FEEDBACK TECHNIQUES USED BY THE SECONDARY LEVEL TEACHERS

A Thesis

Submitted to

The Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Sabitri Joishi

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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T.U. Regd. No.: 9-19-2-48--2461-2003   Date of Approval of the Thesis

Second Year Exam   Proposal: 2068/05/

Roll No.: 280478/2064   Date of Submission: 2068

DECLARATION

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

Date: 18/04/2012   …………………….

Sabitri Joishi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Sabitri Joishi** has prepared this thesis entitled **Feedback Techniques Used by the Secondary Level Teachers** under my guidance and supervision.

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DEDICATION

This thesis is dedicated to all my family members who helped me to complete this sort of work.

ACKNOWLEDGEMENTS

ABSTRACT

This study is on 'Feedback Techniques Used by the Secondary Level Teachers'. This study aimed to discover different feedback techniques used by the secondary level teachers. Forty teachers from different colleges of Kathmandu valley were taken as sample of the study. The data was collected using a questionnaire containing the list of different feedback techniques. The findings of the study show that the majority of the teachers used different feedback techniques regularly while the main techniques used in providing feedback were: repetition activity, confirmation technique/ clarification, raising awareness, reviewing students works, group works/ pair works, elicitation, giving tasks, class works/ homeworks, focus on the evaluation. The positive feedback techniques were more frequently used than the negative techniques. The techniques like on the spot correction, giving punishment were less used techniques. For all, the feedback was reviewed as an incentive to teaching learning process. And, it was used mostly during other activities than during their tests and examinations.

The study consists of four chapters. The first chapter encompasses general background which further includes: English Language Teaching (ELT), approaches of ELT, methods of ELT, recast, feedback, negative feedback and approaches to feedback. Furthermore, this chapter consists of review of the related literature, objectives of the study, significance of the study and procedures for data analysis. Chapter two deals with methodology. It encompasses sources of data, population of the study, sampling procedure, and tools for data collection, process of data collection and limitations of the study. Likewise, the third chapter of the study comprises analysis and interpretation of the data. The data was analyzed and interpreted on the basis of frequency and percentage. The fourth chapter consists of the findings and recommendations. The final part presents the references and the appendices which provide the information to support as the evidence.

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LIST OF ABBREVIATIONS AND SYMBOLS

T.U   -   Tribhuvan University

M. Ed .   -   Master in Education

i.e.   -   id.est / that is

etc.   -   et cetera

ELT   -   English Language Teaching

EFL   -   English as a Foreign Language

SLA   -   Second language Acquisition

L2   -   Second Language

e. g.   -   for example

NELTA   -   Nepal English Language Teachers' Association

Fre.   -   frequency

%   -   percentage

No.   -   Number

CUP   -   Cambridge University Press

OUP   -   Oxford University Press

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language is a means of expressing ideas and emotions in the form of linguistic signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his/her mother tongue. It is the language which he/she listens to from his/her birth. Any other language learned or acquired as subsequent to first is known as the second language.

Second language learning is defined as learning a language, which is different from native language. Second language acquisition is a long term process, which includes several stages of development.

The term second language acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutored setting. The mother tongue or first language acquisition is established within the early age of linguistic development. Second language acquisition or second language learning is the process of learning other language in addition to the native language. For instance, a child who speaks Nepali as the mother tongue starts learning English after going to school. English is learned by the process of second language acquisition. It is established fact that a young child can learn a second language faster than a person learning it at a mature age can. The systematic study of how people acquire a second language is a fairly recent phenomenon, belonging to the second half of the twentieth century. Its emergence at this time is perhaps no accident. This has been a time of the global village, and the world wide web, when communication between people has expanded way beyond their local speech communities. As never before, people have had to learn a second

language, not just as a pleasing past time, but often as a means of obtaining an education or securing employment. At such a time, there is an obvious need to discover more about how second languages are learned.

At first sight, the meaning of the term second language acquisition seems transparent but, in fact, it requires careful explanation for one thing. In this context, second language refers to any language that is learned as subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also, 'Second' is not intended to contrast with 'foreign', whether you are learning a language naturally as a result of living in a country where it is spoken or learning it in a classroom through instruction, it is customary to speak genetically of 'second' language acquisition. Second language acquisition refers to all the aspects of language that the language learner needs to master.

1.1.1 English Language Teaching (ELT)

Language is not an end in itself. It is a way of connection between souls, a means of communication. Among all the languages existing in this world, English is the main language of the books, newspapers, airports and air traffic centres, international business and academic conference, science, technology, medicine, diplomacy, sports, international competitions pop music, advertising and so on. English receives a prominent position in the total education system of Nepal (Awasthi, 2003). Almost all university education tertiary educational colleges and privately run academic institutions use English for all academic purposes. Teaching evaluation and research work take place in English language too. And teaching a thing simply should be geared to facilitate learners on the part of learners. We have a long tradition of about 200 years of the introduction of English in Nepal. Until recently, it was considered as a foreign language with a limited rule and purpose. Now in the global context, it is striving to take a position of second language. In the last few decades, the position of English in the formal education curricula has been fluctuated. ELT scenario in the following years has changed drastically resulting from the

researches in the ELT pedagogy carried out. World wide English has now become synonymous to the quality education and in the perspective of classroom teaching, English plays significant role. In order to bring in quality, the teaching and learning of English has to be to the mark that it addresses the quality parameters both in terms of delivery, materials and classroom discourse. The key factors of the quality ELT such as curricula, textbooks, methodology, teachers, learners, assessment and the overall teaching learning situation should be associated with different methods and techniques.

Hence, English has been a widely used language and Nepal is one of the countries which has included English in curriculum from grade one to higher education as one of the compulsory subjects. Awasthi, (2003, pp. 23-23) opines, 'English entered in the Nepalese education in 1854 with late Rana Prime minister Jung Bhahadur Rana's Britain visit in Kathamndu'. Likewise, the introduction of English language Teaching (ELT) in Nepalese education started only in 1971 with the implementation of National education system plan (NESP) and still continues, and has become the demand of the age. For effective language learning, education training has been compulsory for some years which has been one of the supportive factors for effective teaching and learning the English language. The trainers i.e. the students of I. Ed., B.Ed. and M.Ed. are offered different specific courses, for example, phonetics, communicative English, Language and linguistics, methods of English language teaching , etc. for its effective teaching. Such courses not only give knowledge of English, but also prepare a trained English teacher equipped with different methodology lie for effective teaching of English. In Nepal, there are some non-governmental organizations helping to develop English, for instance, History Association of Nepal (HAN) and Linguistic Society of Nepal (LSN); Nepal English Language Teacher's Association (NELTA), a Common Forum for Profession Teachers of Nepal, have been working continuously for the promotion of ELT in Nepal. NELTA is raising standard of ELT in Nepal by conducting trainings, workshops, seminars, conferences, etc. It is conducting

collaborative work with government in various fields of ELT for example, ELT curricula, material production, teacher trainings, etc.

1.1.2 Approaches of ELT

An approach refers to theories about the nature of target language i.e. how language itself is structured and the nature of language learning and teaching that score as the sources of practices and principles in language teaching. It deals with broad view point about language and language teaching.

> An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; approaches refer to theories about the nature of language and language learning that serves as the source of practices and principles in language learning.
>
> (Richards and Rodgers, 2001, p. 16)

Theory of Language

At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first, and the most traditional of the three, is the structural view, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units, grammatical units, grammatical operations and lexical items. The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning. The

communicative movement in language teaching subscribes to this view of language.

This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and learns to a specification of same organization of language teaching content by categories of meaning and function rather then by elements of structure and grammar. Wilkin's notional syllabus (1976) is an attempt to spell out the implication of this view of language for syllabus design. A notional syllabus would include not only the elements of grammar and lexis but also specifies the topics, notions, and concepts the learner needs to communicate about.

The third view of language can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis, and ethno-methodology. Interactional theories focus on the patterns of movement, negotiation, and interactional found in conversational exchanges. Language teaching context, according to this view, may be specified and organized by patterns of exchange and interactions or may be left unspecified, to be shaped by the inclinations of learners of as interactions of interactors. Interaction has been central to theories of second language learning and pedagogy since the 1980s. River defined the interactive perspective in language education "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages" (1987, p. 4).

Structural, functional, or interactional models of language provide the axioms and theoretical framework that may motivate a particular teaching method, such as audiolingualism. But in themselves, they are incomplete and need to be complemented by theories of language learning.

Theory of Language Learning

A learning theory underlying an approach or method responds to two questions: (a) what are the psycholinguistic and cognitive processes involved in language learning and (b) what are the conditions that need to be met in order for these learning processes to be activated? Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process oriented theories build on learning processes, such as habit formation, induction, conferencing; hypothesis testing and generalization condition oriented theories emphasize the nature of the human and physical context in which language learning takes place.

Stephen D. Krashen's monitor model of second language development (1981) is an example of a learning theory on which a method has been built. Monitor theory addresses both the process and the condition dimensions of learning. At the level of process, Krashen distinguishes between acquisition and learning. Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process. According to Krashen, however, learning is available only as a 'monitor'. The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in the editing of utterances produced through the acquired system.

Terrell's natural approach (1977) is an example of a method desired primarily from a learning theory rather than from a particular view of language. Although the natural approach is based on learning theory that specified both processes and conditions, the learning theory underlying such methods as counseling. Learning the silent way addresses primarily the conditions held to be necessary for learning to take place without specifying what the learning processes themselves are presumed to be. Currun's counseling learning is based on the theory that the atmosphere of the classroom is a crucial factor. This theory

believes, conditions are primarily necessary for successful learning. He believes the condition dimension is the most important factor for language learning. Similarly Gattegno's silent way is the next theory that believes conditions necessary for successful learning to be realized. He focuses on the conscious control of learning.

1.1.3 Methods of ELT

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behavior. Secondarily, they deal with such features as linguistic and subject matter, objectives, sequencing, and materials. They are almost always thought of being broadly applicable to a variety of audiences in a variety of contexts.

In the word of Brown (1994, p.14), teaching methods are the application of theoretical findings and positions or a theory into practice. Edward Anthony, an American applied linguist has tried to differentiate the terms: approaches, methods and techniques as the three levels of conceptualization and organization. Anthony (1963) has defined method as . . . an overall plan for orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approaches (as cited in Richards and Rodgers 1986, p.19).

Hence, method is based upon an approach and it may consist of several techniques that are actually to be applied in the classroom. There are several choices under a method to teach particular skills.

English language teaching in particular has tremendously changed time after time. The history of consideration in language teaching goes back to the teaching and learning of Greek and Latin in the middle ages, and became an independent profession later on. After the status of Latin changed, modern languages like English, French, began to be taught employing the same method

of language teaching i. e., classical method, more popularly known as grammar translation method. So, grammar translation method is the oldest method of all second or foreign language learning methods.

1.1.3.1 Grammar Translation Method

This method of teaching foreign language is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century and is still influential in the teaching of languages in many countries, particularly at school and university level. This method is favoured because of the intellectual disciplines it imposes. It is characterized by: a meticulous analysis of the target written language, especially its grammar, grammar taught deductively through the presentation and study of explicit rules, vocabulary learned from long bilingual word lists; and the paramount use of translation exercises.

The main goals of the grammar translation method are to develop an ability to read prestigious literary texts and to learn the disciplines of reading and writing the language accurately. The medium of instruction is the students' own native language.

This method does not have any particular theory. The assumption was that students should be good readers and writers of that target language despite the communicative development. So, it works in linguistics and psychological theory. Presentation of a literary text translation of the text, explanation of the grammatical structure used, practice, memorization drills, question answer, feedback comprehension exercises and follow up, etc. are the general teaching procedures of grammar translation method. This method emerged without any particular advocates, theory of language, theory of learning etc. It may be true to say that the grammar translation method is still widely practiced, it has no advocates. It is a method for which there is no theory. This is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory (Richards and Rodgers 1995,p. 5).

1.1.3.2. The Direct Method

The direct method was the first of the method in which the impacts come both from the accurativeness of a few practioners and from the critical and theoretical thought about the nature of language and learning of a few linguistic scholars such as Sweet and Victor. The direct method was also the first attempts to make the language learning situation. One of its uses in language is to train the learner to abandon on the first language as the frame of reference. It demanded inventiveness on the part of techniques of teachers and led to the development of few non-translation techniques of language introduction. The use of a text as a basis of language learning demonstration of pictures and objects, the emphasis on question and answer, spoken narratives, new dictation, imitation, and lots of types of grammatical exercises have resulted from the direct method. The highly emphasized area of language teaching is vocabulary not grammar and language is taken primarily spoken than written. With the direct method, which refers to the principle of creating a direct connection between second language words and phrases and the ideas and activities referred to the use of the second language dominated as a communication means in the classroom (Simensen, 2007, 28). The focus was on developing skills in listening and speaking and the practice of good pronunciation was important and, according to (Simensen, 2007, 29), accuracy was essential in all aspect of the student' performance of the second language. question and explanation were presented in the target language and translation was not allowed (Drew, 2004,19) speech was, and still is, regarded as more important than writing.

1.1.3.3. The Audio-lingual Method

 The audio-lingual method is based on the principles of behavioral psychology. It has adopted many of the principles and procedures of the direct method. Theoretical assumptions behind this method are derived from structural linguistics and behavioral psychology of learning. In this method, new

materials are presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over learning. Structures are sequenced and taught one at a time. Structural patterns are taught using receptive drills. Little or no grammatical explanations are provided and grammar is taught inductively while adopting this method in practice. In the 1960s the audio- lingual method was introduced (Drew, 2004, 20). This approach, which is based on behaviorist ideology, implies listening to the language and then trying to speak it through imitation and repeating. In the audio-lingualism there is no specific grammar instruction; what is heard is supposed to be memorized so that the students can utilize it spontaneously. Behaviorism, which was dominant in the 1940s and 1950s, has a strong focus on classical conditioning. This is a type of learning where an individual is trained to connect one stimulus with another and it is the result of a three-stage procedure: stimulus, response and reinforcement (Harmer, 200, 68).

1.1.4 Techniques of ELT

Techniques are implementation entities. Generally, what is applied while teaching goes on is a technique. It concludes what actually a teacher does in his/ her class. Anthony (1963) defines, it as "is implementation which actually takes place in a classroom. It is a particular trick, strategy used to accomplish an immediate objective . . . (as cited in Richards and Rodgers, 1986, 19).

Thus, a technique refers to a stratagem which a teacher uses to get a particular goal in the classroom. There are different techniques that can be applied in a classroom. They differ from method to method on the basis of the principles and methods they are based on. Techniques are categorized into two types: the teacher centered and the learner centered.

Some of the teacher centered techniques are:

    a. lecturer

b. explanation

c. illustrations

d. demonstration

Some of learner centered techniques are:

a. individualization

b. pair works

c. group works

d. project works

e. strip story

f. drama/ role play.

1.1.5 Feedback

Feedback is an essential part of the educational process but one which can not be approached in a random manner. The important role of feedback is improving students' performance and has long been recognized by educational researchers. Bulter and Winne (1988) have viewed the issue of feedback from cognitive perspective, masterly learning and assessment. Feedback comes to be understood by the students according to their individual learning objectives. It describes the nature of outcomes and the qualities of cognitive processing that lead to those states. The effectiveness of feedback is determined by anticipated outcomes. The qualities of cognitive processing required to achieve these outcomes are further defined as an asset of criteria generated by the learner which assists them to monitor their own performance as they work toward the desired outcome. According to Bulter and Winne, feedback must be internal, performed by the students themselves or external, generated by teacher, rather than students. While teacher may give feedback on students' work regularly;

this feedback in learning can only be incorporated into students' learning when it is sort by them and related specifically to their individual learning goals and objectives with respect to desired learning outcome then feedback can do little to assist them in learning process. It is necessary that learners need to define their own objectives and understand the feedback provided by teachers (retrieved from www.tedi.ug.edu.au/ten/tenprious/ten.)

The term feedback is though common to all, very difficult to define. Ur (1996, p. 242) defines feedback as "the information that is given to the learner about his or her performance of learning task usually with the objectives of improving their performance". Only giving feedback is not enough; the emphasis should be on the objectives of the feedback; why it is given, what sort of impact it has. Feedback encompasses not only correcting students' mistakes but also offering them assessment to assess as to how well they have done during or after a longer language production exercise. The way teachers assess and correct students depends on the kind of mistakes being made and the type of activity they are taking part in, for example, the oral work, the written work, major mistakes, minor mistakes, etc.

Feedback is the information or statement of opinion about something, such as a new product, that provides an idea of whether it is successful or liked.

Kepner (1971, p.141) defines feedback in general as "any procedure used to inform a learner whether an instructional response is right or wrong". For the purpose of the writing assignment, however, feedback will strictly refer to the written feedback given by the teachers as response to their students' errors in writing. The terms 'feedback' 'comments' and 'correction' are used interchangeably and they do not constitute any real difference.

Richards et al. (1999, p.137) define feedback as "any information which provides a report in the result of behavior". So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer's or speaker's output. Feedback helps to improve the writings of the

writer. Especially, when feedback is combined with instruction process is when the dialogue between students and teacher is strengthened. Giving and receiving feedback also helps students develop their sensitivity and own writing style.

In order to learn the language successfully, students need to have clear understanding of exactly what it is that they are required to learn and to be provided with accurate feedback relating any mistakes or difficulties. Frequent assessment of students' learning is achieved mastery by regular testing. Tests are designed both to identify and diagnose student difficulties and are used as the basis for providing feedback to the students. Tests are designed both to fulfill a function of error correction and also to assist students in their understanding of these errors that they are able to correct them prior to future test.

> Kulik et al. (1994) add that "Within mastery learning feedback is associated with predetermined objectives and outcomes". So, frequent testing can both diagnose students' weakness and similarly act as a mechanism for providing effective feedback to the students. Soulder (1992) states that feedback, as it certains to formative assessment, provides an informing and theorized consideration of general principles of educational feedback. He also adds that the primary concern is with how feedback needs to be provided to students while providing it. For the effectiveness of feedback the teachers are responsible for ensuring that learner achievement is measured and compared to the defined objectives and anticipated outcomes which are simultaneously responsible for ensuring that the information is feedback to the students with the aim of assisting them to improve performance" (Retrived from www.tedi, ug.edu.au/ton/tenprevious/ten.)

1.1.6 Recast

Recast seems to be the most frequently used techniques although it may learned to the least uptake. Recast was originally defined in first language acquisition.

Sheen (1996, p. 32) defines recast as a kind of correction that "expands, deletes, permutes, or otherwise changes the platform while maintaining overlap in meaning". Likewise, Ellis (1995) states that recast involves rephrasing an utterance by changing one of its components while meaning is kept unchanged. In this sense, recasting is the reformulation of learner's non-target like utterances.

Mackey (2006, p. 22) defines recast as a target like model signaled to students' erroneous sentences. This way recast is considered as positive evidence for learners than negative one.

Recast has invited a good deal of attention and research in second language acquisition. It is defined as implicit negative feedback that reformulates learners' non target like utterance toward second language norms (ibid).

Due to the ambiguity associated with recasts, which are usually rendered as a natural discourse more in response to the learners' erroneous utterances, there is little curtaining as to the effectiveness of this feedback on noticing an L2 development. Some studies are given support to the claim that recasts might be ambiguous as feedback. Since recasts serve a dual function as both feedback and conversational response, learners might not always interpret them as feedback.

1.1.7 Negative Feedback

Negative feedback can be important to learners' moral, for instance, confidence pleasure etc. which itself can be powerful determinant of learning outcomes. The feedback that demotivates the learners towards mistakes and errors is referred to as negative feedback. It is simply unpleasing for the learners. It is generally terminated as the undesired behavior or responses of the learners unless the negative feedback is provided, the mistakes and errors can not be corrected; as undesired response may continue; by the result, the learners can not progress.

In the process of language acquisition or learning, the correct form of the sentence is presented against the incorrect one which is produced by the learners. This immediate interposition assures the learners to remember the desired or correct form. Sometimes, the learners get feedback even in the absences of anyone to supply it. Through analogy, they can generalize the rules of grammar and get them corrected by hearing the adults' or the teachers' speech. The children learn a language by analogy.

1.1.8 Approaches to Feedback

Approaches here refer to the correlative assumption and ways of doing to get something. Here the approaches to feedback refer to the ways of providing feedback to the students' mistakes in their writings. There are various approaches to give feedback to the students' writings. Among them two basic approaches are used for providing feedback to the students. They are as follows:

i. Single Draft Approach

This approach was quite popular before the advent of the process orientation. At that time, teacher responding to students was fairly straightforward. The students will write a paper, the teacher will return it with a grade and errors marked in red, and perhaps with a few notes on student's performance; and then they switch to a new lesson. The students will write new paper and respect the process. The question is if we compare teachers, or choose to response to the student writing, in this way, can we really help them write better? A great deal of researches done into this area suggests that such practice does little or nothing to improve the students writing either in the short or long term.

Three prominent scholars whose research findings are cited in opposition to the above feedback pattern are Sommers (1982), Chenoweth (1987), and Keh (1989) in Sommers study, she criticized these responses as too general too insensitive, confusing, arbitrary, and idiosyncratic. She also observed that this

feedback fails to prioritize suggestions in terms of their relative importance and that it can be interchanged, supper stamped from text to text (p.152). In this study, Chenoweth painted out that this commentary only cracked the surface of the student writing, but did not " directly address the writers' main problem, which are more related to the way in which they accomplish a given writing task" (p.25). Keh (1989) was also critical in his opinion. He expressed

> … such one short commentary provides little information for the students to improve their papers in terms of coherence or content. In short the traditional practice of one-short commenting on the students' writing proves to be ineffective to their revision. Therefore, a new approach the process approach to feedback giving seems to be a better alternative (as cited in Dung, 2004, p.13).

ii. The Multiple Draft Approach

In much the same way as the process approach to teaching writing encourages students to write multiple drafts, process approach to responding requires teachers as part of their instructional role to respond to students' writing as a process to learn through several revisions cycles before asking them to submit the final piece for evaluation. One advantage of this method is that it gives the writers more chance to develop and present these ideas effectively. Another is that it helps avoid turning each paper into on miniature test on which teacher simultaneously comment and evaluate. It thus, shows the students that writing is the process of improving through revision based on teachers' feedback, rather than a single act of producing one and also the final draft for teacher evaluation. To sum up, "the introduction of the process approach to teaching writing has changed the teachers' responding method from a single act to a process for the benefit of the student writers' (Keh, 1989, as cited in Dung, 2004, p.14).

1.2 Review of the Related Literature

Dung (2004) conducted a research to find out teacher's written feedback on the writings by the second year students at the English Department, college of Foreign Languages, Vietnam National University. The research revealed that there existed a lot of problems concerning teachers responding methods, their feedback form their frequent types and forms of feedback as well as what they have actually done to help their students process feedback successfully. Meanwhile, the students reported their opinions and preferences for more effective teacher feedback, which clearly was recoverable that the messmate between what the teachers often give and what the students would like to get.

Thapaliya (2006) conducted a research to find out the techniques of teaching vocabulary at secondary levels. It was found that teachers gave emphasis on word meaning and word use rather than on the another aspects of vocabulary.

Bhandari (2007) has carried out a research to find out the role of feedback in teaching English at grade nine. It was found that the ninth grade English teachers take feedback as a means of motivating and encouraging the students. Mostly, they gave positive feedback to the students and sometimes depending upon the circumstances that cannot discard the role of negative feedback. The grade ten students take any kinds of feedback positively and a way to obtain success learning the English language.

Mackey et al. (2007) conducted another research on teacher's intention and learner's perception about corrective feedback in the L2 classroom. In the study, it was found out that converse perception and teachers' intentions about the linguistic target of the corrective feedback overlapped the most when the feedback concerned lexis and was provided explicitly. Also, the linguistic targets of the feedback were perceived more accurately when feedback was directed at the learners themselves rather than at their classmates.

N.C. Ellis (2010) has conducted a research on time and immediate recast of feedback and the result gave support to the claim that aptitude and recasts have an influence on learners' L2 accuracy and learners' writing to notice recasts is trigger at by different components of aptitude such grammar sensitivity and rote memory. In other words, the learners draw on their memory and grammar sensitivity to notice recasts. Learner's ability to notice the erroneous utterances in the on time group was also different to a great extent from these in the immediate group. That is to say, learners were capable to notice on time recast much more than the immediate ones. Learners with high grammar sensitivity and rote memory noticed both types of recasts better than the learners with low grammar sensitivity and rote memory. The result also showed that even the learners with less grammar sensitivity and rote memory were able to notice on time recasts more than the immediate feedback.

Although a number of researches have been carried out in teaching English at secondary level in Nepal, no researches have been carried out on the study of the techniques used by the teachers for providing feedback at secondary level. So the researcher attempted to find out the feedback techniques used by the secondary level teachers.

1.3 Objectives of the Study

The objectives of the present study were:

a. To find out the techniques employed by secondary level teachers in providing feedback.

b. To provide some pedagogical implications.

1.4 Significance of the Study

Feedback is one of the factors that influence in teaching and learning the English language. The properly given and perceived feedback enhances learning. Through the given feedback students get motivated and the teachers can teach effectively. From feedback, students get the chances to improve

themselves as well as know the areas to be improved accordingly. The English language teachers should also use feedback as a tool in teaching and learning activities and try to understand what students are expecting from the teacher.

This is why; the findings of the study are beneficial to those who are involved and interested in teaching and learning the English as second/ foreign language directly and indirectly.

1.5 Definitions of the Specific Terms

Approach: An approach refers to theories about the nature of target language, i.e. how language itself is structured and the nature of language learning and teaching that score as the sources of practices and principles in language teaching.

Method: A method is an overall plan for orderly presentation of language material in the class.

Technique: It is an implementation which actually takes place in a classroom.

Recast: It is a kind of correction that expands, deletes, permutes or changes the platform while maintaining overlap in meaning.

Feedback: Feedback is any procedure used to inform a learner whether an instructional response is right or wrong during the instruction.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, there should be a distinct methodology. The methodology for the present research was as follows:

2.1 Sources of Data

The researcher used both the primary as well as secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data were 40 English language teachers from the different secondary schools of Kathmandu valley.

2.1.2 Secondary Sources of Data

Secondary sources were used to facilitate the study. The secondary sources for this study were the different books like: Ellis (1984), Brown (1994), Freeman (2000), Harmer (2008), Richards and Rodgers (2001) also, thesis, articles, journals, and various websites were used.

2.2 Population of the Study

The researcher selected the forty English teachers from the different schools who have been teaching English at secondary and higher secondary schools of Kathmandu valley.

2.3 Sampling Procedure

The researcher selected secondary and higher secondary schools of Kathmandu valley through non-random purposive sampling procedure. Then, the researcher selected 40 teachers from secondary and higher secondary schools following the similar procedure of sampling.

2.4 Tools for Data Collection

The tools of this study were two sets of questionnaire. Questionnaire in appendix -A and questionnaire in appendix -B were used to find out the techniques of providing feedback.

2.5 Process of Data Collection

The process of data collection used in this study was as follows:

a. The researcher prepared a survey questionnaire on the related issue.

b. She went to the field, established rapport with concerned English language teachers.

c. Then, she explained about the aims of the study to the concerned people.

d. After that, she distributed the questionnaire and asked them to fill up.

e. Finally, she collected the responses back.

2.6 Limitations of the Study

The main limitations of the study were as follows:

a. The research was limited to forty teachers of secondary level.

b. It was also limited to find out feedback techniques used by secondary level teachers.

c. It was also limited to the ELT classes.

d. It was limited to the questionnaire in maintained in appendix A and B

e. The study was limited to the result obtained from forty teachers of Kathmandu valley only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data that was collected for the purpose of this study. The data is analyzed by using the simple statistical tools like frequency and percentage. The detail analysis of the data is presented as follows:

3.1.1 Analysis of the Survey Scale

3.1.1.1 General Feedback Techniques Used by the Teachers

There were 26 items included in the questionnaire to find out and measure the various feedback techniques used by the teachers of the selected secondary and higher secondary schools.

Table No. 1

Teachers' Use of General Techniques in Providing Feedback

S.N.	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. I use recast technique for providing feedback to my students.	10	25	20	50	5	12.5	5	12.5	-	-
2. I use repetition activity in my class.	28	70	12	30	-	-	-	-	-	-
3. I employ confirmation technique while providing feedback.	26	65	8	20	6	15	-	-	-	-
4. Compression check activity is in my favors to provide feedback.	5	12.5	20	50	10	25	5	12.5	-	-
5. I make clarification to my students.	30	75	5	12.5	5	12.5	-	-	-	-
6. I request my learners to be sensitive in learning.	30	75	5	12.5	4	10	1	2.5	-	-
7. Monitoring of students activities helps them to understand clearly.	25	62.5	10	25	3	7.5	2	5	-	-

This section included the seven items with different feedback techniques. The main aim of this section of the likert scale was to discover the general techniques used by the teachers. Table 1 above shows that 50% of them agreed on the use of the recast technique. On the other hand, 25% of them strongly agreed in their use of the technique. But 12.5% could not decide of it while the same percentage disagreed the use of the technique.

Similarly, item 2 was used to find out the use of repetition as the feedback technique. We can see in the table above that most of them, i.e. 70% strongly agreed it while 30% had general agreement on it. So, this shows the great use of the technique.

The third item was to measure their use of confirmation technique. The table above shows that 65% selected strongly agree and 20% only agreed the statement. On the other hand, 15% could not decide the use of the technique. The fourth item was used in the questionnaire to discover their use of the technique accidental check. As shown by the table above, majority with 75% strongly agreed it. In the contrary, 12.5 selected undecided' while the equal number had general agreement on it.

Item six tried to find out whether the teachers requested their learners to be sensitive in learning or not. The table above displays that 75% strongly agreed; 12.5 generally agreed; 10% remained undecided but 2.5% showed their disagreement to the technique.

The next item of the table was about the monitoring of students activities so that they can understand easily. The responses show that many of them, i.e. 62.5% strongly agreed it; while 25% only agreed. On the other hand, 7.5% of the teachers were undecided of it and 5% did not agree the use the feedback techniques.

3.1.2 Teachers' Treatment of the Errors

Table No. 2

Teachers' Responses Regarding the Treatment of Errors

S.N.	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
8. Correction of students error is one of the technique of providing feedback.	20	50	5	12.5	-	-	10	25	5	12.5
9. I owe point out admissions activity for providing feedback.	17	42.5	6	15	6	15	8	20	3	7.5
10. I review students' work to provide them feedback.	20	50	15	37.5	5	12.5	-	-	-	-
11. Strengthening directed activity is a good pace of learning to the students.	40	100	-	-	-	-	-	-	-	-
12. I respond to students' queries on the spot.	3	7.5	12	30	5	12.5	10	25	10	25
13. I focus on awareness-raising in the class.	30	75	7	17.5	3	7.5	-	-	-	-
14. I involve my students in group works as means of providing feedback.	32	80	5	12.5	3	7.5	-	-	-	-
15. I punish my students if they repeat the same mistake .	-	-	7	17.5	4	10	9	22.5	20	50
16. I often provide reward to my students.	27	67.5	10	25	3	7.5	-	-	-	-

Within this part of the questionnaire, 9 items were included. They all tried to find out the teachers' frequency in using the techniques for errors correction.

Item eight was the first in this category. This asked them whether they made the direct correction of students errors. Table 2 shows that 50% had strong agreement on it, 12.5% agreed it on the other hand, 25% disagreed the use but 12.5 strongly disagreed it.

The next item (item 9) included whether they pointed out the students errors or not. Table above shows that 42.54% of them strongly agreed it. At the same time, 15% generally agreed. The equal number of teachers disagreed it. But 20% of them strongly disagreed it while 7.5% had strongly disagreed it.

Item ten was about their reviewing the students works. Nearly, 50% strongly marked the technique in their use. Around 37.5% showed their general agreement on the technique but 12.5 selected undecided.

Item eleven in the table above is presented with 100% strong agreement as related by the teachers. It was about whether strengthening students directed activity is a good way of learning for the students or not.

Item twelve tried to find out whether they responded the students' errors on the spot. The table above shows that 7.5% strongly disagreed; 30% generally agreed and 12.5 % could not decide of it. On the other hand, 10% disagreed it, at the same time, 25% had strong disagreement on it.

Item thirteen was about awareness raising activities conducted by the teachers. A great number of 75% strongly agreed this statements. But 17.5% only showed their general agreement but 7.5 were undecided of the use of this technique.

Likewise, item fourteen was strongly agreed by a great number with 80%. On the other hand, 12.5% only agreed but 7.5 were not decided of the use. This

item included whether the teachers used group work as the means of correcting error or not.

Item no. fifteen asked whether or not they punished their students if they made errors. More of them had strong agreement on it while 17.5 only had general agreement. On the other side, 10% were undecided of it but 22.5% disagreed it. A good number of teachers, i.e. 50% strongly disagreed it.

The final item of this category discovered their ways of providing rewards to the students. The responses showed that 67.5% strongly agreed it; 25% generally agreed but 7.5% of the teachers could not decide the use of this technique in providing feedback.

3.1.3 Teacher's Ways of Motivation

Table No. 3

Teachers' Provision of Motivation to the Students

S.N.	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
17. I encourage my students by providing supporting feedback.	27	67.5	13	32.5	-	-	-	-	-	-
18. I elicit my students' ideas frequently to make them aware.	7	17.5	17	42.5	7	17.5	6	15	3	7.5
19. I encourage the students' to correct errors in pairs.	12	30	17	42.5	4	10	3	7.5	4	10
20. I give sometimes a task to discover the solution of problems while giving feedback.	7	17.5	22	55	8	20	2	5	1	2.5
21. I conduct role play activity to provide feedback.	30	75	7	17.5	3	7.5	-	-	-	-

This section of the questionnaire contained five items that inquired the teachers' techniques used in motivating students in order to provide the feedback. Item no. 17 asked whether they encouraged their students or not. Analyzing the

responses, it was found that 67.5% strongly used the technique while 32.5% agreed generally. There were no responses for the rest categories in the scale.

Item no. 18 was used to ask them whether they elicited their students ideas frequently or not. The table above shows that most of them, i.e. 42.5% showed their general agreement while 17.5% strongly agreed on it. On the other hand, 17.5% could not decide of it; 15% disagreed and 7.5% showed their strong disagreement.

Likewise, item 19 inquired their encouragements in the correction of students errors. The table above shows that 30% strongly agreed the statement; 42.5% generally agreed; 10% remained undecided; 7.5 disagreed it and 10% showed their strong disagreement to the query.

Item no. 20 in the questionnaire was used to ask whether they gave tasks sometimes to discover the solutions of the problems or not. The analysis of the responses showed that only 17.5% of them strongly agreed while a good number, i.e. 55% generally agreed on it. But 20% remained undecided ; 50% disagreed and among them 2.5% strongly disagreed on it. The last item of the group was item not. 21 which inquired. Whether they conduced role play activities to provide feedback or not. Analyzing the data, it has been found out that 75% of them strongly agreed on it. On the other hand, 17.5% showed general agreement but 7.5% were undecided of the techniques.

3.1.4 Students' Involvement in the Feedback Activities

Table No. 4

Students' Participation in the Activities

S.N.	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
22. I make my students' participate in conversation so that they could correct themselves.	13	32.5	20	50	4	10	3	7.5	-	-
23. I give them some works as homework after teaching and evaluation in the class.	40	100	-	-	-	-	-	-	-	-
24. I correct one's errors by getting ideas of other students'.	7	17.5	4	10	19	47.5	5	12.5	5	12.5

This part of the questionnaire had three questions to ask about the students involvement in different activities to provide feedback Item 22 asked whether the teachers increased students' participation in conversation during teaching or not. The table shows that 32.5% strongly agreed it while 50% only showed that general agreement. Around 10% were undecided of it but 7.5% disagreed the use of the technique.

 The another item of the section, i.e. item no. 23 asked whether the students were involved in the works like class work/ homework after their teaching or not. The results displayed that all the teachers , i.e. 100% agreed the statements.

Item 24 tried to discover whether they corrected the students' errors by getting others ideas. The table shows that 17.5 % strongly did it; 10% only agreed generally; 47.5% remained undecided of the technique while 12.5% disagreed it and the equal no. of the teachers showed strong disagreement.

3.1.5 Focus on the Evaluation

Table No. 5

Teachers' Focus on the Evaluation Techniques to Facilitate Feedback

S.N.	SA		A		U		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
25. I focus on class tests to improve students in their study.	22	55	7	17.5	2	5	9	22.5	-	-
26. I focus on the evaluation techniques other than class test to correct them.	19	47.5	11	27.5	2	5	7	17.5	1	2.5

There were only two items in this section. Those items were related with the use of evaluation as a technique to provide feedback. Item 25 was about their use of class tests. The table above shows that 55% strongly agreed it; 17.5% showed general agreement; 5% were undecided of the techniques while 22.5% did not show their agreement.

The last item in the questionnaire was included to ask their focus on the evaluation techniques other than class test to correct them. The results showed that 47.5% strongly agreed on it. On the other hand, 27.5% generally agreed; 5% remained undecided; 17.5% disagreed it but 2.5% strongly disagreed the statement.

3.2 Analysis of the Open Ended Questions

The second part of the questionnaire consisted of eight openended questions so as to collect further detail of the information on the use of feedback techniques by the teachers.

The first question queried about their preparations of feedback. Almost all the teachers viewed feedback as an incentive in teaching. They took it as an

important part of teaching. The following is an example from one of the respondents .

> I personally perceive it as a source of improvement in my teaching
>
> learning activities and behaviour as well.

Other teachers also gave the similar view to the example above. For all, it must not be forgotten in teaching. Likewise, the second question asked whether they provided the feedback regularly. These responses were positive. Around 90% of the teachers provide feedback regularly while 10% did it occasionally. They provided feedback to encourage and improve the weaknesses of their students . The third item asked was whether they preferred negative or positive feedback. Almost 80% of the teachers preferred positive feedback while 20% answered negative too. According to them, both the types of feedback are necessary in teaching, however, positive one had greater influence in teaching.

The fourth question intended to ask whether they had any common techniques of providing feedback. Analyzing their responses, the following techniques were found common in their classroom teachings:

- elicitation

- further discussions in the class

- written comments

- oral comments

- clarification

- pointing to the errors

- making them aware of the errors

The fifth question of the questionnaire asked them about the most effective techniques in their classes. Several techniques were listed. Looking from common view point, the following techniques were found to be most effective are:

– written comments

- extended assignments under teachers supervision

– involving them in conversations or discussions

– elicitation

– on the spot correction

Question no. six asked was why they provided feedback. The common reply for all the teachers was to correct improve their students. Moreover, they provided feedback to motivate the students as well. All of them used such techniques mainly to improve the students in contents, structure and other aspects of language so that they would not do mistakes again. Question no. seven inquired their activities conducted while providing feedback. The following is a list of most common activities collected from their responses.

– providing wrong and right options and asking them to select.

– Assessing students

– providing assignments (in class or for home)

– providing direct suggestions

– pair works and group works

– making the students write themselves

– telling directly to the students.

The final question of the questionnaire about the activities they conducted when they provided the feedback. Analyzing the responses from the teachers, they provided it whenever their students committed the errors. Furthermore, they also tried to assess the students and soon provided the feedback. In sum, they used different techniques for providing feedback while teaching and after teaching. The only situation in which they did not provide the feedback was during the test and the examinations.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data obtained from the teachers, the following findings can be drawn:

i. The majority (i.e. around 90%) of the teachers used feedback techniques regularly while 10% did it occasionally.

ii. Most of the teachers showed their strong agreement on the use of techniques. The main techniques used in providing feedback were:

 – repetition activity

 – confirmation technique/ clarification

 – raising awareness

 – reviewing students works

 – group works/ pair works

 – elicitation

 – giving tasks

 – class works/ homework's

 – focus on the evaluation

iii. The positive feedback techniques were much frequently used than the negative techniques.

iv. The techniques like on the spot correction, giving punishment were less used techniques.

v. Among the techniques surveyed, the teachers were less aware of preparing students for correction on their own, evaluation technique and discovery techniques. They were, so, less used.

vi. For all, the feedback was reviewed as an incentive to teaching learning process. And, it was used mostly during other activities not during the tests and examinations.

vii. The most effective techniques for them were elicitations, pair works, providing assignments and written comments.

4.2 Recommendations

Being based on the findings, I would like to recommend the following things to the teachers and students:

i. Teachers should use a variety of feedback techniques. Only limited set of techniques should not be used.

ii. Even the teachers were found to be less clear and aware of few techniques. So, I would like to suggest them to be confident and aware on such techniques as well.

iii. Teachers should select the techniques that can involve students to great extent.

iv. Teachers should also provide feedback after taking the test. As the findings show, they do not use feedback during or after the tests. So, they should be aware of wash back effect.

v.   I would also like to suggest them to search the newer techniques of providing feedback. Similarly, since the students get more influenced by positive techniques of providing feedback, they are suggested to use such techniques more than the negative ones.

vi. Finally, I would also like to suggest these teachers who make on the spot corrections of the errors. Few of the teachers have agreed that they use this technique. So, the suggestion to them is to reduce the use of such techniques that discourage students or make feel humiliated.

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APPENDICES

APPENDIX – A

Questionnaire

Dear respondents, I would like to request you to put a tick on following questions being based on your technique of providing feedback

Name :   Qualification :

School :   Experience :

1. I use recast technique for providing feedback to my students.

    a.   Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

2. I use repetition activity in my class.

    a.   Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

3. I employ confirmation technique while providing feedback.

    a.   Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

4. Compression check activity is in my favors to provide feedback.

    a.   Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

5. I make clarification to my students.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

6. I request my learners to be sensitive in learning.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

7. Monitoring of students activities helps them to understand clearly.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

8. Correction of students error is one of the technique of providing feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

9. I owe point out admissions activity for providing feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

10. I review students' work to provide them feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

11. Strengthening directed activity is a good pace of learning to the students.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

12. I respond to students' queries on the spot.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

13. I focus on awareness-raising in the class.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

14. I involve my students in group works as means of providing feedback .

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

15. I punish my students   if they repeat the same mistake .

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

16. I often provide reward to my students.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

17. I encourage my students by providing supporting feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

18. I elicit my students' ideas frequently to make them aware.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

19. I encourage the students' to correct errors in pairs.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

20. I give sometimes a task to discover the solution of problems while giving feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

21. I conduct role play activity to provide feedback.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

22. I make my students' participate in conversation so that they could correct themselves.

    a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

    d. disagree   ☐   e. strongly disagree ☐

23. I give them some works as homework after teaching and evaluation in the class.

a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

d. disagree   ☐   e. strongly disagree ☐

24. I correct one's errors by getting ideas of other students'.

a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

d. disagree   ☐   e. strongly disagree ☐

25. I focus on class tests to improve students in their study.

a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

d. disagree   ☐   e. strongly disagree ☐

26. I focus on the evaluation techniques other than class test to correct them.

a. Strongly agree ☐   b. agree   ☐   c. uncertain ☐

d. disagree   ☐   e. strongly disagree ☐

APPENDIX – B

A Survey Questionnaire for Language Teacher

I'm hereby request you humbly to put forth your ideas being based on your teaching since it is a part of my research on techniques used by the teachers for providing feedback.

Name :   Qualification :

School :   Teaching Experience :

Please give the answer of following question:

1. How do you perceive feedback ?

   ....
   ....

2. Do you provide feedback to your students regularly ? if not , why?

   ....
   ....

3. Are you in favor of positive feedback or negative feedback?

   ....
   ....

4. What are the common techniques that you use while providing feedback?

   ....
   ....

5. What ways are most effective ?

   ....
   ....

6. How do you provide feedback to your students ?

………………………………………………………….

7. Why do you provide feedback, what is its relevance ?

………………………………………………………….

8. What sort of activities do you conduct while providing feedback to your students?

………………………………………………………