

**STUDENTS' PERCEPTIONS OF TEACHERS' WRITTEN  
AND ORAL FEEDBACK ON HOMEWORK**

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

**Submitted by  
Arika Thapa**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2021**

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## DECLARATION

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

Date:

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Arika Thapa

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. Arika Thapa has prepared this thesis entitled “**Students’ Perceptions of Teachers’ Written and Oral Feedback on Homework**” under my guidance and supervision.

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## **DEDICATION**

### **Dedicated To**

My parents Mr. **Sher Bahadur Thapa** and Mrs. **Binda Thapa**, teachers and friends who devoted their lives making me what I am today.

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**Arika Thapa**



## **ABSTRACT**

The present study entitled ‘Students’ Perceptions of Teachers’ Written and Oral Feedback’ on Homework’ aimed at analyzing students’ perceptions towards their teachers’ written and oral feedback and exploring the feedback techniques used by teachers in ELT classrooms. This study was carried out using both the primary and secondary sources of data. For primary data, sixty students were randomly selected from three higher secondary schools of Kathmandu District. I used both the closed and open-ended questions to elicit the required data. It was found that the students would like to get positive feedback for homework from their teachers. Majority of the students’ perceived teachers’ feedback on homework is extremely helpful to improve their performance in classrooms. The study also revealed that the general feedback techniques the teacher used in the ELT classrooms were teacher correction, peer correction and self correction.

This thesis consists of five chapters along with references and appendices at the end. The first chapter deals with the introduction part which mainly includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and operational definition of the key terms. The second chapter deals with review of related literature and conceptual framework. Chapter three deals with methods and procedures of the study which includes design and method of the study, population, sample and sampling strategies, sources of data, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Chapter four includes analysis and interpretation of results. The final chapter encompasses the findings, conclusions and recommendations made after the analysis of the data.

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## LIST OF SYMBOLS AND ABBREVIATIONS

|       |   |                      |
|-------|---|----------------------|
| No.   | : | Number               |
| Prof. | : | Professor            |
| Regd. | : | Registration         |
| T.U.  | : | Tribhuvan University |
| M.Ed. | : | Master of Education  |
| S.A   | : | Strongly Agree       |
| A     | : | Agree                |
| S.D   | : | Strongly Disagree    |
| D     | : | Disagree             |
| I     | : | Important            |
| V.I   | : | Very Important       |
| E.I   | : | Extremely Important  |

## **CHAPTER ONE**

### **INTRODUCTION**

The present study is an attempt to investigate the students' perceptions of teachers' oral and written feedback on homework. This is a descriptive and analytical study. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, limitations of the study and operational definition of the key terms.

#### **Background of the Study**

Language is used simply to express one's feelings, ideas or attitudes, without necessarily taking a reader or listener into consideration. When language is used in this way, the speaker/writer is not trying to effect change in an audience or elicit response. Language learning is broadly defined as developing the ability to communicate in the second / foreign language. Learning a language allows students to think the unthinkable. It allows us to think, feel, speak, listen, read and write in new ways we never thought possible. As a basis for all communication, language in the educational set-up is of vital importance in putting across developmental thoughts, information and data. A common language not only helps develop one's linguistic skills, but also expands the cognitive (thinking) abilities of an individual. Multiple uses of language exist to communicate, direct, and express ideas, feelings, and information, Directive, expressive, and informative uses of writing are used in written and oral forms of communication. Directive use of language is used to get another person or group to perform an action.

Feedback is an essential part of the educational process but one which cannot be approached in a random manner. Feedback comes to be understood by the students according to their individual learning objectives. It is a comment given to the learner to improve his/her performance. So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. 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. Richards and Schmidt (1985) 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 or speaker output. 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. Without feedback a student cannot know what he or she has done either right or wrong. In this sense, Kepner (1991, p. 141) defines feedback in general as “Any procedures used to inform a learner whether an instructional response is right or wrong.” 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 not only a key element in learning language but also for all individuals who want to attempt any work successfully. 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. Feedback can improve students’ confidence, self-awareness and enthusiasm for learning.

Homework is a cost-effective instructional technique. It can have positive effects on achievement and character development and can serve as a vital link between the school and family. Homework is defined as “tasks assigned to students by school teachers that are meant to be carried out during non-school hours” (Cooper, 1989, p. 85-91). Homework should have different purposes at different classes. For lower classes it should foster positive attitude, habits and character traits. For senior classes, it should facilitate knowledge acquisition in specific topics. Homework should be required at all classes, but a mixture of mandatory and voluntary homework is most beneficial. Homework has to be appropriate and match according to the students’ level, age and environment. Homework increases participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relationship and as a form of punishment.

Harmer (2008) advises teachers to ask the students’ interest and try to set homework which is relevant to them; not only in terms of their interests but also what they are studying. In the context of Nepal, teachers used to give homework according to the exercise or lesson of the book as the homework, to write, read and memorize by thinking that giving homework is their job of teaching. This is the true fact that the teachers do not forget assigning homework, because they believe that if students do homework, they have learned well. Generally, the teachers do not think how they can make post homework productive. They rarely manage the class where the students correct their mistakes and learn from one another. The teachers have not been

successful in providing their learners with opportunities to get students to correct each other's homework in a supportive and cooperative way. Similarly, the teachers usually don't give priority to providing proper feedback for the students' homework, although if they give comments, compliments as a feedback, they only respect the right answers in the students' homework. The students are happy if they didn't get homework or feedback from their teachers. They think getting homework is full of stressed work and getting feedback is a type of scold or insult for their personality.

This is why I wanted to investigate the perceptions of students' towards homework and feedback. It hinders the students' personal activities or helps to develop their progress in learning.

### **Statement of the Problem**

Teachers' feedback helps students reflect on what and how they performed, showing them their strong points as well as the weak points to improve language in the future. We have heard that homework is just a work to connect students to previous learning but it is for developing learners' learning skills and enhancing language too. Feedback can encourage the learning effectively. Feedback can be positive/negative, oral/written, immediate/delayed. Whatever it types, it aims to affect positively on learning. During providing homework and feedback it can have positive effects from negative feedback and negative effects from positive feedback.

Effective feedback technique as well as varieties in feedback help students learn correct forms of language easily and motivate them towards learning. The problem in Nepal in the field of teaching is that teachers are unknown about proper feedback techniques and they are less concerned about feedback. Joshi(2012) states that teachers should use a variety of feedback techniques, only the limited set of techniques should not be used in teaching but even the teachers are less clear and aware of some feedback techniques. Similarly, Students are not much motivated towards learning but if a teacher provides proper and appropriate feedback, they can become a good learner. This study is about students' perception on homework and feedback. Therefore this study attempts to identify, types of feedback they are gaining, types of feedback they want to gain and effects they are facing.



## **Objectives of the Study**

The main objectives of this research were as follows:

- i) To investigate students' perceptions towards feedback on homework
- ii) To explore the types of feedback techniques used by teacher in ELT classrooms

## **Research Questions**

The study investigated the following questions to fulfill its objectives:

- i. What types of feedback do teachers use in classrooms?
- ii. What do students' do to get positive feedback for their homework?
- iii. What do students like most, immediate feedback or delayed feedback and Why?
- iv. How does the teacher help students' to revise more successfully on their learning?

## **Significance of the Study**

Feedback is one of the key factors that influences teaching and learning of any foreign or second language. It motivates students and clearly shows us what is right and what is wrong or what to be continued and what to be stopped. This study is going to search for understanding how the teacher provides feedback on homework to the students' and how the students take feedback as its effects. This study is aimed to know the gap between students feedback to teachers. This study has rationale and importance to study to change and inform if it needs to. Homework should be appropriate to students' level and feedback needs to be done according to the students' homework. What type of feedback do teachers provide? Are there positive aspects outweigh negative aspects towards learning? I want to research this topic. Then, the findings will be information to those involving parties teacher, student, parents and the whole administration.

Many of the students and teachers comment on feedback. Some of the students' complain about the teacher's feedback that they do bias or their feedback depends upon students. The teacher neglects students' progress on learning and doesn't provide appropriate feedback according to the homework. Here, I want to get overall data from students' perspectives. I will find students' thoughts, wants, expectations and others. Similarly I will explore what they are doing to get feedback for their learning. In this way the findings of this study will be useful to researchers,

teachers, students, parents and to all those who are interested in second language teaching and learning also for those who are directly and indirectly involved in it.

### **Limitations of the Study**

The study had the following limitations:

- i. The study was limited to only three schools of Kathmandu district.
- ii. Only the 8<sup>th</sup> graders were included as the sample of the study.
- iii. The study was limited to only the students' responses on written feedback and oral feedback on homework.
- iv. Only questionnaire was the tool of data collection.
- v. The study included only 60 students represented from three schools.

### **Operational Definition of the Key Terms**

**Feedback:** It is any procedure used to inform a learner whether an instructional response is right or wrong.

**Oral Feedback:** It is any feedback that is given to the students orally or verbally.

**Written Feedback:** It is any written comments in student individual copy which shows whether a particular work is right or wrong.

**Homework:** It is a set of tasks assigned to students by their teachers to be completed outside the class.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part includes review of theoretical literature, review of empirical literature and implications review for the study.

#### **Review of Theoretical Literature**

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. In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future. Feedback is an essential part of the educational process but one which can't be approached in a random manner. According to Fawzy (2012) entitled, "Teachers Perspectives on Homework". She had focused that homework did not benefit students academically below high school age. The most effective techniques she found for them were elicitations, pair works, providing assignments and written comments. The term feedback is difficult to define though it is common to all. It is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points to help plan their learning. Keh (1989, P. 18) defines feedback as "any input for revision."

Most teachers indicate that they inform and contact the parents when students do not do the homework. Therefore, it becomes evident to the researcher that teachers tend to believe that homework is not the teacher's responsibility, but rather the students and the parents. As the name suggests, it is "home work" and therefore not regarded as an extension of "school work". Moreover, teachers, students, and parents' alike have contributed in forming and shaping homework culture; they accept it, expect it, or live with it.

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. Feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. Feedback helps to improve the writings of the writer. 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. We can say that feedback must be internal, performed by the students themselves or external, generated by the teacher, rather than students.

While teachers may give feedback on students' work regularly; this feedback in learning can only be incorporated into students' learning when it is sorted 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 the learning process. It is necessary that learners need to define their own objectives and understand the feedback provided by teachers. Ur (1996, p. 242) defines feedback as the information that is given to the learner about his or her performance of learning tasks 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.

We can find many journals and articles related to the topic of homework and feedback. These reviews are from teacher perspectives where we need to research from student perspectives too. How they expect, how they get and how they feel. We need to understand their view, because learning has to be learner centered, we need to reflect them. That's why I want to explore the students' view on the topic of homework as well as feedback.

**Factors Affecting Language Learning.** Teaching and learning the English language takes place in a formal academic setting in Nepal. As learning of English takes place in formal situations within a limited time. It is affected by different environmental and psychological factors. Brown (1987) mentions second language learning is not just learning the language rather than learning its culture and society where the language exists (p.130). So, it is very important to understand the culture of the society in which we are learning language. The language is highly interrelated with the living style, beliefs, ideas and customs of the related society. Therefore, if one is learning a language indirectly he is learning the culture of that society to get acculturate with that language.

On the other hand, personality factors within a person contribute in some way for successful language learning. Understanding how human beings feel and respond to and believe in the values is an important aspect of theory of a second language learning. Brown (1987, p.134) records that self- esteem, inhibition, risk – taking, anxiety, empathy, extroversion and motivation are important factors for affecting

language learning. Among these factors, Brown (1987) considers motivation as the most important factor.

Motivation refers to a person's desire to do something in language learning. It is some kind of internal derivative that encourages somebody to pursue a course of action. If we "perceive a goal (that is something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whether it is necessary to reach that goal" (Harmer, 1991, p.3). So, we can say that the more and better the motivation the better the learning.

Gardener and Lambert (1995) divide motivation into two types: extrinsic and intrinsic motivation. The first is concerned with factors outside the classroom and the second which takes place inside the classroom. Intrinsic motivation which is related to inside the classroom happenings can have an important effect on learners who are already extrinsically motivated. The factors that affect it are physical condition, methods, teacher's role and success of students.

**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. Keh (1989) defines feedback as "any input for revision" (p.18). In language teaching, feedback is supposed to show learners what is wrong or right for better learning in future.

*Types of feedback.* Feedback plays a vital role in language learning. It is feedback that produces effective second language communicators by planting in them the seeds of self confidence (Dung 2004). It has a great intuitive appeal and makes sense that an individual who is provided feedback makes sense that individuals who are provided feedback will learn a language faster and to a greater degree.

Gattullo (2000) 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. 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 classrooms. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners 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. As cited in Joishi (2017), following are the types of feedback:

- a. *Evaluative feedback.* Evaluative feedback makes a judgment about another person, evaluating worth or goodness. There is a great difference between judging a person and their actions. 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 are not a very nice person”, people will be offended but when you say “you are 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 another person what we think has been said. This is typically followed by a question to allow another person to agree with our interpretation or after a correction.
- c. *Supportive evaluation .* In supportive evaluation, we seek to support other people in some way. In flattery, we support other people's ego by telling them, they are good in some way (whether or not this is true). 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 questions that seek specific information. For example, could you tell me more about what happened? 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 person underneath. In understanding feedback, we ask questions not only that we are listening to the inner person, but also that we truly understand.
- f. *Immediate Feedback.* Immediate feedback refers to a teacher's comment delivered on the spot when a mistake or good point is made by students. Feedback is given to the learner’s through correction and assessment 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 feedback timing i.e. either immediate or delayed feedback. In a typical classroom setting this type of feedback is more effective.

- g. Delayed Feedback.* Delayed Feedback is given at the end of an activity or a part of a learning program and can take various forms. Delayed feedback is that type of feedback which is given to the learners after the event. If the learner is given feedback after the event, then there is more chance to forget what the learners have said.
- h. Oral Feedback.* Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal. But it can be a very powerful and effective tool as it can be provided easily in the ‘teachable moment’ and in a timely way.
- i. Written Feedback.* Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teachers might use a log to monitor whether and how well the student has acted on the feedback. Written feedback can be a star sign, comments, grades and more. Written feedback needs to include:
  - Where the student has met the learning intentions.
  - Where the student still needs to improve.
  - A way to think through the answer for themselves

**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 or her performance.”(p.242). so, it has such a power which modifies learners, teachers, reviewers or writers in order to move them in the 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 Farlace (2006, pp. 207-214) provide the following points.

- Helps clarity what good performance is , (goals, criteria, expected, standards), Facilitates the, development of self-assessment (reflection) in learning; when well organized, self-assessment can lead

- to significant improvement in learning, especially if integrated with staff feedback, Encourages teacher and peer dialogue around learning.
- It can encourage students to persist and it is sometimes easier to accept critique from peers.
- Encourages positive motivational belief and self-esteem.
- Provides opportunities to close the gap between current and desired performance.
- Provides information to teachers that can be used to help shape teaching.

**Importance of Homework.** Every teacher assigns homework to help a student apply, review, and integrate everything that children usually study in the class. Homework develops study habits supporting learning, helps in memorizing of basic content, helps learners in developing skills in related subjects, deepens understanding of concepts in the taught area, makes learners ready for the next day, helps students to organize time and tasks. North and Pillay (2002) explored homework assignments in 88 Malaysian secondary schools in the English language classrooms. They highlighted that homework was seen as an extension of classroom learning and it gave pupils the chance to consolidate classroom learning. Similarly, homework increased participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relations and as a form of punishment. Homework has always been associated with schools and it is part of students' and teachers' workload. The basic purposes of assigning homework to students are the same as schooling in general, i.e. to increase the knowledge and improve the abilities and skills of the student. Homework should be required at all classes, but a mixture of mandatory and voluntary homework is most beneficial. Some of the important points are listed below:

- Homework reinforces skills, concepts and information learned in class.
- Prepares students for upcoming class topics.
- Teaches students to work independently and develop self-discipline.
- Encourages students to take initiative and responsibility for completing a task.
- Allows parents to have an active role in their child's education and helps them to evaluate their child's progress.



- Relates what is learned in school to children's lives outside of school and helps to connect school learning to the real world.

**Affecting Factors to Students' Perception.** This study is about to investigate the thoughts and perspectives of the students in the field of feedback on homework. The perceptions of students' can be different from each other from various factors whereas some are mentioned further.

**Age.** Everybody agrees that age is a crucial factor in language learning. However to which extent age is an important factor still remains an open question. A plethora of elements can influence thoughts. Every students' have their own perspectives according to their age in a particular area.

**Gender.** Students have individual learning style preferences according to their gender that can create a different thought in a particular area.

**Attitude.** Attitude can alter every aspect of a person's life, including their education. Student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. Student attitudes on learning, good or bad, affect their outlook toward learning throughout life. Their attitude towards learning affected not only their amount of education but their desire for education.

### **Review of Empirical Literature**

A number of researches have been carried out in the area of feedback. In order to gather some ideas and information, I had gone through some of the related previous research. Bhandari (2008) carried out a research on 'Role of Feedback in Teaching English Language'. Her objective was to explore the way of giving feedback in teaching English at secondary level by the English teacher. She applied simple random sampling to conduct semi structured interview and non participant observation in this study. Forty secondary level English teachers were selected as samples through a simple random sample procedure. The study found out that most of the secondary level English teachers take feedback as a support for the teaching learning process and take it as a means of motivating the learners, encouraging them in learning, giving advice and suggesting them. Various research works have been carried out in the field of Homework and feedback.

Karki (2011) carried out research on ‘Exploring Teachers’ Use of Oral Feedback’. It was carried out in ten schools of Dailekh district where the researcher had used a simple random sampling procedure to collect data. The objective of the study was to find out the types of teachers’ oral feedback on students’ oral work at primary level. From that he found out that almost 70% of the teachers were using evaluative feedback in the classroom. Majority of the teachers were found very careful to use negative feedback in the classroom.

Joshi (2011) carried out a research on “Students’ perceptions on Teachers’ Written Feedback” to analyze students’ perceptions towards teachers’ written feedback on their writings. Sixty students from two schools in Doti district collect the data. Questionnaire was the tool of data collection. His research revealed that none of the students wanted negative feedback; fifty percent of the students did not understand the feedback given by teachers due to the use of new strategies and lack of explanation of them.

Similarly, Joishi (2017) has carried out a research on “Feedback Techniques Used by the Secondary Level Teachers in developing students’ writing skill”. He found that the teachers’ used different ways and techniques to provide positive feedback and negative feedback. However, the majority of teachers’ were aware of providing negative feedback. He also founded that, teachers’ used written feedback, oral feedback, reformulation, providing direct and clear instruction and others were most used feedback technique whereas, coding system, pointing out errors, criticize students, rewarding, student self correction, hinting were least used feedback techniques in teaching writing skill.

Although a number of researches have been carried out in feedback at secondary level, none of the researches have been carried out on basic level. Likewise, none of the research has been concerned on students’ Perception on Teachers’ Oral and Written Feedback in Homework. So, this was only an attempt to study.

### **Implications of the Review for the Study**

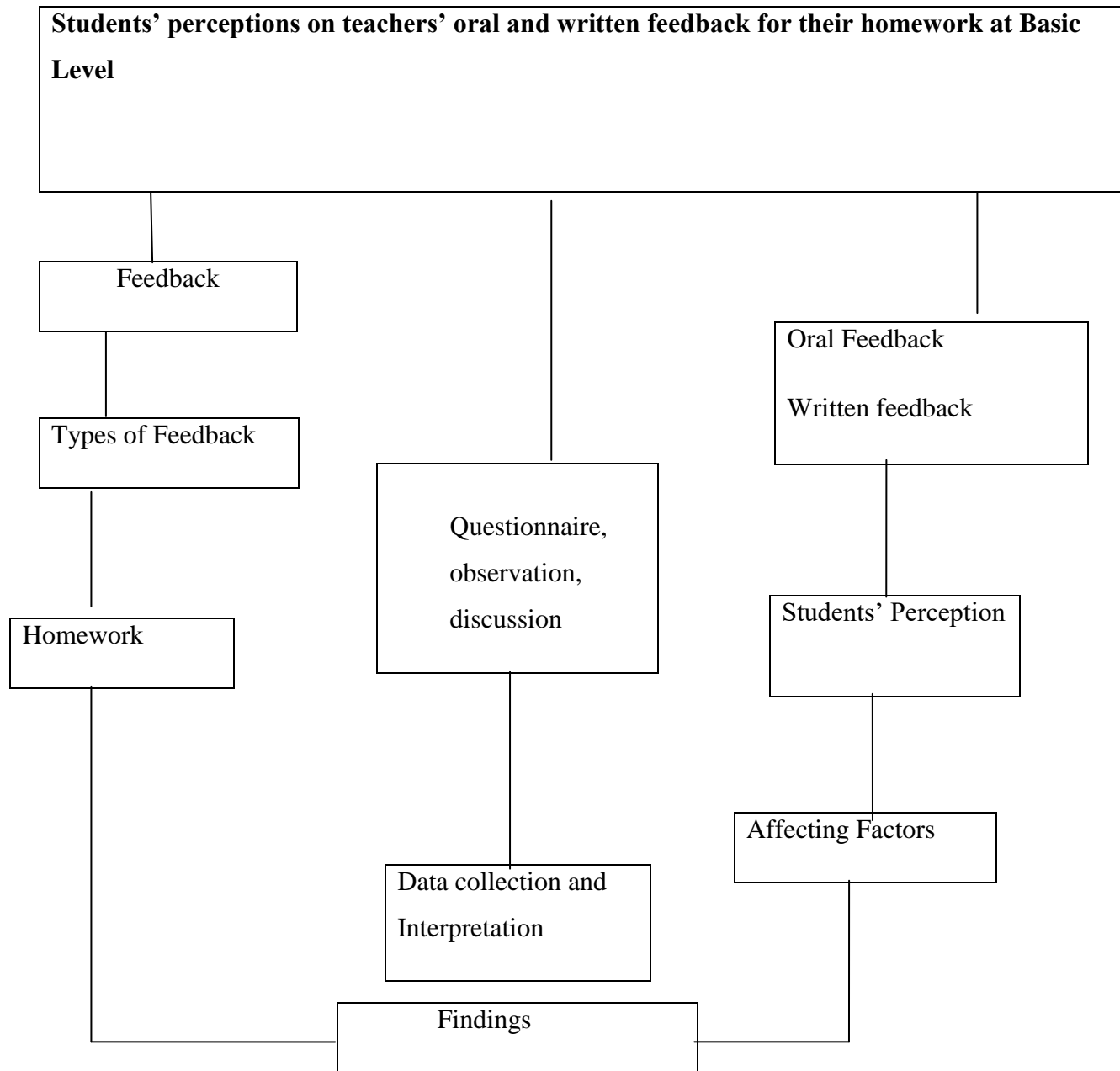
As a researcher, I reviewed many journals, articles, websites and theses to complete this study entitled “students’ Perceptions of Teachers’ Oral and Written Feedback on Homework at Basic level.” These sources helped me to be clear and focus on the research problem, improve methodology, etc.

Karki (2011) M.Ed thesis helped me to make objectives on my research. Similarly, Joshi (2011) M.Ed thesis helped me to think about negative feedback that students' used to get, how they react to this. Likewise, Bhandari (2008) M.Ed thesis helped me to choose the tools instead of my research. Not only Pokhrel (2014) M.Ed thesis helped me to select the research design of my study, but also Joishi (2017) M.Ed. thesis helped me to state the types of feedback

While reviewing the related literature, I found out that no research work has been conducted in the area of students' perceptions of teachers' oral and written feedback techniques on homework to develop students' language skills in basic level. So, this seems to be a new study in the field of English Language Teaching.

## Theoretical/Conceptual Framework

The conceptual framework of my research is as below:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the objectives of the study, the following methodology was adopted:

#### **Design and Method of the Study**

Survey is descriptive research. Surveys are widely used for collecting data in most of social inquiry, from politics to sociology, from education to linguistics. It generally addresses a large group of the population. It is the most commonly used method of investigating ranging from large scale investigation like census to a small scale study like School Improvement Plan (SIP) or even a small classroom study. According to Nunan (1992, p.140) “The main purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single time. He mentioned that a survey is an overview of phenomenon, event, issues or situation. Nunan (1992, p. 141) suggests the following eight step procedures of survey research:

- Step 1: Define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people’s attitudes, opinions and specify behaviors on certain issues. The finding of the survey is generalizable to the whole group. For this reason, I chose survey design in my research study.

#### **Population, Sample and Sampling Strategy**

The population of the study was basic level students of Kathmandu district. I used a simple random sampling procedure to select schools from the Kathmandu district. The sample consists of 60 students. Twenty of them were from Kamana Boarding High School, twenty of them were from Larke Aabasiya Vidhyalaya and another twenty of them were from The Celebration Co.Ed School.

## **Sources of Data**

The researcher had used both primary and secondary sources of data which have been discussed as follows:

**Primary Sources of Data.** The primary sources of data for the proposed study were the responses provided by 60 students from three secondary Schools of Kathmandu district who were studying at Grade - VIII.

**Secondary Sources of Data.** The researcher studied books, theses, articles and journals to facilitate the present study. They were Ur (1996), Harmer (2001), Richards and Rodgers (2005) and Borg (2006).

## **Data Collection Tools and Techniques**

The researcher designed a set of questionnaires for the students to elicit the required data. Data was obtained from closed ended and open ended questionnaires and measured through descriptive methods. The questionnaire was designed to get the perceptions of the students on teachers' written and oral feedback on homework. Therefore, the questions were students oriented.

## **Data Collection Procedures**

I collected the data from the primary source by forming a set of open-ended and close-ended questionnaires. For this purpose, I adopted the following steps:

- At first, I went to concerned schools and talked to the authority to get permission and explained the purpose and process of the research.
- After getting permission from the authority, I consulted the students of Grade - VIII and requested them to take part in the study.
- After that, I distributed the questionnaire and requested them to fill them within half an hour.
- Then, I collected the questionnaire distributed to the students.

## **Data Analysis and Interpretation Procedures**

The tool of data collection procedures a questionnaire followed by above processes, the collected data was systematically analyzed, interpreted and presented qualitatively and quantitatively.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This section deals with the analysis and interpretation of the data collected from eighth graders students' perceptions of teachers' written and oral feedback on their homework. For this purpose, the researcher collected 60 informants from three different schools of Kathmandu district. The data were obtained through the use of open-ended and close-ended questions. The main focus of the study was to analyze and interpret the systematically gathered data through appropriate tables. Therefore, the result of this research has been interpreted/ discussed as the following in different tables.

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The collected data were analyzed and interpreted by interpretative, descriptive approach and used statistical tools like frequency count, percentage. The analysis of data and interpretation of results are given below. As mentioned, I distributed a set of questionnaires with 23 closed ended questions and 5 open ended questions for the data collection. Under the selected themes, numbers of questions were asked. The main theme of the study is related to perspectives and techniques which are presented below:

#### **Students' perspectives related**

- a. **Students' General Perceptions:** this theme was presented to explore students' perceptions, thoughts, and expectations towards feedback and homework.
- b. **Motivation on Homework:** this theme was aimed to understand the way students' get motivated towards learning.
- c. **Effectiveness on Homework:** this theme was created to investigate the effects of feedback on learning.
- d. **Language Learning:** This theme was kept to understand how the students' improve their performance, build confidence and correct mistakes.
- e. **Homework as a Problem:** this theme explained the students' opinions whether homework is a problem for them or not.
- f. **Do Research for Homework:** this theme assists the students' behavior whether they do their homework for their choice or classroom or they really want to build their knowledge on learning.

The data collected by using close-ended questions have been analyzed and presented as follows:

**Students' General Perceptions.** This theme is presented to explore students' perceptions, thoughts, and expectations towards feedback and homework. To fulfill this purpose of theme following sub themes are presented:

**Oral Feedback Outweigh Written Feedback.** Students were asked to respond to this statement 'Oral feedback plays a more important role than written feedback' and the perceptions of the students are given in the table below.

**Table 1**

|   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Do not Know</b> | <b>Strongly Disagree</b> | <b>Disagree</b> |
|---|-----------------------|--------------|--------------------|--------------------------|-----------------|
| Oral feedback plays a more important role than written feedback | 10(16.67%)            | 30(50%)      | 14(23.33%)         | 3(5%)                    | 3(5%)           |

The table No. 1 presents that 66.67(S.A & A) percent of the participants agreed with the statement, 'Oral feedback plays a more important role than written feedback and 10 percent of participants disagreed (S.D & D) with the statement. Majority of the participants believed oral feedback is far better than written feedback. As we can see from the table, students' were preferred to have oral feedback.

This means, oral feedback is a very powerful and effective tool as it can be provided easily in the classroom.

**Importance of Teachers' Feedback.** The students were asked about teachers' feedback is important to their learning or not, and their responses are as follows:

**Table 2**

|  | <b>Not important</b> | <b>Important</b> | <b>Very Important</b> | <b>Extremely Important</b> |
|--|----------------------|------------------|-----------------------|----------------------------|
| How important is teachers' feedback to your learning/homework? | 3(5%)                | 21(35%)          | 22(36.67%)            | 14(23.33%)                 |

The table No.2 explains that 95 percent (I, V.I, &E.I) of the participants appreciated the statement that the teachers' feedback is really important.



This shows the greater number of the students perceived that teachers' feedback is necessary to their homework and it has to be provided to make successful teaching and learning activities.

**Advantages of Feedback.** The students were asked 'what do you think about providing feedback on homework?', then they replied as follows:

**Table 3**

|   | <b>Waste of time</b> | <b>Engaging students on activities</b> | <b>Motivating students</b> | <b>Uplifting students' creativity</b> |
|---|----------------------|--|----------------------------|---------------------------------------|
| What do you think about providing feedback on homework? | 3(5%)                | 12(20%)                                | 23(38.33%)                 | 22(36.67%)                            |

The table No.3 displays that, 38.33per cent of the participants thought, providing feedback on homework motivates students' whereas 36.67 per cent students' believed that giving feedback helps to uplift students' creativity. Similarly, 20 percent of the students responded that the feedback engages students' on activities and 5 percent participants believed its waste of time.

It is noticeable that the majority 95% of the students agreed that providing feedback on homework always brings a positive change and effect in learning; i.e. involving students on classroom activities, attracting them in learning, and developing their capabilities.

**Motivation on Feedback.** This theme is aimed to understand the way students' get motivated towards learning. In relation to this theme the following statements were asked to the students.

**Table 4**

| S.N. |   | Strongly agree | Agree          | Do not know   | Disagree     | Strongly disagree |
|------|---|----------------|----------------|---------------|--------------|-------------------|
| 1.   | Feedback on homework creates a motivation and intrinsic interest in my study.             | 15<br>(25%)    | 34<br>(56.67%) | 10<br>(16.67) | 1<br>(1.67%) | 0%                |
| 2.   | Teachers' feedback encourages me to be active in the classroom.                           | 14<br>(23.33%) | 31<br>(51.67%) | 12<br>(20%)   | 3<br>(5%)    | 0%                |
| 3.   | Teachers' corrections develop interest in me to learn and to improve my English language. | 18<br>(30%)    | 39<br>(65%)    | 1<br>(1.67%)  | 1<br>(1.67%) | 1<br>(1.67%)      |

In this table, statement No. 1 displays that 81.67 percent (S.A&A) of participants agreed with the fact 'Feedback on homework creates a motivation and intrinsic interest in their study.' The majority of the students' responded that feedback on homework motivates them and creates enthusiasm in learning.

It means feedback on homework attracts students' to do more activities, and encourages them directly related to the study in the classroom.

Furthermore, the second number of statements shows that 75 percent (S.A&A) of the participants agreed with the statement 'Teachers' feedback encourages me to be active in the classroom'. Similarly, 20 percent of them did not know and 5 percent participants disagreed with the statement.

These results shows, the majority of the students assumed that the teachers' feedback motivates them to be confident in the classroom which expands students' interests and develops their ability to raise questions.

By following this, the last statement presents that the massive number that is 95% (S.A&A) of students agreed that teachers' corrections are helpful for students' to develop interest, learn and improve their English language skills in learning.

**Effectiveness of Feedback on Homework.** The researcher tried to investigate how homework affects students' learning. Students' were asked 'Feedback on homework developed our study habits, time management and communication with the teacher' and their responses are as follows:

**Table 5**

|   | <b>Strongly agree</b> | <b>Agree</b> | <b>Do not know</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|---|-----------------------|--------------|--------------------|-----------------|--------------------------|
| Feedback on homework develops our study habits, time management and communication with the teacher. | 21(35%)               | 36(60%)      | 3(5%)              | 0%              | 0%                       |

The above table assures that 95 percent (S.A&A) of the participants agreed with the declaration 'Feedback on homework develops our study habits, time management and communication with the teacher'.

This result depicts the greater number of students' believed that feedback on homework helps to recognize the learning progress, organize the time and establish a bond with the teacher in their learning.

**Language Learning.** This theme was stated to know how the students' improve their performance, build confidence and correct mistakes through feedback on homework.

**Table 6**

| S.N. |   | Strongly agree | Agree          | Do not know    | Disagree      | Strongly disagree |
|------|---|----------------|----------------|----------------|---------------|-------------------|
| 1.   | Feedback on homework completely helps them to improve performance in the classroom.   | 11<br>(18.33%) | 44<br>(73.33%) | 4<br>(6.67%)   | 1<br>(1.67%)  | 0%                |
| 2.   | I believe that getting regular homework and feedback builds my confidence level.  | 24<br>(40%)    | 23<br>(38.33%) | 5<br>(8.33%)   | 7<br>(11.67%) | 1<br>(1.67%)      |
| 3.   | I always pay attention to my teachers' feedback on my homework and I do not make the same mistake once the teacher corrects it. | 9<br>(15%)     | 33<br>(55%)    | 13<br>(21.67%) | 5<br>(8.33%)  | 0%                |

Statement No.1 under table No.6 displays that 91.66 percent (S.A&A) of participants agreed with the statement ‘Feedback on homework completely helps me to improve my performance in the classroom’. This shows the majority of the students’ perceived feedback on homework helps in learning to assist and perform according to their ability in the classroom.

Similarly, the second statement presents that 78.33 per cent (S.A&A) of the participants believed that feedback on homework naturally boosts their confidence level by taking risks, expressing creativity in classroom activities.

In the same way, the third statement explains that the masses 70 per cent (S.A&A) of the students were in the favor of paying attention to teachers’ feedback while learning.

**Homework as a Problem.** Homework used to present as a problem for the students. To understand the matter the researcher tried to investigate the perceptions of the students towards feedback on homework.

**Table 7**

| S.N. |  | Strongly agree | Agree          | Do not know    | Disagree       | Strongly disagree |
|------|--|----------------|----------------|----------------|----------------|-------------------|
| 1.   | Feedback on homework gives stress all the time.                    | 7<br>(11.67%)  | 8<br>(13.33%)  | 20<br>(33.33%) | 25<br>(41.67%) | 0%                |
| 2.   | Homework is not always effective to provide; it eats up free time. | 13<br>(21.67%) | 23<br>(38.33%) | 13<br>(21.67%) | 8<br>(13.33%)  | 3<br>(5%)         |

In table No.7, the statement no.1 presents that 41.67 per cent of the participants disagreed with the statement ‘Feedback on homework gives me stress all the time’; similarly, 33.33 percent of participants did not know about it. On the other hand, 25 percent (S.A&A) of them agreed with the given assertion. Majority of the students disagreed that feedback on homework gives stress all the time in their learning. It means homework doesn’t bring stress all the time but we couldn’t ignore it from some of the students’ perspectives.

Similarly, the next number of statements displays that 60 per cent (S.A&A) of the participants agreed with the given assertion ‘Homework is not always effective to provide; it eats up our free time’. According to the results, the majority of the students’ agreed homework and feedback swallowed their free time.

**Doing Research for Homework.** This presented theme wants to explore students’ perceptions whether they do homework for the classroom or they want to build their level of knowledge. For this purpose, students were asked to response the statement ‘Homework provides opportunities for me to do deeper research’ and results are as follows;

**Table 8**

|  | <b>Strongly agree</b> | <b>Agree</b> | <b>Do not know</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|--------------------|-----------------|--------------------------|
| Homework provides opportunities to do deeper research. | 17(28.33%)            | 28(46.67%)   | 12(20%)            | 3(5%)           | 0%                       |

The above table presents that 75 per cent (S.A&A) of the participants agreed that homework provides opportunities to them to do deeper research. This shows that most of the students perceived that homework provides opportunity to them to search in depth. It means, the students dealt with the question/ answer as homework, to complete this task, if they had some confusion, doubt or unknown about the task they can search in Google where they could find any type of question so that the students know the answers along with a lot of information.

#### **Feedback Techniques Related**

This section has an aim to explore the students' perspectives on various types of feedback that the teachers used to follow. The researcher tried to understand the ways of providing feedback for the students' homework.

**Getting Feedback.** Students' were asked 'what would you like your teachers' oral and written feedback to be?' and their responses are presented as table No. 9.

**Table 9**

#### **Option on Getting Feedback**

| S.N. | What would you like your teachers' oral and written feedback to be? | Frequency | Per cent |
|------|---|-----------|----------|
| a.   | Specific?   | 9         | 15       |
| b.   | General?  | 21        | 35       |
| c.   | Both of them?   | 29        | 48.33    |
| d.   | None of them?   | 1         | 1.67     |

This table explains, 48.33 per cent of the participants said that they like to have both general and specific feedback whereas 35 percent of the students prefer to have general feedback and 15 percent of them replied that they like specific feedback on their homework and 1.67 per cent of participants responded in none of them.

This shows that the majority of the students agreed teachers' both general and specific feedback is important to their learning. Specific feedback provides detailed or specific information on what the students' did well or poorly whereas general feedback on the other hand is very non-specific, providing overall compliment. According to the above table the students' would like to have both types of feedback on their homework.

**Easiness of Getting Feedback.** The students were asked, 'do you find easy to understand your teachers' feedback? And then they responded as follows:

**Table 10**  
**Feel easy of Getting Feedback**

| S.N. | Do you find it easy to understand your teachers' feedback? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Yes  | 50        | 83.33    |
| b.   | No   | 10        | 16.67    |

The table No. 10 clarifies, 83.33 percent of the participants agreed that they find feedback is easy to understand whereas 16.67 percent of them replied that it is not easy at all. This means, the majority of the students perceived that teachers' feedback is understandable.

**Types of Feedback.** The students were asked, 'what types of homework do you get from your teacher?' And the responses are as follows:

**Table 11**  
**Types of Feedback**

| S.N. | What types of homework do you get from your teacher? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Free writing   | 2         | 3.33     |
| b.   | Question/answer                                      | 6         | 10       |
| c.   | Reading  | 0         | 0        |
| d.   | Presentation   | 0         | 0        |
| e.   | All of them  | 52        | 86.67    |

This table depicts that 86.67 percent of students said that they received all kinds of homework including free writing, question/answer, reading, presentation

whereas 10 percent responded they received question/ answer as homework.

Similarly, 3.33per cent of them said free writing.

This means the majority of the students responded that they are having all activities as homework that is, reading, writing, question/answer, and presentation.

**Most Getting Feedback.** Students were asked 'what type of feedback do you get most from your teacher', and the responses for this question are stated as follows;

**Table 12**

**Most Getting Feedback**

| S.N. | What type of feedback do you get most from your teacher? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Written comments   | 15        | 25       |
| b.   | Oral comments  | 27        | 45       |
| c.   | Gestural comments  | 0         | 0        |
| d.   | Direct comments  | 15        | 25       |
| e.   | Indirect comments  | 3         | 5        |

This table clears that 45 percent of students replied to oral comments that they get feedback orally. Similarly, 25 percent of them responded to written comments and 25 percent of them said direct comments respectively. On the other hand, 5 percent of them said that they receive indirect comments.

From the above table, it is found that the most of the students are in the favor of getting oral comments/feedback from their teacher along with written, direct and indirect comments. The teachers mostly provide feedback orally, however they use different ways of providing feedback, they should be clear and understandable.

**Techniques of Feedback.** The researcher tried to research a teachers' techniques of correction on homework, the students were asked 'what kind of activities do teachers use to correct your homework?' And they answered as follows:



**Table 13**  
**Techniques of Feedback**

| S.N. | What kind of activities do teachers use to correct your homework? | Frequency | Per cent |
|------|---|-----------|----------|
| a.   | Teacher correction  | 15        | 25       |
| b.   | Peer correction   | 5         | 8.33     |
| c.   | Self correction   | 14        | 23.33    |
| d.   | All of them   | 26        | 43.33    |

This table shows that, 43.33per cent of participants responded, they are getting all kinds of activities to correct their homework i.e. teacher correction, peer correction and self correction. However, 25 percent of participants replied that their homework is corrected by the teacher. On the other hand, 23.33 percent of participants agreed on self correction and 8.33per cent of them said peer correction.

Overall, it can be said that teachers use all of the techniques such as teacher correction, peer correction and self correction to correct homework and provide them correct feedback which is a best way to consider.

**Reward on Homework.** The students were asked whether they get any reward for their homework or not for their homework and asked ‘have you been ever rewarded for your homework?’ And they responded as follows:

**Table 14**  
**Reward on Homework**

| S.N. | Have you been ever rewarded for your homework? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Yes  | 16        | 26.67    |
| b.   | No   | 9         | 15       |
| c.   | Sometimes                                      | 35        | 58.33    |
| d.   | Never  | 0         | 0        |

The above table displays that, 58.33 percent of the students responded, they sometimes get reward and support from their teacher for doing homework however, 26.67 percent of participants agreed that they get support while doing regular homework. Similarly, 15 percent of them said they were never rewarded.

It means the teacher encourages students' to do homework continuously by praising them in front of the class, providing positive feedback, paper, and pencil as a prize or as reward.

**Punishment on Homework.** The students were asked whether they get any punishment for their homework and the students' were asked 'have you been ever punished for your homework? They replied as follows:

**Table 15**

**Punishment on Homework**

| S.N. | Have you been ever punished for your homework? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Yes  | 26        | 43.33    |
| b.   | No   | 3         | 5        |
| c.   | Sometimes                                      | 30        | 50       |
| d.   | Never  | 1         | 1.67     |

This table explains that 50 percent of students get punished occasionally for not doing or doing mistakes on homework. However, 43.33 percent of the participants agreed that the teacher penalized students on homework.

It means, the teacher encourages students' to do homework continuously by providing a kind of negative feedback, scolding, and giving more homework as punishment for betterment of students' activity so that the students' wouldn't repeat the same mistakes.

**Betterment on Homework.** The students were asked 'does your teacher encourage you to perform better in learning?' and then they responded as follows:

**Table 16**

**Betterment on Homework**

| S.N. | Does your teacher encourage you to perform better? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | All the time                                       | 11        | 18.33    |
| b.   | Sometimes  | 44        | 73.33    |
| c.   | No, not at all                                     | 4         | 6.67     |
| d.   | Never  | 1         | 1.67     |

This table clears that, 73.33per cent of participants said that they have been getting a supportive hand occasionally from their teacher to perform better whereas only 18.33per cent of participants agreed that the teacher always motivates them to practice hard in learning.

It shows that the students were not much encouraged and supported by the teacher to have good performance in the classroom because of laziness, ignoring the students' progress, lack of interest in students learning, and being irresponsible.

**Suggestion for Homework.** The students were asked ‘how does your teacher suggest you for betterment of your homework?’ and then they replied as follow:

**Table 17**  
**Suggestion for Homework**

| S.N. | How does your teacher suggest you for betterment of your homework? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Do practice regularly  | 12        | 20       |
| b.   | Raise question at classroom  | 5         | 8.33     |
| c.   | Discuss with friends   | 2         | 3.33     |
| d.   | All of them  | 41        | 68.33    |

This table explains that 68.33 percent of the students supported that the teacher suggested them to do discuss with friends, do practice regularly, and to raise questions in the classroom for betterment of homework.

It means, the teacher frequently encourages and suggests students’ to do many more activities to do better on homework.

**Fairness on Feedback.** Students were asked ‘do your teachers have fair rules for the class? Or they are partial?’ And the responses are presented as follows:

**Table 18**  
**Fairness on Feedback**

| S.N. | Do your teachers have fair rules for the class? Or they are partial? | Frequency | Per cent |
|------|--|-----------|----------|
| a.   | Partial  | 10        | 16.67    |
| b.   | Fair   | 30        | 50       |
| c.   | Neutral  | 8         | 13.33    |
| d.   | All of them  | 12        | 20       |

This table presents that, 50 percent of the students' said that the teacher made a fair decision while implementing some regulations for the class whereas 20 percent of them replied they do both fair and partial while having rules for the class. Similarly, 16.67 percent of them said the teacher did partial and 13.33 percent of participants were agreed on neutral.

It is clear from the table that the majority of the students' thought that the teachers do provide feedback on homework without partiality.

### **Open Ended Questions Analysis**

Followings are the students' responses on given questions. In this section, the analysis of the data is drawn from open ended questions. The major points of the data analysis and interpretation have been presented under the following topics:

**Students' Expectation.** The researcher tried to collect students' expectations on what they expected from their teachers for their homework, by asking a question 'What do you expect from your teacher to revise more successfully on your homework? As a whole, the students' appreciated the teachers' help in every task or assignment whereas the teachers didn't meet students' expectations. The common perceptions and expectations were: encourage them while doing classroom activities, defining the content with interesting way, defending them in front of the class, explaining in better way, treating equally at classroom, making friendly environment, doing practically, giving some hints, discussing with them personally, providing some materials, and cooperating with students.

In this regard, participants 1 said: *I want my teacher to give positive feedback to revise more successfully on our learning.* He expects that the teacher would react positively; suggest him in a polite and understandable way for his work. In the same way, participants 2 answered: *I want the teacher to teach in an interesting way.* The students sometimes want their homework to be funny, such as; games tasks as homework, getting homework through envelopes or hidden papers, various contests to have fun on homework. Likewise, participants 3 responded: *Teachers should give motivation for reading.* The students often get humiliated for the sound, pronunciation, fluency and all they expect is appreciation.

Students' learning progress has to be in the center. All the teaching learning activities are for the betterment of students' understanding level and knowledge. The

teacher has to play a role of guide, mentor, supervisor, and motivator in order to develop learning strategies.

**Positive Feedback.** The researcher wanted to identify what exactly the students' do to get positive feedback on homework by asking a question 'What do you do to get positive feedback from your teacher?' The common answers were, asking a question, improving handwriting, praising their personality, bringing marker from the office, showing creativity on answers, paying attention while learning, doing homework regularly, being punctual, and being disciplined. Some of the students wrote following answers:

For this purpose, one of the participants replied: *I do practice hard*. All the students work hard to enter good books and take positive responses from their teacher. Furthermore, participant 2 said: *I do daily homework to get positive feedback for my homework*. The students want teachers to take their example of doing daily homework by scolding their friends so that they can upgrade their position in the classroom. Similarly, the next participant responded: *I always complete my homework in time and try to do good things to get positive feedback for my homework*. The students are trying to make teachers happy like, rubbing the board, cleaning the seat.

Students are keen to have positive reactions from their teacher to show their family and friends so that they do practice really hard to get direct and optimistic responses. Positive feedback helps motivation, boosts confidence, and shows people you value them. It helps people to understand and develop their skills. And all this has a positive impact on individuals. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Providing students engage with feedback, it should enhance learning and improve assessment performance.

**Written Feedback and Oral Feedback.** The researcher tried to investigate the students' preferences whether they like written or oral feedback for their homework. The number of participants replied they like written feedback because they think written feedback helps them to remember their fault with making them confident, increases writing skill and knowledge whereas the other students want to get oral feedback. Because they think the oral feedback can be fast and easy to understand their fault. They felt the faster they get feedback the greater they improve them immediately. Some of the participants' perceptions are given below:

Participants 1 replied: *Oral feedback is better than written feedback. We can get knowledge from them.* For this student, oral feedback directly affects them to consider their mistakes, So that they can immediately correct their faults. By following this, participants 2 said: *Yes, teachers should provide more written feedback than oral feedback, because it makes us creative and our handwriting will be good.* We can say that, for this student, when the teacher provides written comments for their writing or the task, the students easily understand that they have to improve their work hardly to get proper feedback and participants 3 answered: *No, teacher should provide oral feedback rather written feedback. Because I think it helps us to be active.* This student says that oral feedback hits directly to students' minds so that they are always aware of having bad comments on their homework.

Oral feedback impacts directly on students' minds whereas written feedback provides details about their whole work and the students' can compare their work then and now and that is why the majority of the students were favored with written feedback on their homework.

**Immediate Feedback and Delayed Feedback.** The researcher also tried to ask students what they like most, immediate feedback or delayed feedback with reason. The number of students were saying that they would like to have immediate feedback because, while teacher provides immediate feedback on homework, the students' get the concept faster as well as they can correct immediately which helps them to see their fault, whereas another number of students tried to show their interest on delayed feedback because they thought they will have enough time to prepare answer so that while getting a feedback they can pointed where exactly the mistake is. Some of the participants' exact responses are as follows:

Participant 1 said: *I like immediate feedback most because we can know the detailed information about our mistakes.* When the teacher reacts right of the moment by expressing their face or saying something towards their work, the students will know immediately whether their work was good or bad. Similarly, participant 2 presented his answer: *I like immediate feedback because we can know our mistakes easily and improve them immediately.* This respondent says when the teacher points out the students' mistakes with circling red marks, the students' feel easy to find their mistakes where they have to correct. Likewise, Participant 3 answered: *I like delayed feedback because if we get immediate feedback then they would punish us and they will be angry but immediate feedback is also better.* According to this participant,

when the teacher gives immediate feedback, they scold very badly and punish them in front of the class but if they provide delayed feedback, the students will have time to prepare their work properly which has less chances to get punished.

Delayed feedback is given at the end of the problem whereas immediate feedback should be given immediately after the task is completed or within seconds of mistakes. If we need feedback to be more effective, it should be given immediately after the task is completed. The immediate feedback makes learning more meaningful. In this way, the results are more efficient, because the mistakes and false beliefs of the students can be corrected more quickly, right at the moment and the students' preferred immediate feedback rather delayed feedback.

**Negative Feedback.** The researcher tried to focus on positive and negative feedback and ask to students to share their experience getting negative feedback and if you would like to have negative feedback or not, where some of them answered that was a ridiculous, bad, and felt insulted as well as almost all of the students' wouldn't like to have negative feedback anymore.

In this regard, participant 1 said: *yes, I have faced negative feedback on my handwriting and I improved it later on.* From this student' perceptions, we can say that negative feedback sometimes helps to expand students' learning. In the same way, participant 2 responded: *no, just hell no. I don't want negative feedback I'm not stupid.* According to this participant, negative feedback is bad to provide for students. *Likewise, the Participant 3 replied: yes, I got negative feedback that was very bad, and I have worked very hard to get positive feedback.* This participant has a positive response towards negative feedback. She accepts the negative feedback hurts a lot but develops study habits.

Negative feedback is used more often in the classroom. None of the students wanted to get negative feedback. They wanted positive feedback and sometimes both simultaneously to improve themselves. The teacher shouldn't make it personal; make sure your feedback is about the behavior and the consequences, not the person. It's more effective when you don't point fingers but focus on the outcome instead. Negative feedback gives a chance to learn and revise the mistakes however the students' agreed that negative response has positive changes but afraid to have negative feedback on their homework.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes findings, conclusion and recommendations or pedagogical implications.

#### **Findings**

In this section, the findings derived from analysis and interpretations of data are presented. This study was intended to identify the students' perceptions of teachers' oral and written feedback on homework. Survey design was used as the main design of the study. Questionnaires were used as the major tools for collecting data. Simple random sampling strategy was used for sampling the population for the study. And finally, the data were analyzed both quantitatively and qualitatively. On the basis of the analysis and interpretation of the data, the following findings have been derived.

1. The very first and most significant findings are, half of the students' assumed they get affected from oral feedback. 73.33 per cent of the students agreed on teachers' oral and written feedback is important to improve the students' performance level.
2. Majority of the students were (55 per cent) found paying attention to the teachers' feedback by knowing the importance of it as well as believing the feedback motivates, uplifts their creativity and engages them in activities.
3. Feedback on homework plays a crucial role to help students' to be enthusiastic, knowledge seeker, intrinsic interests, active, in fact, provide a way to improve English language through the feedback on homework.
4. Students agreed on feedback on homework, building confidence, study habits, time management, communication activation, and language skills on their study.
5. The most of the students disagreed on feedback gives stress all the time and homework eats up their free time. They do not feel any boredom to do homework at all in fact; they are attracted to do research in depth for their project.



6. The students' were found that both specific and general kinds of feedback are easy and understandable to have on their homework.
7. Most of the students (86.67per cent) responded that the teachers' have been providing all types of homework including free writing, question/answer, reading, presentation and others to improve their language skills.
8. Forty five per cent of students' agreed that teachers mostly used to provide oral feedback on their homework rather than written, gestural, direct and indirect comments.
9. The teacher used his/her techniques towards feedback on homework by providing them with specific and general comments, letting students to do peer correction or self correction, giving them all kinds of homework (free writing, reading, presentation, question/answer), rewarding and punishing , suggesting and encouraging learning with fairness.

### **Conclusion**

The main concern of this research was to identify the perceptions of students' feedback on homework. So, to complete the study the data was collected by using open-ended and close- ended questions with sixty students from three different schools of Kathmandu district. After the analysis and interpretation of the data obtained from students, the study explored that they were satisfied with the teachers' feedback but they think that the homework and feedback sometimes eats up their free time. Feedback on homework provided by the teacher in class is an important tool to increase the impact of homework on students' learning and academic achievement. It was found that most of the students have positive attitudes towards it. They appreciated that the feedback on homework attracts them to do more homework which helps them to be active in classrooms, develop study habits and so on.

In conclusion, the findings of study highlight a number of points that can be taken into consideration in order to enhance student learning and the student experience. The study found that the most significant perception of students on feedback on homework is transparent positively. The results from this study do not support the perception that students are only interested in their grades or stresses. Rather the findings indicate that most of the students always access, perform, act, pay attention, and practice for getting positive feedback on their work. The majority of

students felt that feedback should be timely, constructive, encouraging, and provide detailed direction for future improvement. Although some of the students thought that homework and feedback is all about stress, eating in their free time restricts them in rule, boredom, waste of time and unnecessary things going happen, few of them were confused about what to say or what not to say about feedback.

Overall, Oral feedback is mostly in use which helps students directly on their work however the students more prefer written feedback to remember their mistakes, to see their progress on learning and enlarge their knowledge simultaneously. Furthermore, the students' believe and agree that the feedback (oral and written) is completely important on homework to enhance their ability, to know their capacity and to foster their creativity to which the teacher need to cares about their students and academic performance, talks to them before and after class, answers questions thoroughly, and invites students who appear to be having problems with the course to discuss those problems and potential solutions, considers student complaints. Teachers play a critical role in the school community as they contribute to the success of students and the school itself.

In addition, by considering the above benefits, teachers have been trying to fulfill all the needs of students while providing feedback on homework. They develop the new but understandable strategies such as peer/self correction, direct/indirect comments, rewarding/punishing for homework, encouraging/suggesting students', specific/general feedback are used in the classroom to make learning successful and students are shaking their hands together. Students' are needed to have time to do preparation and planning in their learning which assists them to ask questions to their teachers and make themselves comfortable. The teacher should look out for and explain his/her provided feedback. Feedback on homework affects students to achieve their score and to do better in their learning.

### **Recommendations**

On the basis of findings and conclusion of the study, both policies related and practice related recommendations have been made.

**Policy Related.** On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

- i. The curriculum and syllabus should consider the importance of teaching materials related to Feedback and Homework while designing the ELT curriculum.

- ii. The curriculum and syllabus designer should consider students' perceptions, level, interest and in the present curriculum.
- iii. The policy should be adopted in teaching English language to enhance comprehension level of students' homework.
- iv. The concerned authority needs to include more practical content where the students' can learn and practice for their homework.

**Practice Related.** Practice level implications and recommendations have been listed below based on the study under this section.

- i. The English language teaching and learning using time should be increased. For this, the school should conduct extra-curricular activities to provide proper feedback for students' homework.
- ii. Student-teacher interaction should be encouraged so that they get adequate time for sharing ideas towards feedback and homework.
- iii. Asking a question to students to know their response for any activities needs to be done explicitly and made part of the daily curriculum in addition to learning through homework.
- iv. Teachers' should be aware and sensitive to the individual needs of the students.
- v. The teaching item should be related to age, level, interest, ethnicity and demand of the students.
- vi. Teachers must make portfolios of every student to know their level of understanding.
- vii. Students should have commitment toward learning English language.
- viii. 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.
- ix. Students liked to be informed about their mistakes to get a chance to correct themselves. So, the teachers should not give them the readymade answer. Give them a chance to correct themselves.
- x. Teachers have to be an observer of students' homework so that students' always do their homework regularly.

**Further Research Related.** The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations.

It has limitations in terms of study population, sample and data collection and so on. So further research can be conducted concerning the limitations of this research. Here, some of the other related areas are recommended for further research.

- Attitude of students' towards learning
- Teachers should praise and encourage peer correction
- Impact of feedback on homework
- Comparative study between feedback and homework
- Problems faced by learners and the ideas to overcome the challenges
- Similarity and differences between feedback and homework

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## APPENDIX

**Dear Respondents,**

This questionnaire is a tool to collect information for this research entitled **“Students’ Perceptions on Teacher’s Oral and Written Feedback for Homework at Basic Level”** under the supervision of Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education Tribhuvan University, Kirtipur, Kathmandu.

The kind of information provided by you will be great value for accomplishing our study. The information that you provide will be kept highly confidential. Please feel free while answering the questionnaire. Moreover, we would appreciate your honest opinion and assure you that the responses given by you will be exclusively used for our research purpose only.

If you have any queries regarding questionnaires or researches please do not hesitate to talk to us personally.

Thanks for your cooperation.

Arika Thapa

## Set A

Name:

Class:

School Name:

signature:

### Questions related to perceptions

1. Feedback on homework completely helps me to improve my performance in the classroom.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
2. Feedback on homework creates a motivation and intrinsic interest on my study.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
3. Feedback on homework gives me stress all the time.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
4. I believe that getting regular homework and feedback builds my confidence level.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
5. Feedback on Homework develops our study habits, time management and communication with the teacher.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
6. Homework is not always effective to provide; it eats up our free time.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
7. Oral feedback plays a more important role than written feedback.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
8. Homework provides opportunities for students to do deeper research.
  - a. Strongly agree
  - b. Agree
  - c. Do not know
  - d. Disagree
  - e. Strongly disagree
9. Teachers' feedback encourages me to be active in the classroom?
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree



10. Teachers' corrections develop interest in me to learn and to improve my English in language.
- a. Strongly agree            b. Agree                    c. Do not know  
d. Disagree                    e. Strongly disagree
11. I always pay attention to my teachers' feedback on my homework and I do not make the same mistake once the teacher corrects it.
- a. Strongly agree            b. Agree                    c. Do not know  
d. Disagree                    e. Strongly disagree
12. What do you think about providing feedback in homework?
- a. Waste of time              b. Engaging students on activities  
c. Motivating students      d. Uplifting students' creativity
13. How important is teachers' feedback to your learning/ homework?
- a. Not important              b. Important  
c. Very important              d. Extremely important

#### **Questions related to techniques**

1. What types of homework do you get from your teacher?
- a. Free writing                  b. Question/ answer            c. Reading  
d. Presentation                  e. All of them
2. What type of feedback do you get most from your teacher?
- a. Written comments      b) Oral comments      c) Gestural comments  
d) Direct comments      e. Indirect comments
3. What kind of activities do teachers use to correct your homework?
- a. Teacher correction      b) Peer correction      c) Self correction      d) All of them
4. Have you been ever rewarded for your homework?
- a. Yes                          b) No                          c) Sometimes                  d) Never
5. Have you been ever punished for your homework?
- a. Yes                          b) No                          c) Sometimes                  d) Never
6. Does your teacher encourage you to perform better?
- a. All the time                  b) Sometimes                  c) No, not at all      d) Never
7. How does your teacher suggest you for betterment of your homework?
- a. Do practice regularly      b) Raise question at classroom  
c) Discuss with friends      d) All of them
8. Do your teachers have fair rules for the class? Or they are partial?

