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**Teacher's Preferences and Challenges on Providing Feedback
in the Language Class: A Comparative Case-study of Bangla
Medium and English Medium School**

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December, 2013

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Medium and English Medium School**

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Abstract

This paper is based on the experiences from the classes I have observed for my thesis paper and my focus is on the ESL methodology and the techniques on providing feedbacks in the language classes. I tried to relate the theories and knowledge from the courses of various ESL and ELT courses with my real life classroom experiences. Also, this paper includes some suggestions and recommendations for a few problems which almost every teacher faces in the classroom while taking classes. I have tried to include some interviews of some teachers who have real teaching experiences in the classrooms. A survey was conducted to make these information and points more authentic. Finally, some recommendations have been given based on the interviews, survey and classroom observations.

Table of Contents

1. Chapter 1: Introduction	1-2
2. Chapter 2: Literature Review	3-13
2.1. Definition of Feedback	3-6
2.2. Reasons of Students' Mistakes	6-7
2.3. Types and Impacts of the Feedback	7-13
3. Chapter 3: Contrastive Studies between Methods Used for Proving Feedbacks in different Schools	14-45
3.1. Principles of Teacher's Feedback and Peer Observation	14-15
3.2. Introduction of the Schools	16
3.2.1. Schedule of the Classes	16-17
3.2.2. Basic Differences between the Schools	17-18
3.2.3. First Session in the Schools: Giving Feedback to the Learners	19-30
3.2.4. Second Session in the Schools: Giving Feedback to the Learners	30-36
3.3. The Questionnaire Sample and the Results with the Comments from Different School Teachers	37-45
3.3.1. Sample Questionnaire	38-39
3.3.2. The Result of the Survey	40-45
4. Chapter 4: Conclusion	46-47
5. Chapter 5: Recommendations	48-51
6. Chapter 6: Work Cited	52-54

Chapter 1: Introduction

Feedback means, giving any comments on someone's performance. Also it means to discuss both positive and negative aspects of students' performance. Feedback in writing has in recent years attracted the attention of an increasing number of writing researchers. In a classroom or in a formal setting, it is an important responsibility for a teacher to provide effective feedbacks to the learners. Usually, teachers only provide feedbacks in the classroom. In a classroom, after finishing the tasks that the students have done, it is very important to get the feedback from their teacher. Also, at the same time, it is one of the essential responsibilities of a teacher to give the feedback to evaluate the students' improvement in the class. While teacher gives the feedback on a task or on someone's performance, it helps a student to correct his/her errors. There are many ways to give the students feedback like correcting on the spot, setting regular tests, giving individual tutorials etc. Still now in many formal institutions, specially in schools, students are observed in the traditional way and the teachers only checks the scripts and gives marks or grades. Most of the time students do not understand the reason of getting low marks. Generally, if a student does not get any feedback on his/her performance, it is not possible for him/ her to be aware of his/her mistakes and improves himself/herself. Many students complain that they do not understand the reason of getting poor marks from their teachers since nothing is written about their mistakes on their copies for both in the class work and homework. This happens because teachers do not give them

feedback on their performances. Giving the students feedback in classroom is a very important factor to make the students more clear about their performances. Various findings in different researches show that while teachers may be cognitively aware of the need for a feedback revolution; there are obstacles that get in the way of innovation.

In this paper, I will try to make some recommendations for various ways of providing feedbacks in the class and how they are effective for the learners. I have tried to include some comments and observations, based on several classroom observations, a survey and individual interviews regarding the various techniques and methods teachers use for providing feedbacks in the class. I have tried to include responses from English medium schools and a NGO based school. Also, some of the comments are made by few teachers of the Bangla Medium School. Overall, my aim is to comment on some recommendations and methods mostly use for the feedback session in various schools. Due to limited resource, I couldn't conduct more interviews and surveys. But I have tried to comment of this limited result I have found out from different teachers who have real experiences in the real classrooms. The first language or L1 of all the teachers and students are Bangla, but all the teachers have knowledge and experience in teaching English language. I'm hopeful that, my recommendations will be useful for the teachers and students will be benefited from this paper.

Chapter 2: Literature Review

2.1 Definition of Feedback:

Roger Gower, Diane Phillips and Steve Walters explained positive feedback, correction, techniques, evaluation, and testing in the book “Teaching Practice Handbook”. According to them, “Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussions about how the group as a whole is doing; giving individual tutorials; etc” (Gower, Roger and Diane Phillips, Steve Walters. *Teaching Practice Handbook*. UK: Macmillan Heinemann English Language Teaching, 1995). They have suggested that:

- Publishing the good work by displaying it, including it in a class magazine or using it as a model.
- Giving merit marks or small rewards or prizes for good work.
- Making errors is part of the learning process: by receiving appropriate feedback students gradually get to know the differences between correct and incorrect language.
- Giving a weekly progress test on the work covered. This can be in the form of a formal written test or a more informal group activity.

As a teacher, one must provide the correct answers. There are some factors, which help the teacher give more effective feedback in a classroom situation. According to Roger Gower, Diane Phillips and Steve Walters:

- Different students respond to different types of feedback. Students who are not confident enough, may need more encouragement, whereas self-confident students appreciate more direct correction from the teacher.
- Students learn more effectively if they are guided in such ways which eventually correct themselves rather than giving them the correct version of answers straight away.
- Sometimes they need assistance from the teacher in knowing where the mistake is and what kind of mistake it is.
- If any student is unable to correct the mistakes, teacher will choose a student who looks eager to help and always return to the first student and let him or her say the correct version.
- Teachers will involve all the students in the correction process.
- After getting the self-correction and student-student correction, teacher will give the corrected version to and share that with the class.
- Teachers will provide the class with remedial sessions based on errors common to the majority.
- In the class, teachers sometimes give individual students notes of errors they have made with instructions on how to correct them. For example, if students make errors in spelling, teachers can write those spellings at the back of the copy and give instructions to write the spellings in the correct way.
- Sometimes, some errors are usually made by individual students, so teachers should provide individual correction to those students too.

In the book, “Teaching Practice Handbook”, the writers, in fact, give detailed explanations of giving feedback. In addition, there are also some examples of the problems which arise in the real classroom situations. The ability to correct- sensitively, efficiently and effectively- is a skill that takes time to be perfect and effective in the classroom (Gower, Phillips, and Walters. 1983, Chapter 7). Teachers need to maintain a co-operative working atmosphere. According to the article by James Muncie, “Feedback is seen as essential to the multiple-draft process, as it is 'what pushes the writer through the various drafts and on to the eventual end-product (Keh 1990: 294, as cited in Muncie, 2008).

In a classroom, teachers can provide various types of feedback including peer feedback, conferencing, and written teacher-feedback, as well as more innovative methods such as the use of taped commentaries and computer-based responses flash cards etc. “The basic principle is that students learn more effectively if they are guided in such a way rather than if they are given the correct version of something straight away” (Gower, Phillips, and Walters, 1995 Chapter 7). It helps the students understand *why* they are wrong. There are some processes like:

- **The students must know something is not accurate:**

Students will finish their utterance. If the teacher shouts *NO*, it will only reduce the students’ desire to try out the language. Teachers can “make a gesture, like a wave of the finger, or give something not-too-discouraging words like *nearly*” (Gower, Phillips and Walters, 1983, p. 165). Teachers have to be very cautious about the motivation level. They must not demotivate the students.

- **The students must know where the error is:**

Sometimes students utter something where some part of the utterance is wrong. For example, if the student says, *My mother come yesterday* - it actually mean my mother came yesterday. In this case, telling him/her to try again might be a good idea. The student put yesterday to indicate past time. So, s/he may thinks s/he made the correct sentence. S/He only needs to know that the word *come* is incorrect. The writers give instructions to the teachers that, “You can use your fingers or even a row of students to represent each word. When you get the word that is wrong, indicate that is where the problem and see if he or she can get it right” (Gower, Phillips, and Walters, 1983, p. 165).

- **The student must know what kind of error it is:**

The students need to know what kinds of problems they have. For example, if it is grammatical, syntactic or phonological error they have made. If the students are aware of the error, they will be more cautious in the future when using the target language.

2.2: Reasons of Students’ Mistakes:

According to Jeremy Harmer, in the book, “The Practice of English Language Teaching”, there are two distinct causes for which most of students make errors at various stages:

- **L1 interference:** Students, who learn English as a second language, have knowledge about their L1. As L1 is their mother tongue, they can produce that very effortlessly and efficiently. When they come to learn English as L2, they have to know the structures, grammar, sounds, and intonations of the new language. And sometimes they consciously or unconsciously generalize the rules of L1 and L2.
- **Developmental errors:** At the early stage of learning, children sometimes say, “daddy goed”, “they comed” etc. These things happen because of over-generalization. They over-generalize a new rule subconsciously and as a result, they make mistakes. Foreign language learners also make the same kind of ‘developmental’ errors. For example, they make mistakes like: “she is nicer than me”. These errors are natural and teachers have to be very cautious while students make such mistakes. These errors can be corrected very easily by practice and correct exposure of the target language.

2.3 Types and the Impacts of the Feedback:

Most of the time teachers provide feedback in the traditional way where s/he will give feedback on students’ performance. However in modern teaching approaches especially in CLT and learner-based approach, the use of peer feedback is emphasized in second language classrooms since it is considered as a potentially valuable aid for its social, cognitive, affective and methodological benefit. Peer feedback allows the students to discuss among themselves and improve their level of proficiency in the target language. Supporting this statement Vygotsky (1978) (cited in Lightbown and Spada 1999: 23)

concluded that language develops entirely from social interaction. Another researcher Caulk (1994) (cited in Rollinson 2005: 24) found similar results where 89% of his students gave useful feedback on their peers' writing. 60% students provided the feedbacks that Caulk could not make after checking their writing. Teachers talk about the overall problems of a student while peers indicate where exactly a student needs correction. It helps students a lot to improve their learning and use the target language more correctly and appropriately.

When teachers give feedback, it creates a one-way interaction between the teacher and the student since the student usually does not say anything in response to the teacher's feedback. But in case of peers feedback, there is a two-way interaction. Both the parties can argue, explain, clarify and justify their points that foster a "highly complex socio-cognitive interaction" between them (Rollinson, 2005: 25). Sometimes, peer feedback is welcomed by the students and in some cases, students do not appreciate the idea at all. So, teachers have to make the decision in which class, it is more useful and acceptable.

Students can improve their skills by correcting their errors with the help of peer feedback. Mendonca and Johnson's (1994) (cited in Rollinson 2005: 24) study revealed that 53% of the corrections that the students make on their paper are incorporated from their peers' feedback. Rollinson's (1998) (cited in Rollinson 2005: 24) study shows that 65% of the peer feedback accepted completely or partially. In Chaudron's (1984) study, peer feedback had as much impact as teacher feedback on revision in terms of improvement Both types of responses may have helped students to revise their texts

Likewise, Caulk (1994) found that intermediate and advanced English as Second Language (ESL) students seemed to provide as much feedback to each other as their instructor. (Chaudron, 1984) (cited in Villamil and Guerrero, 1998).

On the other hand, Mendonca and Johnson Study (as cited in Sengupta, 1998 a) also discovered that students may not always trust their peers, but the same comment from a teacher will be taken into account when they revise. Mangelsdorf's study (as cited in Sengupta, 1998 a) reports that peer reviews were always rated negatively by Asian students, and raise the question of the effect of teacher-centered cultures on the way students regard peer comments. So, a teacher has to decide in which class this method will be more useful. Sometimes, individuals have problems accepting the comments of their peers, especially in a class of teenage learners. But if the students are used to peer feedback from an early age, most of the learners will accept the answers and views of their friends or peers in terms of correction.

Even in Western cultures, Freedman *et al.* (1986), for example, found that even when peer evaluation is planned and controlled by the teacher, there may be social implications behind the responses which are determined by the way students maintain social relations (Mangelsdorf's study, as cited in Sengupta, 1998)

Apart from tests and exams and peer feedback, teachers can assess the learners through giving Comments, Marks and Grades, Reports etc. For instance:

- **Comments:** teachers can provide comments to the students both in and outside of the class. For example, teachers can say *good, excellent, wonderful* etc as it is a

clear sign of a positive assessment to appreciate their work. Also for negative comments, teachers can say, “do so by indicating that something has gone wrong or by saying things such as *That’s not quite right*” (Harmer, 2001, p. 101). Teachers always have to be cautious and sensitive while making negative feedbacks. Teachers also make comments on the learners’ written work by providing comments and correct answers at the back of their script. Teachers should provide both positive and negative comments on the written works.

- **Marks and Grades:** When students are provided with grades, they are always eager to know their grades or marks that they have achieved. Instead of giving direct marks like 9/10, teachers can give A- assessment for an activity, which indicates that the student has done well. While the test or task depends on multiple choice, sentence fill-ins or other controlled exercise type, then it is easy for the learners to understand how and why they achieved the marks or grades. But when teachers want to test their creativity, then it becomes to judge their copies more subjectively. Teachers then have to grade the script by judging and considering a number of factors in their minds.
- **Reports:** At the end of a term or year, teachers make report cards of the students where they write progress and drawbacks of the learners. “It is important when writing reports to achieve a judicious balance between positive and negative feedback, where this is possible” (Harmer, 2001, p. 102).

While giving feedback, teachers are always concerned and conscious with both accuracy and fluency. Teachers design the materials such a way where they can judge the students accuracy and fluency. Teachers “need to decide whether a particular activity in the classroom is designed to expect the students’ complete accuracy- as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example- or whether [...] asking the students to use the language as fluently as possible” (Harmer, 2001, p. 104). During communicative activities, generally teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error. “There are times during communicative activities when teachers may want to offer correction or suggest alternatives [...] or because this might be just the right moment to draw the students’ attention to a problem” (Harmer, 2001, p. 105). Moreover, if the teacher point out every mistake that a student made the students might get demotivated. So, while students are talking or communicating, teachers should correct the errors after they (students) have finished their utterances.

Teachers can help students to correct their mistakes in various ways. The usual practice is to correct the grammatical errors in each composition and then move on to a new topic (Sengupta 1996). The product-centered culture of Hong Kong emphasizes accuracy at the expense of self-expression (Harris 1993:516). (Harris, J. 1993. ‘I see what I mean! Exploring the relationships between writing and learning and learning to write’ in N. Bird, J. Harris, and M. Ingham (eds.) *Language and Content*. Hong Kong: Institute of Languages in Education). Correction usually is making up of two distinct stages. At first, teachers show the students the mistakes that they made. And if necessary, teachers

help the students to do something about it. (Harmer, 2001, chapter 7). Students are usually expected to be able to correct themselves once the problem has been pointed out. If they could not do this, then teachers move on to some alternative techniques (Harmer, 2001, chapter 7):

- **Showing incorrectness:** Teachers can do this in a number of different ways. For example:
 - Repeating: If a student says something wrong, teacher asks the student to repeat that again by saying (“*Again?*”) and this will indicate that something was not clear.
 - Echoing: This is a way of pin-pointing an error. Here, a teacher can repeat the term that the student has said and emphasized the wrong part.
 - Statement and Question: Teachers also simply can say, “*That’s not quite right*” or “*Do you people think that’s correct?*”
 - Expression: While a student makes an error, teachers can also make simple facial expression or gesture, which indicates that something did not quite work. By noticing such noticing facial expressions or gestures, students will correct their utterance.

Teachers hope that students will be able to correct themselves once the teacher has indicated the errors. But if they don’t, then teachers will want to help the students to get it right.

- **Getting it right:** When a student is unable to correct himself/herself, the teachers will focus on the correct version in more detail. Teachers may directly point out the errors and give the correct answers straight away.

There are times when teachers may wish to intervene during fluency activities; there are some ways to correct the students recommended by Jeremy Harmer in his book (Harmer, 2001, chapter 7):

- Gentle Correction: Gentle correction can be offered in a number of ways. Teachers can simply reformulate what the student has said. For example, if the student said, “I am not *agree* with you.” Then teacher can reformulate this: “I don’t agree with you” which help the student to capture the correct version of the sentence.
- Recording Mistakes: Teachers can record the students’ language performance on audio or videotape. So that when they listen or watch their videos, they could understand their problems. There could be a feedback session after presentation in a particular topic, when students will see themselves making errors; they will point out their mistakes and use the correct answers in the future. But if the students could not get the right answers after watching the video or hearing the audio version, teacher should point out the errors and provide the correct answer.
- After the Event: When teachers recorded the students’ activity, teachers sometimes give feedback in the classroom. Teachers “can put some of the mistakes” [...] and “recorded up on the board ask students firstly to recognize the problem.” (Harmer, 2001, p. 109). Teachers also can write individual notes to students after hearing their audios.

Chapter 3: Contrastive Studies between Methods used for Providing Feedbacks in different Schools

3.1. Principles of Teacher's Feedback and Peer Observation:

How effective is teacher's feedback depends on how students take and react to such criticism and observations. Many researchers have begun their researches and studies by asking what are the components that might constitute the criteria for effective teaching, competent subject-specific teaching skill, and appropriate knowledge and use of English, in this context. If we consider that, '[...] teachers are 'being', 'thinking', 'doing' and 'saying' individuals, who reveal what they are and what they think through what they do and say in class,' (Taylor and Fu, 2006, cited from the article *The Effectiveness of Peer Written Feedback on First Year Students' Writing Skill*). The General question is - How much of teaching is about 'applying a set of techniques and procedures' ('doing'), and how much of it is about 'creating purposeful interaction during which learning takes place' ('saying')? We believe that 'doing' has been prioritised over 'saying' in the Teacher Education literature, and we wish in this article to give due attention to the part played by teachers' use of the target language in their language classes.

Also, peer observation plays an important role apart in students' performance. The purpose of this paper is to examine attitudes to peer observation, and to put the case for a more reflective approach. Peer observation is frequently carried out for purposes of appraisal or judgment of the observed, and this can be detrimental both to teacher confidence, and to a supportive teaching environment. In addition, this approach seems to have little value for active teacher development, since the focus is on being developed,

rather than on self-awareness and self-development. Peer observation, therefore, should not be a vehicle for the evaluation of others on the basis of our assumptions, but a reassessment of those assumptions on the basis of teaching. To this end, I propose two active self-development models of peer observation, with suggestions for their possible implementation. These judgments also have to be communicated in some way. Those of us who are teacher trainers know that giving constructive feedback is a very demanding skill, to which we give a great deal of thought, and in which we have been trained. There is a very real danger that when feedback is given by those with no training and teacher may use such way or technique to give feedback which may offend the students. Alternatively, the observer may feel obliged to make only positive comments, in which case the whole exercise becomes a pointless. It is also very likely that the teachers, knowing they are to be observed and commented upon, would put on a 'model' lesson, in order to receive positive feedback. However, this would give an unrealistic view of day-to-day teaching, and therefore be of dubious value to staff development, and to the wider dissemination of good teaching practice. In this chapter, I have included some class observations, some interviews of the teachers and a survey along with the questionnaire where teachers from five different have schools participated. I tried to include the comments made by the teachers during interviews in this chapter. The questionnaire result is included along with the comments made by teachers who participated in this survey session.

3.2 Introduction of the Schools:

I have observed some classes in UCEP School. It is a NGO based non-formal school for street and poor children. The school is situated in Mirpur-1. I started observing those classes where one of my classmates from a renowned university was teaching by using various methods and theories for her internship. This school has many branches of all over Bangladesh. Only few branches of the schools have English Version, for example in Dhaka city, only the Mirpur-1 school has both English and Bangla Version. Also, I have added some more case studies from one of the most popular English medium schools in Dhaka city- Scholastica. I have observed some of the classes in that school too, especially in the elementary levels. As a renowned English medium school, I think, it will be a good opportunity to compare some of the aspects of the feedback.

3.2.1 Schedule of the Classes:

There are three shifts in UCEP School. Classes for the first shift start from 8:10 am and continue till 11:00 am, second shift starts from 11:30 am and continues till 2:00 pm and the third shift starts from 2:30 pm and continues till 5:00 pm. I observed classes in the evening and morning. I observed two or three English classes in the first shift on every alternative day. I observed class-II, class-V and sometimes class-I. Among these three classes, class I and class II are English version. On the other hand, class V is Bangla version.

In Scholastica, there are two shifts – morning and afternoon. I observed the morning classes mostly. And, I have interviewed some teachers of the Scholastica School, just to compare and add some points in my paper. Most of the times, I have tried

to compare the information and data from the same level of students. My focus was on the students of the elementary level, from class 1 to 3 and some kindergarten classes.

3.2.2 Basic Difference between the Schools:

During the first week, I observed how the teachers teach, manage and control the students. Teachers of the school are very much helpful and co-operative in both of the schools. The teacher of the classes I observed is also an intern from a renowned university and as she has the knowledge of the various methods for teaching English as second language, this helped me a lot to write down the ideas and prepare this paper. So, basically I have tried to observe those classes where she was scheduled to teach the students. Moreover, both of the schools provided the students with all the necessary materials like books, copies, pencils, pens, erasers etc. In Scholastica, Direct Method and Communicative Language Teaching (CLT) are used mostly, where in UCEP School; teachers used Grammar Translation Method (GTM) and Audio-Lingual Method (ALM). As we know, in ALM, “frequency of performance is observed across varying conditions; form is presented at the point of an induced need as part of instruction; generalized performance within target conditions is carefully arranged, and probes for their occurrence are made”(Castagnaro, 2006, p.4). So, teachers of UCEP School, most of the time read the whole passage and then the students repeated that after teacher. For example, on the first day while I observed the class, teacher was teaching them a story named “A Caterpillar and the Monkeys”. At first, she read the whole passage in English. Then she told the students to read that passage again with her. She uttered single line and then students did the same thing. After that, she explained each sentence in L1. But in

Scholastica, teachers use the CLT method and all the lectures and conversation between teacher-student, student-student are in English. And in the kindergartens, teachers mostly use Direct Method; just ensure that students get the language right. Teachers seem really enthusiastic and they really follow the rules and use their judgments while giving lectures and providing feedbacks. While giving feedbacks, they are extremely cautious about the feelings and how the students will take their criticism. The main differences between these two schools are the quality of books, lectures, curriculum and most important teacher's ability to teach the students using different methods and their strong educational backgrounds. In UCEP School, most of these things were missing; also, the teachers did not have strong educational background too. As, the students of Scholastica School belong to the well off families, they had so many facilities, but in UCEP School students, some of the basic needs could not be fulfilled due to unavailability of the funds. So, while comparing the improvements and learning ability, we have to keep that in mind that, UCEP school students may have many problems, as they are not from such affluent backgrounds, also, some of the students had to work after class. So, it has a great impact on their development of learning.

3.2.3 First Session in the Schools: Giving Feedback to the

Learners:-

I have observed some classes in both the schools. One of the observations was in the Library Class in UCEP School. In their library class, students had to bring books from their school library. As it was the English version section, they only brought English storybooks. At first, they read the storybooks and then some of the students came and explained their stories to the others in front of the whole class.

In addition, I observed a class on a lesson “Eid Day” in grade V. Their teacher had to explain them each line in L1 as they were having difficulties in understanding English words. They pointed out the difficult words from the text. First, teacher helped them by giving some easy examples so that they could get the meaning. And while they failed to answer, she wrote the meaning on the board for them. Moreover, they wanted the teacher to give the pronunciations of some words. In such cases, teacher broke down the words into syllables and asked them to pronounce those. And at the end, she gave them the correct pronunciation of those words.

In the first week, I observed both the classes and at the same time observed the students’ attitude as well as the proficiency level. Also I tried to find out their problems in language learning.

In a class of grade K.G in Scholastica, teachers taught in very famous and common story “The Pied Piper of Hamelin” where students read the story along with the teacher first time and teacher very cautiously correcting the pronunciations of the difficult words. After that, students point out some new words as they don’t know the meanings of those words. Then the teacher writes those words in the white board so that everyone can

have a look and provide the synonyms. After that, teacher uses flash cards to make the students familiar with those words. Here, one thing to point out that, unlike UCEP School, teachers never use L1 in the class, even if the students are unable to understand the synonyms. In that case, teacher uses sign language, gestures to make them understand. As most students are much familiar with the outer world, unlike the UCEP students, most of the times, teacher does not have to put much effort to teach them something or make them understand something. For example, I remember one specific incident, in UCEP School, the teacher was teaching a chapter on Flyover Roads in Dhaka, where most of the students have no idea that what is a Flyover Road. But as Scholastica School students are much privileged and have strong backgrounds, in terms of economical condition, they have the knowledge of this kind of things and topics.

As my thesis topic is giving feedback and how it is effective for the students, in the both schools, I tried to observe how teachers provide those feedbacks and how students incorporate them in their performances. Most of the students of UCEP School had problems understanding the text and there were many errors in their class work. But I found that in UCEP School, students of class II were more enthusiastic compared with those of class V and the teachers did not need to give much feedbacks or to force them to do home works. Most of the time if the teacher gave them some clue on any topic, they were able to grab that. I found that they had problems in using appropriate articles (use of *a*, *an*, *the*) and some spelling mistakes as well. I marked their problems from a class test. In the test, most of the students had spelling mistakes like “Bog” instead of “Bag”,

“Umbrala” instead of “Umbrella”. They also had problem in using articles. The majority of the students used “a” instead of “an” before vowels.

Teaching basic rules of English Grammar is always challenging. In Scholastica School, teachers of the kindergarten and grade I, they never teach grammar in deductive methods. They have trained and strictly instructed to teach such basic rules in inductive methods. That is why, the teachers have to provide the examples and explain the rules and then they introduced the students with the actual grammatical rules. In such classes, teachers never give negative feedback in front of other students. Teachers tend to give the negative feedback in a positive way and always make them feel welcome to ask any question regarding the lectures. Teachers in the kindergarten, use different color pens, stickers and sometimes small token of gifts to encourage the students. And if someone is very weak or couldn't understand something, teachers take care of them individually. Teachers never say something which will make them sad or emotional. Teachers are very careful to motivate the students all the time.

Whereas, I have noticed a tendency in UCEP School that, most of the teachers sometimes become very harsh and they scold students. But here, I don't blame the teachers entirely. During my Graduation Internship, I used to take a few classes in UCEP Schools. Some of the students were impossible to handle. They were very inattentive and naughty. Most of them always tried to break everyone's concentrations by their mischievous behaviors. In those situations, teachers can't stop them simply by requesting or ordering them, so they sometimes become very strict. I think, this is because of the upbringing of those students, they behave like this. My point is, teachers have to be strict

sometimes with the students, but while giving feedbacks on their work; teachers always have to be patient and encouraging so that they can try to be more accurate and perfect in future.

In UCEP School, the students of class five were less attentive in the class and did not do their class work and homework regularly. The teacher had to explain them everything in L1. After explaining, she asked someone to come and write that on the board. Unfortunately that student made the same mistake again. Then the teacher took a class test on the second week and only a few students did well. Others had many problems in sentence structure, spelling mistake as well as use of “to be” verb. In class V, I found that some of the students, who were sitting in the last benches, were not attentive. Most of the time, they were talking in the class. Teacher told them to sit in the front of the class several times, but they never listened to their teachers. But I was very disappointed at their performance at the end of the term. There were three girls and two boys who could not even read the text, despite the teacher tried so hard to help them. Even the teacher read the text several times for them; they could not appropriately read the text. For those students, she tried her best to improve their performance in both writing and reading. There were problems in the pronunciations as well. The students of class two had better pronunciation than class five. From my observation, I think the reason is, the length of the learning and practicing English- as students of class five always had faulty pronunciations from an early class, it can't be changed in few classes or within one term. Whereas, the class two students learned these pronunciations from

their early age and they have been exposed more to these right pronunciations, so their performance is better than the others.

As my focus is on feedback, I tried to find the course teacher's techniques to provide feedbacks on students' test copies provided by the teachers. In class II, most of the students made spelling mistakes and had problems in the use of articles and some other grammatical topics. In that case, while the teacher returned their copies, I told the teacher to test their spellings. Some were able to spell correctly and some could not in the class after returning the scripts. For example, the teacher asked them to spell "bag". If the first learner could not spell that correctly, the teacher asked the second one, and then third students. And when a student spelled it correctly, she asked others to repeat the word. Then the teacher wrote the correct spelling on the board. Similarly, the teacher first asked them about articles and vowels. They all were able to tell the syllables (A, E, I, O, U) which were considered as vowels and some of them had clear conception of using "a" and "an". And few of them had confusion about some of those syllables. For example, they could not memorize those five syllables. For those the teacher gave them examples of words which start with vowels and explained them the use of articles. After explaining, she gave them class work and all the students were able to give correct answers. Also she gave some objective type of questions, e.g. fill in blanks, where they had to put article before the word for their home work.

In the same way, the teacher gave feedback to the students of class V while returning their copies. Most of the students did not get good grades in their class works.

Also, the majority of the students had problem with sentence structure and some of the students gave answers that were not related to the questions. And at that time, I found that they did not like the idea of self-corrections or peer-corrections. They wanted the teacher to give the all-correct answers to memorize them. And I was shocked while they said that they did not even know the meaning some words they have written in their copies as they only memorize the questions along with the answers without knowing the actual meaning. In that situation, the teacher also asked them which one they preferred more; just only write the correct answers or they first tell the teacher the answers and then she will correct those sentences. Most of the students raised their hands for the second option. In class V, I found that, most of the students wanted the teacher to write or give all the answers for them whereas in class II, students wanted to produce or write their answers by themselves. They just wanted the teacher to correct their mistakes. In contrast, in class V, students did not want to do such thing. Also, they had the tendency to memorize all without knowing the meaning. In that class, the teacher tried really hard to improve their performance. She used the Audio-Lingual Method (ALM) so that at least they could speak after listening to the teacher. For example, in class two I observed a class on singular and plural number. While teaching that, at first the teacher said, "One is singular number, like- one cat". Then, they said, "One cat". Again, the teacher said, "Two cats". They said, "Two cats". In addition, in class V, the teacher applied *question-and-answer* drill as she asked questions from the text and they answered those very quickly. In both classes, mostly in class V, the teacher applied Grammar Translation Method (GTM) to make them understand the meaning of the text. For example, I observed them a chapter named "Mohakhali Flyover". While teaching that lesson, she explained the whole text in

L1 and some new words in their L1. Overall, there were lots of uses of L1 in the class to make the students understand the story.

The teacher tried to elicit some idea that the students knew about the chapter “Book Fair” in class V. But most of the students were not able to say anything as most of the students did not want to speak in the class and also most of them never visited a book fair. The teacher frequently picked the slow learners for reading the text as it will raise their interest in this topic as well as their confidence level. Also it will help them to improve their competence in reading. The teacher faced problems to deal with those students, as they did not ask any questions though they face problems understanding the text and writing the answers. If the teacher asked them, only then some of them disclose about problems they are facing. In contrast, some students spoke a lot in the class and had clear conception about their text. These students were very interested and enthusiastic in the class lecture. Moreover, their proficiency in both writing and reading was much better than others. Also, they were able to pronounce some difficult words without any help of teacher as well as knew the meanings of those words too.

Moreover, I observed the teacher teaching them about the verbs by giving lots of example. For example, at first she told them that verbs refer to an action, such as going, doing, eating, sleeping etc. While teaching them verb, she had to use L1 for them to understand since they won't understand anything if I used L2 throughout. As I said earlier that, students of class II are very much enthusiastic, they easily able to understand the rules of verb and their performance are better then others. Few of the students made errors in structure. For example, they said, “I rice eat” as they just follow the structure of L1. In the first class, teacher only gave some easy examples to the students. For example,

“I go to school”, “you go school”, “we eat rice”, “I play football” etc. In the next class, the teacher explained 1st person (I, we), 2nd person (you), and 3rd person (he, she, they, and it). She also explained that only in the case of 3rd person singular number, verb will change. For example, instead of “he play”, we have to say “he plays”. There will be “s/es” with the verb. In that class, the teacher gave them some exercises like put the (✓) on the correct word like “Shuvo play/ plays football”, “I go/goes to school”, “We loves/love our country” etc. Some of the students picked the rule appropriately, some made few mistakes, but overall the students cooperated well and they tried to be more interactive in the class, comparing to others.

I observed a reading class on a new chapter named “Mohakhali Flyover” in class five at UCEP School. It was a story was about Mohakhali Flyover; A boy came to Dhaka and visited the flyover etc. At first, the teacher asked them about flyovers. But most of them did not see or know about flyovers. Some of the students visited the flyover and they shared their experience with the whole class using L2 and some L1 words. Then the teacher asked who wanted to read out the passage. Many of them were interested to read and teacher chose one to read the passage. While starting to read the passage, sometimes the teacher pick other students to read from the subsequently to observe if they were listening carefully or not. When they finished the reading the whole passage, she asked them if they are clear about the text. Some said that they understood and some replied negative. The teacher told one of the students who understood the passage to come in front and told the whole class the meaning of the passage. She also asked some other students to explain. After that, she explained the whole passage in L2. But while explain the passage, some students raised their hand for some meaning which they found hard. At

that time, the teacher gave the answer by using synonyms. In some case, she drew pictures to explain the meaning. For example, some asked me the meaning of “pillar”. While explaining the word, she drew a flyover with pillars. Then pointed out the pillars in the picture and explained that the flyover stands on the pillar. After that, students understood the meaning of pillar. Some students asked the meaning of “length”. At first the teacher tried to explain it in L2. For example, she said that “how long the bridge that means the length of the bridge” etc and they wanted the Bangla meaning of those words. So at first she explained the difficult words orally and then wrote those on the board with the Bangla meanings.

After two lectures, the teacher took tests in the both classes – class II and class V. In class II, she gave a test on singular-plural numbers, use of articles etc to check their understanding. While returning the scripts of the students, at first the teacher wrote both correct and incorrect answers on the board. Then she picked those students who made mistakes in the test. For example, in the test she gave singular plural numbers. Some students wrote “oxes” as plural form of “ox”. She wrote both “oxes” and “oxen” on the board. Then the teacher asked students to vote for the correct answer. Most of the students choose the correct answers. Also, some students who made errors in the test voted for the correct answer. Then she asked those students who voted for “oxes”, to explain the reason of choose this. Among them, some replied that they add “es” with the singular form. Then the teacher asked the students who did not made mistakes in the test to give the correct answers to others. After that, she explained the whole again for the students.

In class II, most of the students did well in their tests. The teacher found that still some of them had problems understanding the use of verb like some made mistakes: they wrote “he play” instead of “he plays”. She also found that some of the students wrote “I ma a student” instead of “I am a student” and some silly spelling mistakes. She had corrected their mistakes through peer- corrections. Here again, the teacher wrote both the correct and incorrect words on the board and asked them to choose any one. Some students choose the correct word and some incorrect word. Students who choose the correct answer, she asked them to explain the reason of writing “he plays”. And they explained that to the other students. After that the teacher asked those who made mistakes to explain and wrote that on the board with example. Most of them explained the rules of 3rd person singular number and sentence structure. Finally, the teacher gave the correct answers to them.

In class V, the teacher gave them some word meaning, translation and a paragraph on “book fair”. Most of the students did well except some weak students who always performed poor in the class. The errors that most of them made were syntax related. She thinks that these type of errors happened because most of the students only memorized the answers without knowing other things.

At the end of the term, the teacher tried to revise the chapters she covered through out the term. The teacher gave some task on fill in the gaps, rearrange the words and make sentences, match the words with pictures etc in class II. In that day, students only did their task. And in the following day, she gave them feedback. The teacher made pairs

and told them to exchange and check their copies. After checking the copies by students, she asked to point out the errors. After that, she told them to clarify each others mistakes and gave the correct answers. One by one pair discussed their problems and gave the answers. For example, in a pair, one student rearranged the word elephant correctly but in make sentence he wrote, “There is a elephant” instead of “there is an elephant”. In another pair, one partner made mistakes in the fill in the gaps (34 comes after 35). After pointed out these errors, they corrected each other. The teacher also asked other pairs either their answers were correct or not. After finishing the whole discussion, she gave all the correct answers to the students. Also, the teacher gave some more tasks to the weak students for their homework. She wrote those in their class copy. Moreover, she wrote clearly to improve their handwriting, careful about using of article etc in everyone’s copy.

The teacher did the same thing in her other classes- class V. She tried to revise the chapters In the class V, she gave them some word meanings, question-answer, translation and a paragraph. They had only two paragraphs: Book Fair and Eid Day. She gave them these two and they had to write any one. Most of the students did well. But as most of them only memorize the paragraphs, they made mistakes in translation. I have found that they have some problems because of their memorization tendency. After finishing their task, the teacher asked the students to read out their answers for all. She asked them one by one. For example, the teacher asked one student to read one of the answers. After reading the answer, she asked others to verify if it was correct or not. If any students disagree, then the teacher asked some student to give the correct answers. She also asked

some students to come in front and wrote the word meaning and other students voted either that were correct or not. At the end, she gave the correct answers of all the questions. The main observation was, the students of class V need more time and more exposure of the target language. These students were very weak and they have no interest in learning. So, teacher has to be more patient to make them more attentive and increase their confidence level.

3.2.4 Second Session in the Schools: Giving feedback to the

Learners:-

While observing some classes of Scholastica, I find out that, students are very enthusiastic and motivated towards the class. Some of them are a bit naughty, which is because of their young age. But they listen to the teachers and enjoy participating in the class. I have noticed that, some of the teachers give the scope for understanding on their own. In a class of KG1, they were learning new words from a short story called “Jack and Beanstalk” and some of the students had difficulties to understand some words like – sworn (past tense of swear), harp (a musical instruments) , meadow (field) etc. Here, the teacher used some flash cards, some stick figures and some pictures to describe the new and unfamiliar words. Some of the students were able to understand these words. But most of them were having difficulties to understand the words “Harp”. Teacher showed a picture of this and some of the students actually recognized the instrument which was

used in a cartoon once and they told their friends that remember in the episode of that carton film, they used it. All the side talks and communications were in English, and that's how they communicate with others and tried to help their peers. But if the teacher didn't give the scope to talk among themselves, probably some of the young learners won't be able to get the meaning totally. But in a class of IV in UCEP School, I observed that, the teachers never give enough chance to talk, to discuss among themselves. Like there was a story on a princess, where some of them had no idea about some of the difficult and new words. The teacher gives the idea straight away that what is the story about in L1 what is the purpose of these kinds of roads. If the teacher gives some time to discuss among them by using the target language, I'm sure they would have come up with some new questions and ideas and that is more useful than giving the idea / topic straight away to the learners.

The second session started after the final exam in both schools. In the first week teachers were busy with the result sheets. During the class time, at first teacher greeted the new students and introduced herself in class II at UCEP School. After that, she asked them to talk about themselves. My purpose of observing this that was not only to know about them but also to observe their competence in L2. I instructed them to speak one after one. In that session, I found that students of class II were much more fluent than the previous ones. They were very much enthusiastic as the previous students. But I found that these students' pronunciations were much better than previous students. I think the reason was that they were learning L2 from class I. While talking about themselves sometimes students took some seconds and then spoke. Also, I found that they were very

organized. For instance, while talking about themselves, they first told their name, their parents' name, talked about their siblings, living place, working place and working hours, hobbies etc. Almost every student speeches were very well organized. The only error they did was they said, "I live in Mirpur at Dhaka". The teacher did not interfere or stop them to correct their errors while they were speaking.

After finishing that, the teacher talked to them about their positive sides of speaking. For example, she told them that their L2 skill was really very praiseworthy. She also praised their pronunciations. After that, she drew some stick figures on the board. She drew a circle inside the circle, she drew another circle and inside that, the teacher drew a house. She told them that, the circle is Dhaka city (a big circle) and the next circle (a small circle) was Mirpur. After that, she asked students to identify the biggest one among these three pictures. And they pointed out the first circle. After that they pointed out the bigger one (road) and at last the smaller one (house). After pointing out the figures, the teacher explained them that, "in" use before the biggest one and "at" use before the smaller one. She gave them some examples, like, "The House is AT Mirpur IN Dhaka". Then she asked them to tell about their living place. At that time, all the students told me in the correct way. For example, they said, "We live at Mirpur in Dhaka."

At this stage of class observation, I wanted to evaluate their speaking competence. In two weeks, I came to know the students' learning level and they are very confident using the

target language and they make fewer errors than other class. These two weeks were the final weeks in UCEP School I have observed.

The teacher started the class with giving them some tasks, which was the last couple of classes I have to observe for my thesis paper in UCEP School. Their teacher gave them ten fill in the blanks on preposition. She did not mention the term “preposition” as they did not introduce with the term. She gave some fill in the blanks where they had to put “in” and “at”. The teacher designed the task as in the previous class she explained them these things. She just wanted to recall from their memories of the previous class. And surprisingly, all the students gave the correct answers. Only two students made errors. For example, he wrote, “We live **at** Bangladesh” instead of “We live **in** Bangladesh.” As the only two students made same type of error. Then the teacher asked them to come one by one and the teacher individually explained them those rules again. While explaining them, sometimes she had to use L1, as always using L2 was very useful for them. And I think this individual feedback sessions really helped them as the students could point out their errors immediately. Most of the students in UCEP School preferred individual feedback sessions. They tend to be more cautious and concerned when teacher gives them individual feedbacks during in after the class.

In the last week of my class observation, the teacher started a new chapter in class II, which was designed with vowels. She explained them the vowel words. Moreover, she explained that “an” use before those words which started with vowels. While explaining them the teacher gave many examples. At first, she used very easy examples

like, **a** boy, **an** apple, **a** bag, **an** ant etc. While giving examples, the teacher used authentic materials such as table, duster, pencil, uniform etc. Then she gave them some tasks on use of “A” and “An”. The teacher could not give them feedback for their task for time limitation in the class. In the following class, she returned their scripts. As it was their first chapter, some students made some errors. She asked the questions again orally in the class. At that time, she found that some students are pronouncing the word “pencil” as “penchil”. After hearing the sound, the teacher wrote the word on the board and asked them to pronounce the word with the syllables like, “pen-cil”. Again, she individually asked the word to all the students. Then she continued her lesson again. Students who made errors, she gave them some more examples, like- she wrote some words like, umbrella, ox, oxen, chair, bottle, mug, apple, ice-cream etc. Then she marked the first syllables of each word and asked them to identify the words, which falls under vowel. After that she asked them to put A/ An before those words. And that time most of the students put A/An correctly.

During my class observation period, I tried my best to take notes and observe the responses of the students in the feedback sessions. But the only problem that I recognized that was the time limitation. As the students were not adult learners, they needed much care, attention and help from the teachers. Sometimes, if not possible to give feedback during the class time, students did not remember those and show unwillingness to bring the copies in the following class. On an average, the classrooms were not too big, each class had 20-25 students. But the class hours were 50 minutes to 70 minutes. So for a teacher, it is not possible to give feedback to students individually. Sometimes, after class

hours, she gave the feedbacks only to a few students, who really needed that. Therefore, the time limitation was the only issue I can think of in the UCEP School. Students were very responsive to the teachers lecture and it won't be incorrect to state that, with proper care and attention, these students will do very good in the public exams too.

Overall, my experience in UCEP School was quite well and I enjoyed the classes. As the teacher used so many methods to make the class more interactive and effective, I think it was a very good experience to see how the methods and theories actually work in a real setting. Here, one thing I want to mention that, the classes I have observed in UCEP School were taught by an intern teacher from English Language Teaching (ELT) background. So, she uses mostly the techniques and methods which we read in the various ELT books. So, the techniques used by her can be easily adapted by the other teachers of UCEP School to make the class more effective and interactive.

I took several individual interviews with the teachers of the Scholastica School. I have found out that, school authority is very strict about the techniques the teachers use for giving lectures and feedbacks. Punishments and scolding are highly discouraged in the class. Teachers have very rich and resourceful curriculum for each class which are designed by the school authority and senior teachers. Teachers are very concerned and cautious about giving feedbacks to the students. Students have access to multimedia, rich library and modern and realistic curriculum. Almost every student is from an affluent background and they are very enthusiastic and cooperative in the class, specially the primary level students. Parents are equally concerned and tend to take continuous update from the school and teachers about their children which we can not find in UCEP School.

In both of the schools, I had enough chances to observe the techniques, methods and see how teachers actually take classes in the real life situation by using the ideas from the book. Also, had chances to observe, how the students response towards the feedbacks and follow the rule which their teachers have taught them in the class. Though, I have observed different class-levels in both of the schools, but teachers tend to use same methods and techniques. There are differences because of the backgrounds of the teachers, students and condition of the schools and rules of the authorities. But I believe, if students of UCEP School have enough chances and opportunities, they can also compete with the other schools like Scholastica. But lack of recourses and other facilities both in their personal lives and schools make them like that. But using some basic methods and techniques, the teachers can help their students to be more proficient learners. Not only learning the target language, but also they can learn other subjects too.

3.3: The Questionnaire Sample and the Results with the Comments from Different School Teachers:

In this chapter I will try to show the various responses of the teachers regarding the basic techniques they use for giving feedbacks. Fifteen (15) teachers have participated in this survey and all of them have experience in the teaching, especially English language as the second language for Bengali students. These teachers are from Scholastica, Bangladesh International Tutorial, South Breeze School, Viqarunneesa School and College. Also, some of them have experience in teaching in UCEP School as well. The questionnaire sample is given below for understanding their point of view. Each teacher has to mark the question or comment. Also, some of them wrote additional comments about the question I have asked. Based on the comments, I have tried to compile them in a table mentioned below. These teachers have experiences teaching students from class K.G level 1 to class 5 (English Medium) and most of them teaches English and other subjects using English language in the class.

3.3.1. Sample Questionnaire -

Survey on the techniques and effectiveness on providing feedback in the class

Name: School: Class:

Please complete the following questionnaire with specific regard to the above enquiry, by placing a CROSS (X) in the appropriate box.

Questions /Comment	strongly agree	agree	uncertain/ not applicable	disagree	strongly disagree
1. Negative feedback should be given in such a way that students won't feel offended or insulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Praise is essential for a good performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Peer feedback is welcomed by every learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pictures, stick figures and other authentic materials are used as tools for providing corrective feedbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During providing feedback, teachers should use L1 sometime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Feedbacks should be clear and easy for the students to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Punishment for errors is not a technique for providing feedbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Flash cards can be used to providing feedback on common errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teacher should use some kind of system and symbols or specific techniques for corrective feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Red pens shouldn't be used while checking learner's scripts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Individual feedback is very essential especially for weak learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions / Comment	strongly agree	agree	uncertain/ not applicable	disagree	strongly disagree
12. Teachers don't have enough time for giving feedback after classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Lesson plans should be designed in a way that teachers have always some time allocated for feedback sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Common errors should be considered as learners are not clear about specific content or topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Peer feedback is an essential technique for providing feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teacher should be able to identify the aspects of the course/assignment does the student need to improve on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Identifying the aspects of this course/assignment are the students performing well is also important for understanding learners' performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Teachers have to identify the consistently marked the same error or types of errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Negative feedbacks should be given at the end of the comments in a very positive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Teachers should point out each error and comment or give correct answer directly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Stars, symbols, chocolates should be provided to those learners who performed well, specially in the junior level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are the comments I wrote specific to content and problems that we are covering or have covered in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write any further comments overleaf

Thank you for your help

3.3.2. The Result of the Survey:

SI No	Questions / Comments	Result	Comments
1	Negative feedback should be given in such a way that students won't feel offended or insulted.	100% Participants Strongly Agreed	Teachers should always keep this in mind. Learners, especially young learners are very sensitive and while providing feedback teacher should always make them feel comfortable and be patient as well.
2	Praise is essential for a good performance.	70% Participants Strongly Agreed	Most of the teachers agreed with the fact that praise is essential. But some of the teachers think that, too much praise or appreciations make students over-confident and proud, which is not good for their performances.
3	Peer feedback is welcomed by every learner	85% Participants disagreed	Most of the teachers have the same comment that, not always and not everyone likes the idea of feedbacks provided by their own friends and classmates. Sometimes, even if the feedback has been given by their peers, they ask the teachers for the corrective feedbacks. It shows the lack of confidence they have in their peers as they are also learners like themselves.
4	Pictures, stick figures and other authentic materials are used as tools for providing corrective feedbacks.	95% Participants Strongly Agreed	Most of the students love the idea of using authentic material in the class. While providing feedback, if the teacher uses stick figures, pictures and other authentic materials- it helps the students to relate the topic or subject with real life situation. Most of the time this technique is very useful in the class.

SI No	Questions / Comments	Result	Comments
5	During providing feedback, teachers should use L1 sometime.	80% Participants Disagreed	Most of the teacher disagreed as using L1 for providing feedback in the class is not a good idea. But if in case, any student didn't get the right answer, then some of the teachers use it as the last option. But most of the teachers use pictures, gestures or signs for explaining the topic. And if the learners couldn't understand after this afford, only then some of the teachers use L1 to explain the topic or error.
6	Feedbacks should be clear and easy for the students to understand.	100% Participants Strongly Agreed	Every teacher agreed on the fact that feedbacks, especially corrective feedback should be clear and easy to understand so that they can retain that forever.
7	Punishment for errors is not a technique for providing feedbacks.	100% Participants Strongly Agreed	Everyone agreed on the fact that punishment is not a technique at all for providing corrective feedbacks. In the traditional classrooms, in orthodox settings, students were punished by the teachers for their errors. But in the CLT method and other modern and new approaches, specialists do not think that it is necessary to punish the students. Punishments make them more self-conscious and demotivated as well it hampers their learning abilities.
8	Flash cards can be used to provide feedback on common errors.	70% Participants Agreed	Flash cards are a great source to give the corrective feedback to learners. It makes the whole teaching-learning process more fun and students, especially young learners love this idea.
9	Teacher should use some kind of system and symbols or specific techniques for corrective feedback.	70% Participants Agreed	For the teachers, it is very important to have a system or techniques for giving the feedback, especially for corrective feedback- teacher have to have a plan to execute.

SI No	Questions / Comments	Result	Comments
10	Red pens shouldn't be used while checking learner's scripts.	65% Participants Agreed	Red pens sometimes scare or demotivated the learners. Corrective feedbacks should be given in the script using other colors, like- green, blue, pink etc. Using too much red color for checking scripts is not a good idea. Many school authorities have strict instruction about not using the red pen. But teacher should use a color which will highlight the errors in the scripts.
11	Individual feedback is very essential especially for weak learners.	100% Participants Strongly Agreed	Every teacher agreed on this. Providing individual feedback for weak students is always useful. Weak students sometimes make mistakes repeatedly and sometimes can't understand the error corrections provided by the teacher in a large group. As a result, they keep making the same mistakes. So, it is very useful for those weak students, if the teacher provide them feedback individually. Most of the teachers do this after the class hour in a one to one session. For the adult learner it is extremely useful.
12	Teachers don't have enough time for giving feedback after classes.	100% Participants Strongly Agreed	Because of the time limitation, teachers don't have enough time to provide feedback on the performances of the students. Sometimes for feedback sessions, they have to take extra class or have to spend more time in the class after the allocated class hours.
13	Lesson plans should be designed in a way that teachers have always some time allocated for feedback sessions.	100% Participants Strongly Agreed	Both for learner and teachers, feedback session is really important. So school authorities should allocate some extra time for feedback session at least at the end of the each chapter or topic. If they design the syllabus in this way, teachers can really use it for the improvement of the students' performances.

SI No	Questions / Comments	Result	Comments
14	Common errors should be considered as learners are not clear about specific content or topic.	80% Participants Agreed	If the students keep repeating the same errors, teachers have to consider that the students probably didn't understand the topic or chapter. In that case, teachers can teach that topic or chapter again as put emphasis on those specific errors and make sure the learners understand that entirely.
15	Peer feedback is an essential technique for providing feedback.	75% Participants Strongly Agreed	Peer feedback is mostly welcomed in the primary section. But for adult learners, sometimes, students do not feel confident enough or do not rely on the answers provided by their peers. But peer feedback is a great way or activity in the class which save some times and ensure class participation.
16	Teacher should be able to identify the aspects of the course/assignment does the student need to improve on.	95% Participants Strongly Agreed	If the teacher is able to identify the areas needed to be improved which part of the course or assignments are understood by everyone, then the teaching-learning process will be more effective and beneficial for students.
17	Identifying the aspects of these course/assignments is the students performing well are also important for understanding learners' performances.	95% Participants Strongly Agreed	Students' performances are also dependent on the areas or courses they are performing well. If the students are not able to perform well in the grammatical section of the course, it means some improvements needed in the teaching-learning process. Even in the selection of the materials and methods are needed to be considered as well.

SI No	Questions / Comments	Result	Comments
18	Teachers have to identify the consistently marked the same error or types of errors.	80% Participants Strongly Agreed	If the learners are making same type of errors for several times, it means the learners are not really very clear on that aspect or area of the course or topic. For example- if the students are keep making mistakes using 's' for the third person singular number, it means they are not entirely clear on the concept of the theory. So in this case, teachers have to identify those errors which have been committing by learners more than twice or such.
19	Negative feedbacks should be given at the end of the comments in a very positive way.	80% Participants Strongly Agreed	Most of the school authorities have clear instructions for the teachers that negative feedbacks should be given in a very sensitive way, by not offending the learners' ego. Also, if possible, in the script, the negative feedbacks should be given at the end of the comments.
20	Teachers should point out each error and comment or give correct answer directly.	85% Participants Disagreed	Pointing out each errors make the students much conscious and make them demotivated. So if the learner has made spelling mistakes in several places, teacher should point out the words and at the end of the script can comment on that. Also, if the learner is making same mistake using some rule, teacher can simply correct that at the end of the script and make some simple comment on that.
21	Stars, symbols, chocolates should be provided to those learners who performed well, especially in the junior level.	70% Participants Agreed	Some school authorities have some strict rules on this kind of positive feedback. This is a great way to motivate the students; especially for the young learners it is very useful.

SI No	Questions / Comments	Result	Comments
22	Are the comments I wrote specific to content and problems that we are covering or have covered in class?	85% Participants Strongly Agreed	The teachers of the various schools and various classes agreed on it that the comments and question I have choose and send to them are very much related to the topic and my thesis paper.

To summarize, anecdotal evidences show that, the teachers are very much clear that for students' performances and successfulness, feedback session is really important. But due to limited time, teachers always struggle providing feedback to each learner and make themselves clear about the concept of the topic. One suggestion came with this survey that, school authorities should design the syllabus in such a way that there will be some extra time or some allocated time for the students to ask questions and for the teachers to give feedback in class. For weak learners, teacher should take some time to brief them on their performances or provide individual feedbacks if the learner are struggling with some specific topics or subjects. Also, appreciation and praise are very important for the students' motivation and well performances. Also, punishment, abusive words or rude behavior are not acceptable and useful for the performances of the students as well. Now a days, school authorities are very much concern and teachers are aware about such features, specially the popular schools in the urban areas. But in the villages still teachers do not have any concept of such approaches and methods for providing feedback to the students. Teachers, who do not have such background knowledge, always tend to give negative feedbacks by punishments and harsh behavior. So, school authorities have to be more concern and cautious about such techniques and approaches.

Chapter 4: Conclusion

In conclusion, I would like to say that, feedback is an important part of language learning. In every lesson, there should be some time for both peer feedback and teacher feedback. By providing ongoing feedback teachers can help a student to improve his/her competence and performance. Also by doing this teachers could evaluate the students' success and progress. In all the institutions, teachers always provide more or less feedback on the learner's performance, which is very effective for evaluating their progress. There are various types of feedback. Teachers will provide the feedback on the basis of learners' socio-cultural background, personality, competence etc. For example, if a student comes from the village to a town or get admission in a private university, then his/her cultural background will be different from a student who has the privilege to educate himself/herself in a renowned school and college. Moreover, there are both introvert and extrovert learners in a class. Most of the time, introvert students feel shy or hesitate to ask any questions about their problems. In such cases, teachers need to be concern about the learners' personality. And they need to provide corrections and feedback according to learner's need. In all the institutions, teachers always provide more or less feedback on the learner's performance, which is very effective for evaluating their performances. Peer revision appeared to have more favorable effects than self-revision. In Zhang's (1995) survey study (cited from the article *The Effectiveness of Peer Written Feedback on First Year Students' Writing Skill*) shows that, peer feedback was preferred over self-feedback. Language learning process should set in a very friendly and lively

environment where students could learn the target language with getting the correct and effective feedback on their errors. Using some common techniques and methods of giving feedback can be very effective in teaching all the subjects along with English language. Peer feedback, self-correction, positive feedbacks and error corrections – these rules can be applied in any subject and a teacher can easily use them for teaching every subject in every level. Therefore, it is very important for the teachers and students that the methods and techniques should be appropriate for the students and their level for their better performances and developments.

Chapter 5: Recommendation

Both teachers' feedbacks and peers' feedbacks are important and effective in the teaching-learning sessions of second or foreign language. But sometimes the influence of feedback varies in different levels of learners. The way that the young learners accept the feedback easily may not be accepted by the adult learners. For example, children, easily asked questions to the teachers whenever they face problems. And teachers always try to answer them in such a way which they easily accept. On the other hand, most of the time, adult learners do not ask questions to the teachers, as they feel shy or self-conscious in the class to raise their questions or discuss their problems. Sometimes, negative feedback can offend their ego and personality. In such cases, teachers can apply some more strategies and techniques to give feedback in a more effective way to these adult learners. While observing the classes of both schools, I have come up with some recommendations only for the UCEP School. I think Scholastica School is following the new methods and techniques to teach their students and school authority and the teachers are very much cautious and concern about providing feedbacks to the students. Whereas, for UCEP School, I think the authority and the teachers can use some simple steps and rules to give feedbacks to their students which will be very productive and will be retained by the students for their better performances.

Recommendations I would like to suggest, based on the anecdotal evidences are given below-

- In a classroom, teachers should not be too much authoritative. Instead of that, there should be some allowance of freedom for the learners so that they can feel and understand their responsibility for learning. As Keith Richards (2006) explains in his paper that, “an essential characteristic of conversation is equal access to turns, the floor remaining open to all participants. [...] Evidences show that, [...] teachers should not be too authoritative in the Follow-up move, but it does suggest that claims about conversational interaction in the classroom are far from substantiated” (Richards, 2006 c).
- There should be a friendly environment in the classroom where students can argue, response and interact with the other students for their feedbacks. But this has to be practiced from an early age, as most of the students who are adults, especially teenagers, will not take this opportunity to learn, rather then, they will be more inattentive and naughty in the class.
- Teachers should always give or provide the corrective feedbacks after self-corrections and peer feedback. There should be sessions in feedbacks. But because of the long syllabus and short time frame, feedback sessions are always ignored. So while designing the syllabus for the class, teachers should allocate some time for the feedback sessions. If it's not possible to give feedback in every class, teachers should allocate time or class at the end of each chapter and topic, session and after main exams.
- Peer feedback should be controlled and teachers should give a proper guidance for peer feedback session. Sometimes, if the students are asked to correct each-others errors, they end up gossiping or simply they ignored the

instructions of the teacher. So the teacher should be concern while they are discussing in the class and make sure that each and everyone is following his/her instructions.

- Before practicing in the peer feedback, teachers should inform the process of giving peer feedback to the learners.
- For the slow learners, teachers could provide the feedback in private because sometimes learners feel uncomfortable in front all the learners. For the weak students or those who have not done so well in exams or tasks, it is important to receive some corrective feedbacks and encouragements from the teacher individually.
- Also while giving negative feedback in the class copies, teachers can write the positive feedback first and then the negative feedback. Teacher should not use red pens, this will ease the students' minds and they can receive more information and become relax after receiving the scripts. If students are less anxious and relaxed, they can understand and retain the corrective feedbacks from the teachers. But teacher has to highlight the errors and corrective feedbacks in the script.
- Teachers should provide the negative feedbacks warmly so that students could not loose their confidence level for learning. Scolding or punishing is not acceptable at all. Negative feedbacks should be provided in such a way that students can understand their mistakes and retain the corrections in their minds for future.

By following such simple steps and techniques patiently, teachers can make a difference in the performance of the students. Most of the traditional schools in the past used to punish the learners for their performances and behaviors. But researchers of these filed shows that, it is not a good idea for the development of the students. As a teacher, one has some responsibilities towards the students. While giving feedbacks, teachers should be kind and considered about the psychological situations of the students. And if the teacher has some basic trainings about such new methods and approaches for teaching and providing feedbacks, I think, students will perform well and their future will be bright too. For a teacher, nothing is more important than a student's bright future and adapting new approaches and methods for the teaching-learning process will help both students and teachers.

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