learners' performance is good or not.

Strategic feedback. Strategic feedback helps to provide learners with advice to improve their learning performance. It can be said that the teachers help to give some ways to avoid their mistakes themselves. It also helps to make learners independent in learning.

Similarly, a report submitted by NEALS (2015) has enlisted the following types of feedback.

Oral and written feedback. Oral feedback usually occurs during the time of task. Though it is less formal, it may function as an effective tool for the improvement of the students' learning. It can be provided in a teachable moment in an appropriate way. For example, a teacher acknowledges the students' response with his/her verbal clarification as an instance of feedback. On the other hand, written feedback is

generally given after a task. It is the record of where students are and where they need to reach. Written feedback works as the best if it is provided in a time in an appropriate way. Despite the increasing emphasis on oral feedback, written feedback plays important roles in the writing of second language students (Hyland, 2003). Written comments or notes that the teachers provide to the students after checking their answer sheets can be taken as the example of written feedback.

Feedback during and after learning. Feedback during learning helps students to take immediate step of improvement in learning. It is more effective and productive in the learning process. If the teacher interrupts in the middle of the performance and gives oral clarification, then it can be taken as the example of feedback during learning. On the other hand, feedback after learning is provided after the task which is very often said that it is not applied by the students in their learning as they need to remember it and transfer it in to advice. Very good students can apply it but the struggling students find it very difficult. If the teachers provide written comments to the students, it can be taken as the example of feedback after learning. Both the feedback during learning and after learning should focus on what is being learnt and how students should go about it (NEALS, 2015).

Evaluative and descriptive feedback. Evaluative feedback provides some information about learning but does not provide the information that the students can use for further improvement. It can make the good students feel better and less able students feel worse sometimes. On the other hand, descriptive feedback is linked to the learning that is expected. It expresses faulty interpretations and lack of understanding. It provides students with visible and manageable 'next steps' and helps in taking the responsibility of self-correcting. For example, "Well done!" is the example of evaluating feedback and "That's a good introduction because you have covered the main points we have discussed at the beginning. Now……..which points do you think you should expand on?" is an example of descriptive feedback (NEALS, 2015).

Information and formal feedback. Information Feedback is related to 'check ins' can quickly and effectively steer students in the right direction. It also occurs when students approach the teachers to seek feedback. Formal feedback, on the other hand, can be provided through structured conference with specific goals. So,

conference can be taken as an example of formal feedback. When teachers use formal conferencing along with informal feedback, students are better protected from failure (ibid).

Peer and self-feedback. Providing feedback in peer can be an effective tool, especially in the learning where the goal is improvement, not grading. Students get to see each other's work in peer feedback and they can learn from each other. But the negative aspect of peer feedback is what they may waste their time criticizing each other. To avoid this, the teacher should work as a role model and guide the students about providing feedback. So, if a friend comments of the performance of the students, it can be taken as the example of the peer feedback. On the other hand, self-feedback helps students in self-evaluating their work. To make students able to assess themselves is the ultimate goal of feedback for learning. Brinko (1993, as cited in Hyland & Hyland, 2006) says that educational research suggests that feedback is more effective when information is gathered from the subjects themselves as well as others. This shows the importance of self and peer feedback. The students should be able to set their own goals of learning. For this, the teachers should clarify the goals of learning and provide time for self-feedback. They should teach students to use feedback for determining the next steps.

But in general, feedback can be of following types.

Oral and written feedback. Oral feedback is given in oral aspects of language as pronunciation, stress, intonation, pitch Wajnryb (1990, as cited in Pokhrel, 2016). Oral feedback is usually the direct correction of the teacher. Doughty and Long (2003) say that recast in oral work is the effective way of providing feedback. That means, repeating the correct version of the utterance helps in the improvement of the learners. Written feedback is provided in a written mode. The teacher may write the comments or notes to the students to provide feedback. It helps in developing the writing proficiency of the students.

Immediate and delayed feedback. Generally, feedback can be provided immediately after the students' response or later on the basis of timing. Immediate feedback is given to the student right after their performances whereas delayed feedback is provided after a certain period of the time of the performance. When the teacher provides feedback to the students during their performance or immediately

after their performance, it can be the example of immediate feedback. On the other hand, if the teacher provides the written comments on the assignments of the students, that can be the example of delayed feedback.

Positive and negative feedback. Feedback can be provided into two types as positive and negative feedback on the basis of the effectiveness. Generally, positive feedback helps the learners to learn effectively with motivation and encouragement. Whereas negative feedback does not support for students' learning. Gass & Selinker (2009), said that negative proof which refers the types of information that is given to learners being concerned about incorrectness of an utterance. It generally demotivates and discourages the learners for learning. For example, if the teacher says "No, it is incorrect…. You cannot learn properly". It can be the example of negative feedback. And if the teacher says, "Well done", "That's awesome", it can be the example of positive feedback.

Importance of feedback. Feedback is an important factor in teaching and learning process. Teaching and learning cannot go smoothly in the absence of feedback. It is necessary for motivating learners towards their learning. It can function as an effective tool for making the learners learn efficiently. Feedback helps the teachers in praising their students' language use. Learners need feedback in order to know that they are making progress in using second language in more target-like ways. Krashen and Seliger (1975, as cited in Nicholas, Lightbown&Spada, 2001) observed that the two characteristics common to all second language teaching methods that they had examined were discrete point presentation and feedback on error. Whatever, feedback is important for the learners to let them know that how they are making progress in their learning. A good teacher should always provide feedback to the learners to make them active for their learning. Feedback makes the learners aware not to be passive or careless in the classroom while teaching and learning is going on and it also helps to make the leaners' performance more accurate, fluent and natural. Feedback is responsible for enabling learners to negotiate meanings with the communicators such as teachers or skilled speakers. Thus, feedback needs to be made regular in the process of teaching and learning English language. Regarding the importance of feedback, Nicol and MacFarlane (2006, as cited in Joshi 2010 p. 17)state the following points:

i. Helps clarity what good performance is (goals, criteria, expected, standards).

ii. Facilitates the development of self-assessment (reflection) in learning; when organized, self-assessment can be led to significant improvement in learning, especially if integrated with staff feedback.

iii. Encourages teacher and peer dialogue around learning.

iv. Encourages positive motivational belief and self-esteem.

v. It can encourage students to persist and it is sometimes easier to accept critique from peers.

vi. Provides opportunities to close the gap between current and desired performance.

vii. Provides information to teachers that can be used to help shape teaching.

So, feedback plays pivotal roles for helping learners to make their learning effective. By the help of feedback, teachers can help the learners to correct their mistakes and improve their learning which ultimately makes the process of teaching and learning fruitful.

Importance of immediate feedback in English language learning.
Immediate feedback is any response provided to the students immediately. In a similar manner, immediate feedback is the reaction by the teachers immediately after finishing their performance. Immediate feedback can be instructional or evaluative. In this regard. When teachers provide feedback immediately, students get motivated towards learning more interestingly. Providing immediate feedback should involve both teachers and students in the process of learning which helps students to get information and make teacher-student discussion. This discussion helps students to develop better understanding and correct their misunderstanding. And students also feel motivated in learning, if they get immediate feedback in difficulty during learning.

Regarding the importance of immediate feedback in English language teaching and learning, Allwright (1975) says that teachers should correct erroneous utterance immediately and do not leave it for later correction. Supporting it, Long (1977) says that " ill-formed utterances of learners should be corrected immediately then only learners know their learning process and they might be more vigilant and conscious for being more accurate" (cited in Quinn, 2014). So, the important part of

providing feedback to the students is its immediacy and it should be provided immediately after the completion of a task. The longer the time gap between the work and its feedback, the less effective feedback becomes. Similarly, Zahorik (1987) says that when teachers tell about the correctness of answers then students become able to change their reading style and techniques which helps learners to improve their further learning. Furthermore, he also says that immediate feedback is very crucial because it provides students with information about how well they are doing. If they make mistakes in learning, immediate feedback helps students to make learn in an effective way.

Furthermore, feedback provides the information about the students' progress they make towards their goals (Eggen&Kauchak, 2004). Hence, immediate feedback should be provided during their learning experiences which helps students to understand in depth and it also helps learners receive information or response immediately after the completion of given task. Immediate feedback also motivates and encourages students for effective learning.

Principles of good feedback practice. Feedback tasks include activities which have no particular language learning goal but are tended to enhance the motivational situation of the classroom and develop positive attitudes towards learning. Richards et.al (1999 p. 23) state in a foreign language class that students may keep a journal in which they write about their feelings, fears and teaching experience in order to show their learning achievement and further improvement they need. According to Nicol and MacFarlane (2006, p. 207-214), following principles are foundation of good practice of providing feedback to the learners:

i.   Provides information to teachers which can helps in teaching.
ii. Facilitates the development of self-assessment in learning which helps to make judgment against standards.
iii. Helps to understand and correct their misunderstanding and to get immediate response to difficulties.
iv. Motivates learners and developing self-esteem and brings positive behavior in learning.

v. Feedback is most useful when students have an opportunity to improve work by being able to resubmit the work or receiving feedback during the production process.

Ways of providing feedback during oral work. In teaching and learning English, providing feedback is very crucial and it can be provided through different forms. It can be provided in the form of oral or written. Whatever the form of the feedback be, it should be fruitful to the learners. There are different ways of providing feedback during oral work. Regarding this, Harmer (2008, p.142) presents the following ways in oral feedback:

Feedback during accuracy work. Feedback for accuracy can be made in two different steps as;

Showing incorrectness. In this step, teacher shows students that the mistake has been made, with the aim of making students correct the mistakes themselves. But the techniques applied in this step are really beneficial for 'slips', not for systematic errors (Harmer, 2008, p.144).

Moreover, Harmer (2008) has mentioned the following techniques that can be adopted for showing the incorrectness to the students:

i. Repeating
ii. Echoing
iii. Statement and question
iv. Expression
v. Hinting
vi. Reformulation

During the accuracy activities, the teacher can repeat the task in order tomake the students focus on the error that one has committed. He/she can also find the mistakes of the students by repeating, emphasizing on the part of the utterance. Similarly, the teacher also can make a statement or a question based on the performance of students with the purpose ofimproving it. Moreover, the teacher can show incorrectness of the performance through facial expression, hints, clues and repetition of the correct version of the sentence that the student has uttered.

Getting it right. If the students are unable to correct the mistakes themselves, then the teacher can tell them the correct form, emphasizing the part that is problematic to the students. They may also explain them the grammatical rule and ask them to repeat the correct version. They may also go for peer correction if the atmosphere is cooperative.

Feedback during fluency work.The way teachers provide feedback to their students during their fluency work determines the behavior of the students in the future fluency activities. A teacher should wait right time for the correction of errors in students' fluency work. Lynch (1997, as cited in Harmer, 2008) says "the best answer to the question of when to intervene in learner talk is: as late as possible". The following ways can be adopted to provide feedback during fluency work:

*Gentle correction. R*eformulating the statement where the role of a teacher is gentler.

*Recording mistakes.*Observing the performance of the students and playing the role of a good observer.

*After the event.*After the completion of the event or the performance of the students, the teacher may provide feedback to the students by writing individual notes to students with suggestions about where they can look for information about the language-dictionaries, grammar books and internet.

Feedback can be provided to the students in the form of oral mode in both accuracy and fluency work. But the teacher should know the right ways to provide feedback in oral work then only learning becomes effective.

Challenges of providing immediate oral feedback. Providing feedback is very important part for the process of teaching and learning and making fruitful result. It includes the students' achievement, progress, development of students' competence, students' confidence, students' level of understanding, evaluation of students' performances and motivation towards learning. Feedback can be used as an effective tool for the improvement and betterment of students' learning English. So, providing an effective feedback is crucial for making students' learning fruitful.

Though immediate oral feedback is important to the students for their learning, it has a lot of challenges to provide effectively. It is not an easy task to do. In the

context of community schools, it is difficult to provide immediate oral feedback to each and every student due to the huge number of students. So, as a teacher he/she should know their students' background, preferences, personal characteristics, language proficiency, level of understanding, interest while proving immediate oral feedback to the students, otherwise it will be useless. In this regard, Zhang, Zhang and Ma (2010) say that providing effective immediate oral feedback is a complex and difficult task that involves numerous complexities and challenge to correct every individual students. In addition, Hattie & Timperley, (2007) say that when immediate oral feedback is unclear to the learners and does not specify the ground on which individuals have met with achievement failure or success, it is likely to increase negative outcomes, lead to poorer performance and engender uncertain self-image. It shows that providing immediate oral feedback to the students does not bring good results always, it may bring negative results too if teachers provide it haphazardly. There can be a lot of challenges to observe the classes about immediate oral feedback during data collection, but I will manage to study deeply to make my research meaningful.

Review of Related Empirical Literature

Reviewing empirical literature is very important section for the researchers while conducting the research study. Many research works have been conducted in field of feedback in teaching and learning. They have some kind of relation with my research study too. In this section, I have reviewed some of the research works which have been conducted previously in the field of feedback as below:

Karki (2011) researched on "Exploring Teachers' Use of Oral feedback". He tried to find out the types of teachers' use of oral feedback on students oral work at primary level. The researcher conducted research within ten primary level English teachers and employed simplerandom sampling procedure. Similarly, classroom observation was used as a tool for the data collection. He observed four classes of each teacher. The findings of this research study showed that 70 percent of primary level English teachers often used evaluative feedback in the classroom teaching and learning activities.

Joishi (2012) conducted a research on "Feedback Techniques used by the Secondary Level Teachers". The main objective of this research study was to find out

the techniques employed by secondary level English teachers in providing feedback. The population of this research study was all the English teachers and the researcher selected 40 teachers as sample from the different schools of Kathmandu valley. The researcher employed purposive non-random sampling strategy. The main tool for data collection of this research study was two sets of questionnaire. The findings of this research study showed that the main feedback techniques used by the teachers were repetition activity, confirmation technique, raising awareness, reviewing students' work, elicitation, giving tasks, class work and focus on the evaluation.

Mahdi and Saadany (2013) conducted a research study on "Oral feedback in the EFL classroom". The main objectives of this research study were to find out what kinds of oral feedback do EFL students in compulsory school receive from their teacher during a teacher-led lesson and to find out what are compulsory school teachers' experiences of and thoughts on oral feedback as a teaching method. This research study was based on qualitative research design and the population of this research study was compulsory school teachers and students of school in a small municipality in Southern Sweden with a high socioeconomic status. The researchers selected two compulsory school teachers and 38 students from grade eight and nine as sample for their study. The researchers applied interview, questionnaire and observation as the tools for the collection of required data. The researchers interviewed with two experienced compulsory school teachers and questionnaires having open ended questions which were given to the students to fill out in the process of collecting data. Similarly, observation was done with 10 students of grade nine and 28 students of grade eight for three lessons for the collection of data. The findings of this research study showed that there is difference between students' preferred feedback type and teachers' preferred feedback type and the relation between teachers and students can be damaged since the students may perceive the teacher as harsh and not understand the purpose with explicit corrective feedback. It also showed that majority of the girls wanted explicit correction on their pronunciation while majority of the boys wanted explicit correction on grammar and word.

Pokharel (2014) conducted a research on "Types of Teacher's Feedback and their Role in Learning English". He mainly tried to find the ways of giving feedback used by English teachers and its roles in teaching and learning English. The researcher

used observation as the tools for the collection of required data. The findings of this research study showed that teacher's feedback make the students aware of their strength and weakness in performance so that they can improve their learning. It also showed that teachers used different ways of giving feedback like implicit, explicit, verbal and non-verbal feedback during classroom activities and teachers often used explicit feedback rather than other kind of feedback.

K.C. (2014) conducted a research on "Teachers' perception on Immediate Feedback". The main objective of this research study was to find out the perception of secondary level English teachers on immediate feedback. The researcher used both primary and secondary sources for the collection of required data. The population of this research study was English teachers of secondary level from Kathmandu district and the sample of this research study consisted 40 teachers from them. The researcher used purposive non-random sampling strategy for the selection of participants. The researcher used both open-ended and close-ended questionnaire as the main tool for collecting required data. The collected data was analyzed descriptively using simple statistical tools. The findings of this research study showed that teachers provided both oral and written feedback to the students immediately. It also showed that teachers taught all the aspects of language such as spelling, pronunciation and meaning by providing feedback immediately.

Thapa (2015) conducted a research on "Teachers' Perception on and Practice of Immediate Feedback to Enhance Writing Proficiency". The population of this research study was secondary level English teachers from the private schools of Kathmandu valley. The researcher selected 2 teachers from each school and in total 40 teachers by using non-random sampling. The researcher used questionnaire as the main tool for the collection of required data. The findings of this research study showed that all the teachers provided feedback to the students in their writing task and the teachers' perception towards immediate feedback in writing proficiency was found to be positive. It also showed that teachers providing immediate feedback to the students in their writing task was crucial to enhance students' writing proficiency.

Rai (2018) conducted a research on "Feedback in ELL: Teachers' Practices and Students' Perceptions".In this research study, the researcher used survey research design and the population of this study was all the students of M.Ed. first semester

and teachers teaching to them from Department of English Education at Tribhuvan University. The sample of this study included 30 students studying in first semester and 4 teachers teaching to them using with purposive sampling strategy. The researcher used questionnaire, observation checklist and observation dairy as the main tools for the collection of required data. The findings of this research study showed that teachers used correcting as the common way of providing feedback to the students and feedback played constructive role in improving students' performance. It also showed that teachers' feedback worked as a motivational tool in the process of teaching and learning.

Khattri (2019) conducted a research on "Teachers' Perception and Practice on Immediate Feedback in Speaking". This research study was based on qualitative research design and the population of this study was secondary level English teachers of Baglung district. The sample of this study included five English teachers currently teaching at secondary level applying with non-random sampling strategy. The researcher used both primary and secondary sources of data in this study. The researcher also used semi-structured interview and observation dairy as the main tools and six classes of each teacher were observed for the collection of required data for this research study. The findings of this research study showed that teachers prefer to employ immediate feedback then to delayed feedback to the students in improving their speaking and mostly teachers provided immediate feedback on pronunciation aspect of speaking. It also showed that teachers mostly applied clarification request and repetition as the main techniques used to correct students' mistakes.

Implications of the Review for the Study

Literature review is crucial part for the whole research which scaffolds the researcher from the beginning to its end while conducting research study. It is also an essential part of any research study. Kumar (ibid) presents the importance of literature review in research in the following ways.
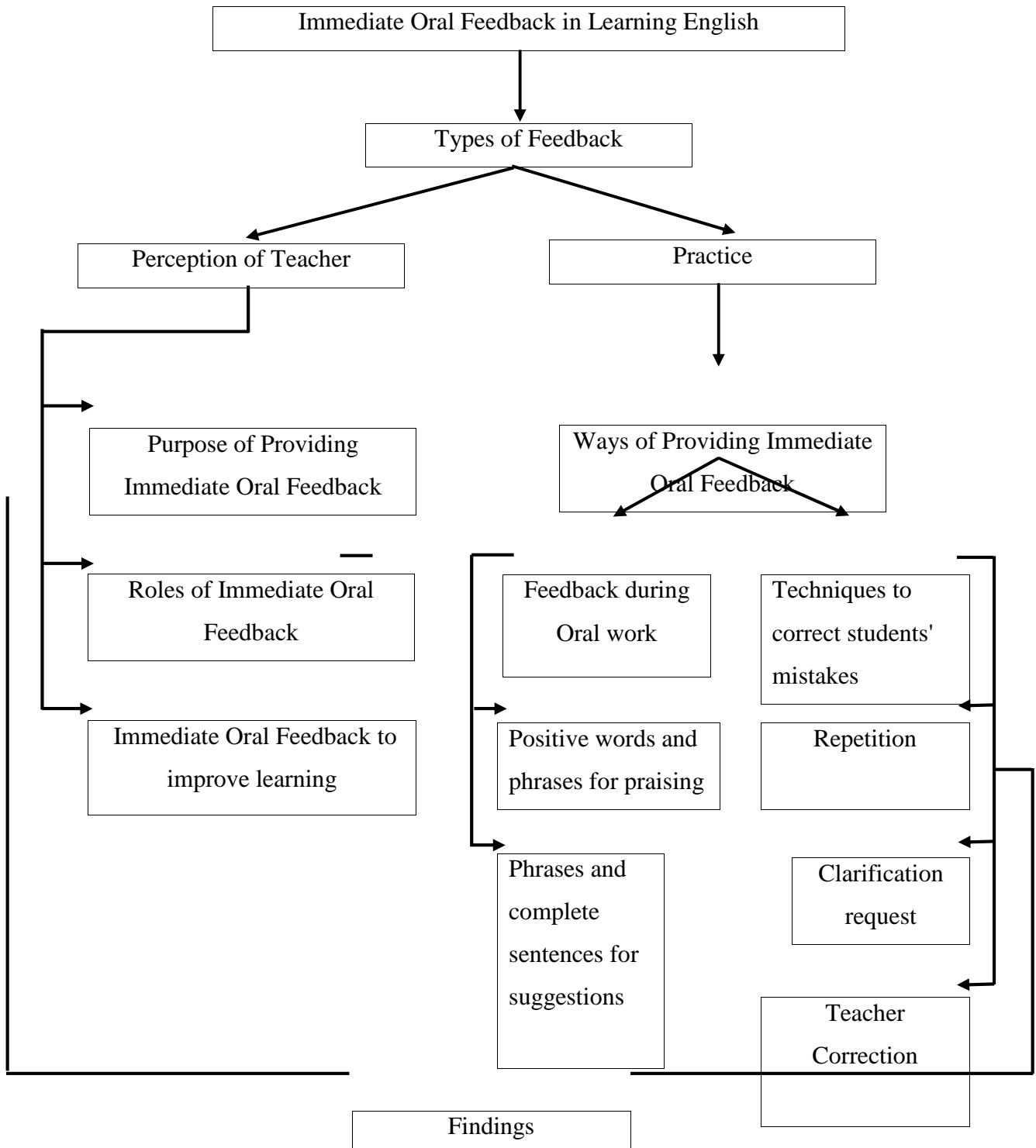
   i.   Bring clarity and focus to your problem.

  ii.   Improve your research methodology.

 iii.   Broaden your knowledge in your research area.

 iv.   Contextualize your findings.

Literature review plays a significant role for conducting any research study so that researchers can go deep down and carry out the fine research study. In my research study, I also went through both theoretical and empirical literatures and reviewed them which helped me to gain theoretical knowledge, to select the methodology and prepare data collection tools.

The above reviewed literature helped me a lot in different ways. The study conducted by Mahdi, D. &Saadany, N. (2013) helped me with some theoretical knowledge about oral feedback and methodological ideas. Similarly, the study conducted by K.C (2014) also provided me with required some theoretical knowledge about the perception of secondary level English teachers on immediate feedback. Likewise, the research carried out by Thapa (2015) also helped me to get theoretical and methodological insights about immediate feedback. In the same way, the research carried out by Karki (2011) helped me to get better understanding about research tools for data collection. In the similar manner, the study conducted by Pokharel (2014) helped me to get ideas about population, sample size and sampling strategies which is very important for my research study. In the similar vein, the study conducted by Khattri (2019) helped me to prepare research tools for collection of data. Finally, other research works also helped me to get ideas on doing my research study in many ways.

Conceptual Framework

A conceptual framework is an essential part of the research and being based upon the conceptual framework, a researcher starts conducting research. As Kumar (2009) says that the theoretical study consists of theories or issues in which study embedded. The conceptual framework for my research study was based on the following.

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          ┌─────────────────────────────────────────────┐
          │ Immediate Oral Feedback in Learning English │
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                              │
                              ▼
                  ┌───────────────────────┐
                  │   Types of Feedback   │
                  └───────────────────────┘
                    /                    \
                   ▼                      ▼
      ┌────────────────────────┐   ┌──────────────┐
      │ Perception of Teacher  │   │   Practice   │
      └────────────────────────┘   └──────────────┘
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Purpose of Providing Immediate Oral Feedback	Ways of Providing Immediate Oral Feedback

Roles of Immediate Oral Feedback	Feedback during Oral work	Techniques to correct students' mistakes

Immediate Oral Feedback to improve learning	Positive words and phrases for praising	Repetition

Phrases and complete sentences for suggestions	Clarification request

Teacher Correction

Findings

Chapter III

Methods and Procedures of the Study

This chapter consists of methods and procedures that will be adopted to carry out this research study. It includes research design, population, sample of the study, sampling procedures, data collection tools, sources of data, data collection procedures, data analysis process and ethical considerations.

Design of the Study

Research is a systematic, controlled, valid and rigorous exploration, description and scientific procedure of investigation (Kumar, 2009). Research design is the road map or strategy for conducting any research. Selection of appropriate research design is essential for making any research valid and meaningful. In order to conduct my research study, qualitative descriptive research design was used. The main aim of qualitative study is to get a rich description and in-depth understanding of the phenomenon of interest, the culture, or lived experience of people in natural settings (Magilvy, 2003, p. 123). Regarding qualitative research, researcher records the text, data, narratives, stories told by people about their real life experiences. Researchers use photographs, and notes or diary, etc. for collecting data. Qualitative research can be carried out through different ways like phenomenology, ethnography, narrative inquiry, grounded theory and others. It is said that these designs are fairly complex and need an understanding of the philosophical and disciplinary underpinnings and specific methods of data generation and analysis (Lambert & Lambert, 2012).

Besides above mentioned designs, I adopted qualitative descriptive design to meet the objectives of my research study. Regarding this, Sandelowski (2000) says that "the qualitative descriptive design facilitates a comprehensive summary of an event in the every terms of those events". It clarifies that qualitative descriptive design is important to study in-depth understanding of experiences gained by individuals or groups in their everyday lives.

Qualitative descriptive designs are reasonable and well-considered combination of sampling, data collection, analysis, and re-presentational techniques. The sample size is smaller in qualitative descriptive design than in any other

qualitative designs. In this qualitative descriptive design, participants should be qualified and experienced so that they can give valid information and share their real experiences to the researcher. Regarding this, Sandelowski (2000, p. 338) says that "data collection in qualitative descriptive study is typically directed toward discovering who, what, and where of events or experiences, or the basic nature and shape". He also says that data collection involves minimal to moderate, structured, open-ended, individual or focus group interview, observation, examination of records, reports, photographs and documents.

Qualitative research study follows the systematic procedure to conduct research and carry out a valid result. The presentation of data from a qualitative descriptive study involves a straight forward descriptive summary of the information of the data is organized in a logical manner. So, qualitative descriptive is most commonly used research method for conducting research in the field of education. It is mostly useful for those researchers who want to know regarding events, things and people involved in it, and where did things take place. I also adopted this research design to meet the objectives of my research study.

Sample Population and Sampling Strategy

The population of this research study consisted ofall the secondary level English teachers who are teaching at the present in community schools of Sankhuwasava district. Four secondary level English teachers of community school were selected as sample size for my research study. The sample was selected by following the purposive non-random sampling strategy.

Data Collection Tools

Different researchers use different tools for the collection of data being based on their research design. Tools play significant role for collecting required data. In my research study, semi-structured interview and observation diary were used as main tools and participant observation was used as a technique for the collection of data.

Sources of Data (Primary and Secondary)

Primary Sources of Data. When the researcher collects valid data and information from the real source or directly from the respondents being based upon the need of research, then that is known as the primary source of data.

Secondary Sources of Data. If the researcher collects information or data from a source that has already been published then that is known as secondary source of data. The secondary source of data was taken from different books, research study, articles, thesis, journals and websites like Ur (1996), Crystal (2003), Kumar (2009), Harmer (2008), Hyland and Hyland (2006), Hattie and Timperley (2007), etc.

Data Collection Procedures

To conduct any fine research study, data or information should be valid and meaningful. In the process of data collection for my research study, firstly, I visited the selected community schools and get permission from the concerned authority. I met the secondary level English teachers, made them clear about the purpose of my visit and built rapport with the four selected teachers. Secondly, I interviewed with the four selected teachers individually in semi-structured format and I recorded all the data obtained from the interview. Thirdly, I observed five classes of each teacher (20 classes)of class ten (10) and I deeply observed how teachers provide oral feedback immediately on grammar and pronunciation aspects of language while teaching and learning activity is going on. Similarly the language used by teachers and students while giving and receiving immediate oral feedback will be recorded and I will manage to record and write all the possible data and information obtained from the class observation in my observation dairy. Finally, I thanked all my valuable informants and other involved personalities.

Data Analysis and Interpretation Procedure

In the process of analysis and interpretation of data, I analyzed and interpreted the collected data through semi-structured interview and observation diary descriptively in narrative form by the process of transcribing, translating, coding, organizing, breaking in to manageable units, synthesizing.

Ethical Considerations

Ethical consideration is very crucial in carrying out any research study. It is also a matter of confidentiality and privacy. The researchers should always respect the privacy of the participants from whom we get valuable data and information. The researcher has several ethical consideration while conducting research study. As a researcher, I followed all the ethical considerations needed for my research study.

First of all, I got permission from all the concerned authorities and I made every participant believe that their valuable information and data would not be misused at any cost. Similarly, I kept every participant's personal information confidential. I collected the data after having the proper consent from them. I did not misuse rather I made a proper use of all the data which were collected from the participants. I did not claim as my own data or information rather I gave proper credits to the sources with reference, cited or quoted them from whom and where I collected the information and data for my research study.

Chapter IV

Analysis and Interpretation of Data

This chapter deals with analysis and interpretation of collected data. Here, I have analyzed and interpreted of the collected data being based upon the objectives of my study.

Analysis of Data and Interpretation of Results

To meet the objectives of my study, I gathered needed data through interviews and class room observation. After the collection of data, I started describing, analyzing and interpreting the information obtained from teachers' interviews and class room observations descriptively in narrative form. Further, I transcribed recorded data and information in to written form and then transcribed them in English and coded according to the objectives of my study. Being based upon the analysis of data, the following interpretations have been made and discussed through various headings and sub-headings.

Teachers' perception and practices on immediate oral feedback. In this section, the analysis of data carried from the perception and the practices of the secondary level English teachers currently teaching at community school is presented. To find teachers' perception on immediate oral feedback, I interviewed with four English teachers of secondary level of community school. And I observed 20 classes of 4 selected teachers, i.e., 5 classes of each to find the practices of providing immediate oral feedback in students' learning English. Here, I have used A,B,C,D to replace and hide the identity Sof those selected teachers with Teacher A, Teacher B, Teacher C, and Teacher D. The details of data presentation, analysis and interpretation have been presented below:

Teachers' perception on immediate oral feedback. Immediate oral feedback is an advice, criticism, information or suggestion immediately provided to somebody about his/her performance in the oral form.Oral feedback is provided to the students to correct or praise about their performances in the oral form and suggests the ways for the further improvement in learning. Feedbacks are oral and written comments, information, responses, compliments and the words of appreciation, praise, and motivation given by the teachers and to the students for their performance and

achievement. Providing immediate oral feedback will be an effective way to improve students' learning. For this, teachers should give immediate oral feedback being based upon the need of students and as per the demand of the content to be taught in the class room activity. The aim of providing immediate oral feedback is to motivate students for their better performance in learning.

During the interview session with selected teachers, I asked them how they view on immediate oral feedback while teaching English. In response to this question, Teacher A said,*" For me, immediate oral feedback is a response given to the students immediately while learning is proceeding. It helps students for their positive improvement"*. Similarly, Teacher B presented his idea on immediate oral feedback as, *"Immediate oral feedback is an oral comment providing to the students and my perception is positive towards immediate feedback because it improves the students' capabilities for their learning"*.

Likewise, Teacher C expressed his views, *"In my view, immediate oral feedback is that kind of feedback which is provided to the students immediately at the same time when we are in the class room learning with students. And it is very necessary for students in their learning"*. In the similar manner, Teacher D viewed as,*"Immediate oral feedback is suggestions regarding students' learning given orally on the spot. Whenever students make mistakes any wrong at that time if we are able to correct on the spot and that will be fruitful"*.

From the above presented data, what I found is that all the teachers have clear understanding about immediate oral feedback. Likewise, I found them positive towards providing immediate oral feedback in students' learning.It is also found that immediate oral feedback is crucial for improving students' learning English. Similarly, it gives an idea that if teachers provide immediate oral feedback in a positive way with positive attitude, then learning becomes fruitful. Here, I added the view of Boud (2002), who says that "a good feedback is given without personal judgment or opinion, given based on the facts, always neutral and subjective, constructive and focuses on the future" (p.7). After analyzing above all data, I came to know that providing immediate oral feedback to the students definitely leads to better achievement in learning.

Immediate feedback in oral work. Feedback can be in both forms immediate and delayed in terms of timing. Any response or comment given to the students or learners immediately is called immediate feedback. On the other hand if teachers provide feedback on after completion of any task or provided at the end of students' performance then that is called delayed feedback. During teaching and learning activities, teachers can use both immediate and delayed as per the need of students for the improvement of students' learning outcome. Both forms of feedback has their own importance in learning. But, here immediate feedback is given more emphasis during oral work. When teachers provide any kind of comment, response and suggestionimmediately in the oral form to the learners for the learning improvement of students that becomes immediate oral feedback. Whatever feedback is given to the students that should have positive impact on students' learning outcome.

During the interview session, I asked to the teachers about their personal preference at using immediate or delayed feedback in oral work during teaching and learning activities for the improvement of students' learning. And the teachers' responses have been presented below:

Teacher A said,

"I am in favor of immediate feedback in oral work because if we provide feedback immediately, students don't feel bad on correction about their learning but they get encouraged towards learning if we correct on the spot during teaching and learning".

Similarly, Teacher B viewed as, *"In my view, normally I prefer to use immediate feedback rather than delayed one to the students during oral work. While giving feedback immediately, students don't feel that they made mistakes or incorrect and teachers corrected. So, I prefer to use immediate feedback".*

Likewise, Teacher C expressed his opinion as, *"Yes, I am in favor of using immediate feedback because if you make any delay at that time there will be chance of to make more mistakes or problems. So, immediate feedback is the most important and I prefer immediate feedback during teaching and learning activities".*

In the similar manner, Teacher D shared his view as, *"In case of oral work, I use both forms of immediate and delayed feedback in my class according to the situation of class. But most of the time I use immediate feedback in oral work"*.

The above presented data shows that all the teachers are in favor of using immediate feedback during oral work in the class room while teaching English. Likewise, it also shows that providing immediate oral feedback to the students in the oral form makes them feel like they just learning as usual and teachers are helping not correcting their mistakes. And teachers also correct students' mistakes immediately in students' oral work or activity which helps students minimize repeating same mistakes. In this regard, the idea of Long (1914) who says that when teachers correct students' ill-formed sentences immediately, then learners become more conscious and being more accurate (as cited in Quinn, 2014). One of those respondents said that he uses both forms immediate and delayed being based on the situation of students and class room learning. So, I found all the teachers using immediate feedback rather than delayed feedback during oral work.

During the time of class observation, I focused on how they provide immediate feedback on oral work. While observing the class of Teacher A, I found that he provided feedback immediately to the students in the class room activities. For example, he taught past form of some regular verbs and asked one of the girls that *"What is the past form of verb 'cook'?"* But she made incorrect and teacher corrected and asked her to repeat. Similarly, Teacher B in his class, he taught yes/no question on behalf of grammar item and he wrote structures with examples on the white board. And he asked all students read for five minutes then he wrote a sentence, *"She is writing an essay"* and asked one of the students to change it in to yes/no question orally. Then that student responded, *"Is writing she an essay?"* but student made incorrect and teacher immediately corrected, *"Is she writing an essay?"* and asked student repeat it.

Likewise, Teacher B in his class, he made pair of all students and told each pair to create a dialogue about their daily routine. After ten minutes, he asked one of the pairs to deliver their dialogue in front of all and they delivered too.

S1: What did you do after school yesterday?

S2: I did my English homework and you?

S1: I helped my mother.

S2: Great!

Teacher immediately appreciated them by saying *"well done"* and everybody clapped. In the same way, Teacher D in his class asked one of the students to make a sentence using the word *"from"* and he made a sentence *"I from Sankhuwasabha"*. The teacher immediately said *"Nice try! But incorrect"* and he said to the student *"Can you try again"?* And the student responded *"I am from Sankhuwasabha"*. Finally, teacher praised him by saying *"Great! You are right."*

The data from the class observation shows that all the teachers frequently provide immediate oral feedback to the students during oral work in the class room activity. They used words, phrase and short sentence like *"great", "well done", "you are right"* for the correct responses of students and *"nice try but incorrect", "can you try again"* for the incorrect responses of the students. Similarly, I found all of the teachers giving feedback immediately during oral work for the improvement of students' learning. And I also got similarity between teachers' interviews and their class room practices. Likewise, what I found is when students make mistakes, teachers immediately correct for their incorrect performance and when students give correct responses, teachers immediately give positive feedback in the form of praise and appreciation. Students also seemed to be motivated and interested towards learning after getting immediate oral feedback.

In conclusion, I came to know that all the teachers prefer to provide immediate feedback in oral work for the improvement of students' learning. While providing immediate feedback, they give positive comments for the correct responses and suggestive comments for the incorrect responses of students. And students also get motivated and interested towards their learning. So, immediate feedback is very important to motivate students to do better in their learning.

Ways to provide immediate oral feedback. Students may expect feedback in different ways from their teachers and providing immediate oral feedback motivates students to do better in their performance. Praising and giving good comments for good performance of students helps to motivate and to develop positive attitudes towards learning (Ellis & Shintani, 2013, p. 250). Immediate oral feedback can be the best way to encourage students in their learning immediately after their performance.

During the interview session, I asked the teachers about the ways of providing immediate oral feedback to the students and their responses have been presented below:

Regarding this, Teacher A and Teacher B shared the common ways of providing immediate oral feedback for the correct responses of the students during learning English in the class room. They said that they use words like *"great", "nice", "right", "correct", "perfect", "excellent", "outstanding",* phrases like *"well done", "good job", "go ahead", "keep it up", "thank you", "simply awesome"* and short sentences like *"your answer is perfect", "you did it", "you are very intelligent", "you are doing great".* In the same way, they said that they share similar kind of ways to provide immediate oral feedback for the incorrect responses of the students and they use sentences like *"you need to say this instead of it", "you are going to correct say again", "nice try but the correct answer is this", "you can try again", etc."*

From the above presented data shows that all the teachers are found to be using similar kind of words, phrases and sentences while giving immediate oral feedback for the correct responses of the students. Their common ways of providing immediate feedback for the positive responses are *"great", "well done", "very good", "you did it", "keep it up", "you are doing well", "you are very intelligent", etc."* Most of the teachers use words, phrases and short sentences for the positive responses of the students during oral work. Likewise I found teachers using complete sentence for the incorrect responses of the students like "*you need to say this instead of it", "you are going to correct say again"," nice try but the correct answer is this", "you can try again, etc."* This also shows that teachers provide immediate feedback in both ways, positive and negative according to the performance of the students.

During the time of class room observation, what I found is all the teachers provided feedback to the students immediately in the oral form. Similarly, I found that

Teacher A and Teacher B in their most of the classes, they used common words and phrases like *"great", "well done", "good job", " keep it up", "go ahead"* for praising students for their correct responses during oral work in the class room. In the same way, I found Teacher B and Teacher D in their most of the classes, they used phrases and short sentences like *"you did it", "your answer is perfect, you are very intelligent and you are doing great"* while providing immediate feedback to the students during oral activity in the class room. Likewise, all the teachers used common comments like *"you need to say this instead of it", "you are going to correct say again", "nice try but the correct answer is this", "you can try again, etc."* for the incorrect responses of students.

In conclusion, data from teachers' interviews and class room observation was found to be similar. Teachers provided immediate feedback to the students during their oral work in the same ways. Generally, all the teachers used words, phrases, and short sentences while providing feedback for students' positive responses. Their common ways of providing immediate feedback for the positive responses are *"great", "well done", "nice", "great", "you did it", "keep it up", "you are doing well", "you are very intelligent, etc."* In this regard, Phuc, (2010) said that the majority of the teachers respond by saying *"very good! thank you."* or even simply *"good"* to praise students' for their good performance."So, teachers should use immediate feedback during oral work for both praising for good responses and correcting for incorrect responses of students' performance in various ways.

Immediate oral feedback on the aspect of language. Teachers can provide immediate oral feedback in different aspects of language teaching and learning and students also expect to receive immediate oral feedback in particular aspect of language. But my major concern here is to find out in which aspects of language (vocabulary, pronunciation, grammar and meaning) that most of the teachers prefer to provide immediate oral feedback. These all four aspects of language are equally important for the successful language learning but teachers may have different opinions. So, to get teachers' opinions and their practices, I went through interviews and class room observations.

During the interview session, I asked respondent teachers about their preference and views of providing immediate oral feedback on particular aspects of language and their responses have been presented below:

Teacher A said,

"I mostly focus on pronunciation aspect of language because if students' pronunciation is wrong that doesn't give sense and doesn't help learning English. So, I focus on pronunciation while giving immediate oral feedback to the students".

Similarly, Teacher B and Teacher C shared their common ideas that they mostly provide immediate oral feedback on pronunciation aspect then grammar aspect during teaching and learning. They said that pronunciation plays important role in learning English. They also said that if pronunciation is not understandable then we cannot exchange information effectively.

In the same way, Teacher D presented his view as,

"I provide immediate oral feedback on both pronunciation and meaning. Meaning is really vast thing to understand because in English one word has many meanings. So, I will give the immediate oral feedback to the students on meaning as well as pronunciation aspects of language".

Above mentioned data from the interview shows that most of the teachers shared their common ideas about providing immediate oral feedback on aspects of language. What I found is that most of the teachers focused on pronunciation aspect of language while providing immediate oral feedback. Regarding this, they said that pronunciation plays crucial role in learning English and without understanding pronunciation of words, they cannot understand meaning what exactly said. But one of the teachers put his idea in a little different way that he mainly focused on meaning rather than other aspects of language. He also said that in English one word has various meanings and without understanding meaning of words people cannot exchange ideas. So, most of the teachers agreed with the idea of providing immediate oral feedback on pronunciation rather than other aspects of language.

During the time of class room observation, I found that most of the teachers provided immediate oral feedback on pronunciation aspect of language. While observing their classes, teachers taught different lessons on various topics and most of

them provided immediate oral feedback on pronunciation rather than vocabulary, grammar and meaning. In the class observation of Teacher A, he provided oral feedback on pronunciation aspect of his most of classes. Whenever students felt difficulty to pronounce the words like *"rivals", "dusk", "horribly", "dawn"* then teachers immediately corrected the understandable pronunciation during teaching and learning.

Similarly, Teacher B also focused on pronunciation aspect of language while providing immediate oral feedback in his most of the classes. For example, Teacher asked one of the students to change the sentences orally in to past form and sentence was like this, *"I catch a bird".* And student responded, *"I caught a bird"* he corrected grammatically but did not pronounce comprehensively. Teacher immediate uttered the sentence and asked student to repeat.

Likewise, Teacher C also provided feedback on pronunciation aspect of language during his most of the classes. For example, he was teaching poem *"The Road Not Taken Yet"* and asked his students to pronounce the words *"dilemma", "trodden", "diverged", "doubted"* but students did not pronounce well as expected and teacher immediately pronounced these words and asked students to repeat them. In the same way, while observing class of Teacher D, he focused more on meaning rather than pronunciation, vocabulary and grammar during his classes. He provided immediate feedback on meaning by writing synonyms, and antonyms. For example, he wrote *"word- innocent", "meaning-free from immorality", "synonyms-blameless", "antonyms-guilty".*

The data from the class room observation, I found that teachers' practices of providing immediate oral feedback to the students on different aspects of language is similar as they said in their interviews. Most of the teachers provided immediate oral feedback on pronunciation aspect of language. Regarding this, the study of Khattri (2019) also showed that most of the teachers prefer to provide immediate oral feedback on pronunciation rather than vocabulary, grammar and meaning. In conclusion, from the interviews of 4 selected teachers and observation of 20 classes, what I found is that most of the teachers provide immediate oral feedback on pronunciation rather than other aspects of language. Providing immediate feedback in the class room motivates students to improve their speaking skill in learning English.

Techniques used for correcting students' oral mistakes immediately.
Different techniques can be used for the correction of students' mistakes immediately during oral work. Techniques for correcting students' mistakes may vary from teachers to teachers. And teachers may use different techniques being based upon topic and class room activity. Here, I wanted to know the teachers' views on how they correct students' mistakes and what techniques that teachers use to correct students' mistakes immediately in their oral work.

I went through the interviews with the four selected teachers to get their views on how and what techniques they use for the correction of students' mistakes. And their responses have been presented below:

Teacher A said,

"Whenever students make mistakes during oral work, I generally correct their mistakes immediately. I use the technique like reformulating to correct students' mistakes in which teachers replace students' incorrect expression with correct response and I ask students to repeat correct form time and again".

Similarly, Teacher B responded,

"When students make some kind of mistakes during oral work, I use immediate corrective feedback to correct students' mistakes by repeating incorrect words first and correct them immediately. Likewise, another respondent, Teacher C viewed that *I provide immediate corrective feedback through using recast, clarification request and repetition to correct students' mistakes during oral work".*

In the similar manner, Teacher D expressed his view as,

"While correcting students' mistake during oral work, I use teacher based technique that is teacher correction rather than letting students correct themselves. If I let students correct their mistakes themselves, then there will be more chance to repeat and make mistakes. So, I focus on teacher correction technique first then only I let students correct themselves during oral work".

Above mentioned data shows that teachers use different techniques like repeating, reformulating, corrective feedback, recast, clarification request and teacher correction for correcting students' mistakes immediately during oral work. I found

that most of the teachers use similar kind of techniques in their class room activities. But one of the teachers said that he uses teacher correction technique rather than others to correct students' mistakes in oral work.

During the time of class room observation, teachers used following techniques while correcting students' mistakes. For example, Teacher A, asked one of the students make sentence using *"in and from"* and student said *"We in the class room"*. Then teacher asked that student to repeat the sentence again and finally student corrected *"We are in the class room"*. Similarly, another student made a sentence *"I from Sankhuwasabha"*then teacher asked that student repeat again and finally student corrected by saying *"I am from Sankhuwasabha"*.

Similarly, during the observation class of teacher B and he asked his students that *"Who can answer of this first question?"* In response, one of the girls said *"I answer this question sir"* then teacher asked her repeat again and she said that *"I can answer this question"*. This is how he corrected students' immediately by repeating technique in oral work.

In the same way, from the observation class of teacher D,

He corrected students by using different technique than that of other teachers. He used teacher correction technique to correct the students' mistakes in oral work in the class room. For example, teacher asked one of the students that *"Where did you yesterday?"* and in response, his student said *"I go to Chainpur yesterday"* then teacher said *"not go but I went to Chainpur yesterday"*. Like this, he corrected students, mistakes immediately with a teacher correction technique.

From the above observation classes of teachers, what I found is all teachers used different techniques for the correction of students' mistakes immediately in oral work. Similarly, I also found that most of the teachers preferred to use techniques like repetition and clarification request. It is similar to the study of Khattri (2019) who says that teachers' commonly used techniques for correcting mistakes of students are repetition and clarification technique rather than others.

In conclusion, teachers used different techniques for the correction of students' mistake immediately during oral work. According to the views of teachers collected from their interviews and class room observation, I found that most of the teachers

preferred repetition and clarification request techniques as most effective technique for the correction of students' mistakes in oral work immediately. Similarly, I also found that one of the teachers used teacher correction technique as an effective technique. So, I came to know that common techniques used by most of the teachers to correct students' mistakes immediately are repetition and clarification request.

Role of immediate oral feedback in students' learning English. Immediate oral feedback has great impact on students' learning. Immediate oral feedback is very important for students' learning English. It helps students to minimize their mistakes during learning. Immediate feedback helps to minimize mistakes in a speaking task and reduces the risk of these errors, serving a preventive function (Lee et al., 1994). Immediate oral feedback plays important role for the improvement of students' learning. Immediate oral feedback helps learners to reflect on their own learning and makes alert about making mistakes. Providing immediate oral feedback also motivates students towards their learning.

During the interview session, I asked teachers about effectiveness of using immediate oral feedback in students' learning English. And the responses of teachers have been presented below:

Teacher A said,

"Of course, providing immediate oral feedback is really effective for the learning because when I provide immediate oral feedback, students also improve their learning. So, it plays effective role in learning and teaching".

Similarly, Teacher B responded,

"In my experience, it is very necessary to give immediate oral feedback because students do not feel discouraged but after getting feedback immediately, I find students also got motivated towards learning". Likewise, Teacher C shared his views as, *"In my view, immediate oral feedback is very effective way to encourage learners for good performance. So, it plays significant role for the improvement of students in their learning".*

In the same way, Teacher D expressed his opinion as,

"I have also used immediate oral feedback to correct students' mistakes in my teaching and learning process. So, students are interested in learning after getting immediate feedback. And students also do not feel humiliated if teachers provide feedback immediately. So, it plays vital role for motivating students in their learning".

Above mentioned data from the interview shows that all teachers shared their common views about effectiveness of immediate oral feedback. They said that providing immediate oral feedback is necessary for the students in their learning achievement. Likewise, all teachers agreed that immediate oral feedback is the effective way to provide feedback and improve students' learning performance. It also showed that providing immediate feedback motivates students and helps to achieve more in their learning.

During the class room observation of teachers, I found that all teachers provided immediate oral feedback to the students when they felt difficulty in learning. And students also seemed to be motivated and encouraged after getting immediate oral feedback from their teachers. Similarly, even shy and introvert students were interested in learning after getting immediate oral feedback. For example,

Teacher A gave a reading task to the student one by one and students started reading. One of the students read *"Yogmaya finally............."* and stopped because of difficult to pronounce the words. Immediately, teacher completed the sentence *"Yogmaya finally confronted the rulers with an ultimatum".* Then teacher asked the students to repeat that sentence and that student repeated it well.

Similarly, from the observation of Teacher D, What I observed is he taught the past forms of some regular verbs. After teaching past form of some regular verbs with examples and examples were like *"work-worked, walk-walked, cook-cooked, move-moved, etc."* After that teacher asked one of the students that *"what is the past form of verb "eat"?* And student quickly responded by saying *"eated"* then teacher immediately corrected *"you need to say "ate" not "eated" because this is not regular verb".* Again teacher asked him to repeat and finally he corrected. This is what I found in their class room practices of providing immediate oral feedback to the students for improvement of their learning.

In conclusion, I found that the impact of oral immediate feedback is very positive towards students' learning achievement and all teachers provided immediate

oral feedback to the students. When teachers provide immediate oral feedback to the students frequently then that motivates students learn better. Similarly, I found students also got motivated and interested more in their learning after getting immediate oral feedback. Even shy and introvert students seemed encouraged and motivated in their learning. In this regard, the study of Rai (2018) also showed that feedback is like balanced diet for malnourished child, a kind of support to an activity and results. Likewise, they said that immediate oral feedback is crucial for improvement of the students' learning. So, immediate oral feedback is very important and all teachers should provide immediate oral feedback to the students to improve their learning.

Immediate oral feedback for the improvement in learning. Immediate oral feedback can be used as a motivational tool for improving students' learning English. Teachers can also use immediate oral feedback as an effective way to improve performance of students in their learning. Here, the main concern is to find out teachers' perception about how does immediate oral feedback helps to improve students' learning. For this, I interviewed with teachers and their responses have been presented below:

Teacher A said,

"In my opinion, when students get positive comments or praise from their teachers immediately during learning, I find students doing better day by day. So, immediate oral feedback is very important and it helps to improve students' learning".

In the same way, Teacher B responded as,

"I have a good experience of providing immediate oral feedback to my students. I provided some effective suggestions or ways to my students immediately for improving their speaking and they followed the ways I suggested and I found improvement in their speech. That is why immediate oral feedback is very important for students to perform better".

Similarly, Teacher C shared his idea as,

"I often provide immediate oral feedback to the students in my class. If the teachers do not correct students' mistakes immediately, they may forget later to

correct and students may repeat same mistakes repeatedly. So, I provide immediate oral feedback that motivates students not to repeat same mistakes".

Likewise, Teacher D presented his view as,

"In my view, definitely immediate oral feedback helps to improve students' learning. I frequently give comments and responses for both correct and incorrect responses immediately and I find students interested to receive immediate oral feedback and improve their performance".

The above presented data shows that most of the teachers provided immediate oral feedback to their students while teaching and learning. They presented their views that teachers should provide immediate oral feedback for the improvement of students' learning. Similarly, they said that if teachers provide immediate oral feedback that really helps students to improve their learning. Finally, I came to know that immediate oral feedback works as powerful tool for helping students to achieve better in their learning. So, immediate oral feedback is key to improve students' learning English.

Chapter V

Findings, Conclusion and Recommendations

This chapter includes the findings derived from the analysis and interpretation of the collected data. And it also includes conclusions of the research study along with the some points being based upon the collected data and some recommendations for policy related, practice related and further research related based on the findings of the study.

Findings

After the analysis and interpretation of the collected data, the following major findings have been carried out.

Findings related to teachers' perception on immediate oral feedback. Most of the teacher had positive attitudes on providing immediate oral feedback to the students. They were in favor of providing immediate oral feedback during oral work while learning English. It was also found that most of the teachers mainly focused on pronunciation aspect of language rather than others during oral work. Similarly, the study was also able to discover that most of the teachers used repetition, clarification request and teacher correction as techniques to correct students' mistakes. In addition to this, all the teachers agreed that immediate oral feedback is the most effective way to provide feedback and improve students' learning English during class. They presented their perception that immediate oral feedback works as a powerful tool for helping students to do better in their learning.

Findings related to practice of immediate oral feedback. From the real class room observation, what I found is all the teachers provided immediate oral feedback to the students. All the teachers provided positive comments to praise the students and negative comments and suggestions for students' incorrect responses. I also found that most of the teachers used words, phrases and short sentences like *amazing, nice", "very good", "well done", "keep up the good work", "you are very intelligent" and so on"* for the correct responses of students during oral class. Besides, many teachers were found to be using complete sentences like *"you need to say this instead of it", "you are going to correct... ", "nice try but right answer is this" and so on"* for the suggestions and correction of students'

incorrect responses. To add to this, it was also found that most of the teachers preferred repetition, clarification and teacher correction as techniques for correcting students' mistakes. All the students were motivated and interested in their learning after getting immediate oral feedback. Furthermore, it was also found out that all the teachers used immediate oral feedback as powerful tool to motivate and improve students' learning.

Conclusion

Immediate oral feedback is one of the important parts of teaching and learning activities. It plays crucial for the improvement of students' learning. The study was conducted to find out the teachers' perception and practices of immediate oral feedback in secondary level of community schools. To accomplish the study, I interviewed with four selected teachers currently teaching at secondary level of community school and I observed 20 classes of 4 selected teachers in the community school of Sankhuwasabha district.

From the findings of the study, I came to know that providing immediate oral feedback to the students for their learning English is very important. In this study, I found that most of the teachers had positive attitudes towards immediate oral feedback in the class room practices. Similarly, most of the teachers were in favor of providing immediate oral feedback during their oral classes. During class room activities, I found that all the teachers provided immediate oral feedback to the students immediately for improving students' learning. Likewise, I found that all the teachers mainly focused on pronunciation aspect of language rather than grammar, vocabulary and meaning. While providing immediate feedback to the students, most of the teachers used words, phrases and short sentences of praise for the correct responses of students. On the other hand, teachers used complete sentences to correct students' mistakes and give suggestions. Most common techniques used by teachers to correct students' mistakes were repetition, clarification request and teacher correction. In the same way, students also were motivated and interested in their learning after getting immediate oral feedback during their oral classes. At the end, what I want to say is immediate oral feedback is powerful tool to motivate students and key to successful learning. Thus, if teachers provide immediate oral feedback to the students

frequently and immediately, then students will surely improve their learning and do better in their performance.

Recommendations

Based on the major findings and conclusions of the study, I have made some recommendations for policy makers, new researchers, students, and ELT practitioners which have been given below:

Policy related. Immediate oral feedback works as an effective way to motivate students and improve students' learning. Those who practice immediate oral feedback in their teaching learning, have positive impact and suggest to use it. From the findings of the study, it has been found that techniques like repetition and clarification request can be the best ways to correct students immediately during in oral work. From the findings of the study, it has also been found that students get motivated and interested in learning after getting immediate oral feedback. So, I would like to suggest the policy makers to include immediate oral feedback and its effectiveness, and ways of providing it explicitly in teacher training and teaching guidelines.

Practice related. In the present teaching and learning scenario, findings of my research study will be effectively used to provide immediate oral feedback to the students. This study will be more significant to all teachers, text book writers, materials producers, students and all ELT practitioners. I want to recommend some striking things at practice level to improve students' learning English.

    i.   Teachers should provide immediate oral feedback to the students frequently.

   ii.   Teachers should use techniques like repetition and clarification request to correct students' mistakes immediately.

  iii.   Text book writers should incorporate immediate oral feedback to design textbooks.

  iv.   Teachers should focus all the aspects of language equally while providing immediate oral feedback.

   v.   Immediate oral feedback should be included in teacher training and teaching guidelines.

Further research related. Immediate oral feedback plays important role for the improvement of the students' learning in English. Doing research in this area can be the interest of many new and emerging researchers. This study was limited to find out teachers' perception and practice of secondary level of Sankhuwasabha district. And findings of the study will not be generalizable for the whole country because of its some limitations. This was limited to certain number of participants and class room observations, so there might be more areas to explore and investigate further on the same topic. If anyone becomes able to research on the same study widely, that will definitely add more information. Moreover, being based upon this study, other researchers can also explore and investigate more in similar areas for the further research study.

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