

Feedback Techniques Used by the Basic Level Teachers in Teaching Free Writing

Tara Prasad Kandel

tara_mpele21@kusoed.edu.np

Vidyapur Janata Campus, Surkhet

Mid-west University, Birendranar Surkhet

Abstract

The descriptive survey research entitled Feedback techniques used by the basic level teachers in teaching free writing is an effort to study feedback techniques used by the basic level teachers in teaching writing comprehension. The study was conducted in seven community schools of Birendranagar Municipality of Surkhet district. The study included 40 teachers and 40 students as the sample population. The study utilized one set of close ended questionnaires as the tool of data collection. The study was carried out in community basic schools of Surkhet district. The findings of the study showed that the teachers found feedback techniques used by the basic level purposeful, encouraging and joyful to their students were positive towards the feedback technique for improving student's free writing. The data obtained from close ended questions were displayed statistically. The study revealed that most of the school level teachers were disappointed with using feedback techniques in their EFL class because of the lack of resources encouragement and proper administrative support. So, it is recommended to develop fundamental of feedback skills and related basic level teachers.

Keywords : Feedback, Technique, Joyful, Administrative, Free Writing, Basic Level

Introduction

Language learning is concerned with developing certain skills which are developed and achieved through practice. The present Basic English curriculum prescribed different skills and aspects of English language teaching and learning. The curriculum expected teachers to assess the student performance. Feedback on the performance of the students is crucial for the success of teaching and learning English. Assessment is one of the significant aspects of language teaching which is also integrated into the teaching learning process as well. Assessing students is a very important part of a teacher's teaching. It is an integrated process for determining the nature and extent of students' learning and achievement. Feedback is considered one of the most powerful influences on learning. This study attempts to provide an overview of the techniques adopted by basic level English teachers.

Feedback is very important for the improvement and development of the necessary knowledge and skills of learners. It also raises learning achievement and performance of learners and teachers. Feedback is an important factor to create learning inspiration. Feedback is an important and powerful tool in designing teaching. Feedback is an outlined idea of information necessary for understanding and performance of other people such as teachers, executives, friends, books, parents, one-self experiences. Feedback on what is right or wrong is usually given by teachers and parents to learners, and by administrators and external experts to teachers (Graves, 2004).

Feedback is a crucial aspect in the writing process which plays a central role in learning this skill. It helps them to take corrective action about their writing to improve it and reach an acceptable level of performance. Feedback as an important enabling strategy for ESL writers. He further stressed that teachers use feedback to help the students to improve their writing. Teacher feedback can help students become aware of positive and negative errors and other writing problems which they failed to notice when they wrote their drafts. Through teacher feedback, the student writers learn where they have confused the reader by not supplying enough information or by using incorrect grammar (Getchell, 2011). Students' learning, therefore, depends on the kind of feedback methods that the teacher provides and on the teacher's ability to encourage the students to continue working on their draft.

The feedback styles adopted by the teacher should be sensitive to the individual needs of the student and reference a skill a particular knowledge. The teacher should limit the amount of feedback given by concentrating one ability instead of commenting on the entire paper. The researchers treated one group with comments to indicate faults, one group with comments designed to correct errors. The last group received remarks to foster thinking which contained the teacher comments on the content and the impact of the essays on the readers. Their experiment directed students to write sample essay and complete a short questionnaire to measure their attitudes toward writing at the beginning and the end of the term.

The teaching of free writing is important for it lays foundations for future language development. The teaching of English writing is intricate, especially when the latter is a second language. A study carried out feedback based on developed English literacy requirements showed that the majority of the learners had not attained the desired English literacy competence levels to express themselves in writing (Gathumbi, et. al, 2013). Though we continue to observe poor performance in English composition in the country, few studies

have been focused on why this performance is low while emphasizing what goes on in the classroom during the learning process.

Many studies have reported the importance of feedback in the teaching and learning process. However, few studies have dealt with feedback techniques adopted at the basic level. There is a need to relook at how the English language is taught by the English language teachers at the basic level, the mode of marking these written compositions and how the English language teachers use feedback to reinforce instruction while teaching English writing. The problem has been stated as feedback techniques used by the basic level teachers.

Objectives

The main objective of the research was to study feedback techniques used by the basic level teachers in teaching writing comprehension. The specific objectives to find out strategies used by the basic teachers to give feedback to student writers, to investigate students' perception of their teacher feedback in their ELT classes and to study the influence of the teacher feedback techniques in attaining competence in free writing.

Method

This study adopted a survey research design as suggested by Kothari (2010). The nature of the study demanded a quantitative design for the collection and analysis of data. It served the purpose of the research. The population of the study included the teachers and students of basic level in different community schools of Surkhet district. Among the entire schools of the study area, seven schools were selected for the process of data collection and from the selected schools the required numbers of sampling were taken by using a simple random sampling method as suggested by Kumar (2018). The researcher selected seven community schools of Birendranagar municipality of Surkhet district for data collection. The teachers and students were the target population and the study was focused on the feedback techniques of the basic English teachers in teaching free writing.

To achieve the objectives of the study, two sets of questionnaire were used as the tool for data collection. A set of 40 close-ended questions for teachers and students was prepared to obtain the data needed for the study. To collect the authentic data after the determination of prerequisites, the researcher visited the selected seven schools in Surkhet district. After building a rapport with the authority and respondents from each school, the researcher distributed the teacher and student questionnaire and gave them the time of a couple of days to complete them. After collecting the required data, the researcher analyzed and interpreted

those data using percentages. The collected data from the informants were analyzed and interpreted.

Result and Discussion

After analysis and interpretation, the researcher will present the major findings. The findings of the study will be listed in the forms of summary as per to objectives. The data were aggregated and analyzed as follows:

Teachers Perception towards feedback techniques used in ELT classroom

This sub section of the study concerns with the analysis and interpretation of students perception towards the use of feedback techniques by the teachers as follows:

Method used in ELT classroom

Respondents (teachers) were asked about the methods used in ELT class in the study area. The response obtained from the teachers has been presented in the table below:

Table 1

Distribution of the Respondents by use of methods in ELT class

SN	Method	Percentage			
		Frequently	Sometimes	Rarely	Never
1	Lecture	50.00	17.50	12.50	20.00
2	Question and answer	35.00	15.00	22.50	27.50
3	Debate	15.00	22.50	37.50	27.50
4	Group discussion	25.00	20.00	30.00	25.00

Source : Field Survey, 2025

Table 1 shows that half 50% of the respondents frequently used lecture method, nearly one in five 17.5% of the total respondents used lecture method sometimes, more than one in ten 12.50% used lecture method rarely and one in five 20% of the total respondents never used lecture method.

Similarly, nearly two in five 35% of the total respondents frequently used question and answer method, more than one in ten 15% of the total respondents used question and answer method sometimes, more than one in five 22.50% of the total respondents used question and answer method rarely and more than one in four 27.50% of the total respondents never used question and answer method. Likewise, more than one in ten 15% of the total respondents frequently used debate method, more than one in five 22.50% of the total respondents used debate method sometimes, nearly two in five 37.50% of the total respondents used debate

method rarely and more than one in four 27.50% of the total respondents never used debate method.

In the table nearly two in five of 15.00% the total respondents frequently used brainstorming method, one in four 22.50% of the total respondents used brainstorming method sometimes, nearly one in five 37.50% of the total respondents used brainstorming method rarely and more than one in five 27.50% of the total respondents never used brainstorming method.

Improvement after feedback

Respondents (teachers) were asked whether there any improvement in students learning after their feedback in ELT classes. For the purpose, they were provided with the likert scale having options like: Not much, Little, Somewhat and Much. The response obtained from the teachers has been presented in the table below:

Table 2

Improvement after feedback

SN	Responses	Percentage			
		Not much	Little	Somewhat	Much
1	Help in better understanding	25.00	45.00	15.00	15.00
2	Learn more vocabulary	27.50	25.00	22.50	25.00
3	Use vocabularies in their writing	50.00	25.00	17.50	7.50

Source : Field Survey, 2025

Table 2 shows the improvement on students learning after their feedback. In the table, one in four 25.00% of the total respondents replied that there was not much help in better understanding, nearly half 45.00% of the total respondents replied that there was little improvement in better understanding, nearly one in five 15.00% of the total respondents replied that there was somewhat help in better understanding and similar proportion 15.00% of the total respondents replied that there was much improvement on understanding.

Likewise, more than one fourth 27.50% of the total respondents replied that there was not much help in vocabulary learning, one in four 25.00% of the total respondents replied that there was little improvement in vocabulary learning, more than one in five 22.50% of the total respondents replied that there was somewhat help in vocabulary learning and one fourth 25.00% of the total respondents replied that there was much improvement on it.

Similarly, half 50.00% of the total respondents replied that there was not much help in use of vocabularies in their writing, one fourth 25.00% of the total respondents replied that there was little improvement in use of vocabularies in their writing, nearly one in five 17.50% of the total respondents replied that there was somewhat help in use of vocabularies in their writing and about seven 7.50% of the total respondents replied that there was much improvement on it.

Perception towards effect of feedback for learning in free writing

This question was designed to identify the respondents (teachers) perception towards

Practices regarding teacher's feedback on writing improvement

Respondents (teachers) were provided with the statements to identify their practice of feedback on writing improvement. The response obtained from the teachers has been presented in the table below:

Table 3

Practices regarding teacher's feedback on writing improvement

SN	Statement	Percentage			
		Untrue for me	Slightly untrue for me	Undecided	True for me
1	The evaluation system is accurate enough to review writing skill of the students	22.50	20.00	7.50	50.00
2	Writings of the students determine the feedback	27.50	15.00	17.50	40.00
3	The feedback helps to write accurately	22.50	12.50	12.50	52.50
	It is not so easy to implement new strategies based on feedback	17.50	12.50	20.00	40.00

Source : Field Survey, 2025

Table 3 shows the practices regarding teacher feedback on writing improvement. In the table, more than one in five of the total respondents replied that the statement 'The evaluation system is accurate enough to review writing skill of the students' was slightly untrue for them, about seven percent of the total respondents replied that they were undecided and half of the total respondents replied that the statement was true for them and rest of the respondents were undecided upon the statement. Likewise, two in five of the total respondents replied that the

statement 'Writings of the students determine the feedback' was true for them, more than one in four of the total respondents replied that the statement was untrue for them, nearly one in five of the total respondents replied that the statement was slightly untrue for them and nearly one in five of them were undecided upon the statement. Similarly, more than half of the total respondents replied that the statement 'The feedback helps to write accurately' was true for the, more than one in five of the total respondents replied that the statement was untrue for them, more than one in ten of the total respondents replied that the statement was slightly untrue for them and rest of the respondents were undecided upon the statement the feedback helps to write accurately.

In the table, two in five of the total respondents replied that the statement 'It is not so easy to implement new strategies based on feedback' was true for them, nearly one in five of the total respondents replied that the statement was untrue for them, more than one in ten of the total respondents replied that the statement was slightly untrue for them and one in five of them were undecided upon the statement. It is not so easy to implement new strategies based on feedback.

Teacher's perception regarding the impact of teacher's feedback on learning

Respondents (teachers) were provided with the statements to identify teachers perception regarding the impact of teacher's feedback on learning. The response obtained from the teachers has been presented in the table below:

Table 4

Teacher's perception regarding the impact of teacher's feedback on learning

SN	Statement	Percentage			
		Very Unsatisfied	Un satisfied	Neutral Satisfied	Very satisfied
1	Feedback justifies students how their mark grade was derived	17.50	22.50	12.50	47.50
2	Feedback identifies and reward specific qualities in student work	7.50	25.00	15.00	52.50
3	Feedback guides students on what steps to take to improve	22.50	20.00	30.00	27.50
4	Feedback motivates them to act on their assessment	27.50	22.50	25.00	25.00

Source : Field Survey, 2025

Table 4 shows the teacher's perception regarding the impact of teacher's feedback on learning. In the table, nearly one in five of the total respondents were very unsatisfied, more than one in five of the total respondents were unsatisfied, more than one in ten of the total respondents were neutral satisfied and nearly half of the total respondents were very satisfied with the statement 'Feedback justifies students how their mark or grade was derived.

Similarly, five percent of the total respondents were very unsatisfied, one in four of the total respondents were unsatisfied, nearly one in five of the total respondents were neutral satisfied and more than half of the total respondents were very satisfied with the statement 'Feedback identifies and reward specific qualities in student work. In the table, more than one in five of the total respondents were very unsatisfied, one in five of the total respondents were unsatisfied, nearly one third of the total respondents were neutral satisfied and more than one in four of the total respondents were very satisfied with the statement 'Feedback guides students on what steps to take to improve. Likewise, more than one in four of the total respondents were very unsatisfied, more than one in five of the total respondents were unsatisfied, one in four of the total respondents were neutral satisfied and similar proportion of the total respondents were very satisfied with the statement 'Feedback motivates them to act on their assessment.

Teacher's attitude towards the importance of feedback

The teacher's attitude towards the importance of feedback in ELT class. The response obtained from the teachers has been presented in the table below:

Table 5
Teacher's attitude towards the importance of feedback

SN	Statement	Percentage			
		Poor	Not good	Good	Excellent
1	It helps to develop the knowledge and skill of students in writing	15.00	22.50	37.50	25.00
2	It helps students career development	5.00	15.00	25.00	55.00
3	It helps to develop specific writing skills in students	20.00	22.50	32.50	25.00
4	It guides students on what steps to take to improve	17.50	25.00	30.00	27.50
5	It motivates students to act on their assessment	7.50	22.50	25.00	45.00

Source : Field Survey, 2025

Table 5 shows the teacher's attitude towards the importance of feedback. In the table, more than one in ten of the total respondents replied that there was poor improvement in the development of knowledge and skill of students in writing, more than one in five of the total respondents replied that there was not good improvement in the development of knowledge and skill of students in writing, nearly two in five of the total respondents replied that there was good improvement in the development of knowledge and skill of students in writing and one fourth of the total respondents replied that there was excellent improvement in the development of knowledge and skill of students in writing.

Similarly, five of the total respondents replied that there was poor improvement in the carrier development of students, more than one in ten of the total respondents replied that there was not good improvement in the carrier development of students, one fourth of the total respondents replied that there was good improvement in the carrier development of students and more than half of the total respondents replied that there was excellent improvement in the carrier development of students.

In the table, one fifth of the total respondents replied that there was poor improvement in the develop specific writing skills in students, more than one in fourth of the total respondents replied that there was not good improvement in develop specific writing skills in students, nearly one third of the total respondents replied that there was good improvement in the develop specific writing skills in students and one in four of the total respondents replied that there was excellent improvement in the develop specific writing skills in students. Similarly, nearly one in five of the total respondents replied that there was poor improvement in the guiding students on what steps to take to improve, one fourth of the total respondents replied that there was not good improvement in guiding students on what steps to take to improve, three in ten of the total respondents replied that there was good improvement in the guiding students on what steps to take to improve and nearly three in ten of the total respondents replied that there was excellent improvement in the guiding students on what steps to take to improve.

Likewise, about seven percent of the total respondents replied that there was poor improvement in the motivation of students to act on their assessment, more than one in five of the total respondents replied that there was not good improvement in motivation of students to act on their assessment, more than one in four of the total respondents replied that there was good improvement in the motivation of students to act on their assessment and nearly half of

the total respondents replied that there was excellent improvement in the motivation of students to act on their assessment.

Students perception towards feedback techniques used in ELT classroom

Response towards teacher's feedback in TLT class

Respondents (students) were provided with the statement to obtain their perception. The response obtained from the students has been presented in the table below:

Table 6

Response towards teacher's feedback in TLT class

SN	Statement	Percentage				
		Never	Rarely	Sometimes	Most of the Time	Always
1	Feedback helps me to understand the topics discussed in the class	27.5	12.5	30	15	15
2	Teacher ask students to write a few minutes during class	10	17.5	20	27.5	25
3	Teacher provide students guidance throughout the writing process	15	10	17.5	25	32.50
4	The teacher's feedback helps me to understand what skills I needed to use more	5	15	25	35	20.00
5	We should receive teachers feedback in a timely manner	10	7.5	30	37.5	15.00
6	Teachers give students opportunities to talk about free writing	22.5	17.5	22.5	20	17.5

Source : Field Survey, 2025

Table 6 shows the response towards teacher's feedback in TLT class. In the table, more than one in four of the total respondents never found the help of feedback to understand the topics discussed in the class, more than one in five of the total respondents rarely found the help of feedback to understand the topics discussed in the class, nearly one third of the total respondents sometime found the help of feedback to understand the topics discussed in the class and more than one in ten of the total respondents found the help of feedback to understand the topics discussed in the class most of the time.

Similarly, one in ten of the total respondents never asked by the teachers to write a few minute during the class, nearly one in five of the total respondents rarely asked by the teachers to write a few minute during the class, one in fifth of the total respondents sometime asked by the teachers to write a few minute during the class and more than onen in four of the total respondents asked by the teachers to write a few minute during the class most of the time.

Similarly, more than one in ten of the total respondents never provided the guidance by the teachers thorough tout the writing process, one in ten of the total respondents rarely provided the guidance by the teachers thorough tout the writing process, nearly one in five of the total respondents sometime provided the guidance by the teachers thorough tout the writing process and one in four of the total respondents provided the guidance by the teachers thorough tout the writing process most of the time.

Similarly, one in ten of the total respondents never got help of the teachers to understand what skills they needed to use more, five percent of the total respondents rarely got help of the teachers to understand what skills they needed to use more, more than one in ten of the total respondents sometime got help of the teachers to understand what skills they needed to use more and more than one third of the total respondents got help of the teachers to understand what skills they needed to use more most of the time.

In the table, one in ten of the total respondents never receive teachers feedback in a timely manner, about seven percent of the total respondents rarely receive teachers feedback in a timely manner, nearly one third of the total respondents sometime receive teachers feedback in a timely manner and nearly two in five of the total respondents receive teachers feedback in a timely manner most of the time.

Student's attitude towards the need of teacher's feedback in learning

Respondents (students) were provided with the statement to obtain their attitude towards the need of teacher's feedback in learning in ELT classroom. The response obtained from the students has been presented in the table below:

Table 7
Student's attitude towards the need of teacher's feedback in learning

SN	Statements	Percentage			
		Very Unsatisfied	Un satisfied	Neutral Satisfied	Very satisfied
1	I improved my marks after teacher's feedback	12.5	20	25	42.5
2	Teacher's feedback identify specific qualities in my work	7.5	20	32.5	40.00
3	Teachers feedback guides me on the steps to be taken for improvement	27.5	17.5	25	30.00
4	Teachers feedback motivate me to act on learning	22.5	15	27.5	35.00
5	Teacher's feedback develop my capability to evaluate my own learning	10	15	32.5	42.50

Source : Field Survey, 2025

Table shows the student's attitude towards the need of teacher's feedback in learning. In the table, more than one in ten of the total respondents were very unsatisfied with the statement 'I improved my marks after teacher's feedback. Similarly, one in four of the total respondents were unsatisfied, one fourth of the total respondents were neutral satisfied and more than two in five of the total respondents were very satisfied with it.

Similarly, about seven percent of the total respondents were very unsatisfied, one in five of the total respondents were unsatisfied, nearly one third of the total respondents were neutral satisfied and two in five of the total respondents were very satisfied with the statement 'Teacher's feedback identify specific qualities in my work'. Similarly, more than one in four of the total respondents were very unsatisfied, nearly one in five of the total respondents were unsatisfied, one in four of the total respondents were neutral satisfied and nearly one third of the total respondents were very satisfied with the statement teachers feedback guides me on the steps to be taken for improvement.

More than one in five of the total respondents were very unsatisfied, more than one in ten of the total respondents were unsatisfied, more than one fourth of the total respondents were neutral satisfied and more than one third of the total respondents were very satisfied with the statement 'Teachers feedback motivate me to act on learning.

One in ten of the total respondents were very unsatisfied, more than one in ten of the total respondents were unsatisfied, nearly one third of the total respondents were neutral satisfied and more than two in five of the total respondents were very satisfied with the statement 'Teacher's feedback develop my capability to evaluate my own learning.

Conclusions

The study concluded that half 50 percent of the respondents used lecture, followed by brainstorming 37.50 percent of the total respondents as the method used in ELT classroom, 37.50 percent of the total respondents used oral verbal comments feedback strategy in ELT class. The study concluded that spelling problem was noted by 25 percent of the total teachers. Among the total teachers, 25.00 percent of the total teachers replied that their students learned more vocabulary after their feedback in ELT classroom. Among the total teachers, 57.50 percent teachers were strongly agree to be sensitive to the individual needs of the student. The feedback helps to write accurately was true for 52.50 percent teaches in the study area. Among the total respondents, 52.50 percent of the teachers were strongly satisfied that feedback identifies and reward specific qualities in student work. In the study area, 55.00 percent of the total respondents replied that the feedback helps students career development, language was the serious barrier according to 22.50 percent of the total teachers for effective feedback.

On the basis of perception obtained from 40 students, it can be concluded that 37.50 percent of the total respondents replied that they should receive teachers feedback in a timely manner, 47.50 percent of the students were strongly agree that teacher feedback helps to strengthen the relationship between the teacher and the student. It was concluded that 25.00 percent of the respondents were true that they write very slowly and with great effort and 40.00 percent of the students were very satisfied that teacher's feedback identify specific qualities in my work.

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