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The Implementation of Feedback in the English Classes of Bengali Medium Schools

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THE IMPLEMENTATIONOFFEEDBACKINTHEENGLISHCLASSESOFBENGALIMEDIUMSCHOOLS

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The Implementation of Feedback in the English Classes of Bengali Medium Schools

Josephine Roy

Abstract- This research investigated how feedback is implemented in the English language classes of the Bengali Medium Secondary Schools. In research studies, it has been shown that feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. By investigating from the perspectives of both the teachers and the students, this research attempted to find out the present conditions of teachers' feedback in the classroom setting that is trying to reduce the discrepancy between the current and desired amount of learning for the students to bridge their learning gap. This research conducted both qualitative and quantitative study that are reflected in the students' surveys and teachers' interviews which are analyzed with individual interpretation and comparison between the non – government and government Bengali medium schools on basis of the research questions. It portrayed how large classes can be a factor for the teachers in providing feedback to students and how they can increase feedback in the classrooms even in these situations.

I. Introduction

Effective feedback is an essential part of students learning and skills development in the classroom. However, large classrooms and tight class schedules can prevent teachers from providing enough of this critically needed feedback. In the context of Bangladesh, teachers generally use the lecture method of teaching and sometimes they use participatory technique within lecture method, however, the lack of feedback for students at the end of the class only increase the learning gap of the students. Recent researches have attempted to understand how teachers in the large classrooms of the secondary schools are faced with the challenge of effectively providing feedback within the class time to facilitate student learning. The study indicated whether adding immediate feedback and practice opportunities to the learning experience results in improvement for the students in the classroom (Stuart, 2004).

II. Statement of Research Problem

Educational systems in different countries use a variety of methods to encourage student learning. In many educational settings, immediate feedback is used in the classroom to provide students with information about their progress and achievement which has been regarded as an effective and an efficient means to improve their performance (Stuart, 2004; Chase & Houmanfar, 2009). Previous researches have indicated that feedback is an essential component of quality instruction and a large part of a teacher's verbal repertoire (Duke and Henninger, 2011). A number of scholars have agreed that, teacher's feedback is important in the classroom setting and students' knowledge acquisition, performance skills, and social behavior are affected by teacher feedback (Brophy & Good, 1986; Madsen & Madsen, 1983).

In the context of Bangladesh, large classes hinder the opportunity for the teachers to implement effective amount of feedback in the English language classes of secondary level students. However, teachers' ability to provide feedback and the classroom atmosphere might be taken into consideration too. Recent research showed that in an environment, where feedback is less used, the teachers focus on mass lectures due to large classroom and time constraints. In this type of setting, most of the students do not volunteer answers to questions posed in class or participate in class discussion. It is because students in this type of setting have had little exposure to immediate feedback. As Chase and Houmanfar (2009) have stated, providing some form of feedback is better than no feedback at all and students benefit more from receiving elaborate feedback from the teacher. The proposed research therefore examined how teachers are largely faced with the challenge of providing immediate feedback and practice opportunities for the students in the government schools than in the non – government schools that creates a learning gap for the students. This research will also explore how student centered and peer assessment activities can help provide meaningful and time – saving feedback and how the engagement of the teachers and students in the feedback process can promote learner self assessment, reflection and future self-learning.

III. Central Research Questions

The study provides insights on the use of feedback by the teachers in the English language classes and how they are faced with the challenges of implementing effective feedback for improving students' performance. There are a number of research questions that I have used for elaborating my research objectives:

1) How does the classroom atmosphere challenge the teachers to provide effective feedback for students in the classrooms of the secondary schools?

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2) Is it the teachers' ability and quality of instruction that affects the learning process for the students?
3) Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback to bridge the learning gap and facilitate student learning?
4) How can teachers' and students' cooperative engagement in the feedback process help promote self assessment, reflection, motivation and improvement of performance for the students?

IV. Research Literature - Conceptual Framework, Theory, Hypotheses

The theoretical background of this research considered several aspects of feedback and how teachers influence on promoting student learning using quality instruction and feedback which has been addressed by many scholarly studies. Feedback is a construct that has been extensively studied in both the psychological and educational literature. It has also been regarded as an effective and an efficient means to improve student performance (Chase & Houmanfar, 2009). Hattie and Timperley (2007) illustrated that, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of the learner's performance.

Spiller (2009) stated that, studies of the impact of feedback on student learning achievement indicate that feedback has the potential to have a significant effect on student learning achievement. According to a number of scholars, assessment provides a framework for sharing educational objectives with students and for charting their progress. It generates feedback information that can be used by students to enhance learning and achievement. This feedback information can also help teachers realign their teaching in response to learners' needs. When assessment serves these purposes it is called 'formative assessment' (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004). For this reason Ramsden (2003) and Black (1998) pointed out that effective and high quality feedback has been identified as an integral part of the learning process (as cited in Hatziapostolou and Paraskakis, 2010).

Stuart (2004) identified that, while learning occurs under a variety of education systems, feedback may be used effectively in the classroom to shorten the time needed to master a task. The teacher who is trained in the use of feedback can use class time more efficiently to practice skills that students have not accomplished yet. This allows the teacher to devote more classroom time to cover skills where students need practice and feedback and less classroom time to areas where feedback indicates that student learning has occurred. Dinnen and Collopy (2009) identified that teacher's instructional or descriptive feedback tells students how to improve and correctional or evaluative feedback tells students whether something is right or wrong. Previous research showed that, teachers' and students' cooperative engagement in the feedback process not only help the students to receive initial feedback information but also foster teacher – student discussion. This discussion with the teacher helps students to develop their understanding of expectations and standards, to check out and correct misunderstandings and to get an immediate response to difficulties (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Lipnevich and Smith (2008) argued that, the most common type of feedback that students receive in a typical classroom is grades. They showed evidence from several studies that investigated the effect of differential feedback on learning and suggested that using grades to improve learning was simply not effective and led to the inhibition of students' performance. Rather they identified that, students who received comments perform significantly better then those who received grades. Hattie and Timperley (2007) also noted that the most improvement in student learning takes place when students get "information feedback about a task and how to do it more effectively" which is clearly related to the learning goals. So, they indicated that, the impact of feedback on learning achievement is low when feedback only focuses on "praise, rewards and punishment".

According to Hattie and Timperley (2007), a key to effective feedback is to "reduce the discrepancy between current and desired understanding". They established the notion that, the "main purpose of feedback is to reduce the gap between current understandings and performance and a goal". Adding to their research, Dinnen and Collopy (2009) also interpreted that, one way to help student achievement improve is by giving effective feedback as it serves as a way in which a teacher communicates to students the difference between his or her actual level of performance with the standard or goal. Therefore, meaningful feedback nonetheless provides students with an understanding of how they can close the gap between current and expected performance and helps them trouble-shoot their own performance (Boud, 2000; Hughes, 2013; Nicol & MacFarlane-Dick, 2006; Taras, 2005). Yorke (2003) explained that, students' reception of feedback is very important as it provides them the opportunity for reflection and self – evaluation (as cited in Hatziapostolou and Paraskakis, 2010).

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Bloom, Hasting and Maudas (1971), Hughes (2013) and Sadler (1989) illustrated that, students benefit from feedback when they understand the required standard; how their existing performance compares to this standard and what they need to do to achieve a higher standard (as cited in Murtagh and Baker, 2009). While teachers give feedback related to the task and to the student, studies suggest that feedback that is focused on the task is more effective at raising student achievement than feedback focused towards the student (Crooks, 1988; Sadler, 1989). In addition, Rust, O'Donovan and Price (2005) explains that, socio-constructivist approaches to student learning and assessment also emphasize the role of peers, and there is a growing body of knowledge that indicates that peer assessment opportunities can be powerful means of engaging students (as cited in Murtagh and Baker, 2009). Also, peers are sources of external feedback and peer dialogue is beneficial to student learning in a variety of ways. For example, students who have just learned something are often better able than teachers to explain it to their classmates in a language and in a way that is accessible. Therefore, it is sometimes easier for students to accept critiques of their work from peers rather than tutors, so peer discussion is motivational (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith, 2004).

Feedback can be connected to the theory of Lev Vygotsky's "Zone of Proximal Development", where the feedback helps to reduce the distance between the actual development as determined by the independent problem solving skills and the potential development as determined through the problem solving skills under adult guidance or in collaboration with capable peers. essential part of the learning process where the less competent students learn from the competent students. So, when students get the appropriate assistance and tools i.e. feedback from the teacher and the peers, it helps them accomplish achieve the learning goal. This zone of proximal development moves progressively forward as students gains new knowledge, skills and abilities from the feedback (Murtagh and Baker, 2009).

V. Research Methodology

The study attempted to find out the challenges and impediments on the implementation of effective amount of feedback in the classroom. The research methods followed a mixed approach because the data and evidences were gathered from a range of sources by using a combination of different data collection tools. Student survey questionnaire were used to follow the quantitative approach while interview questionnaire were used to follow the qualitative approach.

VI. Research Design

The research design that was be followed by the researcher was both qualitative and quantitative which provided different perspectives of the research that complemented each other. The qualitative research method gave insights into the setting of the research and provided further suggestions. The common data discussion with the teachers with individual interpretation on their analysis. On the other hand, the student survey questions were used to quantify the data and generalize results of the students' opinions.

Other research procedures that were followed by the researcher were collecting books from the library and finding scholarly articles from the educational and academic databases to use as empirical study and references. All the journal articles that were collected are published in English in online scholarly journal websites. Besides, a detailed research on literature was conducted to find the ancestral link of the additional reference articles to use for information and include for the research study.

VII. Sampling

The sampling used for the study consisted of 4 teachers and 100 students from four different government and non – government secondary schools of Bangladesh. From the 2 government schools, 2 teachers and 50 students participated in the research and from the 2 non – government schools, 2 teachers and 50 students participated in the research. The school authority, the English teachers and sometimes by the researcher to conduct the research. The students answered the survey questionnaires the teachers answered by interviews on a particular set of questions.

VIII. Instrumentation

The researcher used separate interview and survey questionnaires for the teachers and the students. There were both close – ended short questions asking about the students' opinions and open – ended questions asking about the teachers' responses and suggestions. The student survey questions 1, 3, 7 is connected to the central research question 1, 5, 8, 9, the student survey question 2 is connected to the central research question 2, the student survey question 12 is connected to the central research question 3, the student survey questions 4, 6, 10, 11, 13 is connected to the central research question 4. Similarly, the teacher interview questions 7, 8 is connected to the central research question 1, the teacher interview questions 1, 2, 3, 4, 9, 10, 11 is connected to the central research question 2, the teacher interview questions 12, 13 is connected to the central research question 3, the teacher interview questions 5, 6, 14, 15 is connected to the central research question 4.

IX. Data Collection Procedure

The data was collected from both-the students and teachers of the government and non – government

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secondary schools of Dhaka city since the field of research are in the context of Bangladesh. For the collection of the data, the researcher contacted the Bengali medium secondary schools and asked for permission to collect data and conduct interview for collecting students' and teachers' responses by submitting an application and receiving the permission from the principals of the schools.

X. Limitations

Some potential limitations of the research should be noted. First of all, this research is limited to exploring the implementation of feedback in the classrooms of the secondary schools only. Other contexts such as the primary schools, colleges and universities which could have been incorporated in the scope of study were not considered. Only the context of the Bengali medium schools was taken into account by the researcher, the English medium schools were not considered. Another limitation was that, only the government and non – government schools which are located in the area of Dhaka city was visited by the researcher, while other schools which are located in the rural areas outside Dhaka city were excluded. Therefore, the present study does not allow for inferences concerning the long-term implementation of feedback in classrooms. Besides, the political unrest and long terms holidays at the end of the year limited the researcher from collecting extensive data for the research.

XI. Data Analysis Procedure

After the collection of the data, all the survey papers of the students and recorded interviews of the teachers were thoroughly evaluated and for the analysis of the data, both qualitative and quantitative research methods were employed. All the survey questions and interview questions, linked to the central research questions, are analyzed here in details both individually and through tables to find out the average opinions of the students and the individual responses of the teachers.

All of the responses of both the teachers and the students were divided into four major subject areas which are the classroom atmosphere, teacher's quality of instruction and feedback, effectiveness of peer feedback and teacher – student engagement. They are illustrated on basis of the subject areas below:

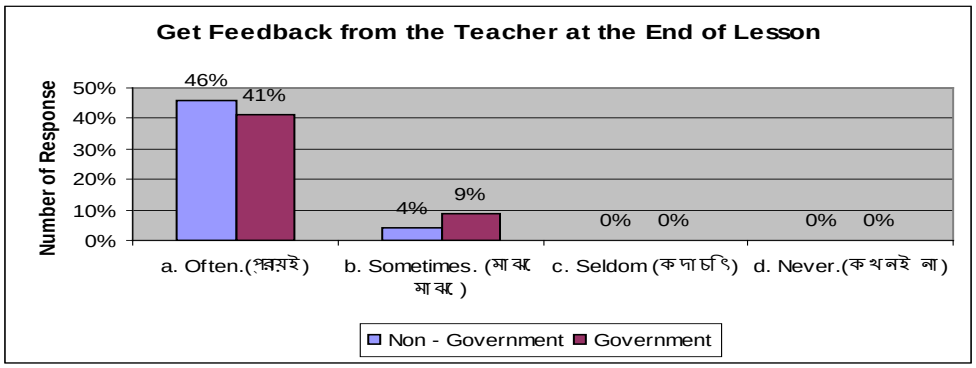
a) Classroom Atmosphere

The classroom atmosphere determines how much students participate in the class. From the research, it is seen that most of the students do not participate. Even though, students have exposure to feedback from the teacher, it is not enough, because they do not receive elaborate feedback all the time. It is because the teachers face challenges to provide feedback in the large classroom consisted of a large number of students. The large class size and restricted class time prevents teacher to provide good amount of feedback in class, but still the teachers try to increase their feedback even in these situations to facilitate the learning of the students.

The analysis of the student survey questions shows that:

Q-1: 1. Do you get feedback from the teacher at the end of every lesson in class?

	Non - Government	Government
a. Often.(প্রায়ই)	46%	41%
b. Sometimes. (মাঝে মাঝে)	4%	9%
c. Seldom (কদাচিৎ)	0%	0%
d. Never.(কখনই না)	0%	0%

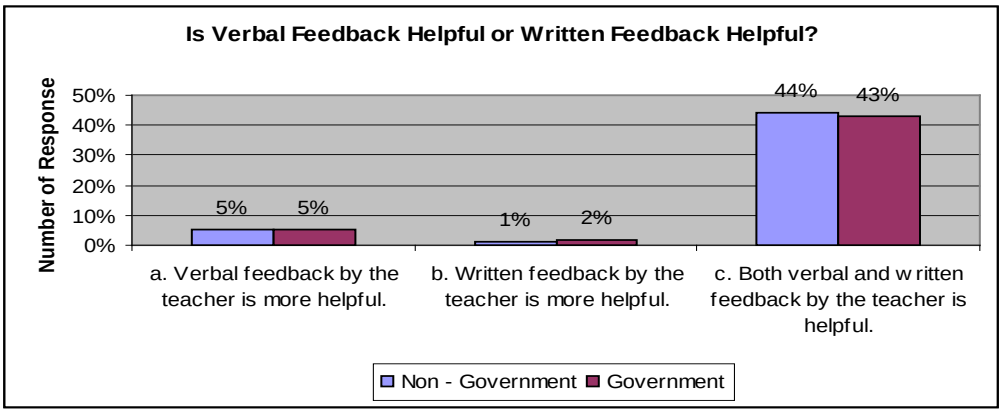


Most of the students of the government and non – government schools stated that they often receive feedback from the teacher at the end of every lesson in the class.

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Q-3: 3. Which one is more helpful to you? The verbal feedback or written feedback?

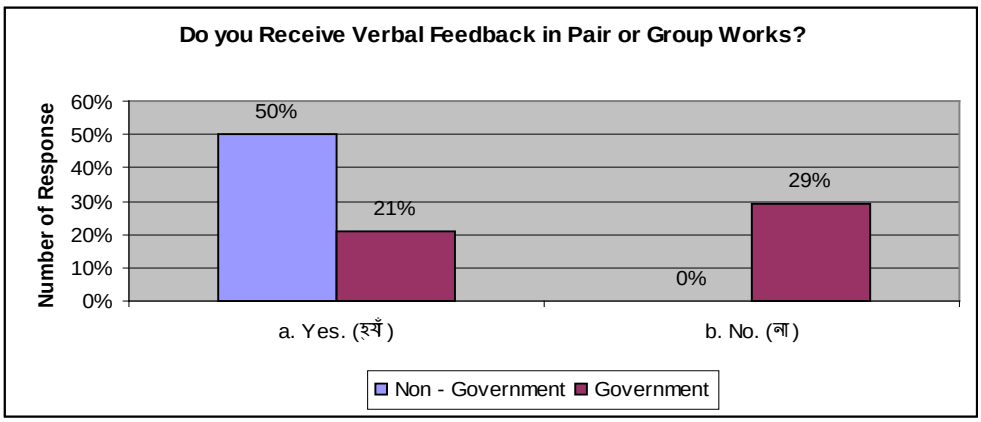
	Non - Government	Government
a. Verbal feedback by the teacher is more helpful.	5%	5%
b. Written feedback by the teacher is more helpful.	1%	2%
c. Both verbal and written feedback by the teacher is helpful.	44%	43%



Also, most of the students of the government and non – government schools said that both the verbal and written feedback is helpful for their learning.

Q-7: 7. Do you receive verbal feedback by the teacher on your pair or group works? Do you understand fully what the teacher says?

	Non - Government	Government
a. Yes. (হ্যাঁ)	50%	21%
b. No. (না)	0%	29%



In addition, the responses of the of the government and non – government school students showed that the non – government school students receive more feedback in their pair and group works, but government school students receive less feedback in their pair and group works, because they have less or no group/ pair works in class.

The analysis of the teacher interview questions shows that:

Do you face challenge to provide effective amount of feedback within the limited class time?

Non – Government Teacher	Government Teacher
1. Teacher thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less is it not enough. It is necessary to	1. Teacher thinks that the limited class time is a great challenge for him, because sometimes when students ask questions, the teacher cannot complete providing feedback to all within the class time. The class time is

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give more time to these students, but the teacher cannot always manage it. Sometimes, students also become tired after classes and even if teacher asks them to come with their problems, they do not come.	only 30/40 minutes and it is impossible to provide feedback to all the students within that time.
2. Within the limited class time, teacher has to face various types of questions from the students which he tries to answer.	2. Class time is 40 minutes and this class time is enough for the less number of students the school currently have. In other government schools there are 70 – 80 students so they have problem within the limited class time.

The non – government school teachers thinks that the limited class time is a great challenge for providing effective feedback. For good students, it is enough but for weak students who understand less is it not enough. It is necessary to give more time to these students, but the teacher cannot always manage it.

The government school teachers thinks that the limited class time is a great challenge because in the government schools there are 70 – 80 students and when students ask questions, the teacher cannot complete providing feedback to all within the class time.

Is large classroom a problem for providing effective amount of feedback to all the students?

Non – Government Teacher	Government Teacher
1. From the teacher's perspective, she thinks that she can manage the large classroom but actually it is tough to manage a large classroom and provide feedback to everyone. Everyone had to admit this truth.	1. The teacher thinks that, when there is problem of a large classroom, students can be divided into sections to make learning effective. In large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details. In this case, teacher moves around the class.
2. Teacher thinks that large classroom with a large number of students hampers the academic atmosphere.	2. Large classroom can be a problem for providing feedback and if the teacher could provide enough time for students at the end of the class for revising the lesson, it could have been better.

The non – government school teachers thinks that large classroom with a large number of students hampers the academic atmosphere and it is tough to manage a large classroom and provide feedback to everyone.

The government school teachers thinks that, in large class, when teacher instructs, students can hear them, but it becomes a little tough for them to grab the details.

b) Teacher's Quality of Instruction and Feedback

Students' learning is influenced by the quality instruction and feedback of the teacher in class. This feedback also helps the teacher to measure students' progress and take action to close the learning gap of the students so that they can progress and achieve their learning goals.

The teacher's quality of instruction and feedback depends on the teacher's ability to provide feedback in the existing classroom atmosphere.

The trained teachers are able to give effective high quality feedback to students within the limited class time efficiently.

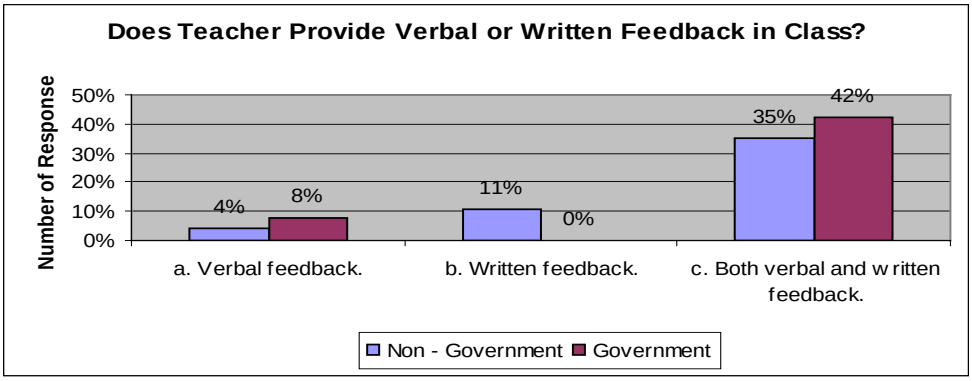
The teachers provide instructional feedback for the improvement of student performance and constructive feedback for the correction of errors and understanding what is right and what is wrong.

The analysis of the student survey questions shows that:

Q-2: 2. Does the teacher provide verbal feedback or written feedback in class?

	Non - Government	Government
a. Verbal feedback.	4%	8%
b. Written feedback.	11%	0%
c. Both verbal and written feedback.	35%	42%

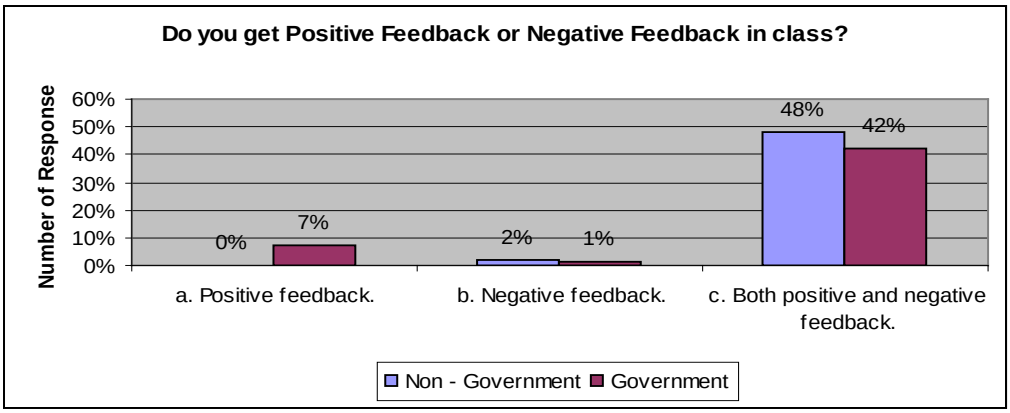
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Both of the government and non – government school students said that the teacher provides both verbal and written feedback in class.

Q-5: 5. Do you usually get positive or negative feedback from the teacher in class?

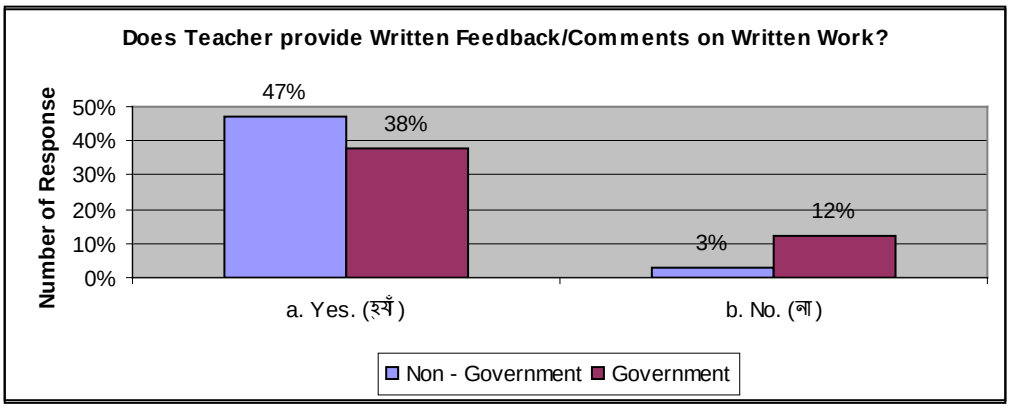
	Non - Government	Government
a. Positive feedback.	0%	7%
b. Negative feedback.	2%	1%
c. Both positive and negative feedback.	48%	42%



The responses of the government and non – government school students shows that they get both positive and negative feedback from the teacher in the class.

Q-8: 8. Does the teacher provide written feedback and comments on your written work, home work or assignment?

	Non - Government	Government
a. Yes. (হ্যাঁ)	47%	38%
b. No. (না)	3%	12%

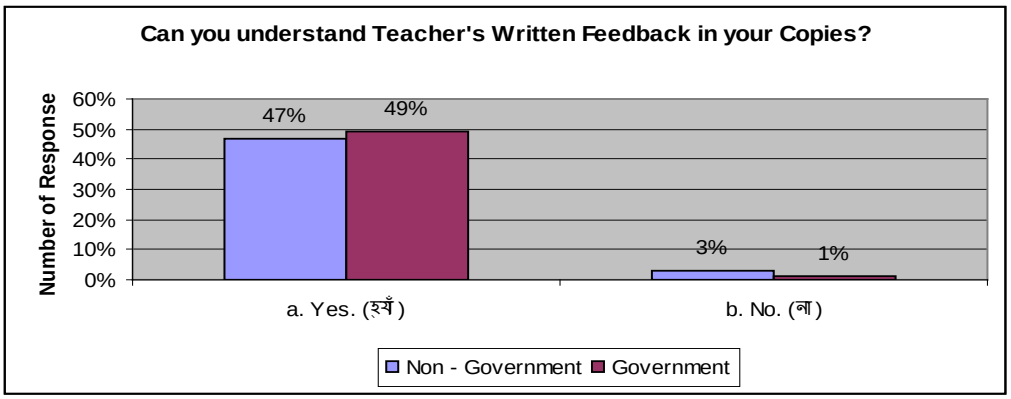


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Both the government and non – government school students said that the teacher does provides written feedback/ comments on their written work in class.

Q-9: 9. Can you understand the written comment or feedback of the teacher in your classwork or homework copy?

	Non - Government	Government
a. Yes. (হ্যাঁ)	47%	49%
b. No. (না)	3%	1%



Both the government and non – government school students said the teacher's written feedback in their copies is understandable.

The analysis of the teacher interview questions shows that:

Do you think instant feedback (during class assessments) in the class enhance student learning?

Non – Government Teacher	Government Teacher
1. Teacher thinks that when she gives a task for students in the previous class and gets responses in the next class is feedback. In order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson.	1. When students ask question, the teacher tries to realize his students' needs and what they want to know. When students ask question on basis of their interest in learning/lesson at that moment, it might not remain later, so if they get instant answers of their questions, it becomes very fruitful for them.
2. Teacher thinks that instant feedback enhance student learning because here, the teacher gives the students extra attention.	2. Teacher said that instant feedback in class increases their concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

The non – government school teachers said that, in order to under students' perceptions, teacher asks instant questions to students after she teaches a certain topic/ lesson. They think that instant feedback enhance student learning because here, the teacher gives the students extra attention.

The government school teachers said that instant feedback in class increases students' concentration and attention apart from learning. It helps students become alert as they know that the teacher will ask questions.

Do you provide feedback to students before, during or after the lesson (lecture and individual task, pair works and group activities)?

Non – Government Teacher	Government Teacher
1. According to present leaning situation, group work is a necessity. For example, teacher let students read a dialogue and then provide instructions in groups to write a new dialogue from the lesson.	1. When teacher teaches a lesson, he asks questions to students to understand how much they have realized/ understood the lesson. Teacher gives feedback on the lesson he teaches during class.
2. Teacher tries to provide feedback and thinks that it help students to promote their learning and be creative in class.	2. Teacher always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

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The non – government school teachers said that they provide feedback and thinks that it help students to promote their learning and be creative in class.

The government school teachers said that they ask questions to students to understand how much they have realized/ understood the lesson. They always provides individual feedback and sometimes group feedback. For group feedback, she gives group work once a week for students to write a paragraph with options that not only increases their interest in writing but the teacher can provide feedback effectively.

Does praise and grade only work as feedback for students? Are they enough?

Non – Government Teacher	Government Teacher
1. Teacher thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.	1. When students answer teacher's questions, the teacher praises him/her. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.
2. Teacher thinks that praise and grades are not enough and that teacher should provide them the opportunity to express what they have learned and give feedback on their reflection.	2. Teacher thinks praise and grades are not enough as feedback, teacher should also inform the errors of the students.

The non – government school teachers thinks that praise and grades are not enough, instructions are also important in class because without the teacher's instruction, students cannot work.

The government school teachers think that praise and grades are not enough as feedback, teacher should also inform the errors of the students. Apart from praise, teacher uses immediate feedback in class and teacher thinks it is enough for the school level students.

What kind of teacher feedback do you provide in class? Do you provide verbal or written feedback to students? Do you use instructional or correctional feedback?

Non – Government Teacher	Government Teacher
1. Teacher provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. Teacher provides both instructional and correctional feedback to students. When teacher gives students to write a composition or an application, she notices the spelling mistakes but still could not deduct marks because the grading system has changed and does not allow critical correction.	1. Teacher gives instructional and correctional feedback verbally and written in blackboard. Teacher uses both L1 and L2 in class for instruction and feedback but students ask questions usually in L1 as they are not fluent in English, but teacher always encourages them to speak English. Teacher exemplified that, they speak Bengali in 11 other subjects, so they could at least try speaking English in the English classes.
2. Teacher obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.	2. Teacher uses verbal feedback and written feedback during lectures, use of blackboard and checking scripts. Teacher uses instructional or correctional feedback by allowing students to illustrate what they have understood from the lesson/ topic.

The non – government school teachers provides both verbal and written feedback and obtain students responses on the lesson both verbally and written. For example, when teachers obtains the summary of the lesson from the students, measures their learning and provides instructional or correctional feedback accordingly.

The government school teachers said that they uses verbal feedback and written feedback during lectures, use of blackboard and checking scripts. Teacher uses instructional or correctional feedback by allowing students to illustrate what they have understood from the lesson/ topic.

Is there a particular style and language that you use when giving feedback?

Non – Government Teacher	Government Teacher
1. Teacher tries to make students understand in her way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.	1. When students ask questions, teacher answers them in English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

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2. Teacher tries to follow creative ways of providing feedback to students.	2. Teacher usually provides written feedback in class by checking the written scripts of the students when there is enough time and less number of students.

The non – government school teachers tries to make students understand in their way and checks how much output they could produce or deliver. Through active learning students reflect on what they have learned. Teacher also encourages students to increase their vocabulary so that they can understand and answer different types of questions.

The government school teachers said that when students ask questions, teacher answers them in English, but when students cannot understand the answers, teacher translates them into Bengali. Students who are regular and active learners in class ask more questions to teacher than the rest. When they get reply from teacher they get inspired and ask more questions. This encourages rest of the students to ask questions to the teacher.

Does your assessment and feedback in class help improve learning, motivation and self-efficacy of your students?

Non – Government Teacher	Government Teacher
1. When students see that the teacher is trying to help them in learning, students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.	1. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.
2. Teacher thinks that his feedback and assessment process is the most important aspect for students' learning because students know that teacher will ask them questions about the lesson he is teaching to understand their perception of the lesson.	2. Teacher feels that her assessment and feedback process increases students' confidence to ask questions to the teacher in class.

The non – government school teachers thinks that their assessment and feedback help students see that the teacher is trying to help them in learning, so students take the endeavor as their own and teacher could see a reflection of it which is an achievement for the teacher.

The government school teachers think that their assessment and feedback increases students' confidence to ask questions to the teacher in class. Sometimes, students read a text and are able to memorize it, but sometimes they do not get the gist of the text even though they memorize and write it down in their notebooks. So, teacher tries to make them understand the gist of the text from different angles which help them understand the text.

What do you do to maximize student learning in the feedback process?

Non – Government Teacher	Government Teacher
1. Teacher encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.	1. In group/ pair works when students come up with a point/ questions, teacher describes it to everyone.
2. When teacher provides feedback in class to a new batch of students, it becomes hard for them to get accustomed with his feedback process, but gradually it comes easier for them to understand and they feel interested to learn more from the teacher.	2. Teacher thinks that instant feedback helps maximize student learning but teacher never indicates particular student to answer, so whoever answers the questions, other students eventually learns the answer from him.

The non – government school teachers encourages students to learn and repeats lecture for weak students and ask them questions to see how much they have understood.

The government school teachers said that, in group/ pair works when students come up with a point/ questions, teacher describes it to everyone. They think that instant feedback helps maximize student learning.

easily accept the critique of their peers and even the peers can explain better than the teacher in an accessible way. The peer feedback is more effective because peer discussion is motivational, it is time – saving and student – centered that helps to bridge the learning gap of the students.

The analysis of the student survey questions shows that:

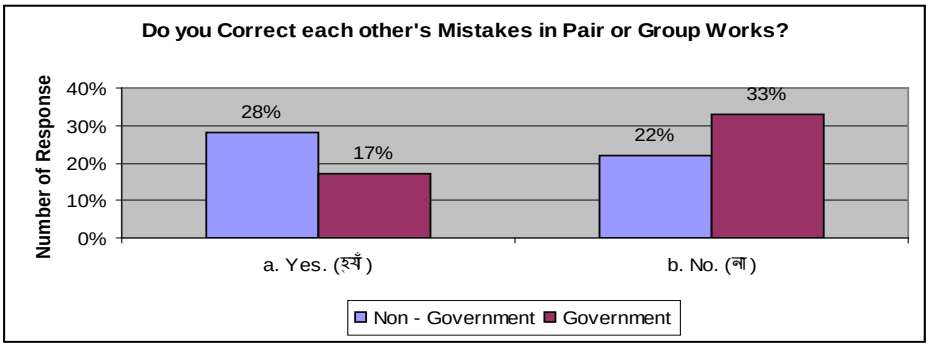
c) Effectiveness of Peer Feedback

Peer feedback is a powerful means of engaging students in the feedback process because students can

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Q-12: 12. Do you correct each others' mistakes in class through the pair or group works? Does the teacher help you do that?

	Non - Government	Government
a. Yes. (হ্যাঁ)	28%	17%
b. No. (না)	22%	33%



Most of the non – government school students said that they correct each others' mistakes in pair or group works because pair and group works are done in class. However, most of the government school students said that they do not correct each others' mistakes in pair or group works because pair and group works are not done frequently in their classes.

The analysis of the teacher interview questions shows that:

Does student – centered and peer assessment activities help provide more meaningful and time – saving feedback than the teacher's feedback?

Non – Government Teacher	Government Teacher
1. Teacher thinks than peer feedback is more effective then teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them. Even though spelling mistakes occur, still students at least try and interact with each other.	1. Teacher promotes peer assessment in class and is it more effective and also saves time.
2. Teacher always says, "Try to think deeply to correct the mistakes yourselves" and promotes peer assessment and feedback in class.	2. Peer feedback and assessment is not applied, but they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy.

The non – government school teachers said that peer feedback is more effective then teacher's feedback. In group/s pairs, teacher explains a dialogue and then provides a new unseen dialogue to students so that they try to create a new dialogue through interaction in groups/pair and responses naturally come from them.

The government school teachers said that peer feedback and assessment is not applied in class, but they would have learned better and be interested if there was opportunity for peer feedback in class. Teacher said that, when students work together in groups and check each others' scripts, they benefit from it as their peers can notice and check their errors. Also, students could ask questions to peers which they could not ask their teachers for being shy

Do you engage students in dialogue or conversation in class through pair/group works that helps promote peer feedback?

Non – Government Teacher	Government Teacher
1. When there is a listening text in the book, teacher invites two students to come in front and role play according to the dialogues in the book. If teacher	1. When students work in groups/pairs, teacher makes sure that they interact both orally and share their written works with each other.

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gives them a little bit idea of stress and intonation, it will improve their fluency and students will feel happy knowing that they have learned something.	
2. Teacher engages students in dialogue or conversation through pair/group works.	2. Teacher promotes dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

The non – government school teachers said they engage students in dialogue. For example, when students to come in front and role play according to the dialogues in the book.

The government school teachers said they promote dialogue or conversation in class between pairs when they write on a topic and discuss among themselves what they will write.

d) Teacher – Student Engagement

On basis of learner's performance, the teacher provides feedback which increase students' learning and achievement. The feedback information on their task and how to do it effectively helps to identify the learning gap, so both teacher and learners can act on feedback and reduce the discrepancy between the current learning and the desired learning.

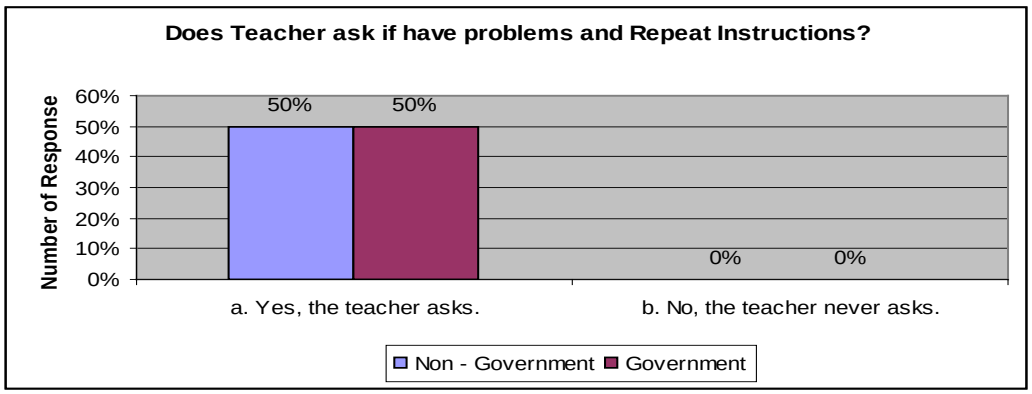
The teacher – student cooperation in the feedback process help students to receive feedback information from the teacher on their performance and it increase teacher – student engagement in the feedback progress and performance through self evaluation and teacher's assessment. Most of the teachers use the instant feedback in class to maintain the teacher – student engagement.

Through feedback information, students can chart their progress which enhances their learning, increases their motivation and improves their performance in class. The teachers also realign their teaching, evaluate students' achievement, develop competencies of students and create more feedback opportunities in class.

The analysis of the student survey questions shows that:

Q-4: 4. Does the teacher ask you if you have not understood anything in the class and repeat the instructions?

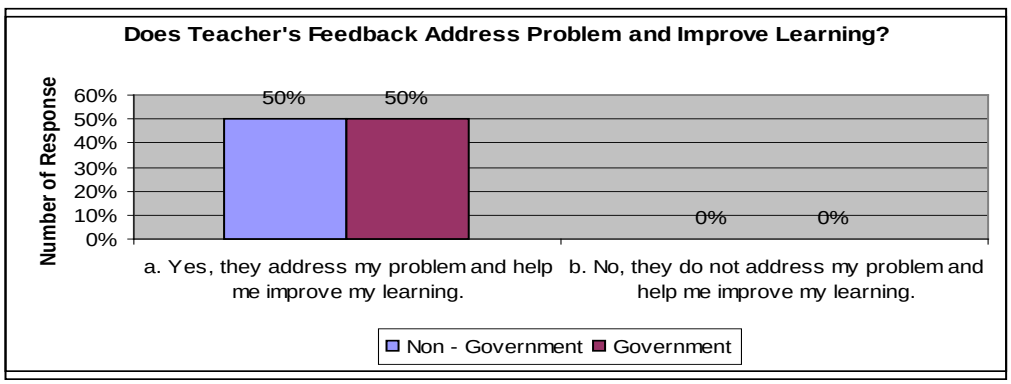
	Non - Government	Government
a. Yes, the teacher asks.	50%	50%
b. No, the teacher never asks.	0%	0%



Both the government and non – government school students said that they teacher does ask questions whether the students have understood something or not and repeat instructions in class.

Q-6: 6. Does the teacher's feedback addresses your problem and help you to improve in your learning?

	Non - Government	Government
a. Yes, they address my problem and help me improve my learning.	50%	50%
b. No, they do not address my problem and help me improve my learning.	0%	0%

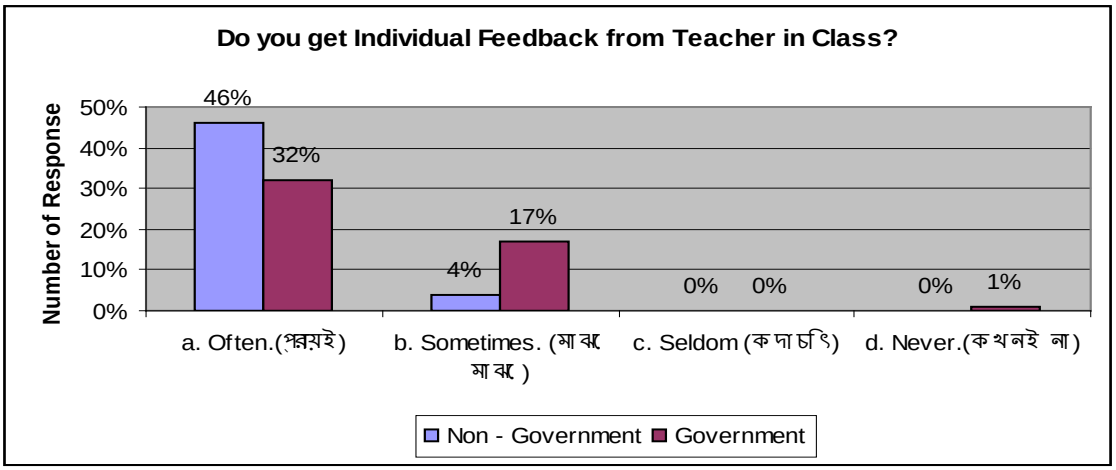


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Both the government and non – government school students said that the teacher's feedback addresses their problem and improves their learning.

Q-10: 10. Do you get individual feedback from the teacher in class?

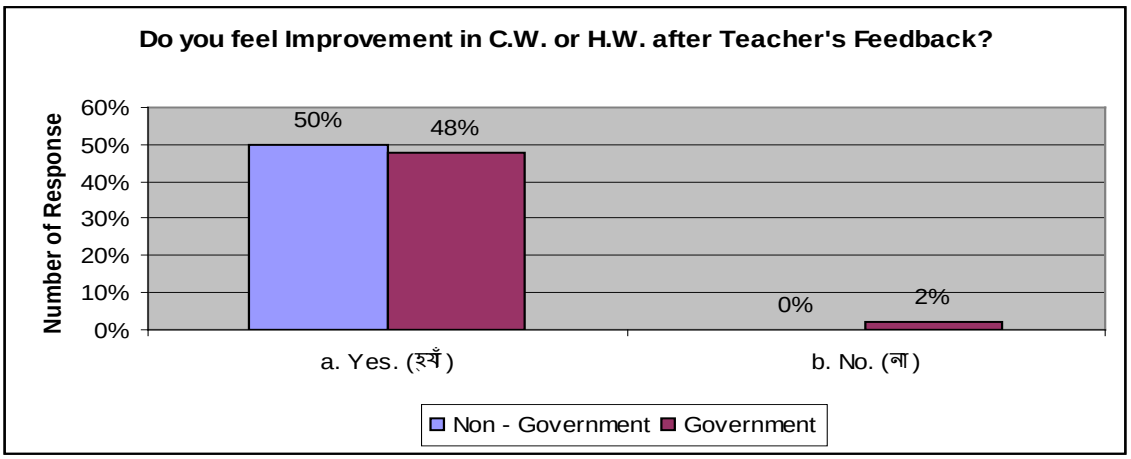
	Non - Government	Government
a. Often.(প্রায়ই)	46%	32%
b. Sometimes. (মাঝে মাঝে)	4%	17%
c. Seldom (কদাচিৎ)	0%	0%
d. Never.(কখনই না)	0%	1%



Most of the government and non – government school students said that they often receive individual feedback from the teacher in the class.

Q-11: 11. Do you feel improvement in your class work or home work after the teacher gives you feedback?

	Non - Government	Government
a. Yes. (হ্যাঁ)	50%	48%
b. No. (না)	0%	2%

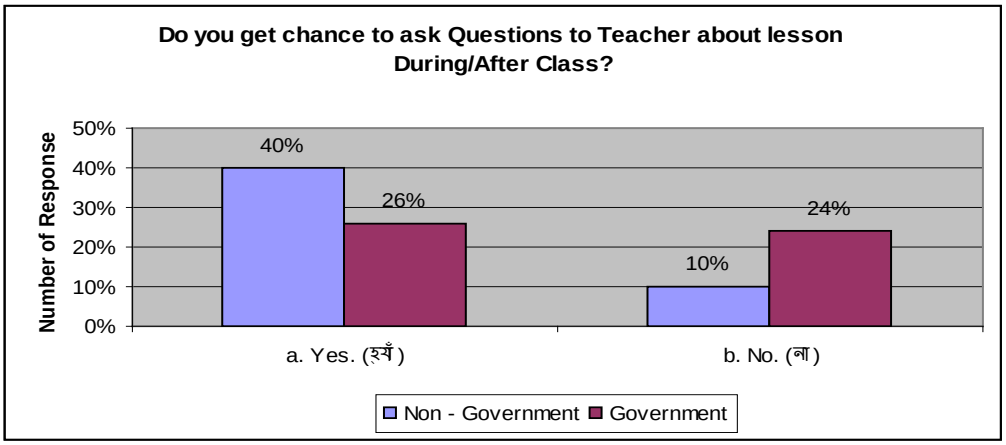


Almost all the government and non – government school students said that they feel improvement in their class work or home work after the teacher gives them feedback in class.

Q-13: 13. Do you get chance to ask questions to your teacher if you have not understood anything or need to know more about your lesson during or after the class?

	Non - Government	Government
a. Yes. (হ্যাঁ)	40%	26%
b. No. (না)	10%	24%

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Most of the non – government school students said that they get chance to ask questions to the teacher about the lesson. However, half of the government school students said that they get chance to ask questions to the teacher about the lesson and half of them said that they do not get chance to ask questions to the teacher about the lesson.

The analysis of the teacher interview questions shows that:

Do you provide detailed feedback to students on group works, pair works and assessment task? Do they help students to self-assess and self-correct?

Non – Government Teacher	Government Teacher
1. Teacher checks how much students learn through group works. Teacher divides the students as pro/cons in groups and tries to obtain responses and students come up with creative points to talk. Teacher tries as much to provide feedback of tasks in groups.	1. When teacher gives group and pair works, teacher answer questions and provide suggestions when students from groups/ pairs come up with their questions. Teacher thinks it helps them to self – assess and self – correct when they work in groups/ pairs.
2. Teacher tries his best to provide detailed feedback in group/pair works so that they can detect their own mistakes.	2. If more group/pairs works could be done in class, students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families. Teacher thinks that group/pair works should be increased in class, but the government schools students are not regular as they work outside so even if teacher tries to promote group works, she will not find available students in class.

The non – government school teachers checks how much students learn through group works. They try their best to provide detailed feedback in group/pair works so that students can detect their own mistakes.

The government school teachers said that more group/pairs works could be done in class, so students would have self-assess and self-correct their mistakes, but due to the classroom atmosphere it cannot be applied. It is because many students do not come regularly in class and some students come only during the exams as they work outside to meet the needs of their families. They think that group/pair works should be increased in class, but the government schools students are not regular as they work outside so even if teacher tries to promote group works, she will not find available students in class.

Do you manage to provide feedback to individual students or do you provide feedback as whole to the entire class?

Non – Government Teacher	Government Teacher
1. Teacher particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. Teacher corrects their errors in their written scripts also.	1. Teacher tries to provide individual feedback to students, but when teacher gives them feedback there are also other students beside them who also gets the feedback additionally.
2. Teacher provides both individual feedback and whole class feedback.	2. Teacher provides both individual and whole class feedback every day depending on the lesson.

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The non – government school teachers particularly notices the good and the weak students in class and tries to provide individual feedback to the weak students. They correct their errors in their written scripts also.

The government school teachers provide both individual and whole class feedback every day depending on the lesson.

In the last two weeks, were there other types of feedback that you have given students? Was it verbal or written?

Non – Government Teacher	Government Teacher
1. Teacher revises the old lessons and provides feedback on students' written and verbal responses during that time.	1. Teacher gives students to write essays in groups and asks them after a few classes whether they can present the essay/topic orally in class.
2. In the last two weeks, teacher mostly provided verbal feedback in class.	2. In the last two weeks, the teacher mostly used the verbal feedback to review and check students' perception.

The non – government school teachers revises the old lessons and provides feedback on students' written and verbal responses during that time.

The government school teachers said they gave students to write essays in groups and ask them after a few classes whether they can present the essay/topic orally in class. They mostly used the verbal feedback to review and check students' perception.

To what extent do your assessment and feedback processes inform and shape your teaching?

Non – Government Teacher	Government Teacher
1. Teacher thinks she is learning herself by giving students feedback and it is adding to her teaching practices. She is trying her best to provide feedback to students from her own responsibility.	1. When teacher faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: পুরনো চাল ভাতে বাড়ে। Each study, lesson and feedback in class is affected by the way teacher learns.
2. Teacher said, the assessment and feedback process not only helps the students but also helps shapes his teaching.	2. When teacher provides feedback to students in class, it also increases her experience as she learns from her students that helps shape her teaching process.

The non – government school teachers thinks that they learn by giving students feedback and it is adding to their teaching practices. They are trying her best to provide feedback to students from their own responsibility.

The government school teachers said that when they faces new group of students each year, not only teacher learns to prepare new materials and lesson plans for the new students but teacher's style of feedback also improves than the previous year which help students to learn better. He compared it to the proverb: পুরনো চাল ভাতে বাড়ে। Each study, lesson and feedback in class is affected by the way teacher learns.

XII. Significance

This particular research topic on the implementation of feedback in the classrooms will not only contribute to knowledge in the area but will also review the condition of the application of feedback by the teachers in the practical classroom atmosphere. The findings from this research illustrated how feedback could be implemented more effectively in the classrooms and how teacher could use the peer feedback strategy and teacher – student engagement in class to promote student learning.

XIII. Conclusion

This study attempted to fill in the gap of the current understanding of the effects and implementation of feedback in the classrooms that actually helps promote students' performance, motivation and self-efficacy. It also uncovered how students of different levels and goal orientations respond differently to feedback by the teacher and how the teacher can bridge the learning gap by engaging students in the feedback process to facilitate their learning. In conclusion, the results of this study looked into how the teacher implements feedback facing the challenges in the large classrooms and how student receiving effective feedback have a significant improvement in their classroom performance and learning progress.

XIV. Recommendations

After considering both the data analysis and conclusion, we could make three recommendations for further investigation in this area of research. To make

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findings generalized, the sample size of the teachers and the students could be expanded significantly to include more participants for the research. Second, this study only looked at the classroom atmosphere, teacher's feedback, peer feedback and teacher – student engagement as part of implementing effective feedback in classrooms. So, it would be useful to analyze how the students and the teachers use feedback information to improve student performance and teacher's experience of providing feedback over time. This might reveal what forms of feedback works most effectively in the classroom atmosphere of the Bengali medium secondary schools. Third, while this research suggests types of feedback that are effective at improving student performance, there is little information on how to support the teachers for improving their quality of instruction as they learn to give effective feedback to the students in class.

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