

CHAPTER - ONE

INTRODUCTION

This chapter consists of general background, feedback, types of feedback, importance of feedback, positive feedback, written feedback, oral feedback, feedback timing, approaches to feedback, review of related literature, objectives and significance of the study.

1.1 General Background

Feedback itself is always viewed as an important aspect in teaching and learning and writing. In recent years, the use of written feedback in English as a second language (ESL) classrooms has received great importance due to its social, cognitive, affective, and methodological benefits. In language teaching and learning, feedback can be provided either orally or in written form. In most of the cases oral feedback is used and provided to the learner. But, now written feedback is also considered as an important measure for the betterment of language learning.

Feedback is one of the key factors in language learning which may encourage or discourage the learners in order to overcome mistakes and errors. In the case of positive feedback, the learners are encouraged to do better in their written or oral work. Mere positive feedback is not enough. The teachers should not just encourage but say which aspects are good and why, successes as well as failures should be reported and diagnosed. 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 this performance.” The way teacher corrects students work depends on the kind of mistakes being made and the type

of activities they are taking part in, for example, the oral work, the written work, major mistakes, minor mistakes, etc.

To be very specific, the term feedback in teaching and learning is the response given to learners' mistakes and the response given to them after the evaluation of their work. Moreover, feedback is related to mistake correction and assessment i.e. feedback has two main distinguishable components: assessment and correction, (Isaacs 1999, p. 68). In assessment, the learner is simply informed of how well or badly he/she has performed where as in correction, some specific information is provided on aspects of learners' performance through explanation or provision of better or other alternatives or through elicitation of these from the learners.

1.1.1 Feedback

Feedback has emerged in the literature as a means to facilitate both the learning process and teaching performance. The term feedback is though common to all, very difficult to define. It 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. According to Ramprasad (1983, p. 4) feedback as "information about the gap between actual level and the reference level of a system parameter which is used to alter the gap in some way." According to Bulter and Winne (1995), "feedback can be 'internal', performed by the students themselves or 'external'; generated by teacher, other than students." When teachers give feedback on students' work regularly; this feedback can only be incorporated in to students learning. It is necessary that learners need to define their own objectives and understand the feedback provided by teachers. In order to learn a 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. Feedback is any comments given by listeners, readers or viewers for the improvement and betterment of the writers or speakers output. Giving and receiving feedback also help students to develop reader sensibility and their own writing style. Kepner (1991, p. 141) defines feedback in general as “any procedures used to inform a learner whether an instructional response is right or wrong.” According to Keh (1989, p. 18), feedback is “any input from reader to writer that provides information for revision.” As the students receive information about the effectiveness of their writing and respond to this information before counting their product as finished, they will discover that good writing involves an interaction between their ideas, the expression of the idea, and their reader’s perceptions and reactions to the expression. Gutnette (2007, p. 12), concludes,

Any type of feedback that does not take the crucial variable of motivation in to consideration is perhaps doomed to fail. If the students are not committed to improving their writing skills, they will not improve, no matter what type of corrective feedback is provided.

As for Dheram (1995, p.160), “feedback is interestingly linked to a two-bullock cart. In order for the cart to move in the right direction, its two bullocks need to understand not only the purpose of their efforts but also each other.” In Sew’s point of view (2002, p. 317 as cited in Dung, 2004, p. 21), feedback is regarded as “the teacher’s quick initial reaction to the students’ drafts.” In this case ‘initial’ means that teacher’s response should be given at preliminary or intermediate drafts, not to the final one because “things which are not clear or which could be improved upon can still be changed.”

From all the definitions mentioned above, we can say that feedback is a key factor in the process of second language teaching and learning. It assists students in learning the second language by correcting, suggesting and indicating their mistakes either in oral or written form.

1.1.2 Types of Feedback

Feedback can be categorized into different type as either oral or written on the basis of medium and either positive or negative. Guttullo (2000) and Harmer(2001) (as cited in AL-Fahdi, 2006) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are wrong. In language learning, corrective feedback is primarily concerned with accuracy aspect. It aims to provide a judgment on the learners' performance. But on the other hand , evaluation feedback is related with the performance of the learners which is dominant in second and foreign language classroom. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners and advice on what to do to improve their performance. In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self -reliant. Roger (1996) divides feedback into the following five types:

a. Evaluative feedback

Evaluative feedback makes judgment about other person evaluating worth or goodness, there is a great difference between and judging person and their action. A personal evaluation judges the whole person and implies that this is a personal and unchangeable attribute. Negative personal evaluation can be very uncomfortable for the other person. Positive personal evaluation, on the other hand, is very flattering. For

example, when you say “you're not a very nice person”, people will be offended but when you say “you're a lovely person”, people will be happier.

b. Interpretive evaluation

In interpretive evaluation, we seek to test our understanding of what has been said by interpreting and paraphrasing back to other person what we think has been said. This is typically followed by a question to allow other person to agree with our interpretation or after a correction.

c. Supportive evaluation

In supportive evaluation, we seek to support other person in some way. In flattery, we support other persons' ego by telling them, they are good in some way. For example, that was truly awesome! Can you sing it again, please? You look wonderful on the basis of this example; one is encouraged to do better in future.

d. Probing feedback

In probing feedback, we seek to find more information by asking deeper question that seek specific information. For example, Could you tell me about what happened next? What size was it? Why do you think that happened? This example shows that one is asked about any particular content until getting its ultimate information.

e. Understanding feedback

At the understanding level, we are seeking to understand not just what was said, but the whole underneath. In understanding feedback we asked questions not only shows that we are listening to the inner person but also that we truly understand.

1.1.3 Importance of Feedback

Feedback is a key factor which plays a pivotal role in learning the English language. According to Ur (1996), “feedback is information that is given to the learners about his/ her performance” (p.242). So, it has such a power which modifies learners, teachers, reviewers or writers in order to move them in right direction. As with the help of compass, ship moves, so is the case with feedback in learning.

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Highlighting the importance of feedback, Nicol and Macfarlane (2006, pp. 207-214) provide the following points:

- Helps clarify what good performance is, (goals, criteria, expected, standards)
- Facilitate the development of self assessment (reflection) in learning ; when well organized, self assessment can lead to significant improvement in learning, specially if integrated with staff feedback.
- Encourage teacher and peer dialogue around learning.
- It can encourage students to persist and it is sometimes easier to accept to critique from peers
- Encourage positive motivational belief self-esteem
- Provides opportunities to close the gap between current and desired performance.
- Provides information to teachers that can be used to hell shape teaching.

1.1.5 Positive Feedback

Positive feedback can be very important to learner's morale, for instance, confidence, pleasure etc, which itself can be powerful determination of learning outcomes. Following Ur (1995), most of the feedback given to learners is through correction, directed at specific bits of learner produced language with the aim of bringing improvements; its purpose is to improve learners' performance. Similarly, Vigil and Oller (1976, p. 68) distinguish between

Positive affective feedback verbal praise, such as I like it, or nonverbal cues and reinforcement from cognitive feedback, or affirmation, such as I understand it. They also propose that positive feedback may take the form of praise markers such as ok, fine, good and excellent as well as a positive personal response.

According to Thomas (1991, p. 124) and Blöte (1995, p. 57), “praise is positive reinforcement that contains positive affect and is a more intense response to student behavior than general feedback. Attribution feedback distinguishes between effort and ability.” More positive feedback is not enough that should not just encourage but say which aspects are good and why, success as well as failures should be reported and diagnosed. If there is doubt that something is bad the feedback should say “it is all fine except...” Which is mid way neither positive nor negative? Isaacs (1995, p. 17) says, “good feedback tells what was right, what was wrong ...”

1.1.5 Written Feedback

Feedback is given through writing as well as speaking in written work. The way to give feedback on written work depends on writing task. According to Harmer (2001, p. 109), written feedback techniques are:

‘responding’ and ‘coding.’ The teacher may respond to how their texts appear, how successful they are and how they could improve their writing. Such responses help students to improve their writing regarding grammar, hand writing, style etc. According to Robb et al. (1986), there are four methods i.e. (i) direct correction: indicating the errors and providing the correct form; (ii) coded feedback: indicating the type of error based on an abbreviated code system; (iii) encoded feedback: indicating error in the text with a yellow highlighting pen without specifying their type; and (iv) marginal: indicating the total number of errors in the margins of the students’ article. Different symbols are used to correct their writing, through coding, learners can identify the mistakes they have made and they correct them. But the teacher should be careful that the given feedback should have positive outcome. Teacher’s written comments not only indicate the strength and weakness of the learner’s writing but they may also assist learners in monitoring their own writing skills and specific language areas to develop further.

1.1.6 Oral Feedback

Learning a language includes both oral and written work. There are, however, some obvious differences between written and oral feedback. Written feedback is delayed whereas oral feedback occurs immediately after an error has been committed. Written feedback is also different pedagogically. Writing teachers often try to improve content and organization while focusing on the overall quality of students’ writing, in which case accuracy is often a secondary issue. On the other hand, a teacher’s provision of oral feedback typically draws learners’ attention to their erroneous utterances as they arise in communicative activities.

Feedback on oral work is given orally. But in some of the situations the teacher cannot correct learner's mistakes in oral work for example, during fluency work which disturbs and discourages learners than help. Oral corrections are usually provided directly by the teacher. Doughty et al. (2010) suggest that recasting in oral work is effective feedback. Most of the learners want and expect the teacher to give them feedback on their performances. The learner may be de-motivated if they are reacted at every mistake, for that teacher should correct them without offending them for effective feedback in oral work, the teacher should consider frequency and type of correction during oral work.

Feedback during oral work includes accuracy and fluency. Harmer (2001) presents alternative techniques of giving feedback on accuracy and fluency work. Feedback during accuracy works incorporate two alternative techniques namely; showing incorrectness and getting right. These two techniques have sub techniques which are as follow:

- i. Repeating: In this technique, teacher can ask the students to repeat what s/he has said, perhaps by saying again? Try again etc.
- ii. Echoing: This is a precise way of pin-pointing an error, in this technique, teacher repeats what the student has said, emphasizing that part of the utterance that was wrong. For example, Flight 309 Go to Kathmandu (said with a questioning intonation). Therefore, it is considered as an extremely efficient way of showing incorrectness during accuracy work.
- iii. Statement and question: In order to show incorrectness, teachers simply say 'Good Try', but that's not quite right, etc in form of statement and question.

- iv. Expression: Incorrectness can also be shown through facial expression or gesture. For example, a wobbling hand may be enough to indicate that something does not quite work.
- v. Hinting: A quick way of helping students to activate rule they already know. In this technique, teacher may give clues to the students.
- vi. Reformulation: A correction technique which is widely used both for accuracy and fluency work is for the teacher to repeat back a corrected version of what the student has said. In this technique, teacher reformulates the sentence, but without making a big issue of it.

In all the procedures above, teachers hope that students are able to correct themselves once it has been indicated that something is wrong. However, where students do not know or understand what the problem is (and so cannot be expressed to resolve it).

Similarly, Harmer (2001, p. 146) has presented the following activities for feedback during fluency works:

- i. Gentle correction: This can be offered in a number of ways, Teacher might simply reformulate what the student has said in the expectation that they will pick this reformulation. In this technique, teacher should be gentler.
- ii. Recording mistakes: In this technique, teacher acts as observer, watching and listening to the students so that he can give feedback afterwards. Such observation allows him/her to give feedback to students.

- iii. After the event: After recording the students' performance, teacher will want to give feedback to them.

1.1.7 Feedback Timing

According to Ur (1995), “feedback is given to the learners through correction during oral work or written work.” The teacher should take care of time while giving feedback, whether correction facilitates the language learning or disturbs it. There should be considerable time to give them feedback. On the basis of feedback timing, Roger (2006) says, “there are immediate feedback and delayed feedback.” Depending upon the learning task these types of feedback are beneficial. In typical classroom setting immediate feedback is more effective, where as if the learner is given feedback after the event then there is more chance to forget what the learners have said. Drapher (2010) has mentioned feedback timing depends on type of feedback, type of knowledge, type of error and present learner skill level, for example, delayed feedback is more effective under the condition of procedural knowledge, elaborative feedback, non-critical errors and learner’s low skill level.

1.1.8 Approaches to Feedback

Approaches refer to the corrective assumptions and the way of doing to get something. Here the approaches to feedback refer to the way of providing feedback to the students’ mistakes in their writings. There are various approaches to give feedback to the students’ writing. Among them two basic approaches are used for providing feedback to the students which are briefly discussed below.

i. The single-draft approach

This approach was quite popular before the advent of the process orientation. At that time, teacher responding to student writing was fairly straightforward. The students would write a paper; the teachers would return it with a grade and errors marked in red, and perhaps within a few notes on students' performance; and then they switch to a new lesson, the students would write a new paper and repeat the process. The question is *"If we choose to respond to the student writing in this way, can we really help them write better?"* A great deal of research done into this area suggested 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 Sommer (1982 p.152), Chenoweth (1987 p.25) and Keh (1989 p.53). In Sommer's study she criticized these responses as too general, too insensitive, confusing, arbitrary, and idiosyncratic. According to her "feedback fails to prioritize suggestions in terms of their relative importance and that it can be interchanged, rubber stamped from text to text." Similarly, Chenoweth (ibid) pointed out that this commentary only cracked the surface of the student writing, but did not "directly address the writers' main problems, which are more related to the way in which they accomplish a given writing task." Keh (ibid) was also critical in his opinion. He expressed that such one-shot commentary provides little information for the students to improve their papers in terms of coherence or content.

In short, the traditional practice of one-shot commenting on the student writing proves to be ineffective to the student 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 student writing as a process, to lead students through several revision 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 their ideas effectively. Another is that it helps to avoid turning each paper into a miniature test on which teachers simultaneously comment and evaluate. Sew (2002, p. 320) says, “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 teacher responding method from a single-act to a process for the benefit of the student writers (as cited in Dung, 2004, p. 14).

1.2 Review of Related Literature

Many researchers have already carried out their researches on feedback at international and national level. Among them, I have reviewed some of the research works in my access.

Dung (2004) conducted a research to find out teachers’ written feedback on the writings by the second year students at the English Department, College of Foreign Language, Vietnam National University. The research revealed that there existed a lot of problems concerning teacher’s

responding methods, their feedback focus, their frequent types and forms of feedback as well as what they have actually done to help their students process of feedback successfully. Mean while, the students report opinions and preferences for more effective teacher feedback, which clearly reveals the mismatch between what the teachers often give and what the students would like to get.

Al-Fahdi (2006) carried out a research on “Teachers' use of Oral Feedback” to find out the types of oral feedback used by them. The data were collected in boys' school with about thousand learners. Similarly, data were collected through audio recordings and observations. From this research it was found that strategic feedback was not used very often by the teachers. Such feedback help learners to develop skills which allow them to avoid errors in future by monitoring and checking their own performance.

Takimoto (2006) conducted research on “The effects of explicit feedback and form-meaning processing on the development of pragmatic proficiency in consciousness-raising tasks.” His study evaluated the relative effectiveness of two types of input-based instruction, consciousness-raising instruction and consciousness-raising instruction with feedback for teaching English. His aims of the study were to examine the relative effects of consciousness-raising task and also the relative effects of reactive explicit feedback in developing learner’s pragmatic proficiency. The result of his study indicate that consciousness-raising task can work when they provide an emphasis on forms and meanings .In this respect, teachers may need to examine the kinds of task they use in their English lessons to see to what extent they provide learners with the opportunity for processing both the forms and meanings of the target features.

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

Mackey et al. (2007) conducted research on “Teachers’ intention and learners’ perception about corrective feedback in the L2 classroom.” In the study it was found out that learners’ intention about the linguistic target of the corrective feedback overlapped the most when the feedback concerned lexis and was provided explicitly. Also, the linguistic target of the feedback was directed at the learners themselves rather than at their classmates.

Sheen (2007) conducted research on “The effect of focused written corrective feedback and language aptitude on ESL learners’ acquisition of articles”. This study examined the differential effect of two types of written corrective feedback (CF) and the extent to which language analytic ability mediated the effects of (CF) on the acquisition of articles by adult intermediate ESL learners of various L1 backgrounds(N=91). Three groups were formed: a direct only correction group, a direct met linguistic correction group, and a control group. The study found that both treatment groups performed much better than the control group on the immediate posttests, but the direct met linguistic group performed better than the direct-only correction group in the delayed posttests. It is also found a significantly positive association between students’ gains and their aptitude for language analysis.

Lamichhane (2009) conducted research on “Teachers’ written feedback on the writings of grade nine students.” He adopted the simple random sampling procedure and twenty teachers and sixty students were selected randomly from the selected schools as the population of the study. The objectives of his study were to investigate the students’ reactions towards the feedback and teachers’ feedback giving style. He concludes his study saying that majority of teachers were found careful while using feedback so they less frequently used the negative feedback and most of the students wanted to get feedback at end of the exercise rather than on the margin.

Although a number of researches have been carried out in feedback in teaching English, none of the research works have been carried out on the study of the teacher’s practice of feedback at lower secondary level.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To explore the ways of giving feedback by the English teachers to their students.
- ii) To find out the students’ perception towards the ways of giving feedback by their teachers.
- iii) To list some pedagogical implications.

1.4 Significance of the Study

Feedback is one of the factors that influences in teaching and learning the English language. The properly given and perceived feedback enhances learning. Through the given feedback, students get motivated and the teacher can teach effectively. From feedback, students get a chance to

improve themselves as well as know the area to be improved accordingly. The English language teacher should also use feedback as a tool in teaching and learning activities and try to understand what students are expecting from the teacher. Therefore, the researcher attempted to find out the way of giving feedback by the teacher and student's reaction on it. The findings of the study will be beneficial to those who are involved and interested in teaching and learning English as a second /foreign language directly and indirectly.

CHAPTER - TWO

METHODOLOGY

I had adopted the following methodological framework to carry out this study.

2.1 Sources of Data

Both primary and secondary sources of data were used to accomplish the objectives of this study.

2.1.1 Primary Sources of Data

The responses provided by teachers and students were the primary data for the study. The data from primary sources were collected by distributing questionnaire and involving in non-participant observation.

2.1.2 Secondary sources of Data

Secondary sources of data were various books, theses, articles, journals and different websites related to the present research to facilitate the research work. Some of them are: Brown (1987), Edge (1992), Harmer (2001), Ur (1996) and Richards and Rodgers (2005).

2.2 Population of the Study

Lower secondary level students and teachers from different schools of Palpa district were the population of this study.

2.3 Sampling Procedure

I adopted the simple random sampling procedure for the selection of the teachers and the students. I applied judgmental sampling procedure to select the schools. Ten schools were selected randomly from different parts of Palpa district. Ten teachers and forty students were selected randomly from the selected schools. Among forty students there were twenty boys and twenty girls, two boys and two girls from each school.

2.4 Tools of Data Collection

The major tools of data collection from primary source were questionnaire and non-participant observation. Questionnaire was designed for the students including both open-ended and close-ended questions. For the teachers' observation I prepared a check list. Questionnaire and check list are presented in appendix I and II.

2.5 Process of Data Collection

To collect data the primary data the following procedure was followed:

- i. I went to the concerned school and talked to the authority to get permission to carry out the research explaining its process and purposes.
- ii. I met the concerned teachers and students and explained the purpose of research, distributed the questionnaire and requested them to fill it.
- iii. I observed each teacher's five classes with observation form.
- iv. After that, I collected the questionnaires distributed to the students and also collected the observation forms.

2.6 Limitations of the Study

The study was carried out with the following limitations:

- a. The study was limited to only 10 schools of Palpa district.
- b. The study was limited to the Eighth grade teachers and students teaching and learning respectively.
- c. It was limited to open-ended and close-ended questions.
- d. Only 'feedback' was observed.

CHAPTER - THREE

ANALYSIS AND INTERPRETION

This section deals with the analysis and interpretation of the data collected from primary as well as secondary sources. The data collected from the informants have been presented on tables and charts. The main focus of the study was to examine the lower secondary level English teachers' feedback practices on students' work and students' perception to the type of feedback they receive. For this purpose, I collected 50 informants among which 10 were teachers teaching English at grade eight and 40 eighth grade students. The responses were converted in to percentage and analyzed and interpreted descriptively.

3.1 Analysis and Interpretation of the Data Obtained from Checklists

I observed fifty classes of ten teachers, five classes of each of them. I had prepared a checklist which included eight different items to explore the ways of giving feedback by the lower secondary level English teachers in practice. I analyzed and interpreted the data simply using percentage.

3.1.1 Response to the Students

This table below represents the ways to respond to the students' mistakes. This table below shows how the teachers respond to the students' mistakes.

Table No. 1
Response to the Students

Responses	1	2	3	4
Ask them to check once again	6%	70%	15%	9%
Point their mistakes	10%	60%	22%	8%
Scold the students	-	10%	18%	72%
Write suggestions on the margin	40%	25%	30%	5%

This table above shows that in 6% classes the teachers frequently asked the students to check their mistakes once again and in 70% they asked only sometimes and in 15% they asked rarely and in 9% they did not ask to check their mistakes. Similarly, in 60% classes the teachers sometimes pointed the mistakes of the students and in 22% classes they rarely pointed and in 10% they frequently pointed and in 8% they never pointed the mistakes. Similarly, none of the teacher was found to scold the students frequently whereas in 75% classes, teachers never scolded the students and in 18% classes teachers scolded rarely to the students. Similarly, in 40% classes, teachers frequently wrote suggestions on the margin.

This shows that almost all of the teachers realized that giving feedback is important part of learning.

3.1.2 Techniques Used by Teachers

I tried to find out which techniques do the teachers use while giving feedback to the students.

Table No. 2
Techniques Used by Teachers

Techniques used by teachers	1	2	3	4
Teacher correction	70%	18%	12%	-
Self correction	18%	52%	22%	8%
Peer correction	-	12%	27%	61%

This table above shows that in 70% classes, teachers themselves frequently corrected their student's mistakes. Similarly, in 52% classes, teachers sometimes asked the students to correct themselves whereas in 61% classes the teachers never asked the students to take help with their friends. However, the statistics shows that the majority of the teachers used both teacher correction and self correction techniques.

3.1.3 Feedback in Written Work

Here I enquired the location of feedback the teachers prefer to give.

Table No. 3
Feedback in Written Work

Feedback in written work	1	2	3	4
In the margin	63%	27%	10%	-
At the end	57%	25%	18%	-

As the table presents, in maximum classes i.e., 63%, teachers gave their feedback in the margin of the written work and in 27% classes they sometimes did so and in 10% classes they rarely gave feedback in the margin of the note books. Similarly, in 57% classes, the teachers gave their feedback at the end of the written work and in 25% classes they sometimes gave feedback at the end of the written work. This shows that the teachers frequently gave in both places of the written work.

3.1.4 Teachers' Use of Non-Verbal Strategies

Table No. 4
Non-Verbal Strategies

Teachers' non- verbal strategies	1	2	3
Always	10%	90%	-
Sometimes	-	90%	10%
Never	-	-	-

The table above depicts that in 10% classes, teachers frequently gave non-verbal feedback to the students. Similarly, in most of the classes i.e. 90% they sometimes gave non-verbal feedback e. g. 'node head' or 'smile' or 'pat on the back' of the students. So, they cannot discard non-verbal feedback in course of teaching English.

3.1.5 Giving Feedback

The following table shows how teachers give feedback to their students.

Table No. 5
Giving Feedback

Giving feedback	1	2	3	4
Answer the students politely	58%	32%	6%	4%
Answer the students aggressively	-	10%	26%	64%

The table above shows that in 58% classes the teacher frequently answered the students politely and in 32% classes they answered politely only sometimes and in 6% they rarely answered politely and in 4% they did not answer politely. Similarly, I found that in 64% classes the teacher never answered the students aggressively and in 26% classes they rarely answered aggressively and in 10% classes they answered the students aggressively only sometimes.

3.1.6 Teachers' Responses to Mistakes

This table shows the responses of teachers to the students' mistake.

Table No. 6
Teachers' Responses to Mistakes

Teachers' responses to mistakes	1	2	3	4
Does not react at all	2%	8%	26%	64%
Indicates there is mistake but does not provide further information	30%	36%	18%	16%
Says what was wrong and provides a model of acceptable version	32%	48%	12%	8%
Provides an explanation of why the mistake was made and how to avoid it	16%	45%	9%	30%

It includes other four sub-items. Regarding how often does the teacher react students' mistake, I found that in 64% classes the teachers reacted on students' mistakes, in 26% classes they rarely did not react, in 8% classes they sometimes did not react and only in 2% classes they frequently did not react the students' mistakes. Similarly, I found that in 36% classes, the teachers sometimes indicated students' mistakes and did not provide further information, in 30% classes they frequently indicated students' mistakes in 18% classes they rarely did it, in 16% classes they did not do it at all. I also found that in 48% classes the teachers sometimes told about students' mistakes and provided models of acceptable versions, in 32% classes they frequently told about students' mistakes and provided acceptable versions, in 12% they rarely told it and in 8% they did not tell about it.

Regarding the situation, how often they provide an explanation of the mistake and how to avoid it, I found that in 45% classes the teacher provided explanation of mistakes sometimes, in 16% classes, teachers

frequently provided explanation whereas in 9% classes they rarely provided it and in 30% classes they did not give explanation of the mistakes.

3.1.7 Types of Feedback Used by Teachers

This table is related to the type of feedback used by the teacher and its frequency.

Table No. 7
Types of Feedback Used by Teachers

Types of feedback used by teachers		1	2	3	4
Positive feedback		40%	52%	8%	-
Negative feedback		-	10%	44%	46%
Oral feedback	In oral work	80%	18%	2%	-
	In written work	5%	15%	45%	35%
Written Feedback(in written work)		60%	20%	14%	6%

The table above depicts that the teacher used positive feedback sometimes in 52% classes, frequently in 40% classes and rarely in 8% classes. Similarly, I found that in 46% classes the teachers did not use negative feedback, in 44% classes they rarely did it, in 10% classes sometimes and no teachers frequently used negative feedback.

Regarding oral feedback and written feedback in both(oral and written) work I found that in 80% classes they frequently used oral feedback in oral work, in 18% they sometimes used it, in 2% classes they rarely used oral feedback in oral work and there were no teachers who never used oral feedback in oral work. Similarly, in 35% classes the teachers never used oral feedback in written work, in 45% classes they rarely used it, in 15% classes they sometimes used oral feedback and in 5% classes they frequently used oral feedback in written work. Similarly, in 60% classes teachers frequently used written feedback in written work, in 20% classes

they sometimes used it, in 14% classes they rarely used written feedback and in 6% classes the teachers never used written feedback in students' written work.

3.1.8 Ways of Giving Feedback

This table represents the ways of informing students to their mistakes.

Table No. 8
Ways of Giving Feedback

Ways of giving feedback	1	2	3	4
Errors circled	31%	35%	22%	12%
Errors underlined	35%	37%	22%	5%
Errors underlined and coded	25%	32%	35%	8%
Errors underlined and description of error	15%	45%	24%	16%

This table shows that in 35% classes, the teachers sometimes circled the errors in written work, in 31% classes they frequently circled them, in 22% classes they rarely circled them and in 12% classes they never circled the errors of the students. Similarly, in 37% classes they sometimes underlined the errors, in 3% classes they frequently did it, in 22% classes they rarely underlined the errors and in 5% classes they did not underlined the errors.

The result shows that there is similarity in the ways of giving feedback by most of the teachers.

3.2 Analysis and Interpretation of the Students' Open-Ended Responses

Three open-ended questions were asked to the lower secondary students along with the close-ended questions. Their responses are analyzed here.

i. Do you like your friends to give feedback? If yes, why?

Regarding the responses of this question, I explored that the majority of the students like their friends' feedback. Thirty-five informants i.e. 90.25% like their friends' feedback. Out of them, eighteen i.e. 45% think that friends' feedback helps them to improve themselves and to find out their strength and weakness. Fifteen informants i.e. 37.50% have found their learning getting better through their friends' feedback. Similarly, twelve informants i.e. 30% get inspiration and encouragement through friends' feedback. Seven informants i.e. 17.50% say that they spend most of their time with their friends so that friends understand them well and they have found friends' feedback appropriate and suitable and three informants i.e. 7.50% feel comfortable with their friends' feedback.

Only four informants i.e. 10% do not like their friends' feedback since they think their friends are similar to them. So they do not take their feedback so significantly. However, the data depicts that the majority of the students are in favor of their friends' feedback and give importance to it while learning English.

ii. What sort of feedback does motivate you in learning English?

Regarding this question I found that thirteen informants i.e. 32.50% are motivated in learning English by the teacher's feedback, especially teacher's praises, encouragement, complement, etc. Similarly, seven i.e. 17.50% informants are motivated by the correction made by the teacher, another seven informants i.e. 17.50% are motivated especially by positive feedback given by the teacher or friend or superiors.

On the contrary, six informants i.e. 15% are found motivated by the exam results, five informants i.e. 12.50% are motivated by both positive and

negative feedback and two i.e. 5% are motivated by the friend's correction made during learning English.

It shows that students are motivated by different kinds of feedback while learning English.

iii. Are you satisfied with the feedback given by your teachers? If yes why? If not, why?

Regarding the responses of this question, I found that the majority of the students are satisfied with the feedback given by the teacher. Interpreting the responses statistically the researcher explored those thirty-seven informants i.e. 92.50% are satisfied with the feedback given by the teacher.

I explored different reasons given by the informants. Out of thirty-seven satisfied informants twelve informants are satisfied with the feedback given by the teacher because they get inspiration and encouragement in learning English from the teacher's feedback, for instance, one of the response "because teacher's feedback encourages me, following the teacher's feedback I can do better in English." Similarly, eleven out of thirty seven are found satisfied with the feedback given by the teacher. They take teacher as an ideal person and view that the teacher always thinks for their betterment. For example, to quote one informant here, "because my teacher always does well and thinks good for me."

I found other twelve informants satisfied with the feedback given by the teacher because they have got them towards the direction of success in learning English through teacher's feedback. One of the informants wrote "Teachers' feedback always directs me towards the right way of learning the English language." Similarly, nine were found satisfied with the

feedback given by the teacher because they think that teacher's feedback makes them aware of their strength and weaknesses so that they can improve their learning. Similarly, seven informants were found satisfied with the feedback given by the teacher because they have found teacher's feedback appropriate to them and a chance to know the areas to be improved in learning English. On the contrary, three informants i.e. 7.50% were found not so satisfied with the feedback given by the teacher. They argue that the teacher has not given them feedback appropriately so that they want appropriate feedback from the teacher. Thus, the majority of the students have taken teacher's feedback positively and have done accordingly.

[Note: 1=Frequently , 2=Sometimes , 3=Rarely , 4=Never]

3.3 Analysis of Students' Views

This section mainly deals with the eighth grade students' view towards the feedback they receive. I distributed a set of questionnaire with fifteen different close ended questions for the data collection (see appendix-I). Then, the collected data is analyzed and interpreted into different sections and sub-sections.

3.3.1 Techniques to Correct Mistakes

Here, students were asked which technique you liked to follow to correct your mistakes. The responses of the students are given in the table below.

Table No. 9
Techniques to Correct Mistakes

S.N	Responses	Frequency	Per cent
1	Teacher-correction	28	70
2	Self-correction	9	22.50
3	Peer-correction	3	7.50

This table shows that majority of the informants i.e. 70 per cent of them liked teacher-correction whereas 22.50 per cent students wanted to use self-correction and 7.50 per cent students wanted peer-correction. This shows that almost all of the students want teacher's guidance in correcting their mistakes while learning English.

3.3.2 Students' Opinion on Positive Feedback

In this section, I tried to investigate the students' perception towards the positive feedback they receive.

Table No. 10
Students' Opinion on Positive Feedback

S.N	Responses	Frequency	Per cent
1	Strongly agree	-	-
2	Agree	5	12.50
3	Not sure	7	17.50
4	Disagree	12	30
5	Strongly disagree	16	40

Regarding the responses, I found that 16 informants i.e. 40 per cent totally disagree that teacher should give only positive feedback. They want both positive and negative feedback from the teacher while learning the English language. Twelve informants i.e. 30 per cent informants

disagreed it 17.50 per cent students were not sure. In contrast to those informants, five informants i.e.12.50 per cent agreed the statement. This shows that both positive and negative feedback from the teacher plays a role while learning English.

3.3.3 Frequency of Feedback After Class

Students were asked how often they get feedback after class. The table below shows the responses of the students.

Table No. 11
Frequency of Feedback After Class

S.N	Responses	Frequency	Per cent
1	Daily	8	20
2	Frequently	15	37.50
3	Occasionally	5	12.50
4	Rarely	12	30

Regarding the responses of this question, I found that fifteen informants i.e. 37.50 per cent get feedback after the class, twelve informants, i.e. 30 per cent get rarely, 20 per cent informants get daily and five informants i.e. 12.50 per cent get feedback occasionally after the class.

3.3.4 Students Feelings Towards Teachers' Feedback

The students were asked how they feel towards teachers' feedback.

Table No. 12
Students Feelings Towards Teachers' Feedback

S.N	Responses	Frequency	Per cent
1	A way to success	15	37.50
2	Happy	13	32.50
3	Inspiration in learning	9	22.50
4	Nervous and think yourself weak	3	7.50

This table shows that the majority of the students take teacher's feedback positively whether it is positive or negative. Among the forty students, 37.50 per cent of them i.e. 15 students want to improve and think that they can do better in learning English getting feedback from the teacher. They take feedback as 'a way to success'. Similarly, 32.50 per cent students feel happy when the teacher informs them about their learning. Nine students i.e. 22.50 per cent take feedback as one of the sources of encouragement and inspiration in learning the English language. On the contrary, three students i.e. 7.50 per cent feel nervous and think themselves weak in learning the English language especially when the teacher points their mistakes and corrects them.

3.3.5 Importance of Teachers' Feedback to Students Work

Table No. 13
Importance of Teachers' Feedback

S.N	Responses	Frequency	Per cent
1	Not important	-	-
2	Important	8	20
3	Very important	13	32.50
4	Extremely important	19	47.50

From the above table, it is clear that 47.50 per cent of them said extremely important whereas 32.50 per cent responded as very important and 20 per cent of them replied that it is important. This shows that almost all of the students think teachers' feedback is important to their work.

3.3.6 Teachers' Correction to Improve English

Students were asked whether the teachers' correction help them to improve their English or not. The table below shows that the teachers' correction is important to improve English.

Table No. 14

Teachers' Correction to Improve English

S.N	Responses	Frequency	Per cent
1	Strongly like it	25	62.50
2	Like it	12	30
3	Do not know	3	7.50
4	Dislike it	-	-
5	Strongly dislike it	-	-

The table shows that 62.50 per cent of the respondents strongly like the statement. Similarly, 30 per cent of them like it. Out of forty students, 3 students i.e. 7.50 per cent did not know whether it improves or not. It means almost all of them think that teachers' correction is very helpful to improve their English.

3.3.7 Strategies in Solving the Problems

The respondents were asked what strategies they use to solve their problems. Most of them opined that they ask the teacher or peer for help.

Table No. 15
Strategies to Solve their Problems

S.N	Strategies	Frequency	Per cent
1	Asking the teacher or peer for help	24	60
2	Consulting a grammar book or dictionary	10	25
3	Doing nothing	4	10
4	Others	2	5

The table displays the strategies used by students to solve their problems. Sixty per cent of them replied that they ask the teacher or peer if they face any problems where as 25 per cent of them liked to consult the grammar book or dictionary. Some of the students do nothing where as some of them suggested some new strategies for solving their problems. They suggested the following.

- Look at the previous model
- Study harder

3.3.8 Kinds of Feedback Preferred to Receive

In this section, I tried to find out whether the students desired negative or positive or both types of feedback by the teachers.

Table No. 16
Kinds of Feedback Preferred to Receive

S.N	Responses	Frequency	Per cent
1	Negative feedback	-	-
2	Positive feedback	25	62.50
3	Both of them	15	37.50

From the above table, it is clear that no student desired to get any negative feedback. The majority of the students i.e. 62.50 per cent replied

that they want positive feedback whereas 37.50 per cent of them preferred both types of feedback according to the seriousness of the mistake.

3.3.9 Type of Feedback Preferred to Receive

Students were asked what type of feedback they would like to receive.

The chart depicts that 40 per cent of them like both of them whereas 35 per cent and 25 per cent of them like specific and general type of feedback respectively.

Chart No. 1

Types of Feedback Preferred to Receive

3.3.10 Location to Write Feedback

Here, I enquired the location of feedback they preferred to receive.

Students' responses in the table below show that they like to receive feedback at the end than in the margin. But 32.50 per cent of them said that they preferred both according to the error they made.

Table No. 17
Location of the Feedback

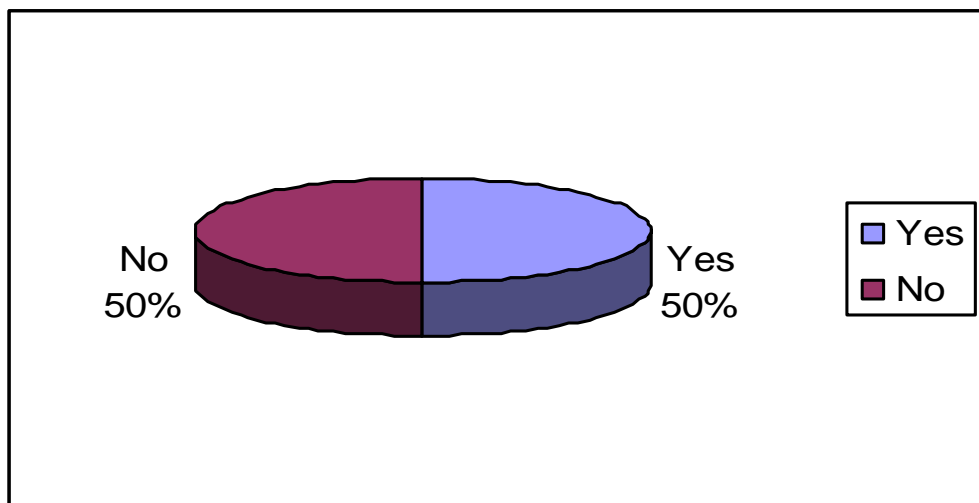
S.N	Responses	Frequency	Per cent
1	In the margin	9	22.50
2	At the end	18	45
3	Both of them	13	32.50

3.3.11 Students' Response in Understanding Teachers' Feedback

I asked the students whether the feedback given by the teachers was easy to understand or not. They were also asked to give the reasons if they did not understand it. The chart below gives clear picture of their responses.

Chart No. 2

Students' Response to Understand Teachers' Feedback



The chart above shows that fifty per cent of the students replied that they understand the feedback given by their teachers easily whereas fifty per cent of them said that they do not understand it easily.

Regarding the reasons as to why they do not understand the teachers' feedback, the table shows 55 per cent of them supported that teachers use

new feedback strategies time and again whereas other 30 per cent of them agreed the teachers' use of new vocabulary and structures in the feedback. Similarly, 15 per cent of them opined that feedback is too general to understand. The table below clarifies about it.

Table No. 18
The Reasons of not Understanding Teachers' Feedback

S.N	Reasons	Frequency	Per cent
1	Feedback is too general to understand	3	15
2	Teachers use new vocabulary and structures in feedback	6	30
3	Teachers use new feedback strategies	11	55

3.3.12 Teacher must Correct Students' Written Work

In this section, I tried to investigate whether the teacher must correct the students' written work or not. The table below presents the detail.

Table No. 19
Teacher must Correct Students' Written Work

S.N	Responses	Frequency	Per cent
1	Strongly like it	24	60
2	Like it	9	22.50
3	Do not know	4	10
4	Dislike it	3	7.50
5	Strongly dislike it	-	-

The table clarifies that most of the students are in favor of the statement. Most of them i.e. 60 per cent said that they strongly like the statement. Similarly, 22.50 per cent of them like it. On the other hand, 10 per cent replied they do not know it. The minority of them showed disagreement towards it i.e. by 7.50 per cent.

3.3.13 Ways of Giving Feedback

Table No. 20

Ways of Giving Feedback

S.N	Responses	Frequency	Per cent
1	Coding errors	7	17.50
2	Circling errors	13	32.50
3	Underlying errors	12	30
4	B and C	6	20

From the above table, it is clear that majority of the students i.e. 32.50 per cent received feedback by circling the errors, 30 per cent got it by underlying. Twenty per cent students got feedback in both ways. Out of forty, only seven students i.e. 17.50 per cent got feedback by coding errors.

3.3.14 Receiving Negative Feedback from the Teacher

Students were asked whether they got negative feedback or not.

Table No. 21

Receiving Negative Feedback from the Teacher

S.N	Rating	Frequency	Per cent
1	Always	-	-
2	Sometimes	22	55
3	Rarely	18	45
4	Never	-	-

The table above depicts that no student always received negative feedback. It is also cleared that no students got rid of negative feedback. Similarly, 55 per cent sometimes received negative feedback and 45 per cent rarely received it. This shows that students received negative feedback according to the situation.

3.3.15 Purposes of Receiving Feedback

In this section students were asked about the purposes of receiving feedback to their writing. They were told to select more than one alternative if they thought right. The table shows the purposes and the students' responses on it.

Table No. 22
Purposes of Receiving Feedback

S.N	Purposes	Frequency	Per cent
1	To help us to improve our writing	40	100
2	To inform us about our knowledge	7	17.50
3	To enhance the relationship between we and our teachers	6	15

The table above clarifies that 100 per cent of students received feedback to help them to improve their writing. Moreover, 17.50 per cent of them received it to inform them about their knowledge. Similarly, 15 per cent of the students received the feedback to enhance the relationship between them and their teachers.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of findings of the study.

4.1 Findings

The major findings of the study have been summarized in the following points:

- i. In response to students' mistakes, teachers either asked them to check once again or pointed out their mistakes. For the correction work 70 per cent of the teachers frequently follow teacher-correction and 18 per cent of the teachers frequently follow self-correction techniques.
- ii. Sixty per cent of the teachers gave feedback in the margin in written work.
- iii. Fifty-eight per cent of the lower secondary level English teachers answered the students' query politely and were alert on student mistakes so that they reacted their mistakes either verbally or non-verbally. While reacting to their mistakes, 16 per cent of the teachers did not provide explanation frequently. Only in some of the cases they provided explanation and acceptable version of the mistakes.
- iv. Though negative feedback can not be as productive and constructive as positive feedback 10 per cent of the teachers could not completely discard the role of negative feedback which ought to be provided

mildly and indirectly in some circumstances. For e.g. “No”, “Not good”, “Wrong answer”, “Incorrect” etc.

- v. Thirty-five per cent of the teachers frequently underlined the errors of the students in their written work.
- vi. Eighty per cent of the teachers gave oral feedback in oral work but they sometimes gave oral feedback in written work too.
- vii. Thirty-three per cent of the students got motivated by different kinds of feedback, especially teachers’ praise, encouragement etc.
- viii. Ninety-three per cent of the students were satisfied with the feedback given by the teacher.
- ix. Ninety-three per cent of the students wanted teachers’ guidance in correcting their mistakes while learning English.
- x. None of the students wanted to get only negative feedback. They wanted positive feedback and sometimes both simultaneously to improve themselves.
- xi. Most of the grade viii students take teachers’ feedback positively. About forty per cent of the informants take feedback as a way to success.
- xii. Forty-eight per cent of the students thought teachers’ feedback is extremely important to their work.
- xiii. Sixty per cent of the students asked their teachers or peers whenever they have problems. They suggested studying harder and looking at the previous model is some of the good strategies for them.
- xiv. Forty-five per cent of the students wanted to get feedback at the end of the exercise rather than on the margin.

- xv. Fifty per cent of the students did not understand the feedback given by the teachers because they were found using new strategies.

4.2 Recommendations

On the basis of findings, the following recommendations have been made for English language teaching.

- i. Teachers are recommended to explain their responding strategies before applying them because many students have problem with understanding what teachers actually say.
- ii. Negative feedback, though cannot be as productive as positive feedback, has some role in teaching and learning the English language. So, teachers should use negative feedback indirectly depending upon the situation.
- iii. Students liked to be informed about their mistake to get a chance to correct themselves, so the teacher should not give them the ready made answer. Let them correct themselves, if they can.
- iv. To minimize students' mistake in learning the English language, teachers should follow both teacher and self-correction techniques.
- v. Students take teacher's feedback as a way to success; therefore the teachers should frequently give feedback to the students.
- vi. Teachers should praise and encourage peer correction so that the students can correct each others' mistakes and can do better in learning the English language.
- vii. Students should perceive and utilize the given feedback to enhance English language learning.

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Appendix-I

Survey Questionnaire (for students)

This survey questionnaire is designed for my research “Teachers’ Practices of Providing Feedback.” Your assistance in completing the survey is highly appreciated. All the information provided by you is reserved for the study purpose, and you can be confident that you will not be identified in any discussion of the data.

Name:.....

Age:.....

Class:.....

School’s name.....

Please complete the following questionnaire with true information:-

1. Which techniques do you like to be followed to correct your mistakes?

a. teacher-correction ()

b. self-correction ()

c. peer correction ()

2. Do you agree that the teacher should give only positive feedback?

a. strongly agree ()

b. agree ()

c. not sure ()

d. disagree ()

e. strongly disagree ()

3. How often do you get feedback after class ?

a. daily ()

b. frequently ()

c. occasionally ()

d. rarely ()

4. Do you like your friends to give feedback ? If yes, why ?

.....

.....

5. What sort of feedback does motivate you in learning the English language?

.....

.....

6. Are you satisfied with the feedback given by your teachers? If yes, why?
If not, why?
.....
7. How do feel when you get feedback from your teacher ?
a. a way to success () b. happy ()
c. inspiration in learning () d. nervous and think yourself weak ()
8. How important is teachers feedback to your work ?
a. not important b. important
c. very important d. extermly important
9. Teachers' correction help me to learn and improve my English.
a. strongly like it () b. like it ()
c. do not know () d. dislike it ()
e. strongly dis like it ()
10. What strategies do you use to solve your problem ?
a. asking the teacher or peers for help
b. consulting a grammar book or library
c. doing nothing
d. others (please specify).....
11. What kind of feedback would you prefer to receive ?
a. negative () b. positive ()
c. both of them ()
12. Would you like your teachers feedback to be :-
a. specific ? b. general ?
c. both of them ?
13. Where would you prefer your teacher to put the feedback in your work?
a. in the margin () b. at the end ()
c. both of them ()

Appendix-II

Checklist

Name of the Teacher:

Period:

Name of the

School:

No. of Students:

Teaching class:

Teaching item:

S.N.	Observed items	Frequently	Sometimes	Rarely	Never	Remarks
1.	Response to the students					
	a. Ask them to check once again					
	b. Point their mistakes					
	c. Scold the students					
2.	D .Write suggestions on the margins					
	Techniques used by teachers					
	a. Teacher correction					
	b. Self correction					
3.	C Peer correction					
	Feedback in written work					
	a. In the margin					
4.	B. At the end					
	Teacher' non verbal feedback					
	a. Always					
5.	b. Sometimes					
	c. Never					
	Giving feedback					
6.	a. Answer the students politely					
	b. Answer the students aggressively					
	Teacher's response to the mistakes					
7.	a. Does not react at all					
	b. Indicates there is mistake but does not provide further information					
	c. Say what was wrong and provide a model of acceptable version					
	d. Provides an explanation of why the mistake was made and how to avoid it					
8.	Types of feedback used by the teacher					
	a. Positive feedback					
	b. Negative feedback					
	c. Oral feedback	In oral work				
	In written work					
	d. Written feedback (in written work)					
9.	Ways of giving feedback					
	a. Errors circled					
	b. Errors underlined					
	c. Errors underlined and coded					
	d. Errors underlined and description of error					