

Students' perceptions on teachers' feedback

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Abstract

Feedback is prescribed information given to the targeted learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Similarly, it redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

The purpose of this study is to describe 'Students' Perceptions on Teachers' Feedback' on Homework' aimed at analyzing students' perceptions towards their teachers' written and oral feedbacks and exploring the feedback techniques used by teachers in class eight. This study was carried out using both the primary and secondary sources of data. For primary data, sixty students were randomly selected from four schools of Chitwan District. I used both the closed and open-ended questions to elicit the required data. It was found that the students would like to get positive feedback for homework from their teachers. Majority of the students' perceived teachers' feedback on homework is extremely helpful to improve their performance in classrooms. The study also discovered that the general feedback techniques the teacher used in the classrooms were teacher correction, peer correction and self correction. The findings, conclusions and recommendations were made after the analysis of the data.

Keywords: Homework, Feedback, Oral Feedback and Written Feedback.

Introduction

Homework is a set of tasks assigned to students by their teachers to be done outside the classroom. It is a cost-effective instructional technique and can have positive effects on achievement and character development and can serve as a vital link between the school and family. In other words, it is defined as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper, 1989). Homework should have different purposes at different classes. For lower classes, it should foster positive attitude, habits, and character traits. For higher classes, it should facilitate knowledge acquisition in specific topics. It should be required at all classes for a mixture of mandatory task. Therefore, it must be appropriate match according to the students' level, age and environment. At the same

time, it increases students' participation in the learning process, personal development, enhancement their textual knowledge, effective implementation of homework policy, improved performance and sense of punishment if they don't do the homework.

Feedback is an essential part of the educational process and it cannot be achieved in a random manner. It comes to be understood by the students according to their individual learning objectives. It is a suggestion given to the learner to improve his/her performance. Feedback, in this regard, is any form of comments given by listener, reader or viewer for the improvement and betterment of the students' further output. Sometimes, giving feedback only is not enough; rather, the emphasis should be redirected on the objectives of the feedback; why, when, how it is given, what sort of impact it has created on the learners.

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

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

Similarly, Joshi (2017) has carried out a research on "Feedback Techniques Used by the Secondary Level Teachers in Developing Students' Writing Skill". The researcher found that the teachers' used different ways and techniques to provide positive feedback and negative feedback. However, the majority of teachers' were aware of providing negative feedback. He also found that written and oral feedback, reformulation, providing direct and clear instruction and others were most frequently used feedback technique whereas, coding system, pointing out errors, criticizing students, rewarding, student self-correction, hinting were the least used feedback techniques in teaching writing skill.

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

Richards and Schmidt (1985) define feedback as any information which provides a report in the result of behavior. So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. Feedback encompasses not only correcting students' mistakes but also offering them assessment to assess as to how well they have done during or after language production exercise. Without feedback, a student cannot know what he or she has

done either right or wrong. In this sense, Kepner (1991, p. 141) defines feedback in general as “any procedures used to inform a learner whether an instructional response is right or wrong.” The way teachers assess, and correct students depends on the kind of mistakes being made and the type of activity they are taking part in, for example, the oral work, the written work, major and minor mistakes etc. In this regard, feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Feedback is the information or statement of opinion about something, such as a new product, that provides an idea of whether it is successful or liked. Feedback can improve students’ confidence, self-awareness and enthusiasm for learning.

Harmer (2008) advises teachers to ask the students’ interest and try to set homework which is relevant to them; not only in terms of their interests but also what they are studying. In the context of Nepal, teachers used to give homework according to the exercise or lesson of the book as the homework, to write, read and memorize by thinking that giving homework is their job of teaching. This is the true fact that the teachers do not forget assigning homework, because they believe that if students do homework, they have learned well. Generally, the teachers do not think how they can make post homework productive. They rarely manage the class where the students correct their mistakes and learn from one another. The teachers have not been successful in providing their learners with opportunities to get students to correct each other’s homework in a supportive and cooperative way. Similarly, the teachers usually don’t give priority to provide proper feedback for the students’ homework, although if they give comments, compliments as a feedback, they only respect the right answers in the students’ homework. The students are happy if they don’t get homework or feedback from their teachers. They think getting homework is full of stressed work and getting feedback is a type of scold or insult for their personality. That is why; I wanted to investigate the perceptions of students’ towards homework and feedback. It hinders the students’ personal activities or helps develop their progress in learning.

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

Effective feedback technique as well as varieties in feedback help students learn correct forms of language easily and motivate them towards learning. The problem in Nepal in the field of teaching is that teachers are unknown about proper feedback techniques and they are less concerned with feedback. To them, it is the task of carrying the unnecessary burden, bothering and time consuming task.

Joshi (2012) states that teachers should use a variety of feedback techniques, only the limited set of techniques should not be used in teaching but even the teachers are less clear and aware of some feedback techniques. Similarly, Students are not much

motivated towards learning but if a teacher provides proper and appropriate feedback, they can be a good learner. Therefore, this study attempted to identify, types of feedback they were receiving, types of feedback they wanted to get.

Fauziah, Rustandi, & Rohayati (2022) examine students' perceptions on teacher's written feedback in teaching discursive writing to sophomore students and another explore the types of written feedback and students response on teacher's written feedback. In his research, findings revealed that teachers used direct written feedback only in the form of comments, questions, and suggestions that focused on content and form. Another finding was that the students got a positive perception of written feedback that motivated students in writing. In addition, the researcher also found that students followed up non-verbally on the teacher's written feedback. Therefore, in an educational perspective, written feedback could affect students' writing skills. Teachers are advised to apply written feedback as a strategy in teaching writing to improve students' writing.

Gattullo (2000) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are wrong. In language learning, corrective feedback is primarily concerned with accuracy. It aims to provide a judgment on the learners' performance. Evaluation feedback is related with the performance of the learners which is dominant in second and foreign language classrooms. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners advice on what to do to improve their performance. In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self-reliant.

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

helps clarify what good performance is, (goals, criteria, expected, standards).

facilitates the, development of self-assessment (reflection) in learning; when well organized, self-assessment can lead to significant improvement in learning, especially if integrated with staff feedback.

encourages teacher and peer dialogue around learning.

encourages students to persist and it is sometimes easier to accept critique from peers.

encourages positive motivational belief and self-esteem.

provides opportunities to close the gap between current and desired performance.

provides information to teachers that can be used to help shape teaching.

Importance of Homework

Every teacher assigns homework to help the students apply, review, and integrate everything that children usually study in the class. Homework develops study habits supporting learning, helps in memorizing of basic content, helps learners in developing skills in related subjects, deepens understanding of concepts in the taught area, makes learners ready for the next day, helps students to organize time and tasks. North and Pillay (2002) explored homework assignments in 88 Malaysian secondary schools in the English language classrooms. They highlighted that homework was

seen as an extension of classroom learning and it gave pupils the chance to consolidate classroom learning. Similarly, homework increased participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relations and as a form of punishment. Homework has always been associated with schools and it is part of students' and teachers' workload. The basic purposes of assigning homework to students are the same as schooling in general, i.e., to increase the knowledge and improve the abilities and skills of the student. Homework should be required at all classes, but a mixture of mandatory and voluntary homework is most beneficial. Some of the important points are listed below:

homework reinforces skills, concepts and information learned in class.

prepares students for upcoming class topics.

teaches students to work independently and develop self-discipline.

encourages students to take initiative and responsibility for completing a task.

allows parents to have an active role in their child's education and helps them to evaluate their child's progress.

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

This study is about to investigate the thoughts and perspectives of the students in the field of feedback on homework. Age, gender, attitude etc. are the major affecting factors to students' perception. Feedback is one of the key factors that influences teaching and learning. It motivates students and clearly shows us what is right and what is wrong or what to be practiced, implemented and what to be stopped. In this regard, this study focuses on the search for understanding how the teacher provides feedback on homework to the students' and how the students received the feedback as its effects. This study aims to find out the gap between student feedbacks to teachers. This study has rationale and importance to change and inform if it needs to.

Homework should be appropriate to students' level and feedback needs to be done according to the students' homework. The research focuses on the following research questions: What type of feedback do teachers provide? Are there positive aspects outweighing negative aspects towards learning?

Many of the students and teachers comment on feedback. Some of the students' complain about the teacher's feedback that they do bias or their feedback depends upon students. The teacher neglects students' progress on learning and doesn't provide appropriate feedback according to the homework. Here, I were get overall data from students' perspectives. I was finding students' thoughts, wants, expectations and others. Similarly I was exploring what they are doing to get feedback for their learning. In this way the findings of this study will be useful to researchers, teachers, students, parents and to all those who are interested in second language teaching and learning also for those who are directly and indirectly involved in it.

Objectives of the Study

The main objectives of this research were as follows:

- to investigate students' perceptions towards feedback on homework,

- to explore the types of feedback techniques used by teacher in Bachelors Degree classrooms.

Methods

This research is a qualitative survey descriptive; the main purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single time. Nunan (1992) mentioned that a survey is an overview of phenomenon, event, issues or situation. This research was conducted at Chitwan district. The population of the study was basic level students of Chitwan district. I used a simple random sampling procedure to select schools from the Chitwan district. The sample consists of 60 students. Thirty of them were from eastern and rest from western schools of Chitwan. I used mainly primary designed a set of questionnaires for the students to elicit the required data. Data were obtained from closed ended and open ended questionnaires and measured through descriptive methods. The questionnaire was designed to get the perceptions of the students on teachers' written and oral feedback on homework. Therefore, the questions were students oriented. I took data from the primary source by forming a set of open-ended and close-ended questionnaires. For this purpose, I adopted the following steps: At first, I went to the concerned schools and talked to the authority to get permission and explained the purpose and process of the research. After getting permission from the authority, I consulted the students of Bachelors Students and requested them to take part in the study. After that, I distributed the questionnaire and requested them to fill them within half an hour. Then, I collected the questionnaire distributed to the students. The tool of data collection procedures a questionnaire followed by above processes, the collected data was systematically analyzed, interpreted and presented qualitatively and quantitatively.

Result and Discussion

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

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

Students' perspectives related

Students' General Perceptions: this theme was presented to explore students' perceptions, thoughts, and expectations towards feedback and homework.

Motivation on Homework: this theme was aimed to understand the way students' get motivated towards learning.

Effectiveness on Homework: this theme was created to investigate the effects of feedback on learning.

Language Learning: This theme was kept to understand how the students' improve their performance, build confidence and correct mistakes.

Homework as a Problem: this theme explained the students' opinions whether homework is a problem for them or not.

Do Research for Homework: this theme assists the students' behavior whether they do their homework for their choice or classroom or they really want to build their knowledge on learning.

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

Students' General Perceptions

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

Oral Feedback Outweigh Written Feedback

Students were asked to respond to this statement 'Oral feedback plays a more important role than written feedback' and the perceptions of the students are given that 66.67 (S.A & A) percent of the participants agreed with the statement, oral feedback plays a more important role than written feedback and 10 percent of participants disagreed (S. D & D) with the statement. Majority of the participants believed oral feedback was far better than written feedback. As we can see from the table, students' preferred to get oral feedback. This means, oral feedback is a very powerful and effective tool as it can be provided easily in the classroom.

Importance of Teachers' Feedback

The students were asked if teachers' feedback is important to their learning or not, and their responses were that 95 percent of the participants appreciated the statement that the teachers' feedback was really important. This shows the greater number of the students perceived that teachers' feedback is necessary to their homework and it has to be provided to make effective teaching and learning activities.

Advantages of Feedback

The students were asked 'what do you think of providing feedback on homework?', then they replied that, 38.33 percent of the participants thought; providing feedback on homework motivates students' whereas 36.67 percent students' believed that giving feedback helps to uplift students' creativity. Similarly, 20 percent of the students responded that the feedback engages students' on activities and 5 percent participants believed its waste of time.

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

Motivation on Feedback

This theme is aimed to identify the way in which students' get motivated towards learning. In relation to this theme, the following statements were asked to the students that 81.67 percent (S.A & A) of participants agreed with the fact 'Feedback on homework creates a motivation and intrinsic interest in their study.' The majority of the students' responded that feedback on homework motivates them and creates enthusiasm in learning. It means feedback on homework attracts students' to do more activities, and encourages them directly related to the study in the classroom. Furthermore, the second number of statements shows that 75 percent (S.A & A) of the participants agreed with the statement that teachers' feedback encourages me to be active in the classroom. Similarly, 20 percent of them did not know and 5 percent participants disagreed with the statement.

These results show the majority of the students assumed that the teachers' feedback motivates them to be confident in the classroom which expands students' interests and develops their ability to raise questions. By following this, the last statement presents that 95 percent (S.A & A) of students agreed that teachers' corrections are helpful for students' to develop interest, learn and improve their language skills in learning.

Effectiveness of Feedback on Homework

The researcher tried to investigate how homework affects students' learning. Students' were asked 'Feedback on homework developed our study habits, time management and communication with the teacher' and their responses are that 95 percent (S. A & A) of the participants agreed with the declaration 'Feedback on homework develops our study habits, time management and communication with the teacher'. This result depicts the greater number of students' believed that feedback on homework helps to recognize the learning progress, organize the time and establish a bond with the teacher in their learning.

Language Learning

This theme was stated to know how the students' improve their performance, build confidence and correct mistakes through feedback on homework were 91.66 percent (S.A & A) of participants agreed with the statement 'Feedback on homework completely helps me to improve my performance in the classroom'. This shows the majority of the students' perceived feedback on homework helps in learning to assist and perform according to their ability in the classroom.

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

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

Homework as a Problem

Homework used to present as a problem for the students. To understand the matter the researcher tried to investigate the perceptions of the students towards feedback on homework. The statement presents that 41.67 percent of the participants disagreed with the statement 'Feedback on homework gives me stress all the time'; similarly, 33.33 percent of participants did not know about it. On the other hand, 25 percent (S.A & A) of them agreed with the given assertion. Majority of the students disagreed

that feedback on homework gives stress all the time in their learning. It means homework doesn't bring stress all the time but we couldn't ignore it from some of the students' perspectives.

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

Doing Research for Homework

This presented theme wants to explore students' perceptions whether they do homework for the classroom or they want to build their level of knowledge. For this purpose, students were asked to response the statement 'Homework provides opportunities for me to do deeper research'. The 75 percent (S.A & A) of the participants agreed that homework provides opportunities to them to do deeper research. This shows that most of the students perceived that homework provides opportunity to them to search in depth. It means, the students dealt with the question/ answer as homework, to complete this task, if they had some confusion, doubt or unknown about the task they can search in Google where they could find any type of question so that the students know the answers along with a lot of information.

Feedback Techniques Related

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

Getting Feedback

Students' were asked 'what would you like your teachers' oral and written feedback to be?' and their responses were 48.33 percent of the participants said that they like to have both general and specific feedback whereas 35 percent of the students prefer to have general feedback and 15 percent of them replied that they like specific feedback on their homework and 1.67 percent of participants responded in none of them.

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

Easiness of Getting Feedback

The students were asked, 'do you find easy to understand your teachers' feedback? And then they responded the table 10 clarifies, 83.33 percent of the participants agreed that they find feedback is easy to understand whereas 16.67 percent of them replied that it is not easy at all. This means, the majority of the students perceived that teachers' feedback is understandable.

Types of Feedback

The students were asked, 'what types of homework do you get from your teacher?' And the responses depicts that 86.67 percent of students said that they received all kinds of homework including free writing, question/answer, reading, presentation

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

Similarly, 3.33 percent of them said free writing.

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

Most Getting Feedback

Students were asked 'what type of feedback do you get most from your teacher?', and the responses for this question are stated that 45 percent of students replied to oral comments that they get feedback orally. Similarly, 25 percent of them responded to written comments and 25 percent of them said direct comments respectively. On the other hand, 5 percent of them said that they receive indirect comments.

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

Techniques of Feedback

The researcher tried to research a teacher's techniques of correction on homework, the students were asked 'what kind of activities do teachers use to correct your homework?' And they answered that, 43.33 percent of participants responded, they are getting all kinds of activities to correct their homework i.e. teacher correction, peer correction and self correction. However, 25 percent of participants replied that their homework is corrected by the teacher. On the other hand, 23.33 percent of participants agreed on self correction and 8.33 percent of them said peer correction. Overall, it can be said that teachers use all of the techniques such as teacher correction, peer correction and self correction to correct homework and provide them correct feedback which is a best way to consider.

Reward on Homework

The students were asked whether they get any reward for their homework or not for their homework and asked 'have you been ever rewarded for your homework?' And they responded that, 58.33 percent of the students responded, they sometimes get reward and support from their teacher for doing homework however, 26.67 percent of participants agreed that they get support while doing regular homework. Similarly, 15 percent of them said they were never rewarded. It means the teacher encourages students' to do homework continuously by praising them in front of the class, providing positive feedback, paper, and pencil as a prize or as reward.

Punishment on Homework

The students were asked whether they got any punishment for their homework and the students' were asked 'have you been ever punished for your homework?' They replied that 50 percent of students got punished occasionally for not doing or doing mistakes on homework. However, 43.33 percent of the participants agreed that the teacher penalized students on homework. It means, the teacher encourages students' to do homework continuously by providing a kind of negative feedback, scolding, and giving more homework as punishment for betterment of students' activity so that the students' wouldn't repeat the same mistakes.

Betterment on Homework

The students were asked 'does your teacher encourage you to perform better in learning?' and then they responded that, 73.33 percent of participants said that they have been getting a supportive hand occasionally from their teacher to perform better whereas only 18.33 percent of participants agreed that the teacher always motivates them to practice hard in learning. It shows that the students were not much encouraged and supported by the teacher to have good performance in the classroom because of laziness, ignoring the students' progress, lack of interest in students learning, and being irresponsible.

Suggestion for Homework

The students were asked 'how does your teacher suggest you for betterment of your homework?' and then they replied that 68.33 percent of the students supported that the teacher suggested them to do discuss with friends, do practice regularly, and to raise questions in the classroom for betterment of homework. It means, the teacher frequently encourages and suggests students' to do many more activities to do better on homework.

Fairness on Feedback

Students were asked 'do your teachers have fair rules for the class? Or they are partial?' And the responses are presented that, 50 percent of the students' said that the teacher made a fair decision while implementing some regulations for the class whereas 20 percent of them replied they do both fair and partial while having rules for the class.

Similarly, 16.67 percent of them said the teacher did partial and 13.33 percent of participants were agreed on neutral. It is clear from the table that the majority of the students' thought that the teachers do provide feedback on homework without partiality.

Open Ended Questions Analysis

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

Students' Expectation

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

In this regard, participants 1 said: I want my teacher to give positive feedback to revise more successfully on our learning. He expects that the teacher would react positively; suggest him in a polite and understandable way for his work. In the same way, participants 2 answered: I want the teacher to teach in an interesting way. The

students sometimes want their homework to be funny, such as; games tasks as homework, getting homework through envelopes or hidden papers, various contests to have fun on homework. Likewise, participants 3 responded: Teachers should give motivation for reading. The students often get humiliated for the sound, pronunciation, fluency and all they expect is appreciation.

Students' learning progress has to be in the center. All the teaching learning activities are for the betterment of students' understanding level and knowledge. The teacher has to play a role of guide, mentor, supervisor, and motivator in order to develop learning strategies.

Positive Feedback

The researcher wanted to find what exactly the students' do to get positive feedback on homework by asking a question 'What do you do to get positive feedback from your teacher?' The common answers were, asking questions, improving handwriting, praising their personality and behavior, passing marker from the office, showing creativity on answers, paying attention while learning, doing homework regularly, being punctual, and being disciplined. Some of the students wrote following answers: For this purpose, one of the participants replied: I do practice hard. All the students work hard to enter good books and take positive responses from their teacher. Furthermore, participant 2 said: I do daily homework to get positive feedback for my homework. The students want teachers to take their example of doing daily homework by scolding their friends so that they can upgrade their position in the classroom. Similarly, the next participant responded: I always complete my homework in time and try to do good things to get positive feedback for my homework. The students are trying to make teachers happy like, rubbing the board, cleaning the seat.

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

Written Feedback and Oral Feedback

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

Participants 1 replied: Oral feedback is better than written feedback. We can get knowledge from them. For this student, oral feedback directly affects them to consider their mistakes, So that they can immediately correct their faults. By following this,

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

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

Immediate Feedback and Delayed Feedback

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

Participant 1 said: I like immediate feedback most because we can know the detailed information about our mistakes. When the teacher reacts right of the moment by expressing their face or saying something towards their work, the students will know immediately whether their work was good or bad. Similarly, **participant 2 presented** his answer: I like immediate feedback because we can know our mistakes easily and improve them immediately. This respondent says when the teacher points out the students' mistakes with circling red marks, the students' feel easy to find their mistakes where they have to correct. Likewise, **Participant 3 answered:** I like delayed feedback because if we get immediate feedback then they would punish us, and they will be angry but immediate feedback is also better. According to this participant, when the teacher gives immediate feedback, they scold very badly and punish them in front of the class but if they provide delayed feedback, the students will have time to prepare their work properly which has less chances to get punished. Delayed feedback is given at the end of the problem whereas immediate feedback should be given immediately after the task is completed or within seconds of mistakes. If we need feedback to be more effective, it should be given immediately after the task is completed. The immediate feedback makes learning more meaningful and this affects in the more efficient results of the students.

Negative Feedback

The researcher tried to focus on positive and negative feedback and ask to students to share their experience getting negative feedback and if you would like to have negative feedback or not, where some of them answered that was a ridiculous, bad,

and felt insulted as well as almost all of the students' wouldn't like to have negative feedback anymore.

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

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

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

The very first and most significant findings are, half of the students' assumed they get affected from oral feedback. 73.33 percent of the students agreed on teachers' oral and written feedback is important to improve the students' performance level. Majority of the students were (55 percent) found paying attention to the teachers' feedback by knowing the importance of it as well as believing the feedback motivates, uplifts their creativity and engages them in activities.

Feedback on homework plays a crucial role to help students' to be enthusiastic, knowledge seeker, intrinsic interests, active, in fact, provide a way to improve English language through the feedback on homework.

Students agreed on feedback on homework, building confidence, study habits, time management, communication activation, and language skills on their study.

The most of the students disagreed on feedback gives stress all the time and homework eats up their free time. They do not feel any boredom to do homework at all in fact; they are attracted to do research in depth for their project. The students' were found that both specific and general kinds of feedback are easy and understandable to have on their homework.

Most of the students (86.67 percent) responded that the teachers' have been providing all types of homework including free writing, question/answer, reading, presentation and others to improve their language skills.

Forty five percent of students' agreed that teachers mostly used to provide oral feedback on their homework rather than written, gestural, direct and indirect comments.

The teacher used his/her techniques towards feedback on homework by providing them with specific and general comments, letting students to do peer correction or self correction, giving them all kinds of homework (free writing, reading, presentation, question/answer), rewarding and punishing, suggesting and encouraging learning with fairness.

Summary

The main concern of this research was to identify the perceptions of students' feedback on homework. So, to complete the study the data was collected by using open-ended and close- ended questions with sixty students from four different schools of Chitwan district. After the analysis and interpretation of the data obtained from students, the study explored that they were satisfied with the teachers' feedback but they think that the homework and feedback sometimes eats up their free time.

Feedback on homework provided by the teacher in class is an important tool to increase the impact of homework on students' learning and academic achievement. It was found that most of the students have positive attitudes towards it. They appreciated that the feedback on homework attracts them to do more homework which helps them to be active in classrooms, develop study habits and so on.

In conclusion, the findings of study highlight a number of points that can be taken into consideration in order to enhance student learning and the student experience. The study found that the most significant perception of students on feedback on homework is transparent positively. The results from this study do not support the perception that students are only interested in their grades or stresses.

Rather the findings indicate that most of the students always access, perform, act, pay attention, and practice for getting positive feedback on their work. The majority of students felt that feedback should be timely, constructive, encouraging, and provide detailed direction for future improvement. Although some of the students thought that homework and feedback is all about stress, eating in their free time restricts them in rule, boredom, waste of time and unnecessary things going happen, few of them were confused about what to say or what not to say about feedback.

Overall, Oral feedback is mostly in use which helps students directly on their work however the students more prefer written feedback to remember their mistakes, to see their progress on learning and enlarge their knowledge simultaneously.

Furthermore, the students' believe and agree that the feedback (oral and written) is completely important on homework to enhance their ability, to know their capacity and to foster their creativity to which the teacher need to cares about their students and academic performance, talks to them before and after class, answers questions thoroughly, and invites students who appear to be having problems with the course to discuss those problems and potential solutions, considers student complaints.

Teachers play a critical role in the school community as they contribute to the success of students and the school itself.

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

Recommendations

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

Policy Related

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

The curriculum and syllabus should consider the importance of teaching materials related to Feedback and Homework while designing the Bachelors Degree curriculum.

The curriculum and syllabus designer should consider students' perceptions, level, interest and in the present curriculum.

The policy should be adopted in teaching English language to enhance comprehension level of students' homework.

The concerned authority needs to include more practical content where the students' can learn and practice for their homework.

Practice Related

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

The English language teaching and learning using time should be increased. For this, the school should conduct extra-curricular activities to provide proper feedback for students' homework.

Student-teacher interaction should be encouraged so that they get adequate time for sharing ideas towards feedback and homework.

Asking a question to students to know their response for any activities needs to be done explicitly and made part of the daily curriculum in addition to learning through homework.

Teachers' should be aware and sensitive to the individual needs of the students.

The teaching item should be related to age, level, interest, ethnicity and demand of the students.

Teachers must make portfolios of every student to know their level of understanding. Students should have commitment toward learning English language.

Teachers should praise and encourage peer correction so that the students can correct each others' mistakes and can do better in learning the English language.

Students liked to be informed about their mistakes to get a chance to correct themselves. So, the teachers should not give them the readymade answer. Give them a chance to correct themselves.

Teachers have to be an observer of students' homework so that students' always do their homework regularly.

Further Research Related

The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample and data collection and so on. So further researchers can be conducted concerning the limitations of this research. Here, some of the other related areas are recommended for further research.

Attitude of students' towards learning

Teachers should praise and encourage peer correction

Impact of feedback on homework

Comparative study between feedback and homework

Problems faced by learners and the ideas to overcome the challenges

Similarity and differences between feedback and homework

Limitations of the Study

The study had the following limitations:

The study was limited to only four schools of Chitwan district.

Only the 8th graders were included as the sample of the study.

The study was limited to only the students' responses on written feedback and oral feedback on homework.

Only questionnaire was the tool of data collection.

The study included only 60 students represented from four schools.

Acknowledgements

The authors acknowledge support from Shaheed Smriti Multiple Campus. The authors thanks for all related persons for support. And the authors would like to thank the participants who participated in this study.

Conflict of interest

The authors declare that there is no conflict of interest with this research.

Author contributions

KRS conceptualized and conducted the study. SS prepared draft and edited the manuscript, participated in revision. All the authors did agree to submit this paper for publication.

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