

**Teachers' Feedback-Giving Strategies in English Language Assessment: A Study of Urban
Primary Schools in Bangladesh**

by

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**A thesis submitted to the Department of English and Humanities in partial fulfillment
of the requirements for the degree of M.A. in English and Humanities**

Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis represents my own original work.
2. The thesis does not contain material previously published or written by any third parties.
3. The thesis does not include material which has been accepted or submitted.
4. I have acknowledged all the main sources of help.

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Ethics Statement

I testify that my thesis submitted to BRAC University, Department of English and Humanities, titled “Teachers’ Feedback-Giving Strategies in English Language Assessment: A Study of Urban Primary Schools in Bangladesh”, is an original piece of work. There is no plagiarism in this paper, and all sources and works of other researchers used in this study have been properly acknowledged. The findings of this research have been presented honestly and truthfully. I believe that this research is worthwhile and will be beneficial for teachers, educators, and researchers interested in feedback practices in primary-level English language teaching in Bangladesh.

Abstract

Feedback is a key component of the learning and teaching process as it helps students to understand their strengths, weaknesses, identify where they need to work for improvement, and develop their knowledge and skills effectively on English language. By exploring feedback giving practices of teachers this study aims to understand how feedback strategies and type of feedback are applied in the real classroom setting and how teachers support students' learning outcomes in a meaningful way. The study adopted a qualitative approach, where the researcher used the purposive sampling technique to choose seven teachers from primary level. The findings of the study were collected through semi-structured interviews. The study shows that teachers' feedback on students' performance works significantly because without feedback learners do not understand their strengths, weaknesses and their needs. Furthermore, teachers' guidance and instructions offer learners a better understanding of their mistakes. However, several challenges were also identified, including large classroom sizes with several students, lack of teachers' training on feedback, lack of resources, time limitations, varying needs and levels of the learners and so forth. The findings highlight the variety of feedback strategies used by teachers based on learners' needs and performance. The study also provides insight into the role of feedback in supporting learners' learning outcomes. The findings also suggest directions for further research and improvement in feedback practices.

Keywords: Assessment; Types of feedback; Feedback strategies; Difficulties and Challenges; Teacher perception.

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Chapter 1

Introduction

1.1 Background of study

In teaching and learning feedback plays an essential role especially when it comes to learning a language. Primary level is the beginning level for learning a language so here primary school teachers play an integral role in teaching young learners. Teachers' effective feedback is very important on learners' academic performance because if teachers provide proper and accurate feedback then learners will be successful in their learning but if the feedback is not proper enough then learners will face many difficulties in their learning. That's why both types of students who are weak and strong depend on teachers' effective feedback. Moreover, teacher's feedback helps learners to understand their level of understanding, where they need to improve and where they have to pay more attention. However, it's not important to just provide feedback, rather teachers should provide good feedback. Good feedback is very helpful for learners because here they study, understand their errors, learn better and be confident in their ability and able to participate in classroom activities effectively. Furthermore, feedback helps students to understand their weaknesses as well as their strengths. Feedback also guides learners to get better learning outcomes. For this reason, students believe that teachers play the main role and are the most trusted source of feedback. As there are different kinds of feedback like peer feedback, group feedback or feedback from different online apps, students found out that teachers' feedback is more reliable, valuable and effective. For instance, a study by Peled, Shalom, and Sharon (2014) found that student

teachers believed that giving feedback is primarily the teacher's responsibility, showing how much students and teachers rely on this interaction.

Around the world there are so many studies done on giving feedback to the students. Moreover, many studies have also conducted on teachers' feedback (Boggs, 2019; Brooks et al., 2021; Engwall & Bälter, 2007). These studies depicted that feedback is not just about correcting learners' mistakes but also it motivates learners and improves their learning. After reviewing the importance of feedback, researchers emphasize studying various aspects of teacher feedback for example timing of feedback, mode of feedback and so forth. Timing of feedback in language learning classrooms is very important because here teachers understand which type of feedback they need, whether they need instant feedback or whether they have to provide feedback later. But this approach is related to the mode of feedback because here teachers have to make the decision where they provide verbal comments or written comments or whether they use gestures to provide effective feedback. However, all these aspects of feedback mainly rely on students' strengths, abilities and needs. It varies according to the learners' learning abilities, the environment and the situation. As feedback is given differently according to learners' needs, it encourages learners to develop their skills and get guidance from their teachers to do better in their learning.

In addition, teachers' feedback giving processes or strategies can vary depending on the situation, environment, their experiences, their knowledge, their training and learners' language learning abilities.

In Bangladesh, primary education is very important for learners learning and language development. As English is being taught in the early grades, teachers need to prepare students carefully so that learners can understand and learn the language properly and also can use language effectively. Teachers in urban schools face many difficulties like meeting the learning needs of

their students, managing the large number of their students, and giving feedback in an effective way.

In Bangladesh, teaching English has become very challenging because of the education system. In most of the school's education systems are teacher centered. Here teachers mostly focus on homework, classwork and memorization. Moreover, in our country most of the primary schools follow traditional methods which include a teacher's centered classroom. In these classrooms, teachers play the main role by reading passages or comprehension, asking short questions, explaining vocabulary words and students listen to their teachers carefully and sometimes repeat after the teachers. Therefore, students' cognitive skills do not develop. Learners do not know their mistakes and how to improve them because they do not receive any feedback from teachers. This makes learning difficult and learners face various problems in their learning which include poor speaking skills, poor knowledge of grammar as well as their pronunciation and so on. Moreover, many teachers are not familiar with different types of feedback strategies including how to apply them in their teaching style as well as in the classroom. It happens because teachers do not get enough training, guidance or support on feedback. In some circumstances, teachers will not be able to provide feedback effectively even if they receive training on feedback. It happens because of several factors such as their age limitations like who are aged, they will not apply it effectively, some teachers will suffer from low confidence and some struggle with applying those strategies (Brandmo & Gamlem, 2025). For this reason, they cannot create interactive classrooms and rely on traditional methods. Traditional methods make students not ask questions to their teachers when they find difficulties in their learning. Mullick and Sheesh (2008) said that as teachers do not know about the proper feedback strategies and the types of feedback that's why they mainly follow the traditional method. This is the reason why students find learning English very difficult. They make

mistakes continuously and do not get any feedback or motivation in their learning. They lose their concentration and attention on their studies. So, feedback is very important in learning English.

This study will look at the feedback strategies of primary school English teachers in urban schools in Bangladesh. This study aims to find out what type of strategies teachers use, how they use them in the classroom or assess students, and what difficulties and challenges they face. The results will show how teachers can be benefited by improving their teaching methods and their feedback giving strategies so that learners can learn English better.

1.2 Role of feedback in primary education

Primary school plays an important role in learning because learning happens in the early stages of a child. So primary school students are just beginning to develop their language learning skills as well as academic skills. In this stage learners are highly dependent on their teachers for learning, guidance, support and encouragement.

Proper and effective feedback helps learners to understand the learning process such as where they are making mistakes, where they need to improve so that they can correct their mistakes clearly and accurately (Henderson et al., 2019). Traditionally, teachers' feedback was mainly focused on small things such as grammar, pronunciation, spelling, speaking, grammar rules and structure. However, recently teachers are focusing their attention on giving feedback on large issues, for example how to write an essay or paragraph and how to organize it properly. (Ferris, 2003; Hyland & Hyland, 2006). The use of feedback in learning is supported by theories of second language learning. The theories are divided into three parts: noticing, interaction and output hypothesis. Firstly, the noticing hypothesis is related to the teachers here: teachers notice learners' mistakes (Schmidt, 1990). Secondly, after noticing learners' mistakes teachers provide feedback in a very positive, interactive and communicative way (Long 1996). Lastly, after receiving the feedback

here learners provide full attention to their mistakes and work accordingly to improve their performance (Swain, 1991). All these theories showed that the process of giving feedback is very essential because after noticing their mistakes learners work on their own, they learn better and get a better understanding of their learning process. So constructive, clear and positive feedback increases learners' confidence, motivation and they learn how to use English language correctly. However, feedback should be given in a friendly and a very simple way, because it builds a strong foundation in English and it will support their future learning. In our country, teachers' feedback is very important for teaching and learning. It helps learners to develop their skills, knowledge and also feedback helps to fill the learning gap. In many studies researchers talked about that student's strengths and weaknesses identified by the feedback giving strategies (Rahman, 2015). Feedback strategies depend on learners' learning abilities and their needs.

In Bangla medium school, two types of feedback are given in the classroom (Widiastuti, 2021). One is Oral feedback and the other one is written feedback (Islam & Shuchi, 2022). Teachers use both types of feedback according to the learning process and learners' needs. Both types of feedback help young learners to identify their mistakes, understand their abilities, knowledge, strengths and their limitations. Learners after knowing their errors and limitations they will work on their mistakes and enhance their learning abilities. This also helps learners grow their motivation and develop their confidence. This also increases teachers and learners' interaction. Here the classes are not only focused on teachers centered but also it is focused on teachers and students centered. Teachers and students' interaction are very important in language learning. So, verbal and written feedback helps students and teachers to interact with each other freely and help learners to notice their progress constantly.

1.3 Challenges in giving feedback

Teachers feel several types of difficulties and challenges while giving feedback or applying different types of feedback strategies on their teaching methods. Sometimes large classroom sizes make it difficult and harder to give attention individually. Limited class time and resources may prevent teachers from giving detailed feedback. Also, some teachers do not get proper and effective training on feedback methods which affect their quality of feedback. On the other hand, different learners have different levels of understanding so the same feedback strategies may not apply for all types of students. These challenges make a great impact on feedback strategies. It created a difficult environment for teachers because they cannot give proper support and guidance to the students because of these difficulties (Paris, 2022). On the contrary, teachers always try to give feedback to all the students but because of the short class time and large classroom size make it difficult for them. They want to provide feedback timely and effectively but besides their teaching they are also involved in research work, administration works and so on. For this reason, it makes it difficult to provide full attention and spend most of the time with their students. There is much research conducted on how teachers give high quality feedback to their students. High quality of feedback is very important because here students receive proper and clear feedback from their teachers. Feedback is not just given through orally but also it is given through in written comments. So that they can see it later and work on accordingly. In their every work, for example their homework, their classwork and their assignments, they receive feedback regularly. There are two types of feedback, one is summative and another one is formative feedback. Formative feedback is used during the lesson. For example, teachers ask questions and students reply to their teachers. When teachers find mistakes in learners' answers, teachers provide feedback immediately. This provides benefits to students because they recover their mistakes before their final evaluation. On

the contrary, summative feedback helps teachers to know the learner's overall performance at the end of the year. Here teachers know what their learners are learning throughout the semester and how well they performed and achieved in their learning. Feedback works best when teachers give good examples of good works and then the learners understand what is expected, where they need to improve and how they have to perform. If these categories are met together then students will learn better and achieve their goals (Mahsood, N., Jamil, B., Mehboob, U., Kibria, Z., & Khalil, K. U. R. 2018).

However, in Bangladesh teachers face so many challenges while teaching and giving feedback to their learners. Giving feedback is not a challenging or difficult task but how teachers are giving it whether it is meaningful or not this matters a lot in the primary level. There are so many challenges teachers face while teaching in the classroom at the primary level such as large classroom sizes with lots of students. In the large classroom there are about 40-50 students in one classroom. So, it becomes difficult for a teacher to provide feedback individually because of a shortage of timing. Teachers also cannot provide detailed feedback to their students because of the shortage of timing and large classroom sizes. That's why feedback remains general and for all the students of the class rather than giving them individual feedback (Hamid & Baldauf, 2014). Shortage of timing affects a lot in giving feedback to students. Because teachers may keep busy with official work and they have to complete the syllabus as in our country most of the institutions follow the summative assessment. That's why most of the teachers may not be aware of formative feedback, peer feedback or individual feedback. They are more concerned about the grades and final results rather than formative feedback. There was a study which found that they just generally say the correct answer and do not explain why this is wrong and what a learner should do. But they do not

provide the detailed information. For this reason, learners lose their motivation and focus (Alam, 2018).

In Bangladesh, teachers are also not trained enough and they mainly know about traditional methods of teaching. They follow this method in their teaching most of the time. That's why they do not use formative feedback, oral feedback and nonverbal feedback. They just point out the incorrect answers and say this is wrong rather than giving them detailed feedback (Hamid, Sussex, & Khan, 2009). There is also a lack of teaching resources. There are not enough digital instruments where teachers can use those while giving feedback. For this, they have to rely on summative feedback and oral feedback. Oral feedback creates difficulties for the students as they cannot remember later (Islam & Shuchi, 2017). If teachers receive enough training on feedback and they are provided with lots of resources, get enough time for individual feedback, and get a large classroom with small numbers of students then the difficulties and challenges teachers face will be erased easily.

1.4 Statement of the problem

Feedback is an important part of teaching English because it helps students to understand their problems, their mistakes and their needs. In primary schools' students greatly depend on teachers' feedback because here their basic English language knowledge is developed. Basic English language skills include reading, writing, speaking and listening. However, in many primary schools' English teachers are not always able to give effective feedback to all the learners.

A study by Ahmed et al. (2005) found that many teachers lack proper knowledge of giving feedback even though they receive proper training on feedback. It happens because teachers are not aware of these issues and they do not practice those feedback strategies in the classroom regularly. They just follow the traditional methods and provide summative feedback. For this

reason, this study mainly focused on the use of feedback strategies in the classroom at primary level. Feedback plays a vital role in learning because it helps learners to understand their lesson properly. Feedback is also a proper and effective guidance for learners because here they can know how and where they need to improve. Bellon et al. (1991) stated that feedback is very important for learners' academic achievement and also feedback is for all types of students. Feedback helps students to improve their academic progress no matter where they came from, in which grade and which institutions they are studying. Feedback also helps learners to develop their confidence, communication skills, motivation, abilities and so on. Therefore, teachers should understand the importance of feedback and use it carefully in the classroom, not only to improve students' understanding but also to encourage them in their learning.

In Bangladesh, urban English teachers often face many difficulties because of lack of resources, size of small classrooms, limited class time and learners with different backgrounds knowledge and learning levels. These challenges make it difficult for the teachers to provide clear, accurate, effective and helpful feedback to each learner (Akanda & Haque, 2025). In addition, there are a number of teachers who do not receive enough training on different feedback strategies. That's why they may rely on traditional feedback methods such as giving marks and short comments on learners' work (as cited in Mullick & Sheesh, 2008). Although feedback is very important for learners' learning there is limited research on how primary school English teachers in urban schools give feedback to their learners, what strategies they use or follow and what difficulties and challenges they face. For this reason, it is not clearly understood how feedback is given and practiced in the real-life classrooms. Therefore, it is necessary to understand and explore teachers' feedback strategies, their assessment practices and the challenges they face or experience in order to improve English teaching and learning knowledge at the primary level (Carless & Boud 2018).

1.5 Central research objective

The main objective of this research is to explore how primary schools' English teachers provide feedback to their students in urban areas. Moreover, studies also look at what type of feedback and how many various feedback strategies they follow in the classroom when they give feedback to their learners. The study also seeks to understand teachers' views about how effective their feedback is in helping students learn English.

1.6 Research questions

RQ1: How do primary school English teachers provide feedback during their classroom assessment practices?

RQ2: What types of feedback strategies do primary school English teachers frequently use or apply in classroom assessment?

RQ3: What challenges do teachers face while giving feedback?

1.7 Scope of the study

This research explores how primary schools' English teachers provide feedback to their learners in urban areas. It looked at how teachers use different types of feedback and what types of feedback strategies they use in the classroom. They also face some challenges while giving feedback to their students. These challenges include teachers having to deal with different levels of students, their needs, their strengths and weaknesses. After knowing all of these factors, teachers have to first choose which feedback strategies they should use and what types of feedback will go to these types of students. Then teachers use those strategies accordingly. This study looked at how primary schools' English teachers view the importance of types of feedback and feedback strategies. This

study mainly focuses on teachers' understanding, perceptions and their experiences on feedback. It also looked at the challenges that were faced by the teachers while giving feedback. It also looks at the benefits, challenges and difficulties teachers face while implementing feedback strategies to their students. This research will also focus on the classroom of the primary school in urban settings where feedback plays an integral role in learners' early stages of learning. This study will analyse the current situation, previous research practices and the uses of different types of feedback strategies in the classroom. For the participants the researcher will include primary schools' English teachers in urban areas. She will choose the primary level teachers because she feels they can give her accurate information that they face in their feedback giving journey. This study will use qualitative methods and data will be collected through interviews. From the collected data, it will be analysed how feedback strategies can be implemented and their effects on the learners' linguistic experience and academic performance or outcomes.

1.8 Limitations of the study

This study has certain limitations and that need to be considered. It mainly focuses on the feedback strategies of specific institutions so the findings might not be relevant for all types of institutions or all types of feedback that is provided by the teachers. Moreover, collecting data from the primary schools' English teachers might not be sufficient and their flexibility to share their experiences and knowledge might not be enough. As this study covers in a short time, it might not be possible to show the long-term effects on the education of feedback strategies. These limitations might provide an impact on the results because the data that the selected teachers or participants provided might not be able to cover all the aspects of the feedback strategies. This happens because here every teacher has individual perspectives on feedback strategies and the improvements of learners' English language skills might not be shown properly within the timeframe.

To address these issues, future research could include more primary school teachers and investigate multiple institutions to get an overall understanding of this matter. But the researcher tried her best to resolve it. She tried to analyse all of the data so that she can give a broader understanding of feedback strategies within a short period of time.

1.9 Significance of the study

The importance of this study came from the challenges that the teachers face while giving feedback in the English language learning classroom. These difficulties have also been discussed in the statement of the problem. In feedback going straight, teachers struggle a lot because they stay in the dilemma of whether students are getting their feedback properly or accurately or not. They become anxious because if learners do not know their feedback strategies, then they will not be able to cut a good figure in their exams. Because of these challenges, students face how they practice or how they correct their mistakes and how they improve. These issues make learners not be able to cut a good figure in their academic performance sometimes. It happens because in our country, most of the primary school teachers follow the traditional teaching method. That's why teachers cannot make a good relationship with their students, and the classroom remains teacher centered. However, if the teachers follow the formative assessment and formative feedback then learners will know their mistakes immediately and know their level of understanding of English language. After that, they can correct their mistakes and improve accordingly. In this way these challenges can be improved and developed. This study aims to fill this gap by providing the benefits of effective feedback strategies to the learners in the classroom and how it can help students to enhance their learning outcomes as well as academic performance. Moreover, it will also demonstrate the broader view of feedback strategies and how it helps students to develop their cognitive abilities. In addition, this research is significant because it shows the importance of

feedback strategies specifically for the primary level learners. Nowadays, the education on feedback giving strategies have been increased all over the world and this study will add to the growing knowledge of effective feedback giving strategies that helps learners to improve in their learning.

Finally, this study aims to help students by providing effective feedback in their learning. For this reason, teachers have to be very careful when dealing with the students with different needs because their feedback matters a lot in learners' learning. This study will also provide guidance to the teachers and provide the value of giving effective feedback to the students so that teachers can create an inclusive education and lessons for the learners. These strategies not only help teachers but also provide a fair and better understanding of the learners' learning outcomes in their learning environment.

1.10 Definition of key terms

Assessment: There are two types of assessment of the education system. One is formative and another one is summative. Formative assessment also includes formative feedback (Alhassan, 2022). Formative feedback helps learners to understand their mistakes and errors immediately. So that learners can know their mistakes instantly and correct them quickly. Here learning happens very quickly because learners are learning at the same time, they are knowing their mistakes (Carless & Boud, 2018).

Types of Feedback: there are many different types of feedback that are used by the teachers in different situations and purposes. The types of feedback include verbal feedback, nonverbal feedback, written feedback, positive and constructive feedback, individual or group feedback and so forth (Saito & Akiyama, 2021).

Feedback strategies: feedback strategies include how teachers provide feedback according to learners' needs and abilities. Teachers provide feedback depending on the situation and need, for example sometimes they provide oral feedback by praising learning in front of everyone or provide some verbal comments to the students, sometimes they use gestures for attraction, sometimes they prefer to give written comments or notes. However, it fully depends on learners' abilities and their needs (Panadero, Andrade, & Brookhart, 2021).

Difficulties and challenges:

Teachers face so many challenges and difficulties while providing effective feedback to their students. These challenges arise because of the short period of class time, the large classroom sizes, not enough training facilities as well as limited resources. These make learning and teaching difficult for both teachers and students (Panadero, Jonsson, & Botella, 2017).

Teachers' Perceptions: Teachers' views, understanding, thoughts and opinions on feedback matters a lot. Because teachers effectively and constructive feedback helps students to make good results in their academic performance (Carless, 2021).

Chapter 2

Literature review

Teachers' effective feedback is very helpful for learners' academic success. Because it helps students to know their strengths and weaknesses and receive guidance according to their needs and expectations. After receiving effective feedback, they can make a positive contribution in their learning. When teachers give feedback to their learners, learners understand whether they are learning well or not and where they need to improve. In English language learning classrooms,

feedback supports learners to develop their basic language skills such as reading, writing, speaking and listening. Without feedback learners can repeat the same mistakes again and again and can't make progress. Also, without Feedback learners get confused in their learning progress. So proper and effective guidance can help learners step by step and motivate them to be more productive. In language education, feedback plays a vital role because here learners are continuously learning new vocabulary, grammar rules, how to communicate with others, practicing correct pronunciation and so on. Without feedback learners will not understand whether they are learning it correctly or not or where they need to improve. Research on feedback is not a new thing or concept. One of the earliest studies was done by Elizabeth Hurlock in 1925 related to feedback. The study was titled "An Evaluation of Certain Incentives Used in Schoolwork". In her research she examined the effect of praise and criticism on learners' learning. Although at that time the word feedback was not introduced commonly, her study showed that the learners who received praise did well in the future while the students who received criticism on their work without guidance had a negative impact on their study. This study helped other researchers that teachers' responses or feedback to the students' works strongly influence learners' learning outcomes (as cited in Voerman, 2014). Later, many researchers emphasized on the importance of feedback in teaching, learning and education. Hattie and Timperley (2007) stated that feedback is a very powerful influence and tools on learners' learning and achievements. However, they also said that feedback can be effective or ineffective depending on how learners are getting it. Hattie (1999) again said it doesn't mean that effective feedback can occur frequently in the real-life classroom practices (as cited in Voerman, 2014). These findings encourage and suggest that it is important to explore how feedback is given actually in the real-life classroom.

This chapter reviews the previous research on feedback strategies in second language learning classrooms with a focus on primary school English teaching in urban areas. It discusses the concept of feedback, the importance of feedback in primary education, different types of feedback strategies, effective feedback practices, and assessment-related feedback. Finally, this study highlights the research gap that this study aims to address.

2.1 Concept of feedback

Feedback generally refers to the comments, responses or information given by the teachers to their students based on their performance. In education, feedback is provided mainly when learners complete their learning tasks such as homework, quizzes, exams, class activities, presentations and so on. Feedback helps learners to understand their current level of learning and guides them how to improve their mistakes. According to Hattie and Timperley (2007), feedback is information provided to learners that reduces the gap between what they know and what they are expected to learn. Feedback can come from different sources. For example, it can come from teachers, classmates, parents, books and learning materials. Collins (2013) explained that feedback as a process where information is used to correct, improve and strengthen learners' learning (as cited in Mahdi & Saadany, 2013).

Feedback does not only mean correcting mistakes. It also encourages learners' learning, motivating them and guiding their learning process. Effective feedback makes learners become more confident, productive, independent and active. It also strengthens the relationship between learners and teachers by creating a positive learning environment. For this reason, feedback is being seen as an effective component of teaching and learning (Yang,2021).

2.2 Importance of feedback in primary education

Primary education is the most crucial part of learning language as well as learners' academic life because it forms in the very beginning stages of a child. In this stage learners learn so many new things. So in this stage learners need to provide correct feedback so that they can know and understand whether they are learning correctly or not. When teachers give feedback to their learners, learners understand whether they are learning well or not and where they need to improve. In English language learning classrooms, feedback supports learners to develop their basic language skills such as reading, writing, speaking and listening. Without feedback learners can repeat the same mistakes again and again and can't make progress. Also, without Feedback learners get confused in their learning progress. So proper and effective guidance can help learners step by step and motivate them to be more productive. In the early stages of a student, students become more dependent on their teachers. Feedback is very important for young learners because at this stage they will learn the basic concepts of the English language so here they should not make any mistakes. For this they need to understand language rules and correct their mistakes in their early stage (Maslovat & Franks, 2019). Proper and detailed feedback support language development and prevent errors in their early stages. Furthermore, teachers who give clear and accurate feedback to their pupils are liked by everyone. Because feedback helps learners to grow and understand their mistakes as well as working on it accordingly. They feel motivated when they get feedback and pay full attention in the classroom activities. As feedback helps to increase their confidence that's why they can take part in the classroom activities actively and without fear which assists them to become more successful, productive and make good results in their academic life. In primary classrooms, feedback helps learners to stay engaged, focused and motivated to understand their learning needs and goals, and improve their learning knowledge and language

skills gradually. Therefore, understanding how primary school English teachers provide feedback is very important and essential for improving teaching quality, methods and learning outcomes (Papi, Abdi Tabari, & Sato, 2024).

2.3 Strategies and content of feedback

Feedback is helpful when it is given in the right way. Marzano, Pickering, and Pollock (2002) identified several key elements of effective feedback that are timing, amount, mode and audience. Feedback should be given instantly and promptly, should focus on the key points and should be delivered according to learners' needs and suitable form such as orally or written feedback. When students receive instant feedback on their work after completing it, they can remember what they did, understand and improve their mistakes. If the students receive feedback lately, they may forget their work or lose interest. So late feedback is not helpful for the learners. Teachers should not give too much or too little feedback on their work because too much feedback will confuse the learner and too little feedback may not help learners to improve. However, teachers should mostly focus on the most important part of mistakes and give feedback according to that. Mode of feedback means how teachers give feedback. It has two parts: oral feedback and written feedback. Teachers should choose the mode according to learners' needs, abilities and ages. Because young learners prefer oral feedback most. Feedback should be given to individually, a group of students, and the whole class. Individual feedback is more casual and time consuming while group feedback is better when all the students make the same mistakes and also save time. In addition, the content of the feedback should be clear, specific, constructive and supportive. Hattie and Timperley (2007) stated that feedback can focus on the task, learners' learning process, learners' needs and so on. A positive tone of feedback motivates learners to improve their performance and their learning outcomes.

2.4 Types of feedback

2.4.1 Verbal feedback

Verbal feedback basically refers to spoken language or comments given by the teachers to learners during the classroom activities and interaction. In Bangladesh, primary school teachers mostly follow this strategy in their English language classrooms. Verbal feedback helps learners to receive immediate feedback and interaction so that they can correct their mistakes and avoid any confusion. Moreover, learners also receive immediate praise and guidance for learning (Zhu 2019).

2.4.2 Metalinguistic feedback

Metalinguistics feedback mainly means short verbal or oral responses such as “yes”, “no”, “good”, “well done” and so on. These brief explanations include whether the answer is correct or incorrect. According to Zhu (2019) this type of feedback helps students to receive feedback in just a second. This feedback strategy helps learners to confirm their understanding and encourage themselves to participate more. This strategy also enhances learners' confidence and motivation.

2.4.3 Recast and explicit correction

When learners make mistakes, teachers can use Recast or explicit correction. In this strategy teachers do not correct learners' mistakes directly. Teachers correct learners' mistakes indirectly. They never say “you are wrong.” Rather teachers repeat the sentence correctly so that learners can understand their mistakes by themselves and can say it correctly. Then comes to explicit correction, if it refers to when learners make mistakes teachers correct learners' mistakes directly, clearly and provide the correct answer too. Both strategies are widely used in the second language

learning classroom so that learners can identify their own mistakes by themselves by maintaining a supportive learning environment (Mengyao, 2024)

2.4.4 Instructional guidance

Instructional guidance includes helping learners to reach the correct answer through hint, guessing, guiding questions or partial responses. This strategy helps to develop learners' creative knowledge and understanding. In this activity, they can think critically and solve the problem by themselves. It strengthens their deeper thinking and reduces their simple memorization habit. (Mengyao, 2024)

2.4.5 Nonverbal feedback

Nonverbal feedback means giving feedback without words which include nodding, gestures, facial expressions, eye contact or movement, body language and so on. For example, teachers can smile or nod to show approval or correct answers of learners' responses. Sometimes they can use negative facial expressions to show that the answer is not correct. This nonverbal response or strategy is effective for young learners because they are strongly aware of and engaged in visual cues. Nonverbal feedback strategies are useful in the large classroom because here teachers need to respond quickly. This nonverbal feedback also helps verbal feedback because in the verbal feedback teachers used to provide feedback orally and in nonverbal feedback teachers just give facial expressions. So when learners get two feedback strategies at the same time, learning it becomes easier and learners understand lessons more effectively. If the learning materials are interactive and engaging then learners seem to pay more attention and they keep themselves involved in all types of classroom activities. (Hu, & Xu, 2024).

2.5 Feedback Strategies

2.5.1 Hierarchical evaluation and praise

Hierarchical Evaluation means adjusting the feedback strategies or teaching techniques according to the learners need and learning abilities. Some students need one feedback strategy or some others need more than two strategies at the same time. For example, weaker students need simple explanations, and some of them ask for more or repeated explanations. They interact less with teachers and classmates. They also make more mistakes and get confused easily. They may not cut a good mark in the exams because they always remain in fear of asking questions to their teachers where they find or face challenges. However, stronger students do not face these problems and they ask questions without fear and do good results in the exams. They learn everything quickly and easily compared to weak students. They also learn more quickly than other students. These students need more challenges so that they can benefit from detailed information, guidance, explanations, examples, and more difficult questions. Su (2020) explained that if a teacher uses more than one feedback strategy in their classroom then it will work better because learners will learn more if they receive spoken instructions with gestures or body language.

2.5.2 Comprehensive evaluation

Comprehensive Evaluation not only focuses on correct or incorrect answers but also develops learners' thinking process as well as their ability to use languages. Here teachers look at how students are thinking, how students are using language and why learners make mistakes. For example, if a student makes mistakes in their writing teachers do not simply just say this is wrong rather, they give in detailed explanations why it is wrong, and what changes they should bring in

their writing. This type of feedback helps learners to develop their creative knowledge and understanding because here learners learn to reflect on their own work (Mengyao, 2024).

2.5.3 Dynamic and diversified feedback

All the students are not the same. Some students learn fastly and some students learn slowly. Some prefer speaking, but others prefer writing. Dynamic and diversified feedback means that teachers use different types of feedback strategies according to learners' needs and abilities. These include individual feedback, group feedback, peer feedback and nonverbal feedback. Individual feedback includes giving feedback to one student. Group feedback means giving feedback to the whole group. Peer feedback is given by the students to students. Nonverbal feedback refers to facial expression, gestures, body language and so on. For example, a shy student prefers individual feedback whereas an active student may enjoy group discussions and group feedback. Young learners may understand the feedback better when it is given through smiles, thumbs up and gestures. Yu (2020) explained that teachers should use different types of feedback at the same time in the classroom so that learners can get support in a way that suits them.

2.5.4 Oral feedback

Oral feedback is spoken feedback given during the class especially to young learners. It is very helpful because it is given instantly, learners can react or respond quickly, teachers can explain or correct learners' mistakes immediately. Oral feedback encourages learners to participate in every activity in the classroom (Noor, Aman, Mustaffa & Seong, 2010).

2.5.5 Written feedback

Written feedback works as a guideline for the future. Because learners and parents can see it later.

Written feedback contains written comments and notes on learners' daily activities.

It helps them to remember and improve their performance. Harmer (2007) explained written feedback helps learners to correct their future language mistakes and use not just correcting their past mistakes. Written feedback can be given through underlining the wrong answers, write short notes or comments and give suggestions for the improvement of their performance.

2.5.6 Positive and negative feedback

Positive and corrective feedback provides learners a better understanding of their mistakes. It empowers them to be more confident and pay more attention to their studies. Whereas negative feedback shows learners mistakes and needs to improve on their performance. However, negative feedback should be given politely, constructively and carefully because it can create a negative impact on learners' learning. Sometimes negative feedback discourages learners and they do not cut a good mark in the exams. Moreover, these two feedback are very important if it is offered in a balanced and positive way (as cited in Zaman & Azad, 2012)

2.5.7 Formal and informal feedback

Formal feedback refers to giving exams, tests or assessments. Formal feedback usually involves writing and it is mainly focused on marks, grades and performance. On the contrary informal feedback is given during the classes or classroom activities. This feedback mainly involves oral feedback and it happens when teachers teach in the class. Both types of feedback are helpful but

informal feedback is very frequently used in primary school (Rahmanova, Eksi, Shahabitdinova, Nasirova, Sotvoldiyev & Miralimova, 2025).

2.6 Formative and summative assessment

In the assessment process, there are two types of assessments. These are Formative assessment and summative assessments. Formative assessment happens during learning or when teachers are teaching. Its main purpose is to help students to improve their knowledge and skills as well as their performance. Formative assessment includes checking learners' work, asking questions during learning and also giving feedback during classroom activities. Moreover, formative feedback helps students to improve their learning step by step, understand their mistakes clearly and also encourages learners to participate in group discussions. This makes a friendly connection between the teachers and students (Mendez & Cruz, 2012).

Summative assessments are mainly used at the end of the semester. Basically, it measures learners' grades, results and their final performance. Feedback in summative assessment is usually limited because summative assessments only provide final results and are not focused on detailed or specific feedback. In primary schools, teachers are mostly focused on this summative assessment because their main goal is to complete the syllabus and then prepare learners for the final exam. For this their teaching styles are also organized based on summative assessment. The feedback is not given in detailed form and feedback is given after the exams. Moreover, feedback is also given in a very short form. Teachers just mentioned this is wrong, this is not appropriate or this is right etc. But they never give detailed guidance or instructions to their students. That's why learners do not get any motivation and feel left out from their learning. In our country most of the teachers mainly rely on summative assessment because it reflects learners' performance. These issues create

a great impact on teachers teaching styles as well as their feedback strategies (Ross, Bohlmann, & Marren, 2024).

2.7 Usefulness of feedback strategies

This study suggests that feedback is effective when it is given timely, clearly, and making sure it fulfills the students' needs. To make learning better teachers should make every lesson interactive so that learners can learn everything with great interest. Teacher's feedback giving strategies in English language teaching and learning classrooms are classified into two main categories. These are verbal feedback and nonverbal feedback. Lyster and Ranta (1997) conducted a study on corrective feedback where they showed how teachers correct learners' mistakes and what types of comments they apply for giving feedback. Later, their study supported many researchers to know and examine the different types of feedback and the effects of language learning. Song (2020) explained that in primary school English classrooms, teachers mainly used verbal feedback which includes giving comments orally like spoken language while nonverbal feedback mainly involves gestures and facial expressions. Nonverbal feedback is not commonly used in primary school classrooms. This classification helps researchers to understand what type of feedback teachers use commonly in the classroom. Also, they knew how teachers respond to their learners during their classroom activities. It also provides a framework for analyzing learners' feedback giving strategies which is mainly used by primary school teachers.

2.8 Research gap

Although there are many studies done on feedback strategies in language learning. But there is a limited amount of research done on primary school English teachers in urban schools in

Bangladesh (Ahmed, 2016, Harmer, 2007; Noor, Aman, Mustaffa & Seong, 201; Hattie and Timperley, 2007; Marzano, Pickering, and Pollock, 2002; Yu, 2020; Mengyao, 2024; Su, 2020; Hu & Xu, 2024; Mengyao, 2024; Zhu, 2019; Song, 2020; Lyster and Ranta, 1997; Papi, Abdi Tabari, & Sato, 2024; Maslovat & Franks, 2019; Yang, 2021; Collins, 2013; Rahmanova, Eksi, Shahabitdinova, Nasirova, Sotvoldiyev & Miralimova, 2025). There is limited evidence of how teachers use feedback strategies in their classes, how they apply them in their teaching styles and what types of challenges they face when they implement these strategies. This study aims to fill the gaps by exploring feedback strategies in primary schools' English classrooms.

Chapter 3

Methodology

This chapter explains the research methodology used for determining this study. The main purpose of this study is to explore how primary school English teachers give feedback to their students and what strategies they follow for their teaching methods. The first research question explores how teachers give feedback to their students in the classroom. The second research question is what types of strategies they follow in the classroom as well as their teaching methods. The third question finds out what types of challenges they face while giving feedback to their students and how they deal and cope with those challenges. The chapter further describes the rationale behind choosing a qualitative approach, the process of selecting the participants and collecting data, the framework of data analysis and the steps taken to establish the trustworthiness of the study.

3.1 Research design

This study was conducted using qualitative methods. Information regarding the current situation is gathered using the qualitative research approach. Qualitative research's primary goal is to verify concepts that are developed and relate to the existing situation in order to provide insight. The aim is to explore the experiences, perceptions, and the challenges that primary school teachers face while giving feedback to their students (Creswell & Poth, 2016). Qualitative research is appropriate for this study because it allows for a deeper understanding of participants' personal experiences, classroom practices, and contextual factors. The data will be gathered through semi structured interviews so that research can capture detailed, accurate and in-depth information from the teachers.

3.2 The role of the researcher

The researcher of this study is pursuing her post graduate studies in applied linguistics and English Language Teaching at a private university Bangladesh. She wants to be a secondary school teacher in future after completing her studies. She is currently working on a research project namely Teachers' Feedback-Giving Strategies in English Language Assessment: A Study of Urban Primary Schools in Bangladesh. This research topic has not done enough research in Bangladesh. For this reason, to understand the research subject matter the researcher goes through with the global and regional studies. After reviewing the global studies, the researcher found out how teachers give feedback, what types of feedback strategies they follow and what challenges they face while giving feedback to their students. After that researcher decided to design a research based on teachers' feedback strategies. So, she has decided to take an interview with some participants who will share their feelings, experiences, challenges and difficulties while giving

feedback to their learners. Before taking the interviews from the participants, researchers ask them to ensure trustworthiness and credibility. The researcher used a third person perspective to avoid any bias. The results gathered from the participants were exactly the same. The researcher did not provide any kind of personal view, opinion or information of the participants. Moreover, the findings and discussion in this study are completely based on the information collected from the interviews.

3.3 Setting

The study took place in urban primary schools in Dhaka. These schools include both primary and government institutions so that the researcher can get detailed information and can capture a range of feedback practices. The research chose urban primary schools because these institutions have diverse learners' populations, different class sizes and access to severe teaching resources which can provide a great impact on feedback practices.

3.4 Selecting the participants

In research, selecting the right participants is important for getting useful information. Participants were selected from different primary school teachers who taught English for several years. For this study, the researcher chose a purposeful sampling method. This basically means that the researcher intentionally chose and selected the participants who could give important information and opinions which are relevant to this study. According to Patton (2015), this purposive sampling method helps researchers to get accurate and reliable information from the people who have years of direct experience on this issue. Teachers were chosen based on their backgrounds, knowledge in English language teaching and their involvement in applying different feedback strategies in the

classroom. In this study, seven primary level teachers were chosen to share their experiences on how they give feedback and what challenges they face giving feedback.

3.4.1 Participants profile

Urban Primary school English language teachers with differing years of teaching experience, professional development, backgrounds, and involvement of applying different feedback strategies in the classroom.

Participants (pseudonym)	Age	Gender	Education	Experience	School type
Teacher 1	35	Female	MA in English	10 years	Government
Teacher 2	30	Female	MA in English	2.5 years	Government
Teacher 3	38	Female	BA in English	11 years	Public
Teacher 4	34	Female	MA in English	8 years	Private
Teacher 5	32	Female	BA in English	7 years	Private
Teacher 6	38	Female	BA in English	22 years	Private
Teacher 7	29	Female	MA in English	3.5 years	Private

3.5 An overview of data collection procedure

Data were collected for the study through semi-structured interviews to explore how primary schools' English teachers provide feedback to their students. The semi structured interview questions were made through an adapting process which includes reviewing several papers and also includes the researcher's personal views and opinions. Interviews were used to understand teachers' in-depth views and opinions on their feedback giving strategies. This method was chosen to gain diverse insights and create a robust chain of evidence (Yin, 2018). The interview data contributed to building a detailed case study database and assisting validate the findings. Interviews were taken through online apps such as zoom and in person. The following sections will describe the data collection process in more detail.

3.5.1 Semi structured interview protocol

This study used Semi-structured interviews to collect data. This approach was used because it can create a balance between the structured questions that are made by the researcher and it allows participants to share their ideas, perceptions and their valuable thoughts. By creating a conversational atmosphere, semi-structured interviews enable participants to share their experiences on their different feedback giving strategies and how they provide feedback to their learners in the classroom. This method helps to minimize researcher bias and encourages participants to express their genuine feelings and perspectives on the feedback giving strategies to their listeners (Ruslin et al., 2022).

3.5.2 Designing the interview protocol

The researcher has adopted an interview protocol framework by Gale et al. (2013) to design the semi-structured interview questions for this research. The interview protocols are:

1. Familiarization with the topic
2. Constructing the interview guide
3. Piloting the interview protocol
4. Feedback from experts
5. Finalizing the interview protocol
6. Flexibility during interview (P. 117)

3.6 An overview of data analysis procedures

This section of the chapter will discuss the steps the researcher had taken to analyse the data obtained from teachers' interviews.

3.6.1 Data analysis framework

To analyse the data, all the audio recordings were transcribed first. After then, the seven-column coding template was used to code the transcriptions (Ahmad, 2017). The researcher used qualitative thematic analysis to examine the data in this study. The ultimate goal of thematic analysis is for the researcher to identify a variety of patterns (Vaismoradi & Snelgrove, 2019). For this research, the six-phase framework for thematic analysis outlined by Braun and Clarke (2006) has been adopted. This approach provides a systematic process for identifying, analyzing, and reporting patterns within the qualitative data collected through interviews (Nowell et al., 2017; Clarke & Braun, 2018). The phases are:

1. Familiarization with Data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Writing the report (P. 3354).

In the first step, the researcher transcribed all the data from the interviews and then got familiar with all the information she collected from the interviews so that she can identify valuable, relevant and important information from the interviews. Initial notes were made to guide further analysis.

In the second step, meaningful segments of data were identified and labeled with codes related to the research questions, such as teachers' feedback giving strategies, how they give feedback and challenges they faced. This step ensured a consistent examination of the dataset.

In the third step, related codes were organized into potential themes that represented broader patterns, such as "use of verbal or specific feedback practices" or "challenges with learners' understanding" and so on. These themes are matched closely with the research objectives.

In the fourth step, themes were analyzed and refined to check the coherence and accuracy. The themes which seemed to overlap got merged. Moreover, sub themes were also made so that this study can provide structured representation of the data.

In the fifth step, all the themes got clearly defined and labeled so that it represents the specific data for this study. The themes were labeled such as what types of feedback teachers use in the

classroom or their teaching style, which feedback strategies they follow most in the classroom, what kind of challenges they face when they provide feedback to their students and so on.

In the final step, a detailed report was prepared, integrating themes with direct quotes from participants. This final phase connected the findings to the research questions, highlighting how primary school English teachers use feedback strategies and how they provide feedback to their students.

By using this framework, all the data from the interviews were transcribed first and then it was organized systematically. After that data got categorized and analyzed according to the themes that were found during the analysis period.

3.6.2 Analysing interviews

For analysing teachers' interviews, the audio recordings of the interviews were transcribed by the researcher. The transcriptions were then coded with the seven-column coding template (Ahmad, 2017) by utilising open coding, in-vivo coding and constructed coding techniques in two cycles (Saldana, 2013). In the first coding cycle, the researcher coded the entire transcribed interview of each participant. The categories were then analysed for identifying emerging themes in each case. All the themes of the multiple cases were then compared to create a thematic pattern for answering the research questions.

3.7 Ethical considerations

Ethical considerations are considered while taking the interviews. A consent form has been provided to the interviewees through email and asked to fill out the form. The researcher also mentioned that she will maintain privacy and confidentiality. Their conversation will not be shared

with anyone. And the participants knew about the recordings of the interview. She also said that the interviews won't be shared with anyone so that participants get assured about their privacy and can share their thoughts freely. Their names and personal details were also not mentioned anywhere. The researcher has used fake pseudonyms and did not mention the institution name where they were working. The researcher has made sure that all the questions are simple, respectful and not harmful. If participants wanted to avoid any of the questions, they could skip it and if they did not continue the interview anymore, they could leave the interview at any time. They were not forced by the researcher. The researcher also showed respect and kindness to all the participants. The data that the participants provided had been listened to carefully by the researcher. Also mentioned that the purpose of this interview is only for this study. She will not share any of the information out of this study and she honestly maintained the privacy of each participant.

3.8 Trustworthiness of the study

The trustworthiness of this study was ensured by reviewing several research papers on the same topic. The researcher took help from those books that she used for conducting this study. To ensure the reliability of the data the researcher got help from an inter-rater, a teacher at a well-known university in Bangladesh. The teacher checked the coded data of the interview. Credibility was ensured by recording the interview session and for the clarity check the transcriptions had been sent through email for the response from the interviewer to make sure that the data said by the participant is accurate and authentic.

3.9 Chapter summary

This chapter detailed the research's methodological choices and processes. The researcher gave a description of research design, interview protocol, data analysis framework etc. She also described ethical considerations and trustworthiness of this study.

Chapter 4

Findings and discussion

The main goal of this chapter is to explore how primary school English teachers provide their feedback to the students and what are their perceptions, how they see it, how they deal with it and what challenges they face while giving feedback to their learners. This chapter will present the findings of the study based on the following research questions:

RQ1: How do primary school English teachers provide feedback during their classroom assessment practices?

RQ2: What types of feedback strategies do primary school English teachers frequently use or apply in classroom assessment?

RQ3: What challenges do teachers face while giving feedback?

Here in this chapter, it will show how teachers give feedback, what types of strategies they follow when they give feedback. It has also looked at the variation of feedback changing according to learners' needs. Teachers' different perceptions have also shown in this chapter. Moreover, it also looks at what difficulties and challenges they face while giving feedback to their students.

Furthermore, this chapter also presents the results from interviews conducted with teachers to understand their experiences and their perspectives regarding giving feedback. The purpose of this interview is to explore how teachers think about the role of feedback in the classroom and how frequently they change their feedback strategies and types according to learners' needs and choices. The focus of this interview was how teachers describe their experiences and their journey in their teaching career. The interviews also provided insight into the challenges faced by the teachers in the classroom, such as technical challenges, learners' participation issues, large classroom sizes with lots of students and shortages of materials, time and resources. Our exploration of these findings gives us a richer understanding of how teachers handle these difficulties in their classroom and how they provide feedback with these challenges.

4.1 Teachers understanding on feedback

Most of the teachers defined feedback as a comment, reaction, or praise and many more. All the teachers said that feedback is very helpful and important for learners' learning. Without feedback learners cannot grow their learning skills, their knowledge and their understanding of language development. Most teachers said feedback is like correcting learners' mistakes and helping them to improve. On the contrary, some teachers say that feedback should be interactive and engaging so that learners can feel confident and motivated. Praise and encouragement on students' work creates a good atmosphere in the classroom because here learners do not feel left out. Feedback is a key to a learner's successful future. They added that every time they give feedback where it is necessary. One teacher has mentioned that she prefers to give feedback to their parents because she feels that parents play a big role in student success. So, if they know their children's success or failure they will guide and protect their children accordingly with the help of teachers.

In primary school English teachers' perspectives, they said that in effective learning feedback is very valuable. Without feedback, learners do not understand their level, their position and their abilities. One teacher mentioned that without feedback learners feel left out and study becomes monotonous for them. They lose interest and they do not find any motivation. All the teachers agreed that younger learners should always give simple, easy and clear feedback because they will catch it quickly and not repeat the mistakes. They also added that Feedback helps students, teachers as well as parents to know learners' strengths, weaknesses and their level. Besides, feedback is not only helpful for students but also it plays a big role in teachers teaching styles because here teachers change their approach, methods, materials and feedback strategies according to learners' learning levels, their needs and wants. All the teachers mentioned that proper and effective feedback creates a smooth and supportive environment for both teachers and students. This makes learning easier to learn and understand.

4.2 Types of feedback teachers used in the classroom

In this part, teachers' different types of feedback and its uses have been discussed. There are so many types of feedback teachers use according to the learners' needs, wants and abilities.

4.2.1 Verbal feedback

Most of the teachers prefer verbal feedback in the classroom at the primary level. Because here teachers found lots of students in one class. So, using more than one type of feedback in the classroom at the primary is not possible for all the teachers. Most of the teachers said that oral feedback works better because here students get it immediately and the younger learners' oral feedback helps the most. They are not very familiar or comfortable with written feedback or

comments, one of the teachers reported. Most of the teachers added that they use “good, very good, mashaallah, excellent, wow nice, try again, pay attention, you can do it, this is wrong, this is not the correct answer, read it again and again and so on.” These comments are used by the teachers as oral feedback in the classroom. Oral feedback is given when learners read a passage or comprehension, answer short questions, memorize grammatical rules, when they make mistakes on pronunciation, sometimes they make mistakes on spelling, when they speak incorrectly and so on. As oral feedback is immediate that’s why all the teachers mentioned that immediate feedback helps learners to correct their mistakes and remember the correct answers. As they are young learners, they will keep it in mind or catch the right answers instantly. As the oral feedback is instant and it does not take much, that’s why all the teachers prefer oral feedback compared to other feedback. All the teachers have also mentioned that for this reason the environment of the classroom and the activity of the lesson become more productive and engaging. This makes learners feel more comfortable in participating in different types of activities in the classroom.

4.2.2 Written feedback

Basically, written feedback refers to written comments on students’ homework, class work, tests, quizzes, short assignments and many more. All the teachers mentioned they give written feedback mostly on learners’ homework and exam papers so that they can see it later and work on accordingly. Written feedback is also helpful for the parents because they can notice it later and encourage their children not to make these mistakes again. Some Teachers also said that if they do not get enough time in the classroom they sometimes circle or highlight those mistakes with the red pen. So that learners understand that the answer is not correct. Moreover, one or two teachers also said that as the class time includes 30-40 minutes maximum and this is not enough for teachers and learners. That’s why teachers take those copies into their office room and then they check all

the copies, highlight the mistakes and write short notes on the students' wrong answers in their break time. They write short notes like “practicing more, write the paragraph or poem two or three times, memorize the word meaning properly, correct the spelling mistakes, practice it and write the words correctly, be attentive in the classroom, improve your handwriting, the letters are not written properly, and so on”. On the contrary, teachers also write “good, excellent, give smiley emoji, draw stars on students' copy to indicate that they are doing good”. As these written feedback and homework copies go to the students' house so they can check and read it later before the exams and work accordingly. Teachers also mentioned that the students who are not comfortable enough to talk with the teachers and in the classroom much and feel shy, written feedback works better for themselves. They can check it later or can see it after reaching their home. Written feedback helps students to understand their mistakes, their levels, where they are making mistakes and where they need to improve. These help them to grow their confidence and do well in their academic career.

4.2.3 Nonverbal feedback

Nonverbal feedback is feedback which is given without words or comments. Teachers mentioned that students like nonverbal feedback and nonverbal communication best compared to other feedback. Teachers say learners find nonverbal feedback catchier and more attractive because they are receiving it instantly with the teacher's reaction. One of the teachers mentioned that when learners give correct answer teacher use nonverbal feedback by showing thumbs up, or doing smiley face for the answers, clap with the whole class for that student, use sign language to keep quiet in the classroom, give different facial expressions so that they can learners understand that teachers are impressed and happy with the answers, and also understand teachers are not satisfied with answers. One of the teachers explained that she used trees to teach learners about the human body parts. First, she explained the parts of the tree and then compared it with the human body.

Such as roots compared to legs, trunks compared to body parts, branches compared to arms of the human body, leaves compared to fingers and the top of the tree indicates the head of the human body. Teachers first explained it in the class with some good examples and in the next class she again showed the picture and asked students to identify and say the name of the tree part and then connect it to the human body. So, when the teacher asks questions, by indicating the different parts of the tree and asking them to answer. So, when students were replying teachers were nodding, smiling and showing thumbs up for the right answer. Teachers said that first this example and using the picture of a tree was a little bit tough, but when she taught the learners and when learners understood this, they found it more interesting and interactive. That's why learners were able to give correct answers in the next class. So nonverbal feedback also helps students to understand better with physical expressions. Nonverbal feedback also helps teachers to make the class engaging, can provide attention individually, helps them to manage the class time properly and give feedback effectively for each of the students.

4.2.4 Positive and negative feedback

All the teachers mentioned that they use positive, corrective and constructive feedback all the time. They do not use negative feedback, negative comments and never give negative expressions to the students. Rather, teachers added that they behave more politely and friendly so that learners can improve and do not lose their interest in learning after receiving negative feedback. One of the teachers mentioned that while they see poor performance of a learner they never insult and never provide negative feedback to those learners they encourage them and provide some constructive comments and tell them to pay more attention in this part or practice it continuously. They sometimes also talk to the parents and tell them to take care of this specific subject or topic in a friendly manner. They never say negative words or comments in front of the class, rather they

encourage them to study attentively. Teachers start to take special care of their students so that they find learning interesting and engaging and never feel pressured. On the contrary, positive feedback helps students to pay more attention to their studies when they receive positive comments from their teachers. Positive comments include “you are doing great, mashaallah, wow, very nice, excellent performance”, get good marks in the exams and class tests. Teachers told that when a learner sees that she or he is doing well in exams among all the students. This motivates them to do better in the next exam. One of the teachers said that sometimes students don’t like receiving feedback continuously and daily. Some students don’t like constructive feedback and they feel that teachers don’t like them or they become frustrated after hearing feedback constantly. But positive and constructive feedback is very important because here learners know about their mistakes and try to improve their learning process.

4.2.5 Individual feedback or group feedback

Individual feedback basically refers to that feedback which is given to one student personally. And group feedback refers to giving feedback in the number of students or to the whole class. Some of the teachers agree with giving feedback in groups or in the whole class because it reduces the issues of time. Teachers prefer individual feedback when they find and categorize those students for private talking. Sometimes some weak students need individual feedback so that they can improve their performance after receiving one to one feedback. Sometimes teachers do not give individual feedback in front of every student because sometimes students feel shy and ashamed when they receive feedback on their mistakes. One of the teachers said that sometimes they call their students' parents individually and talk about the learners' performance. But they said that they maintain a very friendly and supportive environment when they talk about learners' mistakes. It helps both teachers and students in their academic career. Because Teachers said that when we see

that students are doing well, we feel happy that our feedback and our instructions worked. Teachers also mentioned that different teachers prefer different types of feedback. Some prefer to give feedback to the whole class or groups if the mistake is the same. Some teachers prefer to give individual feedback in the classroom or some prefer to give individual feedback personally in their office room or outside the classroom. All of these circumstances are mentioned by the teachers. So, teachers who took part in the interview mentioned that they give and use different types of feedback according to learners' abilities, needs, wants, situations and classroom environment.

4.3 Use of different feedback strategies in the classroom

From the interviews it has been shown that teachers use various kinds of feedback strategies for different kinds of students. Feedback strategies change according to learners' performance, their abilities, their knowledge and many more. Here teachers mention how teachers give feedback, when they give feedback or they feel the need for giving feedback, why they are using this feedback strategies and why they are not using other strategies, and lastly in what way they are using those strategies in their teaching methods.

4.3.1 Give feedback instantly or later

Most of the teachers agreed that students should receive instant feedback from their teachers while one teacher opposed this approach. She said that “if I give feedback middle of the moment or middle of the activities then learners will get interrupted and distracted”. They will not be able to pay full attention instantly. So, I prefer to give feedback after the activities, and I feel that it will help them to remember their mistakes effectively. If I give feedback during the activities then they will just correct themselves on that time and will not be remembered later. The student will just

correct him or her mistakes and then again start their activities. But if I provide feedback later, I mean after the activities then they will be able to give proper attention and will take some notes. That's why I prefer to give feedback after the activities or lessons." While most of the teachers prefer to give feedback instantly they feel that if they correct learners' mistakes instantly then they will not make those mistakes again. Instant feedback is helpful if the activities are on speaking or reading but if the activities are about writing then the delayed feedback is helpful most of the teachers mentioned. Instant feedback helps students to improve their pronunciation and grammar mistakes or sentence formation. This also keeps learners engaging and more attentive because here learners correct their mistakes, besides, they are completing their tasks. It makes them become an effective multi-tasker. On the other hand, delayed feedback helped students to learn their mistakes in a relaxed way some teachers mentioned. However, they support instant or immediate feedback because they feel that immediate feedback helps students to grow their confidence level and correct their mistakes instantly which helps them to improve their performance quickly.

4.3.2. Feedback strategies for weak and strong learners

Teachers said that different teachers prefer different types of strategies according to learners' needs. They said that in the classroom there are different levels of students. So, the students who are weak receive very simple, easy, clear, organized and repeatable instructions and feedback on their mistakes. On the other hand, students who attend strongly and actively receive detailed, comprehensive and creative feedback. They receive various kinds of examples according to their needs. So that they can do better in their academic career. But weak students prefer to make simple explanations regarding their mistakes. One teacher said that average students do not get detailed feedback, they get general feedback on their performance. Teachers mentioned that they have to always be prepared to deal with both kinds of students. They have to apply different strategies

according to learners' learning level and their needs. Different types of strategies help learners to meet their all needs and goals. This helps learners to do better in their academic life. One of the teachers stated that if the feedback is not appropriate then the learning of a learner will not happen properly. So, the teachers must be aware of these issues, and we must find out which students need this strategy, or which students do not need this strategy in what way they will find these strategies more effective and interactive. But more detailed, more specific and easier feedback is received by the two kinds of students, such as weak and strong students. These strategies help learners to meet their individual needs, goals and expectations.

4.3.3 Supportive and motivational feedback strategies for learners

Supportive, friendly, encouraging, engaging and respectful feedback strategies in the primary classroom play a vital role in students' learning. All the teachers stated that they never give negative or harsh criticism on learners' work, rather they give polite and gentle feedback on learners' work even if the mistakes are major. They added that if the learners make any mistakes, we first encourage them to identify their mistakes by themselves. If they don't find out, we help to say or read the correct answers. We try to give more attention to all those students and do our best to improve their performance by giving simple and easy feedback. This makes the classroom environment more enjoyable, friendly and learners will learn better in this environment. They said that this helps learners to ask us questions without any hesitation and fear. Learners also take part in all kinds of activities in the classroom without fear and anxiety. On the other hand, students who take part in different types of class activities and do well teachers praise themselves by saying "very good, you gave the correct answers", "mashaallah, you did it", "wow, excellent performance", "everyone please make a clap for her or him" and so on. These positive comments encourage learners to participate more in class activities. They do well in the exams when they

perform well and receive compliments from their teachers and classmates. Young learners also seem more engaged when they receive gestures, facial expressions, eye contact and so on, teachers reported. Using positive gestures in the classroom makes the lesson and learning more attractive to the students. Learners also feel motivated when they receive positive comments and compliments from their teacher.

4.3.4 Peer and group feedback strategies

Peer feedback and group feedback strategies play an important role in the classroom at the primary level. Teachers said that they have observed that peer feedback and group feedback strategies are very effective in the classroom. Because here learners can give feedback to each other and they can learn from each other. This allows learners to build their confidence and grow their communication skills. Moreover, teachers added that this strategy helps to make a good relationship between strong and weak students. As group activities are combined work so here weak and strong learners work together. It creates a balance and makes the learning environment more enjoyable. Learners who feel shy to ask questions to the teachers can ask their questions to their classmates without hesitation. However, teachers said that “we have to first prepare our learners on how they will do the peer task and feedback so that nobody feels uncomfortable and work should be divided individually. For example the activities should not be done by the strong students, weak students should have to participate in the activities. They should give feedback to each other and share their thoughts with each other. Peer and group feedback also reduces the time issues and teachers can give full attention to every student and provide proper feedback on learners' activities. This will help learners to make a good relationship with each other.

4.3.5 Feedback strategy for before and after the exams

Teachers stated that they provide feedback on learners' individual work and mistakes so that they can do well in the exams. But some teachers mentioned that they give detailed feedback on learners' spelling mistakes, sentence structure and grammar mistakes before their final exams. But when they find mistakes in class work, they give feedback after the exam after seeing their performance. But they give general feedback and general comments on their final results such as “do better in the next class or next exams”. Teachers said that when they give in detailed feedback on learners' work those learners make good results in the exams. Sometimes teachers give feedback on important tasks which will come to the exam but they said that it hampers learners' creative knowledge. Mostly they use this strategy with the weak students. These before and after feedback on exams and quizzes matters a lot because learners' performance depends on teachers' feedback.

4.4 Challenges faced by the teachers

While giving feedback and using different feedback strategies teachers face so many challenges and difficulties. It happens because each student has different strengths and weaknesses. So teachers have to use feedback strategies according to learners' needs and must provide detailed feedback to strong learners.

4.4.1 Large classrooms and time limitations

Teachers mentioned that in our country, in primary school, there are so many students who are occupied in a large classroom. That's why it makes situations difficult for a teacher because it becomes impossible to give feedback individually. And most of the class times include 30-40 minutes sometimes and some schools have less than 30 minutes class times at the primary level.

So here teachers mentioned that they have to check learners' diaries, their homework copies, class work copies and they have to teach within a short period of time. So, it becomes very difficult and challenging for the teachers to provide feedback, use different strategies for each learner and many more in one class within a short period of time. In this case, most of the teachers prefer to give group feedback or feedback for the whole class. However, if they find that learners need individual feedback, they call the students personally in their office and sometimes call their parents to come to the school and give feedback about their children in a friendly manner. Moreover, in many schools' teachers added that there are not enough resources which create difficulties that they can provide effective feedback to each student. This helps them to improve their mistakes and do better in their academic results. Nadia (teacher 5) stated that the institution where "I am currently teaching has a large classroom with many students. That's why it becomes very difficult to me to give feedback on each learner's mistakes and performance". She also added that if the institution has the availability of using mike in the classroom, then it will be very helpful for the teachers. Because the classroom is big, students who sit in the last bench may not hear the teacher's voice clearly. So, if there is this type of facility then it will be very helpful for both teachers and students.

4.4.2 Varying needs and levels of the learners

All the teachers mentioned that they have to prepare themselves to deal with all types of learners. Because each learner has their own needs, levels and expectations. Teachers mentioned that students do not pay full attention when they are giving feedback based on their feedback, they seem absent minded. For this reason, teachers have to provide feedback constantly but sometimes it does not work. Students cannot do well in the exams because of their lack of attention. Teachers try hard to make learners perform better but they fail. Sometimes some students seem irritated and distracted when teachers say this is wrong, this is not right. They do not like any negative words

or comments from their teachers. One of the teachers stated this. For this reason, teachers suffer a lot to deal with these students because all the teachers want how their students do better in their academic career. Sometimes learners must give repeated feedback to their learners, but it did not work. One of the teachers also stated that students who did well in the class activities and exams teachers praise those students and the students who do not do well in the exam do not receive positive feedback. For this reason, those students thought that teacher liked that student. That's why she praised her students. One of the teachers said this. So, find out learners' mistakes and then give feedback according to their needs and sometimes that feedback does not work best for the learners because they don't understand that feedback properly. This creates a very challenging situation for teachers.

4.4.3 Lack of training and resources

Teachers mentioned that there is not enough training on feedback in our country at the primary level. Moreover, there is no specific training held on feedback in our country. So, lack of training makes it difficult for the teachers to know more about the importance and effectiveness of feedback. Teachers said that if institutions can provide enough training on feedback, then learning will happen more effectively in the classroom. Teachers also mentioned that there are not enough resources like Mike, projectors and so on. So, it becomes difficult for teachers to address their concerns to each student including students who sit behind. In the interview, all the teachers reported that they will benefit if the authorities take the initiative to provide more training on feedback.

4.5 Teachers overview on effective feedback

In learning, feedback plays an important role. Proper and effective feedback works best for the learners. Learners' performance mostly depends on teachers' feedback. That's why teachers have to give feedback very carefully and specifically. They should differentiate students' needs and should provide feedback accordingly. From the interviews, all the teachers mentioned that learners' performance mostly depends on teachers' effective feedback. But every teacher has their own feedback styles and preferences. So, they choose what types of feedback and what strategies they will follow for their learners. One teacher shared that one of her students likes craft work and likes to make different things. She made a card for her as her students got very good results in her exams. That's why she gave her a card. This motivates learners to learn more attentively and always try to improve their performance. Another teacher also shared that when a student performed better, she gifted chocolate to that student. This helps learners to pay attention more and do well in the exams or classroom activities. Students feel that if we do well in the exams or class activities teachers will be pleased and will praise us or give us gifts in front of everyone. These techniques enable learners to learn everything more sincerely. Most of the Teachers think that immediate feedback works best for the learners because they can know their mistakes instantly. But sometimes they need written feedback so that they can check the feedback later, for example before the exam day. As all the teachers give feedback on small things or any difficulties learners face in their learning, they feel that all the students will do better in the exams. They can speak in English with their classmates and teachers correctly, they don't have any issues with pronunciation and spelling. They do not make more mistakes on grammar. And they can successfully learn English without having any difficulty.

Chapter 5

Discussion

This chapter discusses the findings of the study in relation to existing literature and relevant theoretical perspectives on types of feedback and feedback-giving strategies used by teachers based on learners' strengths and weaknesses. The purpose of this discussion is to explain how teachers understand feedback, their views about feedback, and the challenges they face while giving feedback to their learners. By comparing the study's findings with previous research, this chapter identifies both similarities and differences. It also highlights how different types of feedback and feedback strategies are used by primary school English teachers in response to classroom realities and assessment demands.

5.1 Teachers' perceptions on feedback

The findings talked about how teachers believe learners' better performance and better learning depends on teachers' effective feedback. That's why they value feedback more than anything. So, learners' learning, their level and their understanding all depend on teachers' feedback. Without feedback learners will not be able to know where they are making mistakes and where they need to improve. Feedback is a way where learners can know their mistakes, their errors and then work on it accordingly (Shute, 2019). Learners' good results mostly depend on teachers' feedback and learners' effort on where they need to work. Teachers added that feedback should be given from the learners' early stage. Because it helps learners to build their foundation strongly from the beginning of their learning process Li and Wang (2021). Teachers mentioned that feedback should

not be in general, rather feedback should be given effectively and constructively (Alhassan, 2022). Teachers understand that feedback should be given on all mistakes, not just the important ones. They view feedback to know more about learners' knowledge and their skills. Feedback is a key to a learner's foundational learning process. If learners do not receive proper and accurate feedback, then they will never improve their level. They will carry it in the long run. For example, if a learner does not know the proper pronunciation of a word, she or he will never change it in future. She or he will carry it in the future. On the other hand, if learners do not know the correct use of grammar rules and don't know the proper sentence structure they will suffer in the future. Because if they cannot create a basic in their early stages then they must carry these mistakes in their whole academic life. So, receiving small feedback on small things is very important in the beginning of learners' learning career. They will never feel troubled using English language in front of everyone. Moreover, they can confidently and effectively express their feelings in English and communicate with friendly people without any hesitation. Teachers feel that in a classroom learning happens when learners find learning more engaging and interactive. If learners do not receive any kind of feedback, then learning will become monotonous to them. In the context of primary education, teachers feel that without feedback learners and teachers do not build any relationships with themselves. Teaching styles become traditional and teachers centered. So, feedback also plays a role in building a strong relationship with teachers. In learning, teachers and students should be cooperative with each other.

5.2 Importance of using different types of feedback and feedback strategies

From the findings, this study showed that types of feedback and feedback strategies vary from learners needs, abilities and skills. Not all students will be provided with the same types of feedback and will not receive the same types of strategies. In the findings it has been discussed that there are three types of students, and these are weak students, average students and strong students. All these students will not receive the same types of feedback and strategies. For example, students who are weak will ask their teachers to give simple, easy and clear feedback on their mistakes. On the contrary, learners who are strong enough will receive more detailed feedback, they will be provided with different types of examples and critical thinking questions. It helps them to enrich their creative knowledge and do better in future (Saito & Akiyama, 2021). Then comes to average students, here learners receive general feedback on their work. They never provide simple feedback or critical feedback; they just receive general and constructive feedback on their mistakes.

Most of the teachers use all types of feedback such as verbal feedback, nonverbal feedback, written feedback, individual, peer and group feedback, positive and negative feedback. But in the primary level teachers mostly prefer oral feedback because it is a very quick and effective feedback for younger learners. This also helps teachers to create a very engaging environment in class and oral feedback works instantly and learning is able to know their mistakes and correct it instantly Lee and Evans (2022). Written feedback is also important but it mainly depends on the situation of the classroom and learners' performance. If teachers get enough time in the classroom, they prefer to give written feedback though it is time consuming. However written feedback sometimes works

better because here learners can see it later and work on it accordingly (Alqarni 2020). Then comes to nonverbal feedback, nonverbal feedback works better for the young learners. Because they seem more attentive when they see gestures, facial expressions, eye contact and many more done by the teachers. Sometimes teachers use two types of feedback at a time like she is giving positive reactions while saying “yes, yes you are right”, this makes the classroom more productive because here learners see the reaction and listen to teachers' positive words. This strategy makes the learning happen very quickly (Nguyen & Boers, 2023). Positive and corrective feedback helps learners to be more confident and motivated. Teachers prefer to correct learners' mistakes politely and friendly so that they pay more attention to their studies and work harder to improve their performance. Positive feedback builds a good relationship between teachers and learners because learners never like to receive negative comments or criticism on their mistakes. Teachers understand this and try to give constructive feedback on their mistakes rather than criticizing or using harsh words towards them. This makes learners who did not do well in the exams but receiving polite and constructive feedback helps them to work hard and improve their performance (Okafor & Okoye 2021). It helps students to be more confident and can share their problems with the teachers freely. Teachers mentioned that positive, friendly, respectful and supportive feedback works best for the students and they feel motivated and encouraged to do well in the exams. Lastly, peer feedback, individual feedback and group feedback all of these feedback works best in different situations. But teachers prefer mostly the group feedback or the feedback for the whole class. Teachers prefer these feedback strategies because in the primary level the duration of class timings is very limited so they cannot give individual feedback even if they want to. If learners make the common error, then teachers prefer to give feedback within the whole class. However, teachers give individual feedback when necessary. Sometimes they give individual feedback

outside of the classroom because it involves personal interaction and guidance between them. Zhang (2020) stated that if teachers do balance between individual feedback and group feedback then learning will happen more effectively. Because learners from different backgrounds and levels understand better with the combination of both types of feedback.

Teachers' feedback strategies change according to learners' needs and abilities. Teachers use different types of strategies for the weak and strong students which is already described in the findings. Teachers always meet learners' needs and want to use different types of strategies which helps learners to cut a good figure in exams, and they will be benefited in the academic career (Saito & Akiyama, 2021). In Bangladesh, at the primary level teachers have to give more attention to learners' pronunciation mistakes, vocabulary mistakes and grammatical errors because our education system mostly emphasizes learners' academic grades and results. For this reason, teachers do not provide proper attention to learners' speaking and listening abilities as well as reading and writing styles (Alhassan, 2022). For this reason, in our country students from Bangla medium school suffer a lot to use English confidently and fluently.

5.3 Challenges in giving feedback

Teachers face so many challenges when they deal with different types of students. Most of the challenges they face are because of the short period of class time with large numbers of students. For this reason, teachers mentioned that they are not able to give individual feedback all the time, rather they must provide group feedback. Because of the time issues, teachers are not always able to use formative assessments and feedback in the classroom Hakim (2024). As our education system mostly relies on learners' performance, teachers must prepare learners for the exams by giving important feedback rather than in detailed feedback for all students (Hasan,2023).

Moreover, they have pressure from the institutions that they must complete the syllabus before the exam's teachers mentioned in the interview. It creates a very challenging atmosphere for teachers because here teachers must teach learners, provide feedback according to learners' needs and levels as well as individual and group feedback. Furthermore, the lack of training and resources makes giving feedback more difficult. Teachers mentioned that if they are provided with specific feedback related training then they will provide feedback to their students more effectively. If they are provided with how they have given meaningful and useful feedback, how they must behave professionally and provide feedback more creatively and uniquely. However, Bangladesh is not only the sufferer of this issue many teachers all over the world go through with this issue. Many researchers identified that teachers should know how to give proper, appropriate and constructive feedback. This should not be automated or discovered by the teachers. It should be given by the institution so that everyone can know and use those strategies accordingly. For this reason, teachers need proper feedback so that they can teach and provide feedback to their students effectively (Carless & Boud, 2019; Carless, 2021).

5.4 Synthesis of Findings

The findings of this study depicts that primary schools' English teachers use different types of feedback strategies according to their learners' needs. First, they identify the level and performance of the learners and then provide feedback according to learners' abilities and performance. In some situations, teachers prefer to use oral feedback or sometimes they use written or nonverbal feedback, peer feedback or group feedback or individual feedback and many more. However, all the teachers agreed with oral feedback because it works immediately and here learning happens very quickly and effectively. On the other hand, teachers have to follow and obey the instructions

rules. These rules include teachers having to pay more attention to learners' spelling, pronunciation and grammar mistakes because learners have to pass and must do better in their academic results. That's why teachers cannot give proper attention to learners' speaking and listening skills. Teachers also face so many challenges while giving feedback to learners using different strategies according to learners' needs. They also face difficulties with the time and classroom size issues. In the primary level the classrooms are occupied with a large number of students so providing feedback to each learner becomes difficult for the teachers. Lastly, teachers understand that feedback is very important for every learner but size of class, shortage of time, lack of training and lack of resources affect their feedback strategies.

Chapter 6

Conclusion

This chapter aims to discuss the implications and recommendations for teachers' feedback giving strategies in English language assessment. The study aimed to fill the gaps in how primary school English teachers provide feedback to their students, the types of feedback strategies they use in their teaching methods and the challenges they face while giving feedback to their students in urban classrooms in Bangladesh.

The study shows that teachers' perceptions on feedback in students learning is immense as they can use it in many ways to improve learners' performance but limitation of time, lack of teachers training and resources, and large classroom size make it difficult.

6.1 Contributions of the study

6.1.1 Implications for Knowledge

The research focuses on the limited studies on feedback giving strategies in primary school English classrooms in Dhaka. By exploring teachers' experiences on feedback giving strategies, the study highlights how teachers' feedback giving strategies affect students' learning, their participation in class, and their language development skills. The findings depict that effective and constructive feedback helps learners to improve their learning skills in speaking, writing, reading and listening. Teachers also addressed that providing effective, specific and constructive feedback assists learners to understand their mistakes and identify their weak performance. But teachers' feedback helps them to improve their performance, they learn the correct forms or where they make mistakes and help themselves to improve their learning. After following these steps, they become more confident in using English. Moreover, teachers have different feedback strategies such as verbal feedback, corrective feedback, nonverbal feedback, written feedback and so on. These types of feedback make the classroom more interactive and engaging. This study also shows the knowledge of teachers about classroom assessment practices by providing practical examples of how the feedback strategies are implemented in urban primary school settings and how they influence students' learning outcomes.

6.1.2 Implications for Pedagogy

The findings suggest several practical feedback strategies that should be implemented in their teaching styles at the primary level. Teachers can use diverse feedback strategies in the classroom. Teachers can use a variety of feedback strategies or a combination of feedback strategies. Such as

they can use written feedback, oral feedback, nonverbal feedback and so on. These types of feedback support students to meet their different learning needs. For example, nonverbal feedback like gestures, smiles or facial expressions, nods can create active learning environments, can encourage learners' participation as well as it also takes less time. While giving written feedback on learners' exam scripts or assignments helps learners to clarify and understand their mistakes properly. They can also see it later and can work accordingly. Teachers should give clear, direct and precise feedback to their learners. It helps students to understand where they make mistakes and where they need improvement. It encourages students to learn from their mistakes and develop their essential skills as well as their language skills. Moreover, encouraging interactive and engaging feedback methods such as peer feedback or group discussions help students to work and learn collaboratively and effectively. It motivates learners to participate more actively in the classroom activities. Teachers should receive proper training on effective feedback strategies so that they can improve and enhance their assessment practices. Teachers who have familiarity with different feedback methods can respond appropriately and accurately to their students. Because every student has different learning needs and different abilities. So, using different feedback strategies and methods in teaching helps students to develop their learning skills.

6.2 Recommendations

Based on the study's findings, the researcher would like to share some recommendations.

1. Teachers should use multiple feedback strategies in the classroom to meet learners' different learning needs so that they can provide both corrective, constructive feedback and proper guidance and encouragement.

2. Teachers should be given proper training or workshops to improve their knowledge on feedback, giving strategies and classroom assessment practices so that they can meet learners' all learning needs.
3. Teachers should notice the impact of their feedback giving strategies regularly and adjust accordingly. Because their strategies ensure learners' understanding and learners become benefited after receiving precise feedback.
4. Feedback should help learners to learn by themselves and improve their own skills rather than depending only on teachers' guidance and advice.
5. Encouraging learners on peer and group feedback helps them to grow together, work together, develop their creative skills, as well as develop their communication skills.

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Appendix A: Consent letter for interview session with teachers

My name is Sajnin Alam Payel, and I am conducting research titled “Teachers’ Feedback-Giving Strategies in English Language Assessment in Urban Primary Schools in Bangladesh”. I invite you to participate in an interview to share your insights on the effect of teachers’ feedback giving strategies at the primary level.

Participation Details:

Purpose: To know teachers' views regarding the use of different types of feedback and feedback strategies in primary level English Language Teaching.

Length: The interview would take about 30- 40 minutes maximum.

Confidentiality: Your answers will be treated confidentially for academic purposes.

Voluntary Consent: Participation is voluntary, and you may leave at any point without any implication.

If you agree to participate, please fill in the consent statement below. You can reach out to me anytime at sajnin.alam.payel@g.bracu.ac.bd with any questions.

Thank you for considering this opportunity to contribute to important research!

Sincerely,

Sajnin Alam Payel

I have read the information above and agree to participate in the interview.

Teacher’s Name:

Signature:

Date:

Appendix B: Interview question

Research questions

(RQ1): How do primary school English teachers provide feedback during their classroom assessment practices?

(RQ2): What types of feedback strategies do primary school English teachers frequently use or apply in classroom assessment?

(RQ3): What challenges do teachers face while giving feedback?

Interview Questionnaire

Interview questionnaire

Interview questions	Background Info	RQ1	RQ2	RQ3
1. How many years have you been teaching English at the primary level?	✓			
2.What grades or age groups do you currently teach?	✓			
3.What academic or professional qualifications do you have related to English teaching?	✓			
4.Have you received any training specifically on giving feedback to students?	✓			

5.How do you understand the role of feedback in classroom assessment in English teaching?"	✓			
6.Can you describe how you usually give feedback to students during English classes?		✓		
7.When do you usually give feedback during the lesson, after an activity, or after checking students' work?		✓		
8.How do you give feedback when students answer questions orally in class?		✓		
9. How do you give feedback on students' written work, such as classwork or homework?		✓		
10.Do you give feedback to students individually, in groups, or to the whole class? Why?		✓		
11. Can you share an example of a recent situation where you gave feedback during an English lesson?		✓		
12. Do you usually give spoken feedback to students? If yes, how do you do it?			✓	
13. In what situations do you prefer oral feedback instead of written feedback?			✓	
14.Do you give written feedback on students' work? What kind of written comments do you usually give?			✓	
15.How do you praise students when they give correct answers?			✓	
16. What do you usually do when a student makes a mistake in English?			✓	
17.Do you give feedback during learning activities to help students improve?			✓	
18.Do you give feedback after tests or			✓	

exams? How is it different?				
19. When a student makes a mistake, do you correct it directly or indirectly? Why?			✓	
20. Do you sometimes repeat the correct sentence instead of saying “this is wrong”? Can you explain?			✓	
21. Do you give feedback immediately or later?			✓	
22. Which one do you think works better for your students?			✓	
23. Do you correct all mistakes or only important ones? Why?			✓	
24. Do you give hints or ask guiding questions instead of giving the full answer?			✓	
25. Do you use gestures, facial expressions, or body language to give feedback?			✓	
26. Can you describe how you give feedback to your students without using words, like through gestures or expressions?			✓	
27. Do you give different feedback to weak and strong students?			✓	
28. How do you change your feedback based on students’ ability?			✓	
29. What difficulties do you face when giving feedback in English classes?				✓
30. Does large class sizes make it difficult to give proper feedback? How?				✓
31. Do time limits affect how much feedback you can give?				✓
32. Do students always understand the feedback you give? Why or why not?				✓

33.Do you feel you need more training on feedback and assessment?				✓
34.What kind of support would help you give better feedback?				✓
35. Is there anything else you would like to share about giving feedback in English classes?				✓

Appendix C: Sample of interview transcript (translated)

Participants	Questions and Answers
I	How many years have you been teaching English at the primary level?
Teacher	I have been teaching English at the primary level for 6–7 years.
I	What grades or age groups do you currently teach?
Teacher	I'm currently teaching Class 3 and Class 5.
I	What academic or professional qualifications do you have related to English teaching?
Teacher	I completed my Honours and Master's degree in English from a private university.

I	Have you received any training specifically on giving feedback to students?
Teacher	I received a lot of training, but I didn't receive any training on feedback.
I	How do you understand the role of feedback in classroom assessment in English teaching?"
Teacher	I think that feedback is very important because it helps learners to identify their levels, their understanding, their strengths, and weaknesses. So, effective feedback helps them perform better. Feedback measures learners' level of understanding, and teachers use strategies accordingly.
I	When do you usually give feedback during the lesson, after an activity, or after checking students' work?
Teacher	Ahh, it basically depends on the situation. Sometimes I give feedback during activities, and sometimes I give feedback later.
I	How do you give feedback when students answer questions orally in class?
Teacher	Ummm, when learners give answers orally, I prefer to give oral comments as feedback to their answers.

I	How do you give feedback on students' written work, such as classwork or homework?
Teacher	I give written feedback where it is needed. I write things like: be more attentive in class, rewrite it correctly, maintain the margins, write the alphabet properly, and keep handwriting neat and clean.
I	Do you give feedback to students individually, in groups, or to the whole class? Why?
Teacher	Umm, it totally depends on the situation and learners' needs. If a student needs individual feedback, then I give individual feedback. If errors are similar across the class, then I prefer to give group feedback or whole-class feedback.
I	Can you share an example of a recent situation where you gave feedback during an English lesson?
Teacher	Umm, yesterday I provided a group activity in the classroom and asked them to form groups and solve it. Learners worked accordingly. I was watching and walking around the classroom, and I found one group struggling with a question. Then I guided them during the lesson or activity.
I	Do you usually give spoken feedback to students? If yes, how do you do it?
Teacher	Yes, I usually prefer to give oral feedback because it does not take much time and it works instantly.

I	In what situations do you prefer oral feedback instead of written feedback?
Teacher	As the class time is limited, it becomes difficult to provide written or individual feedback, that's why I find oral feedback more useful and helpful.
I	Do you give written feedback on students' work? What kind of written comments do you usually give?
Teacher	Yes, I provide written feedback as I mentioned earlier. I give it where needed, like writing: be more attentive in class, rewrite it correctly, maintain the margins, write the alphabet properly, and keep handwriting neat and clean.
I	How do you praise students when they give correct answers?
Teacher	I say mashaallah, you did great, wow, very nice, excellent and show a smiley face to them. I also ask the class to clap for that student.
I	What do you usually do when a student makes a mistake in English?
Teacher	Ahh, I take extra care with that student. I give individual and constructive feedback, rather than harsh comments. I first tell the correct answer and then ask the student to read it carefully and learn it, because I believe learners learn from mistakes.

I	Do you give feedback during learning activities to help students improve?
Teacher	Yes, I give feedback during activities, wherever it is needed.
I	Do you give feedback after tests or exams? How is it different?
Teacher	I give feedback on learners' class tests, half-yearly results, and final exams. For exams, they receive general comments or feedback.
I	When a student makes a mistake, do you correct it directly or indirectly? Why?
Teacher	First, I encourage students to recall the correct answers. If they don't, then I tell them the correct answers, but I never give direct answers immediately.
I	Do you give feedback immediately or later?
Teacher	Yes, I prefer instant feedback because it helps learners recognize their mistakes immediately and work on them. In this way, learners can improve their performance.
I	Which one do you think works better for your students?

Teacher	I think immediate feedback works best because learners know their mistakes instantly and can start improving.
I	Do you correct all mistakes or only important ones? Why?
Teacher	If I get enough time in the classroom, I provide feedback on all mistakes, but as time is limited, I focus on the most important ones.
I	Do you give hints or ask guiding questions instead of giving the full answer?
Teacher	Yes, I give hints or clues so learners can remember and provide answers correctly rather than giving direct answers.
I	Do you use gestures, facial expressions, or body language to give feedback?
Teacher	Yes, I use gestures, and it seems very attractive in the primary classroom because young learners are active when they receive feedback through expressions and without words.
I	Can you describe how you give feedback to your students without using words, like through gestures or expressions?
Teacher	Ahhh... umm... like I clap when learners give correct answers, sometimes I smile at a good performance, sometimes I nod to show they are right. I also use eye

	contact if students are not paying attention or are gossiping.
I	Do you give different feedback to weak and strong students?
Teacher	Yes, of course. For weak and strong students, feedback is not always the same. That's why I give different types of feedback and use different strategies so they can understand their mistakes clearly. Feedback strategies mostly depend on learners' needs and wants.
I	What difficulties do you face when giving feedback in English classes?
Teacher	Sometimes students do not like to get feedback regularly. Some students seem rude and don't listen carefully. In those cases, I need to give continuous feedback, but it doesn't always work. They seem absent-minded and don't take feedback seriously.
I	Does large class sizes make it difficult to give proper feedback? How?
Teacher	Yes, it creates a great impact on giving proper feedback because in large classrooms, there are many students, making it difficult to provide individual feedback.

I	Do time limits affect how much feedback you can give?
Teacher	Yes, time limitations hamper our feedback process. Sometimes we cannot give full attention or proper feedback to all students equally.
I	Do students always understand the feedback you give? Why or why not?
Teacher	Yes, learners understand my feedback. I realized this after seeing their improved performance in studies after taking my feedback.
I	Do you feel you need more training on feedback and assessment?
Teacher	Yes, I feel that if institutions provide training on feedback, teachers can give more effective and focused feedback to students.
I	What kind of support would help you give better feedback?
Teacher	Umm, I think... ahhh... I covered everything in previous questions. I feel that changes in assessment styles, training on feedback, class time, and classroom size all affect feedback practices.
I	Is there anything else you would like to share about giving feedback in English classes?
Teacher	Umm, I think in learners' learning, feedback is very important, but it should be effective. Teachers should not give random feedback; rather, they should provide constructive feedback. Sometimes, teachers can grab students' attention by giving

	small rewards, like chocolates.
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Appendix D: Sample email for member checking

