

Analysing the Nature of Oral and Written Corrective Feedback Teachers Provide to
Grade Nine Pupils in English Language in Selected Secondary Schools of Kabwe
District of Zambia.

By

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Requirements for the Award of the Degree of Master of Education in Literacy,
Language and Applied Linguistics.

The University of Zambia

Lusaka

2024

DECLARATION

I, Gertrude Notula Simutanyi, do declare that this dissertation is my original work which has been submitted for the fulfilment of the Master of Education in Literacy, Language and Applied Linguistics.

Signature: _____



Date: _____

15/04/2024

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APPROVAL

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ABSTRACT

The purpose of this study was to establish the nature of oral and written corrective feedback that teachers provided to learners of English Language at grade nine level in selected public secondary schools in Kabwe District, Central Province of Zambia. The study objectives were: (i) to establish the nature of oral and written corrective feedback teachers provide in English Language to their grade nine pupils; (ii) to determine the views of grade nine pupils on the usefulness of the oral and written corrective feedback given by their teachers and (iii) to establish teachers' opinions of their feedback given to the pupils. The study employed a descriptive research design of qualitative research. Purposive sampling techniques were used to come up with a sample size of 80 respondents. Data was gathered through interviews, document analysis, focus group discussions and classroom observations during the teaching and learning process. The data collected was analysed thematically through content analysis where key words and themes were coded and generated. Findings of the study showed teachers of English provided oral and written corrective feedback which ranged from Informal formative oral corrective feedback formal, formative written corrective feedback, and summative assessment of feedback. Learners wished teachers could provide immediate and elaborate feedback that they could leverage upon. In some cases, learners desired space, privacy, confidentiality and security when receiving one-on-one feedback from their teachers of English. Among other issues, teachers bemoaned the limited time allocation to provide quality feedback to their learners. However, findings showed that some teachers had limited exposure to correction codes and they also expressed lack of content knowledge on some topics in English and consequently, remained at a loss when they were expected to give solutions to challenging questions during lessons. The researcher recommended that teacher training institutions to adequately explore further on the component of corrective feedback to learners so that graduate teachers can be well prepared on the provision of feedback to learners. Secondly, teachers of English language in their respective stations to enhance their content knowledge and pedagogical skills in the subject matter by utilizing researchers and experts during Continuous Professional Development workshops (CPDs).

Keywords: *feedback, learner feedback, corrective feedback, teacher feedback*

DEDICATION

I, Gertrude Notula Simutanyi, dedicate this work to the Almighty God, my beloved husband Honest, my super mother and friend, my sweet children: Kupelwa, Namutabo and Chipasha and my siblings, the driving force in my academic pursuit.

Thank you for your immeasurable support!

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ABBREVIATIONS

ECZ	Examination Council of Zambia
DEB	District Education Board Office
DEBS	District Education Board Secretary
WCF	Written Corrective Feedback
MoE	Ministry of Education
GRZ	Government of Zambia
ZNBC	Zambia National Broadcasting Services

CHAPTER ONE

INTRODUCTION

1.0 Overview

In this chapter, the nature of this study is explained by providing a contextual background on ‘feedback’ in academic disciplines with regards to the teaching and learning achievement process in English as a second language. The statement of the problem, purpose of the study, research objectives and questions are explained. Additionally, the significance of the study, delimitation and limitation are also presented.

1.1 Background

In academic disciplines, feedback stands as an indispensable element of the teaching and learning process and as such, its need cannot be underemphasized. Bellon et al. (1991) posits that academic feedback is more strongly and consistently related to achievement than any other teaching behaviour and this relationship is consistent regardless of grade, socio-economic status, race and school setting. Feedback is central to effective teaching. Garwood and Dowden (2000) reported that feedback is an essential part of the learning process as it helps students understand the subject being studied and how to improve their learning.

1.1.1 Feedback in -Education

Feedback is viewed as information provided to a learner as a result of the outcome in the form of performance of a task. (Jurgen et al., 2010; Ford, 2010). Feedback can be an encouragement to the recipient, it can help to focus the mind of the assessor, as well as provide the necessary insight to facilitate improvement for both the learner and the teacher (Carless, 2006). Feedback, therefore, remains significant to both the learner and the teacher.

Thus, verbal or written, feedback has an immediate and direct response to student academic performance and is one of the most powerful classroom interventions that teachers use to foster learning and improve student motivation, (Hattie & Timpley, 2007). Providing appropriate feedback can help students improve in a number of areas in their academic life. York (2002) opinionated that feedback can improve a student’s confidence, self-awareness and enthusiasm for learning. Pupils may also provide their own feedback when they assess their own work. According to Lightbown and Spada (as cited in Karbalaei, etal, 2014: 967), corrective feedback refers to “Any indication to the learners that their use of the target language is incorrect.” Whereas oral corrective feedback is a means of offering

refined input to learners which could consequently lead to refined output by the learners. Similarly, Chaudron (as cited in Mendez, et al., 2012:64) defined “oral corrective feedback as any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance”. In short, oral corrective feedback is the process of giving correction toward student’s error in oral production which can be conveyed by teachers, Tesnim, (2019). Jongekrijg and Rusell (1999: 54) noted that “Instructional Feedback is an important part of the educational process. It is the information provided to learners about their performance. Many experts in the field of education, learning and motivation, and numerous learning theories insist that feedback is an essential element of education.”

1.1.2 Feedback in Zambian Schools

Most teachers of English as a second language in Zambia endeavor to give some form of feedback to the learners. Regrettably, teachers have clung to common traditional comments on learner’s oral and written work in English language. Garwood and Dowden (2002:47) promulgate that:

The key to effective feedback is the provision of quality Information back to pupils. Naturally, evaluation including praise where it is called for will be included, but feedback which is long on evaluation and short on information is of very limited use. Comments like: ‘good’, ‘you have done very well’, are not going to help very much without information on what has been attained and what should be tackled next.

Ideally, feedback was used by teachers to build relationships with students and help them improve their writing and speaking. In many contexts of English writing, however, teacher feedback tended to discourage and confuse students and as such did not produce the desired outcomes in terms of enhancing student learning. (Lee, 2014) observed that, although providing feedback on student writing is one of the most important tasks for teachers, it has always been presented as a problematic practice in literature. However, critical in teaching was the fact that, feedback and instruction were on the same continuum. That the two went hand in hand as it not only showed the learner how to improve on their performance, but it also gave an opportunity to the teacher to adjust in their pedagogy in the light of the feedback they are supplying (Hattie, 2009).

In the light of the foregoing, good teachers of English were often faced with questions like: how effective was my teaching, to what extent were the pupils progressing in terms of speaking the English language and essay writing techniques i.e. in a discursive essay, narrative, argumentative, letter writing, speaking and so on.

One of the national policy documents on education in Zambia, (Educating Our Future, 1996), highlighted a number of issues that needed attention to improve the quality of education in the Zambian educational system. It stipulated that, “Important pedagogic routines, such as careful preparation of lesson plans and materials, frequent pupil assessment and feedback need to be institutionalized, p. 28” This kind of advocacy by policy makers highlights among other practices the significance of feedback by teachers to the learner in their respective academic settings. Equally, in another document by the Ministry of General Education – ‘Standards of Practice for Teacher Educators in Zambia,’ p.9 states that among other areas of practice, teachers must assess, provide feedback and report on individual’s learning.

Consequently, in view of the above demand for providing feedback, constructive oral and written corrective feedback were to be honed by all well-meaning teachers of English whose mandate was to exercise high level professionalism. How students analysed, discussed and acted on feedback was as important as the quality of feedback itself, (Nicol, 2010).

The goal in supplying feedback was to guide learners to produce the kind of writing required not only for the purpose of passing examinations as it were but to help learners demonstrate high level competencies in writing, for tertiary education, leisure or the world of employment, (Zambian English Senior Secondary School syllabus, 2012).

In a nutshell, feedback is not a new concept in academia. Research has been conducted locally and abroad to ascertain ways in which it could be addressed. A study was conducted in Zambia by (Banda and Manchishi, 2019) titled ‘Acquiring English Language Proficiency through Written Corrective Feedback: Is it Possible?’ This particular study investigated the efficacy of written feedback among grade elevens (11) in selected senior secondary schools in Kasama, Northern Province of Zambia.

Thus, taking a leaf from the study they conducted, current research was compelled to investigate further the nature of oral and written corrective feedback that was given to grade nine (9) learners of English, in this case, in selected public junior secondary schools in Kabwe, Central Province of Zambia.

1.1.3 Grade Nine Examination Performance over the Years

The Internal Examinations Learner Performance results in languages and literature across the country from 2017 to 2019 remained relatively poor with five (5) out of eight (8) language subjects recording a drop in percentage points except for French, Kiikaonde and Lunda which recorded percentage point increases of 14.5, 5.18 and 2.03 respectively (Examinations Council of Zambia, 2019). These results suggest that the performance of learners in English language dropped. The 2019 ECZ Statistical report on grade nine (9) internal examinations also showed that multiple provinces kept recording lower performance in English as a second language along with other subjects as shown in Figure 1 and interpreted in summary in Table 1.

Each province in Zambia was ranked in terms of performance in English language and others subject areas. Table 1 shows the performance of learners in English language per province.

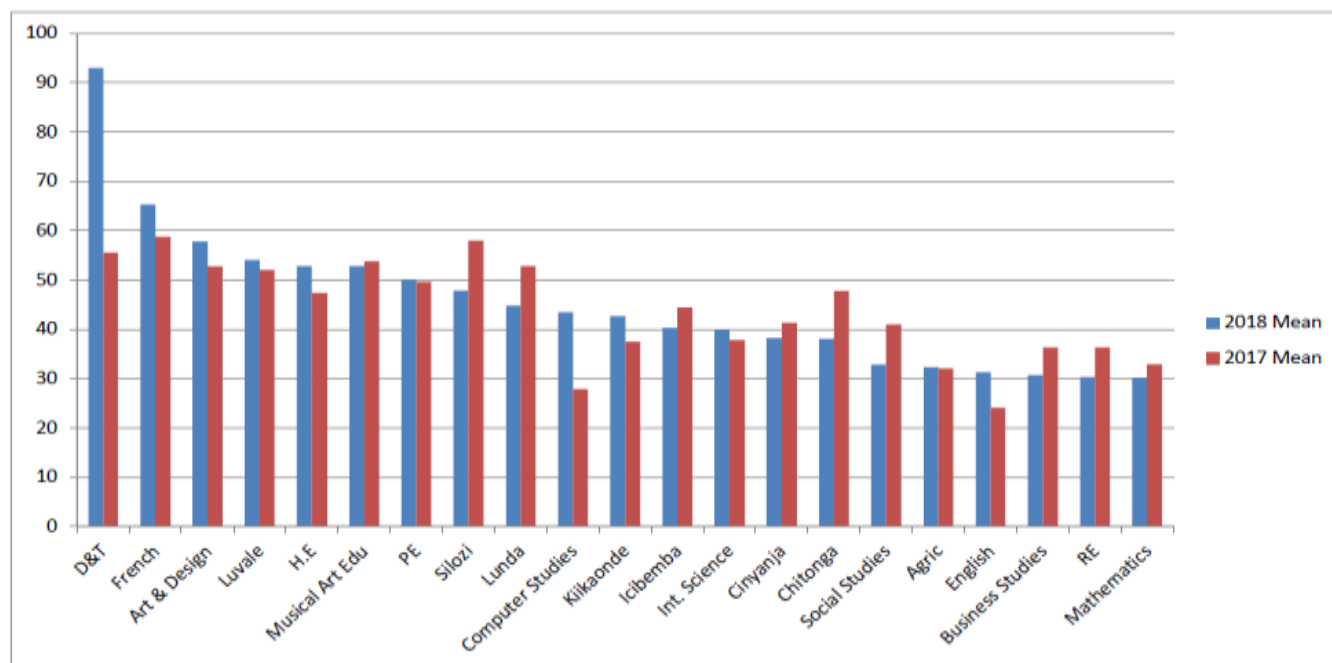


Figure 1: 2018 and 2017 Grade 9 Internal Examination Percentage Mean Scores by

Table 1: Grade 9 Performance Ranking by Province for 2017 and 2018

Province	2018		2017	
	% Certificates	Rank	% Certificates	Rank
Copperbelt	53.24	1	61.44	1
Lusaka	50.34	2	60.15	2
Zambia	45.65		49.5	
North-Western	45.64	3	59.7	3
Southern	43.66	4	45.37	10
Western	43.2	5	56.27	5
Muchinga	41.61	6	50.55	8
Luapula	41.61	7	53.65	6
Northern	41.48	8	59.63	4
Central	41.35	9	51.32	7
Eastern	40	10	45.39	9

Source: (Examination Council of Zambia –Highlights on Performance, 2019)

Table 1 shows that multiple provinces including Central province where this study took place exhibited a decline in the number of pupils that obtained grade nine certificate. Referring to the 2019 Examinations Council of Zambia performance highlights on Grade Nine (9) Internal Examination report, English Language, French and Zambian Languages examined by ECZ, fall under the category of Literature and Languages. However, the report on performance across subject groupings as shown in table 1 and figure 1, bemoan the fact that most candidates in that category did not perform well. ECZ Grade Nine (9) Highlights on Internal Examinations (2019: 24) stated;

The largest proportion of candidates that failed was recorded in English language at 51.79 percent of those who sat. An indication that more than half of the candidates could not probably have been able to read.

The poor linguistic levels as presented above provide an impression that teachers of English in particular were not teaching effectively and lacked the provision of effective feedback to the learners on where they were wrong in the learning process. As such, the nature of the oral and written corrective feedback that was given by teachers to the learners was unclear and that is why the current study is

important. A clear contrast in performance across subject areas is indicated in Figure 2 covering the three years 2016 to 2018.

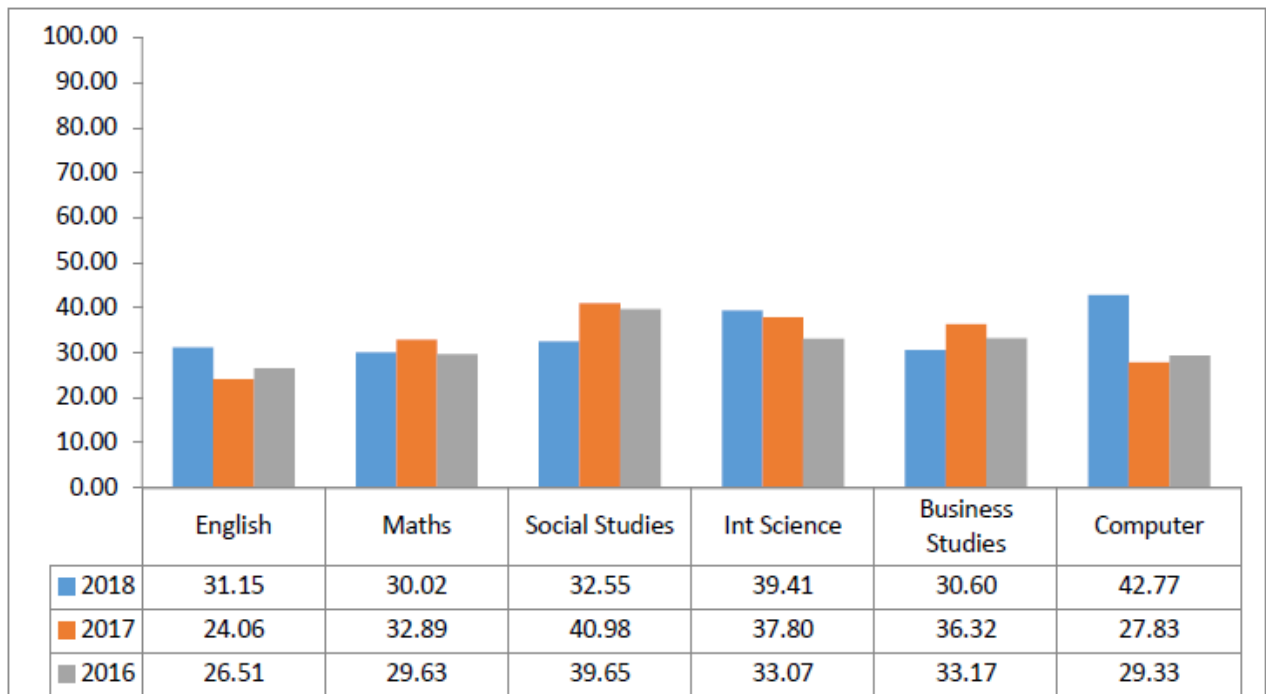


Figure 2: Performance for 2016, 2017 and 2018 that sat Grade 9 Internal Examinations.

Source: Examinations Council of Zambia –Highlights on Performance, 2019

In comparison to other factors contributing to poor performance in English language are not clearly explained by the Examinations Council of Zambia’s report (2019). This study was carried out to investigate the aspect of teaching in class particularly on the nature of oral and written corrective feedback and how it was provided to Grade Nine learners.

English Language, Computer Studies and Mathematics recorded decrease in 2022 performance from 2021 by 5.67, 2.31 and 1.67 percentage points respectively.

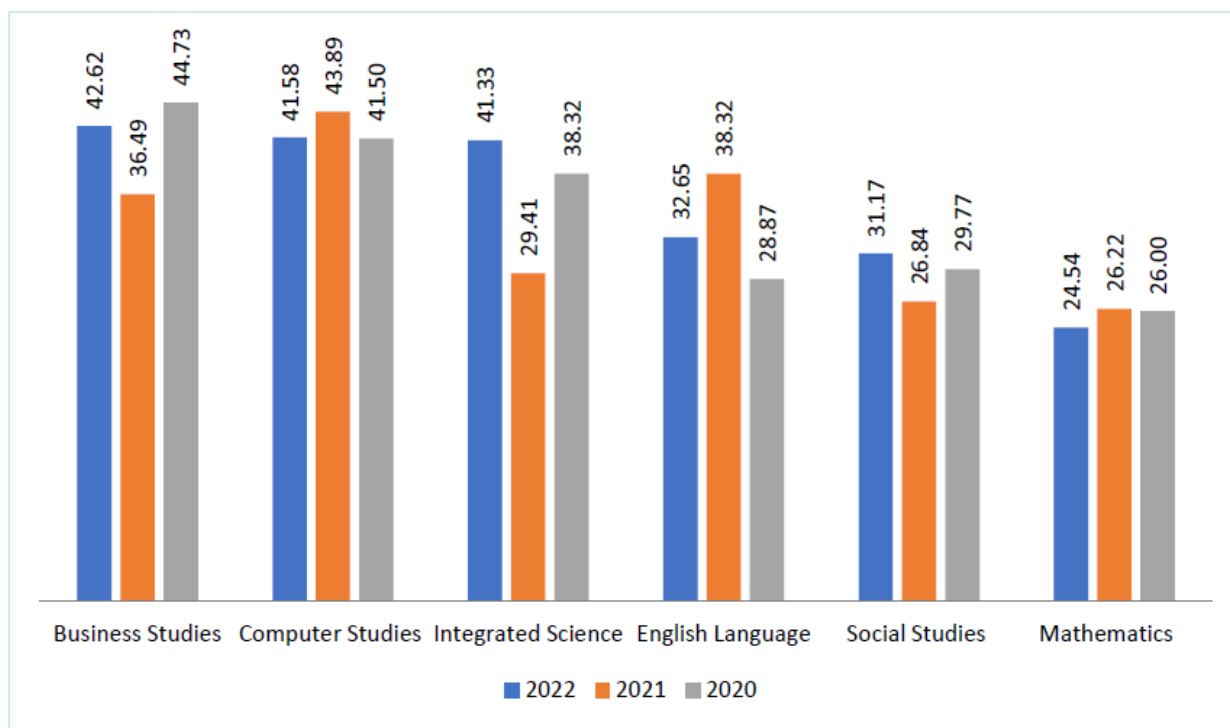


Figure 5: 2022, 2021 & 2020 Percentage Mean Scores Comparison

Figure 3: 2022 Performance Review Report/Junior Secondary School Leaving Examination

Source: Examination Council of Zambia Performance Review Report- (2022)

1.2 Statement of the Problem

The Examinations Council of Zambia’s reports of (2019) and (2022) which also included (2020) and (2021) and as in Figures 1, 2, 3 and Table 1 shows a steady decline in performance for grade nine learners in English language as compared to other subjects. This low performance in English in national examination results in Zambia is acknowledged by multiple studies (Ilubala, 2020; Nyambe, 2019; Mbozi, 2008). Multiple factors have been raised contributing to poor performance of learners in English language (Maala & Mkandawire, 2022; Muyangana, 2012; Chazangwe, 2011). The absence of thorough and constructive feedback provision to the learners was cited as one of the factors contributing to poor performance (Banda & Manchishi, 2019). Equally, Educating Our Future policy by the Ministry of Education in Zambia advocated for the importance of several pedagogical routines

in schools including ‘feedback’ (MOE, 1996:28). However, the document did not clarify what was meant by ‘feedback’ to the learners, the nature of feedback to be provided and means of delivery. What was not clear, therefore, was whether teachers of English in junior secondary schools in Kabwe, Central Province provided constructive feedback that learners could leverage. Stated as a question, what was the nature of oral and written corrective feedback teachers provided to grade nine learners in English language in selected secondary schools of Kabwe district of Zambia?

1.3 Purpose of the Study

The purpose of the study was to analyse the nature of oral and written corrective feedback teachers provided to grade nine pupils in English language in selected secondary schools of Kabwe district of Zambia.

1.4 Research Objectives

The study sought to address the following research objectives:

- (i) To establish the nature of oral and written corrective feedback that teachers gave to their grade nine pupils in selected secondary schools of Kabwe District.
- (ii) To determine the views of grade nine learners on the usefulness of the oral and written corrective feedback provided by their teachers.
- (iii) To ascertain the views of teachers on their oral and written corrective feedback they gave to grade nine learners.

1.5 Research Questions

The following research questions were addressed:

- (i) What was the nature of oral and written corrective feedback that teachers of English gave to their grade nine learners?
- (ii) How was the oral and written corrective feedback given to grade nine pupils by their teachers?
- (iii) What were the views of teachers on their oral and written corrective feedback they gave to their grade nine learners?

1.6 Theoretical Framework

A theory is an idealized representation of reality that help us explain some natural phenomena (Nkhata et al., 2019). In addition, a theory is a set of statements about a natural phenomenon which explains why such phenomena happens in the way they do (Pattern & Williams, 2007). In this case, the major function of a theory in research is to explain some phenomena under investigation.

This study was informed by the Zone of Proximal Development theory (Vygotsky, 1978). This theory claims that learning is a process of apprenticeship and internalization whereby skills and knowledge are transformed from the social into the cognitive plane. The concept of the Zone of Proximal Development (ZPD) which is generally considered the core of Vygotsky's theory of learning is often interpreted as the distance between what a learner can do without help, and what they can do with support from an individual who is more skilled or has the expertise. In this case, this concept espouses the fact that teaching occurs through meaningful interactions between experts and novices. Figure 3 shows a summary of Zone of Proximal Development (ZPD).

ZONE OF PROXIMAL DEVELOPMENT (ZPD) SUMMARY

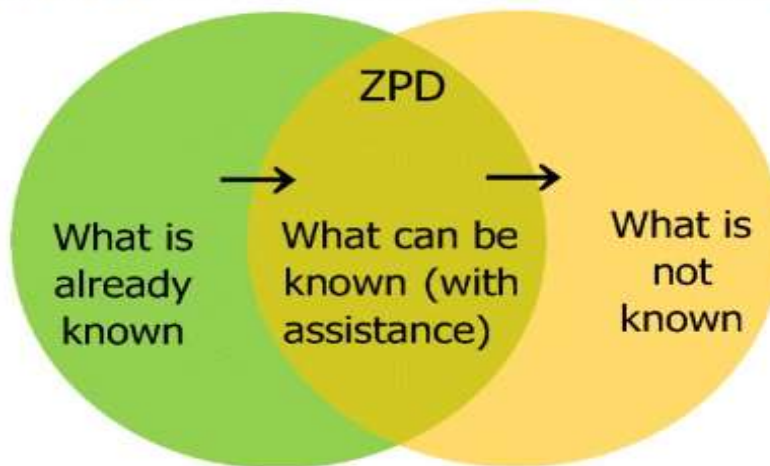


Figure 4: Zone of Proximal Development.

Source: <https://www.google.com/search?q=Images+of+Zone+of+Proximal+Development&rlz>

Figure 4 summarises what the theory of Zone of Proximal Development looks like and how it progresses from what learners already know to what they do not through assistance from knowledgeable others.

1.6.1 How the Zone of Proximal Development Theory was used in this Study

This theory fits well with this study because it explains how teachers who are more knowledgeable can help learners by providing appropriate feedback where learners fail to understand specific teaching points and tasks through scaffolding. The Zone of Proximal Development is premised on the idea that a person with more knowledge (in this study, it is the teacher) can enhance learners' learning by guiding them through tasks that are slightly above their aptitude or level. Appropriate feedback is provided to the learners in areas where they perform well, and suggestions are made in areas where they need improvement. As the learner gains more competence because of guidance and feedback from the teacher, the expert teacher slowly withdraws and eventually stops guiding the learners on specific topics as soon as learners can do the tasks by themselves. This is how the ZPD theory was utilized in this study.

1.7 Significance of the Study

This study is important as it may contribute to the body of knowledge in the area of providing corrective feedback in English language teaching. Equally, that it may improve on the teacher methodological content in teacher training institutions owing to the fact that this is one area where teacher trainees receive very little support during their training as teachers. It is anticipated that the new knowledge may be incorporated in the routine teaching of English language in order to improve on pedagogical skills among teachers and enhance performance among learners and in addition, sharpen skills regarding supervision and monitoring of the subject in schools and higher learning institutions in this respect.

1.8 Delimitation

This study was only confined to selected secondary schools of Kabwe District. The sample size was also limited as it did not cover all the schools in Kabwe District and therefore, the results of this study may not be generalised to other regions. Delimitation of a study are in essence the boundary of the study consciously set by the authors themselves. They are concerned with the definitions that the researchers decide to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible to achieve (Theofanidis & Fountouki, 2018). This study was restricted to Kabwe urban and peri-urban district in Central Province of Zambia because the researcher wanted to have a bigger picture on how teachers of English provided feedback in secondary schools. It targeted

Junior secondary schools and specifically Grade Nine (9) level. The schools selected were drawn from different zones within the district

1.9 Limitations

Nataraj, Chari, Richardson and Willis (2013) as cited in Mkandawire (2022) defined limitation as shortcomings, conditions and influences which the researcher cannot control in their research. Limitations of any particular study concern potential weaknesses that are usually out of the researcher's control. During the data collection process, some teachers refused to take part in this study in the targeted schools for some reason or the other and this affected the number of participants in the study. This imply that if the sample size was increased in the target schools, may be the results may have been same or different.

1.10 Operational Definitions

The meaning and interpretation of the terms and concepts in this section are as used in this dissertation. The dictionaries and other literature may provide other alternative meanings.

Feedback:	Information provided by an instructor to a student following a particular task.
Learner:	One receiving instruction from a teacher in secondary school.
Pedagogy:	Ways of teaching
Student:	One receiving instruction from a lecturer in higher of institution learning
Oral feedback:	Verbal information provided by the teacher to the learner
Written feedback:	Teacher's written comments on learners' given tasks
Learner feedback:	Learner's interpretation of the teacher's comments oral or written work provided by a fellow learner
Peer feedback:	Academic help (written or oral) provided by a fellow Learner during or after class activities.

1.11 Summary

The chapter, opened with an introduction to the study there by giving an explanation to the role and significance of English in Zambia coupled with the challenges that teachers face in teaching the subject. The background to the study was dealt with in terms of what was entailed of the concept 'feedback'; its role in making instructional decisions and its implication to both the learner and the teacher. It also

included reviews of final examination statistical reports and these were analysed in brief. The procedures in terms of research objectives, statement of the problem, purpose of the study, delimitations and limitations were dealt with accordingly. Finally, the key terms recurrently being referred to in the study were also defined according to their usage in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter presented the introduction and background to the study. In this chapter, the literature related to the present study is presented. Literature review is a key step in the research process and refers to an extensive, exhaustive and systematic examination of publications relevant to the research project using themes generated on the readings (Bless, 1995). This chapter is split into two major sections. First is the conceptual review of literature where key concepts are presented and how they are related to the present study. The second section covers a review of stud with respect to the research objectives as presented in chapter one.

2.1 Conceptual Review of Literature

This section discusses major concepts presented in this study and how each of the concepts is used in relation to substantive study.

2.1.1 Feedback

Karbalaei et al (2014: 967) viewed corrective feedback as “Any indication to the learners that their use of the target language is incorrect.” In addition, Hattie and Timpley (2007) defined feedback as an immediate and direct response to student academic performance and is one of the most powerful classroom interventions that teachers use to foster learning and improve student motivation. Garwood and Dowden (2000) reported that feedback is an essential part of the learning process as it helps students understand the subject being studied and how to improve their learning. This study viewed feedback from the lens of Karbalaei et al., (2014) and also Hattie and Timpley (2007) because the focus of the study in Kabwe was centred on how teachers guided learners where they were correct and wrong in the teaching and learning process.

2.1.2 Oral Corrective Feedback

Alkhamash and Gulnaz (2019) observed that oral corrective feedback is support given by a teacher to the learners regarding their spoken errors. Furthermore, Lyster, Saito and Sato (2013) viewed oral corrective feedback as a form of feedback that focuses on teacher's immediate response to learner's erroneous utterances. Teachers in the English as Foreign Language (EFL) classroom provide different types of oral feedback where the aim is to facilitate language development (Maldi & Saadany, 2023). On the other hand, corrective feedback refers to teacher and peer responses to erroneous second language (L2) production (Li, 2013). Oral corrective feedback can be defined as a means of supplying refined oral input to learners which could consequently lead to refined oral output by the learner. This study adopted Li's definition of oral corrective feedback as the study analysed the nature of oral feedback given by teachers in selected secondary schools of Kabwe District.

2.1.3 Written Corrective Feedback

Written Corrective Feedback can be defined as the teacher's or instructor's written comments on what the learner has produced in terms of written academic tasks. Written corrective feedback is the input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions, and suggestions a reader gives a writer to produce reader-based prose as opposed to writer-based prose (Keh, 1990). In this study, written corrective feedback was used to mean the feedback teachers provided in writing to learners through class tests, exercises and projects.

2.2 Review of Related Studies

This section presents studies under each of the research objectives framed as themes for easy referencing.

2.2.1 The Oral and Written Corrective Feedback by Teachers

Banda and Manchishi (2019) conducted a study which focused on investigating the written corrective feedback. Their study sought to establish whether or not feedback helped the second language (L2) acquisition among grade elevens. This study had two objectives; the first one was to establish the nature of written corrective feedback teachers gave and the second was to

find out challenges involved in providing written corrective feedback. Four secondary schools were sampled in Kasama district among grade eleven (11) learners who were used to assess their perceptions on written corrective feedback. Twenty (20) learners were picked from each school and made a sample of eighty (80) respondents. Five (5) teachers were picked from each school making a sample of twenty (20). Various research instruments were used for both teachers and learners. The instruments used included: A test, interview guide, focus group discussion guide, questionnaires and document review guides. The findings showed that it was possible to acquire proficiency through written corrective feedback. The study concluded that, teachers as well as learners had unique perceptions about the practice of written corrective feedback and that they appreciated it differently. As such, the study drew two major recommendations. Firstly, a teacher needed to use corrective feedback which learners were familiar with and could interpret with ease. Secondly, a culture of encouraging learners to attend to their errors was to be upheld among teachers of English language.

Banda and Manchishi's study directly relate to the current study as both studies were centered on feed backing with a major focus on 'written' corrective feedback in the acquisition of second language (English). The study employed a quantitative study and thus used research instruments such as a test and a questionnaire to investigate the phenomenon. However, the objective of the current research study was bent more on trying to establish the nature of both aspects of the Oral and Written corrective feedback that teachers provide to their grade nine learners in English and as such statistical and empirical calculations may not have been used which is also inter dem with (Brink,1993). It is appreciated that the study was carried out in Kasama, Northern Province of Zambia among grade eleven learners which is a more senior grade as compared to the grade nine which here in Zambia is considered a more junior grade in terms of academic levels. However, the current study adopted the use of the interviews guides and a focus group meeting.

A study was conducted by Yunus (2020) entitled, 'Written Corrective Feedback in English Compositions: Teachers' Practices and Students Expectations', sought to investigate the following issues: (1) teacher's practices in marking students' English language compositions, (2) students' expectations of teacher's Written Corrective Feedback, and (3) compare whether students' expectations correspond to teachers' practices of WCF. The sample size consisted of

sixty-four students and three teachers of an upper secondary school in Malacca, Malaysia. Teachers' WCF practices and students' preferences were elicited from two different sets of questionnaires. Findings revealed that both students and teachers generally believe that WCF is beneficial in improving students' writing skills. It was also discovered that students prefer direct, specific, and comprehensive feedback over indirect feedback. However, the study showed some discrepancies between students' preferences and teachers' practices in composition classrooms in terms of the amount, type, and necessity of the feedback where most students were found to require more WCF than the amount their teacher was capable of giving. The researcher highlighted that this misalignment calls for teachers' and students' adjustments to ensure the effectiveness of WCF strategies employed by teachers. Equally, findings from this research also imply that the study of contextual factors and beliefs influencing preferences with regard to WCF may also be necessary.

The quantitative study by Yunus (2020) is quite significant as it is in line with the current study in a number of aspects on feedback. The objectives in the previous study sought to make a comparison of the teacher's practices in marking students' compositions and students' expectations of their teacher's written corrective feedback. This is slightly similar to the current study in the sense that the second objective only seeks to investigate the views of the learners on the feedback they received from their teachers. However, this aspect from the previous study is worth noting as it could help in resolving the issues within written corrective feedback that affect learners especially in enhancing linguistic competence. Swain (1965) in Banda and Manchishi (2019) noted that this explains why corrective feedback in most theories of second language acquisition or learning is taken seriously as a means of enhancing learner acquisition progress and attaining of linguistic accuracy which is the ultimate focus of second language teaching. The previous study by Yunus (2020) highlights several themes that guided the possible direction of the current study.

Another study by Munjita (2019) aimed at analysing the mentoring practices experienced by student teachers at Evelyn Hone College within the five-factor mentoring model for effective teaching during teaching practice. This study was quantitative in nature and employed a cross-sectional survey design. The study population was 474 third year student and a sample of 155 was drawn using stratified random sampling. Data were collected through self-administered

questionnaires and were analysed using SPSS version 20. Means and standard deviations were used to determine whether the experiences of student teachers were positive or negative. Mann-Whitney and Kruskal-Wallis tests were used to test the hypotheses as to whether there were differences between student teachers and their background variables (gender and programme of study). Findings indicated that student teachers had positive experiences in all the five mentoring factors (personal attributes, system requirements, pedagogical knowledge, modelling and feedback). However, student teachers were found not to have been adequately mentored in specific pedagogical knowledge areas such as classroom management, teaching strategies, feedback, and questioning techniques. The study recommended that mentor teachers should adequately mentor student teachers in the area of pedagogical knowledge, feedback, classroom management, questioning techniques, and teaching strategies.

The study by Munjita (2019) in Zambia is essential and directly related to the current scholarship in the sense that it raises inadequacies in teacher training institutions on the coverage of feedback component in teacher education. Much of this previous study focused on mentoring practices by mentor teachers where the results showed that teachers were ill prepared in the area of feedback and other spheres that needed the attention of trainers. However, in comparison to the current study, the previous research remains cardinal as there are aspects in the third objective which spell out the opinions of teachers on their feedback they provide to their learners. Feedback is one of the most powerful influences on learning (Hattie & Timperley, 2007).

Another study conducted by Meirina (2018) titled '*Corrective Feedback in English Classes*' focused on oral corrective feedback made by teachers of English to their learners. The design of the study was a classroom-based observation research. The study identified occurrences of the correction during the daily conversation course and the way teachers performed the corrective feedback in the classroom. From the findings, it was revealed that teachers' oral corrective feedback is one factor that influences the progress of students in learning English. Purposively, the study did not bother the student in building communication. The teacher applied recasts, explicit correction and clarification requests. Recast was dominated by the type of corrective feedback used by the teacher because it did not make students confused. The researcher was consistent in treating the errors, gave corrections without breaking the flow of

communication, and did not ridicule the student in giving correction. The researcher contended that to facilitate successful language learning, teachers must perform a complicated balancing act of two necessary but seemingly contradictory roles. That teachers must establish positive affect among students, yet also engage in the inherently confrontational activity of corrective feedback on error. The positive affect derives from a variety of teachers' behaviors, encouragement, personal interest and a natural use of language.

Meirina's study is highly valued as it emphasizes among other issues the aspect of 'positive affect' which teachers of language should embrace in a variety of ways to allow the use of language in a natural way. Equally, it is worth noting that students' oral output was not interrupted by the teacher but allowed the flow of communication and a natural use of language. This method of teaching may be applicable in Communicative Language Teaching (CLT) which holds that corrective feedback is at the centre as a mechanism that facilitates proficiency and accuracy, (Ferris, 2010). Merina's Study, with reference to the current one, was an eye opener to inquire further on the nature of oral corrective feedback.

2.2.2 The Views of Learners on the usefulness of the Oral and Written Corrective Feedback by Teachers.

The second objective of this study sought to investigate the learners' views on the usefulness of the oral and written corrective feedback teachers provided to the learners. Multiple studies fitted this profile that also looked at studies with learners' views and these studies are presented below in separate sub-themes.

A recent study conducted by Alkhamash and Gulnaz (2019) looked at oral corrective feedback techniques among English as a Foreign Language (EFL) learners at Taif University. The beliefs of Taif University's teachers of English as a Foreign Language about their feedback practices and their perception of the impact that these practices had on students' performance were investigated. An opinionnaire of 18 items was designed with closed-ended questions. A five-point Likert's scale was employed to measure three subscales: teachers' beliefs and practices about their corrective feedback; types of oral corrective feedback used by EFL teachers; and their perception of students' uptake. The survey was administered to fifty-seven English as foreign language (EFL) teachers at the English Language Centre (ELC), Taif University who were asked to fill in an online survey regarding their oral corrective feedback

practices in the classroom. Their responses were analysed quantitatively. The findings of the study were that the participants allocated highest preferences to the techniques of elicitation, repetition and recast, and that they frequently used them in their classrooms.

The merits of a quantitative study by Alkhamash and Gulnaz (2019) is highly appreciated. The use of an opinionnaire as an instrument to get views from participants gives a lot of unbiased input on the matter on the part of individual students. Lecturers on the other hand utilized the modern form of communication by filing in an online survey regarding their oral corrective feedback which in this case is highly valued and worth considering in research. However, the study was conducted on university students overseas whose perceptions, learning conditions and setting may not be similar to that of pupils in junior secondary school in an African environment such as Zambia. Nevertheless, it remains a significant study to the current one as it brings out the oral feedback techniques employed in their study being interviews to obtain learner's opinion which may still apply in secondary school settings here in Zambia.

A recent study titled , 'Oral Corrective Feedback in English as a Foreign Classroom Language: A Teaching and Learning Perspective' by Ha, Nguyen and Hung (2021) revealed that Oral corrective feedback, a key topic in second language pedagogy and research in Applied Linguistics and Second Language acquisition, has widely been investigated for the past two decades. However, the relationship between teachers' and students' beliefs about oral corrective feedback has been relatively underexplored.

The study examined the extent to which Vietnamese English as a foreign language teachers' and students' beliefs concerning the importance, types, and timing of feedback are aligned. The data consisted of questionnaires with 250 students, interviews with 15 of those who completed the questionnaires, and interviews with 24 teachers at four public secondary schools in Vietnam. The findings showed some matches and mismatches between the teachers' and students' beliefs. Both the teachers and students highly valued the efficacy of feedback and were positive about explicit feedback types such as explicit corrections and metalinguistic feedback. Regarding feedback timing, the students preferred immediate feedback while the teachers expressed their concerns about the students' emotional state and the possibility of disruption of immediate feedback on the flow of students' speech. The findings were interpreted in relation to socio-cultural factors, contextual factors, and teachers' and students' experiences. Implications for

language teachers, teacher educators, and professional development program designers were discussed.

This research study by Ha, Nguyen and Hung (2021) is valuable to the current study as it extends the line of research by analysing among other aspects timing of feedback and types of corrective feedback to learners. The findings of the phenomenon are interpreted in relation to socio-cultural factors among other issues which is not really the objective of the current study. However, remedial steps on the implications of the results for language teachers, teacher educators and professional development program designers were discussed which could be very beneficial to current study as solutions are being sought.

In another study conducted by Khairan (2020) aimed at analysing the type of oral feedback of the English teachers in the teaching and learning process and the reasons for giving oral feedback. A qualitative study, interviews were conducted, and data was analysed using content analysis. The research was descriptive in collecting the data. Teachers were observed; video and audio study were used as tools. The data collected used what was known as Stimulated Recall Interview (SRI). The study showed that the oral corrective feedback given by teachers aided students' understanding and performance in the teaching and learning process and this is one of the crucial segments in the education of learners.

The study by Kairan (2020) on oral corrective feedback given by teachers in class gave insights into the current study one as it seeks to bring home the fact that reasons for teachers in giving oral feedback were that oral feedback was needed in the classroom; the teachers' attention to the students, the teachers wanting to correct the students' mistakes and their performance, keeping the interaction with students, motivating the students and appreciating the students' performance. Furthermore, reasons informed the current study on possible issues to look for during the research and analysis process. Kairan's study revealed that in the teaching and learning process were many things that needed to be considered. One of the considerations for managing learning was the teacher's feedback about the mistake of the students. Kairani (2020) quoted Harmer (2007) who stated that in managing the learning process, teachers needed to manage the student mistakes and feedback in the learning process. The aim of giving feedback was to encourage the student to learn actively. Furthermore, that giving feedback was the way of telling the student about the progress they were making and facilitating them in improvement.

In a nutshell, the findings of Kairan's study were important to the present study in designing data collection tools, knowledge on feedback practices and pedagogical content knowledge. Contrary to the objective of the current study which sought to analyse the teacher's oral corrective feedback, the use of a Stimulated Recall Interview (SRI) as a tool of data collection is one that needs further exploration in order to appreciate its efficacy. However, notably, Kairan's study acknowledges the importance of correcting learners' mistakes during the learning process a practice that is affirmed by Ortega (2009) that by providing error correction, students discover the limitations of their second language communication abilities with their given second language resources.

2.2.3 Teachers Views of the Oral and Written Corrective Feedback to Learners in the classroom

A case study by Sa'adah, Nurkamto and Suparno (2019) titled, 'Oral Corrective Feedback: Exploring the relationship between Teachers' Strategy and Student's Willingness to Communicate' explored how oral corrective feedback is implemented in the class and its effect on the students' willingness to communicate. For this purpose, interviews and observations were used to collect data from a teacher and tenth grade students at senior high school in the academic year 2016/2017. Specifically, the phenomenon of this study was the implementation of oral-corrective feedback by the teacher in teaching speaking. Moreover, by using case study, the researcher could get details and accurate information about the ways the teacher gives oral-corrective feedback to the students in the class, the ways students apprehend the oral-corrective feedback from the lecturer, and the compatibility between the implementation of oral corrective feedback in the class and the theory of it.

The findings from this research revealed that in the conversation class, the teacher often used explicit correction as oral corrective feedback for the students and the teacher made positive interventions to help the learners especially regarding phonological and semantic errors while speaking. Feedback is also used by teachers in order to correct students' mistakes. It was worth noting that the students also insisted that the teacher's oral corrective feedback did not disturb teacher and student's classroom interaction.

This study by Sa'adah, Nurkamto and Suparno (2019) was substantial to the current study as insights could be drawn regarding oral correction feedback provided by the teacher in the classroom. Driven by the requirements of a case study type of research and the study's

objectives, a number of themes emerged. However, the primary research objective of the previous study was to explore the students' 'willingness to communicate' an aspect which is important to note when the teacher is providing feedback. However, the current research will not delve into. Equally, the fact that it was a case study, probably the results could have been interpreted differently with reference to the current study and its objective in this matter. Another study in Nigeria by Anani (2016) sought to determine the extent to which the feedback mechanism in team-teaching could be embraced and popularized for teaching English language in Nigerian secondary schools. The research aimed at sensitizing schools on the need to activate their feedback channels to improve performance and achieve a more reliable evaluation process, deepening awareness on the effectiveness of team-teaching with respect to division of labour and specialization; enhancing students' assimilation, enjoyment, enthusiasm, and performance in the language; bringing to the fore the feedback that had been underutilized in the traditional method of teaching English language.

This study was important to the current one as it sought to investigate what was workable to learners regarding the provision of feedback. However, the scenario given was that of giving feedback in 'team teaching' which may be worth trying if circumstances dictated. The study was driven by the focus stipulated in the National Teachers' Institution which summarizes the aim of education as being towards knowledge impartation, character formation and modification so that the individual can fit in society and become fundamental part of it, Anani (2016). As such, the broad objectives of improving learner's acquisition, competence, and performance in the English language points to the feasibility of popularizing team –teaching methodology in the teaching of English as a second language in Nigerian secondary schools. So that, as an aspect teacher, within the subject it becomes easy to account for student's performance. The temptation of skipping certain aspects of the subject does not arise and making the teaching –learning process student –centered in terms of methodology.

The findings of this study revealed that feedback mechanisms that accompanied team-teaching, gave impetus for improvement, Ibid. The in-built mechanisms of monitoring, thorough supervision of notes, assignments are activated the feedback process is made easy, consistent and reliable. However, this kind of feedback mechanism may have serious constraints in terms

of time to hold regular consultations to assess progress and different challenges faced by the learners with a view to finding solutions.

This study is valued as it informs the current study in Zambia by providing an overview of the feedback mechanisms that accompany team teaching. Much as the objectives of the current study was to ascertain teachers' views on the feedback they provided to their learners, the concept of team teaching is not so pronounced in Zambia, the study is important on multiple fronts as it raises feedback dynamics that apply to the Zambian context.

On the other hand, Muchemwa et al (2019) investigated the teachers' practice on written corrective feedback as well as the students' response to it in a bid to find practical solutions to the problem of low performance in English composition writing at 'O' Level in Zimbabwe. The study sought to find out the nature of corrective feedback that 'O' Level students get from their composition, teachers and how these students respond to it. The previous study was quite significant in the sense that it dealt with a grade that was to sit final examinations at a senior level 'O' as compared to the current one where learners sit examinations at junior level. In this qualitative research study, seven informants ('O' Level students) were interviewed; the researchers used a semi-structured interview schedule to address them and their English exercise books were also analyzed using a document analysis guide designed by the researchers.

The study concluded that teachers marked the compositions thoroughly highlighting most of the errors for students' benefit. The teacher's focus on feedback was in line with the syllabus demands. The teacher also satisfied the Feed Up, Feed Back and the Feed Forward types of effective feedback. However, although the students largely benefited from the teacher's corrective written feedback as well as the oral feedback, some of them failed to get the maximum benefit because they could not understand the correction codes. It is therefore imperative for teachers of English Language that when marking compositions, they make reference to the marking codes which should be availed to learners from the onset of learning English Language so that they get acquainted with the codes for effective feedback as teachers comment on the given tasks.

Thus, the study by Muchemwa et al (2019) in Zimbabwe, directly corresponds with the current one as the results expose the teachers on a very important aspect in marking which the use of corrective codes is. This could be an eye opener to the current study to inquire further on how

teachers used correction codes in marking not only English compositions but other tasks in English language that learners are given. On a similar front, both the previous and the current study investigated the phenomenon on examination grades whose conditions could be similar despite different settings.

Another study by White and Jones (2000) on the necessity for 'praise' as a form of feedback to learners conducted a qualitative study and investigated teachers' and students' perceptions of praise and feedback in the classroom using structured interviews and classroom observation. A case study approach was used whereby students and teachers from one school in Australia participated. Some 56 students and five teachers were interviewed individually or in small groups. The findings suggested that several factors need to be considered when using praise and feedback in the primary classroom. Careful deliberation should be given to the type of praise and feedback used by teachers in their classrooms and when and how it should be used. Younger students prefer 'ability' feedback, and as they grow older their preference for 'effort' feedback increases. Most importantly, general, non-targeted praise was most commonly used in the classroom, but this type of praise is not effective because it is not linked to a specific behaviour or targeted to the successful completion of a task.

The results of this study suggest that teachers should use less general, non-targeted praise, more effort and ability feedback, and give more ability than effort feedback to younger students (grades 1-4) and more effort than ability feedback to older students (grades 5-7). The findings of the study suggested that some students find public praise uncomfortable, embarrassing or punishing, particularly if peers use what teachers say to belittle or bully the student outside of class time, White & Jones (2000). On the other hand, the results of this study suggest that teachers should be strategic when giving students praise and feedback. Teachers should not assume that all children want to be praised loudly and publicly for being smart.

With regard to the current study, it would be worthwhile to note that comparably, a number of research tools used in this study were similar to those used in the present one. However, the previous research was conducted on primary school going learners with an emphasis on how teachers should handle the aspect of 'praise' on learners' oral output embedded within the affective domain which was not the main focus of the objective of the current study. The fact

that the study was conducted in Europe whose culture is conversely different from that of Africa and Zambia in particular gives room for further inquiry on the phenomenon.

A study by Eraut (2006) analysed the importance of feedback in improving learning experience for students. It was revealed that feedback has also some significant effect in professionalizing teaching in the higher education level. Most of the lecturers are still continuing with the traditional forms of feedback. This form of feedback is often unable to satisfy the students in improving their learning experience. It was high time lecturers re-thought the feedback providing process. This paper therefore, suggested some modern and technology-based way of providing feedback which could eventually help students in improving student learning experience. This can also help in professionalizing the teaching of lecturers in higher education. This study by Eraut (2006) is partly related to the current one as it exposes the weak practices of teachers and lecturers of clinging to traditional methods of giving feedback. Feedback is considered as a difficult issue in higher education arena at the same time a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011).

When students enter higher education . . . the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence, we need to know much more about how their learning, indeed their very sense of professional identity is shaped by the nature of the feedback they receive. We need more feedback on feedback. Ibid (p.118).

Although there is a large indication supporting the usefulness of feedback to promote student learning, different student surveys across the world have also emphasized that students are dissatisfied with the feedback they receive on their course works (Nicol, 2010). Student claim a lack of adequate, timely feedback and their teachers claim that students fail to apply the advice given (Orrella, 2006). Sometimes it has been observed that teachers over burden students with feedback. One important issue is that modern day lecturers need to understand that they should limit the amount of feedback they are providing to students or else the teachers may find their students uninterested and bored with the feedback they are getting, (Brinko, 1993; Ende, 1983).

In a nutshell, the paper by Eraut (2006) as a way of improving ways of giving feedback, lecturers could adopt some feedback techniques such as e-feedback techniques, email feedback, audio and video feed back and screen casts. The researchers also highlighted on improving the feedback process in higher education. It shifts the focus firmly away from the old delivery models of feedback to modern, effective and more valuable ones. However, the study focused more on lecturers in university as opposed to teachers in a secondary school whose conditions and circumstances may not apply. Meanwhile, the researcher hopes similar trends may prevail in the case of the present study in Kabwe.

2.3 Summary

This section discussed the literature review related to research objectives in the study. This segment is important because it highlighted various interventions of how to remedy the provision of feedback in schools. The literature that informed this chapter was obtained in various parts of the world these being, among them, Africa, Asia, and Europe. Related literature was reviewed from various sources like books, academic publications, magazines, journals, internet resources (educational websites and blogs of institutions and government authorities) and published theses and dissertations by researchers from across the globe and locally.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The previous chapter presented a survey of literature related to the study. This chapter highlighted the methods of data collection and analysis in this study. The chapter further presents the sampling procedure, instruments used in data collection, credibility, reliability, and ethical consideration.

3.1 Research Paradigm

This study was informed by the qualitative mode of inquiry under constructivism research tradition. Constructivism as a research paradigm rejects the idea that there is objective knowledge in some external reality for the researcher to retrieve mechanistically (Creswell, 2013). Instead, the researcher's values and dispositions influence the knowledge that is constructed through interaction with the phenomenon and participants in the inquiry (Cohen, Manion and Morrison, 2018). The decision of choosing a philosophical outlook to investigate a phenomenon should be guided by the necessities and requirements of a research study rather than the obdurate insistence of adhering to one particular philosophical outlook to the exclusion of others (Rehman & Alharti, 2016).

3.2 Research Design

This study adopted a descriptive research design of qualitative research. A descriptive research design aims at systematically obtaining information to describe a phenomenon, situation, or population (Cohen, Manion and Morrison, 2018). This design was adopted in this study because it helps describe the phenomena or situation on how teachers in schools provide feedback to their learners. A research design can be likened to a campus that directs a particular study (Babbie & Mouton, 2001). A research design is defined as a plan or blueprint of how the researcher intends to conduct his/her research. Another perspective is that a research design acts as a guideline upon which the researcher draws his/her roadmap to conduct a particular research project, spells out what type of data will be yielded, indicate the source and the nature of data, whether it is primary or secondary, Kasonde –Ng'andu, (2013). Therefore, one can

conclude that a research design is what stands as proof of the steps taken in conducting research and how conclusions were arrived at.

3.3 Target Population

Target population refers to the group which a researcher is interested in or the group about which the researcher wishes to draw conclusions, Mugenda (2003). On the other hand, Creswell (2013: 156) contended that, “the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and the phenomenon.” The target population for this study were teachers. Participants included Heads of Language department and qualified teachers of English language. These personnel were potentially rich in information regarding language and pedagogy which really helped the researcher to tap from the pool of knowledge and experience to answer the research questions. Whereas learners were drawn from among grade nines (9) in selected public (government) secondary schools of Kabwe district. Kabwe district is divided into seven (7) education zones. Data was collected from Mine, Naambe and Broadway zones.

3.4 Sampling Procedure

Sampling is the process in which elements of the population are taken to represent the population to be studied, Whitehead & Schneider, (2012). It refers to the way a study is designed to obtain a small number of elements to represent the target population, Alvin (2016). Whereas, Chacha (2021) quotes Kothari (2004) that the two common sampling techniques are probability sampling and non-probability sampling. In this study non- probability sampling was used. Non-probability sampling is often associated with case study research design and qualitative research, (Taherdoost, 2016). In this study the selection of the five sites (schools) was from within Kabwe urban of Kabwe District and was guided by purposive sampling for the aim of broadening the data base and not really for comparative purposes. Equally, a purposive sampling was used to sample the teachers whereas a simple random sampling was used to sample the learners from the respective schools where their teachers taught from.

Purposive or judgmental sampling is a strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices Maxwell, (1996). According to Ngandu (2014: 38) a simple random sampling is

defined as “One in which every member of the population has an equal chance of being included in the sample as it involves the random selection of participants from a list of total population or sample frame”. This design worked out very well as data collection could either proceed with the learners first then teachers or vice-versa within the same school.

3.5 Sample Size

The study sample size was eighty (80) participants comprising thirty (30) teachers for interviews and focus group discussion and fifty (50) learners for interviews. Teachers and pupils were drawn from selected public schools in Kabwe district. Sample size refers to the number of participants or observations included in a study drawn from the population (Summer, 2000). See figure 4 for illustration.

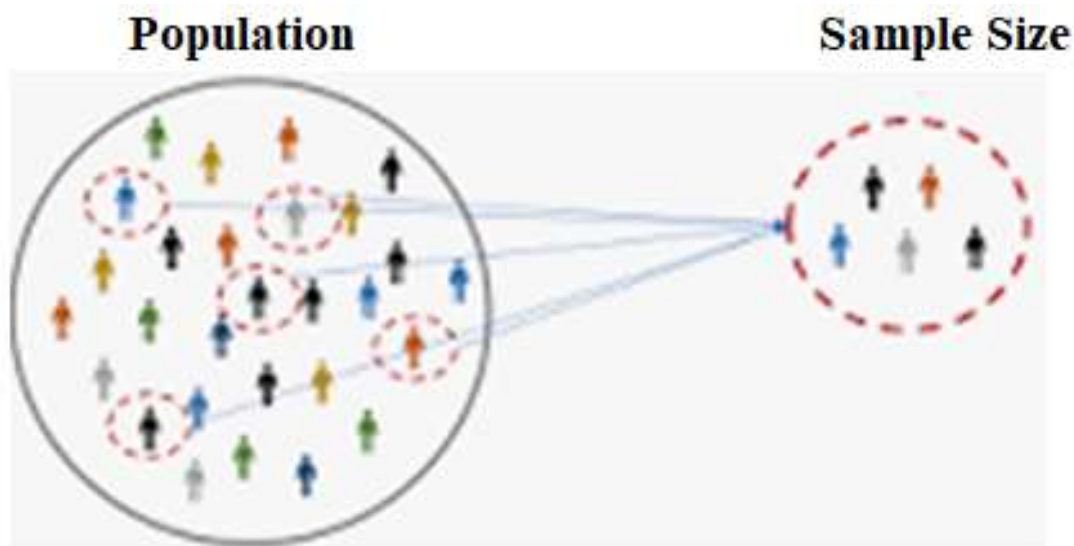


Figure 5: Illustrating how sample size is drawn from the population.

Source: [https:// www.omniconvert.com](https://www.omniconvert.com).

The term sample is defined as a sub-set drawn from the universe population, as illustrated in figure 4, whose findings can be generalized to the universe population. In the view of Kasonde-Ng'andu (2013), a sample is defined as a portion from the population. It refers to the number of participants selected from the universe to constitute a desired sample. Sampling is essentially a technical device used to choose, in an appropriate way, and following scientific criteria, a small and restricted set of objects, persons and events from which the actual information will be drawn in order to learn more about the whole population (Bless and Craig, 1995). Thus the

sample size of any research work is crucial in satisfying the scientific quality and ethical standards (Francis et al., 2010). However, the sample size depends on the purpose of the research, the specific research questions to be addressed, what will be useful, what will have credibility, and what can be done with available time and resource. Although no sample can be guaranteed to be fully representative, it serves the purpose of obtaining a result that is representative of the whole population being sampled without going to the trouble of asking everyone (Fisher et al., 2010). The current study was directed to teachers and pupils as these are the ones directly and actively involved in the learning process. Creswell (2013:156) states ‘the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and the phenomenon.’

Table 2: Summary of the research participants

	<i>Quantitative</i>	<i>specifics</i>
Sample Size	80 Research participants from the four schools.	30 teachers 50 learners
Age range of boys and girls (learners)	Teenagers	Between (13 to 19 years)
Types of data collected	Primary data	Lesson observation, interviews, focus group discussion, document analysis

3.6 Data Collection Methods

Data collection is the process of gathering and making information on variables of interest to a researcher in an established systematic fashion that ensembles one to answer stated research questions, test hypotheses and evaluate outcomes (Kabir, 2016). Data collection methods in qualitative research include interviews, observations, artifacts, textual analysis, focus groups, applied, visual methods and document analysis (Mkandawire, 2019; Denzin & Lincoln, 2013). This study employed four methods of data collection as summarised in Table 3 and these were lesson observation, document analysis, interviews and focus group discussion.

Table 3: Qualitative Data Collection Methods and Analysis

Research Objective	Data Collection	Data Analysis
<i>1. Establishing the Nature of the Oral and Written Corrective Feedback provided to Learners.</i>	Lesson observation and document analysis.	Content analysis via coding and thematic analysis.
<i>2. Determining the views of grade 9 learners on the usefulness of the oral and written feedback given to them by teachers of English.</i>	Focus Group Discussion/Interviews	Content analysis via coding and thematic analysis.
<i>3. What are the teachers' opinion on their feedback to learners</i>	Focus Group Discussion	Content analysis via coding and thematic analysis.

Each of the methods used in this study are explained below and how they were used in the process of data collection.

3.6.1 The Interviews

An interview involves an interaction with people. Brinkmann and Kvale (2015:149) postulated that, “the research interview is an interpersonal situation, a conversation between two partners about a theme of mutual interest.” Whereas, Yin (2011:113) was of the view that, “All interviews involve interaction between the interviewer and interviewee. Structured interviews carefully script this interaction so that it is easy to follow.” An interview is some kind of discourse between the researcher (interviewer) and the respondent / respondents and the interviewee is usually of acceptable age limit ethically. Furthermore, it is important to note that the interview method involves asking people direct questions to elicit their responses with room for probing, (Mkandawire, 2019).

Equally, Brinkmann and Kvale (2015; 3) observed that, “the qualitative research interview attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations.” Thus, interviews focus on collecting detailed information about an issue known to a respondent based on their past experiences, Mkandawire (2019). According to Corbin and Strauss (2015: 37), “There are basically three types of interviews. These are unstructured interviews, semi- structured interviews, and structured interviews.” The researcher is at liberty to choose any type of interview that they may deem suitable for their study.

Part of this study comprised interviews with key respondents being the grade 9 (nine) learners of English language in selected secondary schools in Kabwe district. I used a structured and semi – structured interview. I constructed the interview guide (See Appendix A...) prior getting into the field. However, after a series of questions with some respondents I noticed I had to rephrase certain questions to allow the learners expound more on a particular question. I therefore, refined my interview guide and as such it at some point took the form of focus group discussion.

3.6.2 Focus Group Discussions

Focus group discussion is frequently used as qualitative approach to gain an in- depth understanding of social issues, (Nyumba, et. al., 2017). A focus group discussion, is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of participants through a moderated interaction, (Cornwell & Jewkes, 1995; Hayward, Simpson & Wood, 2004; Israel, Shultz, Parker, Becker, 1998; Kitzinger, 1994; Morgan, 1996). It must be pointed out that during the process of group interactions the researcher either takes notes or records important points he or she is getting from the deliberations.

In this study, a total of about five semi-formal discussions were conducted usually in the staffrooms and other convenient venues within the school in different selected schools. The focus group discussions conducted were mainly with teachers of English in selected schools. The groups ranged from five to six members on average. Conducting a focus group meeting where all language teachers were present was a bit problematic in schools due to a number of factors. The focus groups comprised a number of factors such as age, gender, personalities,

number of years in service and experience in teaching which played an important role in the discussions. It was motivating to note that despite the teachers in the group commonly being teachers of English language, they were trained from different institutions with different levels of qualifications and competences. The discussion schedule guided the moderator (See Appendix B) however, during the discussions there were interesting and useful points that emerged on the topic under discussion which were worthy investigating in future. All the concerns raised were addressed accordingly. The focus group meetings that were conducted took a form of Continuous Professional Development meetings which was seemingly appreciated by the participants as knowledge on a particular issue was shared in a relaxed atmosphere agreeing with what Morgan (1996: 136) observed that, “What makes focus group more than the sum of individual interviews is the fact that the participants both query each other and explain themselves to each other.”

3.6.3 Observation

Observation is one of the qualitative methods of data collection employed mainly by researchers and ethnographers, Mkandawire (2019). In this study, the researcher physically sat in classrooms of different shapes and sizes to observe lessons live as they were delivered by the teachers of English. The classroom interactions between the teacher and the learners who were mostly a mixture of boys and girls, were taken note of and recorded in a book or on a form (Appendix C) for accuracy in the analysis of the data. Notably, responses by learners were verbal and non-verbal as well. Hora and Ferrare (2013:13) postulated that, “classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking and or coding instructional behavior in the classroom or videoed lessons.” Classroom observation can capture nuances and details of practice and classroom dynamics not otherwise available through other techniques. Data obtained from classroom observation are unique in that they can be used productively for a variety of purposes, including professional development, assessment and research. Thus, if used effectively, collected observational data could capture aspects of effective teaching (Heckman & Rubinstein, 2001).

3.6.4 Document Analysis

Document analysis is a qualitative research method of data collection in which documents related to a study of interest to an analyst or researcher are critically examined (Mkandawire,

2012). Gross (2018) postulated that, document analysis is a form of qualitative research that uses a systematic procedure to analyse documentary evidence and answer specific research questions similar to other methods of analysis. O’Leary (2014) reported that there were three types of documents considered in qualitative research. These are: public records, personal documents and physical evidence.

In the current study, with permission from learners, I analysed the various exercise books for English Language that the grade nine learners used for their tasks. Among them were Composition books where they wrote essays, Comprehension book where they answered text-based questions and vocabulary assignments, Structure books where they wrote some grammatical activities. Finally, formative and summative test scripts were also analysed. I photographed these documents of their performance with the teacher’s marking and written comments on as evidence of what was on the ground. Bowen (2009) summed the overall concept of document analysis by saying it is a process of evaluating documents in such a way that empirical knowledge is produced and understood. It is not just a process of lining up a collection of excerpts that convey whatever the researcher desires. The researcher must maintain a high level of objectivity and sensitivity in order for the document analysis to be credible and valid. Moreover, document analysis can also point to questions that need to be observed, making it a way to ensure your research is critical and comprehensive, Bowen (2009).

3.7 Data Collection Procedure

Data collection procedure is referred to as the gathering of information to serve or prove some facts. In research, data is collected to further a researcher’s understanding of a puzzling issue (Kombo and Tromp, 2006). The data collection activities commenced with the researcher seeking permission from the Kabwe District Education Board Secretary’s (DEBS) office to conduct research within Kabwe district. Later, permission was sought from school Heads who permitted Heads of Language and Literature department to organize teachers in their department for the focus group discussions. Equally, permission was extended to conduct face to face open –ended interviews with the learners and also for classroom lesson observations. (See Appendix F and G). Consent forms were sent to parents to permit lesson class observation. The interviews and teacher discussions were recorded by a smart phone recorder and later transcribed.

3.8 Data Analysis

Data analysis is a process that requires scrutinising the fact or statistics collected during research activities. According to Andrienko and Andrienko (2006), data analysis is defined as the process of computing various summaries and derived values from given data by studying and examining data in order to generate conclusions about the phenomenon under study using some analytic techniques. On the other hand, (Kombo and Tromp, 2006) were of the view that data analysis is about examining what has been collected in the study and making deductions and inferences. In qualitative research, we need to emphasize less on counting numbers of people who think or behave in certain ways, but need more emphasis on explaining why people think and behave in certain ways. Equally, that it does not include statistical or empirical calculations (Brink, 1993).

The researcher is the primary instrument for data collection and it usually involves field work (Mohajan, 2018). In this study, the researcher analysed the data collected qualitatively with the use of some figures. The data was analysed with reference to research objectives by using themes for systematic examining and refining. Thematic analysis is a method for identifying, analysing, and interpreting patterns meaning ('themes') within qualitative data. The data was also coded to help in systematic analysis. Codes are smallest units of analysis that capture interesting features of the data (potentially) relevant to the research question, they are the building blocks of themes, (Clarke & Braun, 2017). The researcher used pseudonyms and letters for names of sites, learners and teachers.

3.9 Ethical Considerations

According to (Leedy & Ormrod, 2005), whenever human beings are the focus of investigation, it is important to closely look at the ethical implications of what they are proposing to do. For a piece of research to be ethical, it is important that its participants are not abused or inconvenienced; that no damage is caused in any way and that the researcher, who is working on them, does not exploit their time or desire to provide information. As such, ethical considerations in research are a set of principles that guide your research design and practices. Scientists and researchers must always adhere to a certain code of conduct when collecting data from people, (Bhandiri, 2022). Therefore, in order for the current study to be conducted, written permission was sought from the University Of Zambia Directorate Of Post-Graduate Studies to have them ascertain the nature of the academic project the researcher wished to undertake (See

Appendix E). Furthermore, since the research project involved teachers and learners in various schools in Kabwe, permission was sought from the District Education Board Office (Kabwe) for authority to conduct the research. There was informed consent on the part of all the participants who took part in the research process and were clearly informed of all procedures of the research and showed willingness to take part in the research. Confidentiality was exercised at all levels by respecting the respondents' privacy and ensured anonymity.

3.10 Reliability

According to Drost, (2011), reliability is “the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill”. The other perspective is that reliability is the stability of measurement over a variety of conditions in which the results should be obtained, (Nunnally, 1978). The researcher endeavored to construct different questions from a broad range to address the objectives and answer the research questions. The questions set were reliable as they could be replicated and achieved under different conditions.

3.11 Validity

Validity in research is concerned with the accuracy and truthfulness of scientific findings as observed by (Le Compe and Goetz 1982: 32) in Brink (1993). Therefore, a valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure (Brink, 1993). Drost, (2011) is of the view that validity is the extent to which a measure adequately represents the underlying construct that it is supposed to measure. On the other hand, Zohrabi (2013) explains that validity is the trying to explain the truth of research findings. In this study, the validity of data collection tools was assured by accommodating comments from the supervisor, members of staff, whereas the administration of tools by the researcher were pre-tested before the actual collection of data. According to Creswell & Poth (2013) they consider “validation” in qualitative research as it is trying to assess the “accuracy” of the results, as best described by the researcher, the participants, and the readers.

3.12 Trustworthiness

Qualitative researchers, who are in pursuit of a trustworthy study should consider Guba’s (1981) criterion of quality based on credibility,” “transferability,” “dependability,” and “confirmability” Clark (2012). These fourfold criteria are used to ensure “truth value,” “applicability,” “consistency,” and “value neutrality” and thus “trustworthiness” of a qualitative social research Chowdhury (2015). Therefore, in a qualitative study, researchers often engage with flexible realities where the subjective views of respondents may shape the research frame and the whole process of an inquiry, Creswell (1994:5). In this study, the researcher observed the criterion of quality to achieve rigor.

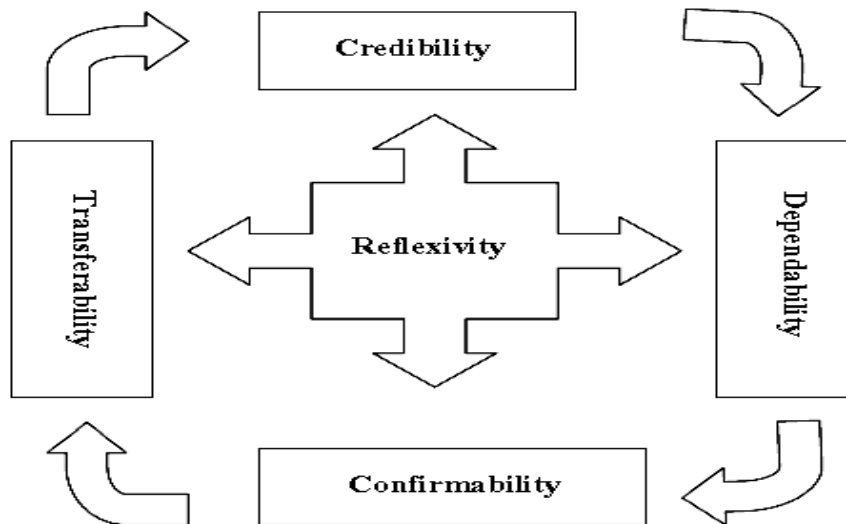


Figure 6: Criterion on trustworthy and rigor in qualitative research

Source :(Guba & Lincoln, 1985).

3.12.1 Credibility

Credibility depends on the richness of the data and analysis and can be enhanced by triangulation Patton (2002), rather than relying on sample size aiming at representing a population. Shenton (2004) explains that to establish credibility is to ‘seek to ensure that their study measures or tests what is actually intended’ (p.64) what Lietz & Zayas, (2010) viewed as, that which should be “Authentic” and “Accurate “thus agreeing with Yin (2011) “striving to use *multiple sources of evidence* rather than relying on a single source alone”. This study

employed a number of techniques to achieve credibility. During field work there was constant interaction with teachers, heads of department and the learners as the phenomenon under investigation demanded authenticity and accuracy of the data collected. In this case, what participants experienced is what was recorded verbatim. The use of triangulation (use of multiple strategies and sources of data, Padgett 2008) was employed too.

3.12.2 Transferability

Transferability corresponds to external validity, i.e. generalizing a study's results. Transferability can be achieved by thorough description of the research context and underlying assumptions, Trochim (2006). With providing that information, the research results may be transferred from the original research situation to a similar situation. Transferability can also be strengthened by providing a clear and detailed description of the context and culture, selection and characteristics of participants and data collection and analysis (Graneheim & Lundman, 2004; Kafusha et al., 2021). Thus confirming what (Chawdhury, 2015) advocated that in a qualitative research 'triangulation' generally confirms the authenticity of research data and findings. In this study, details of transferability such as how participants were identified and chosen was observed accordingly. Equally, how the data was collected and the analysis methods were all presented to demonstrate trustworthiness and the rigor of the research. Furthermore, the type of data collected and the preferred sites of research were presented earlier to assist with judging the transferability of the research findings or the relevance of the context bearing the fact that transferability is the extent to which the findings from one study can be applied to another Shenton (2004). Lincoln and Guba (1985) argue that it is the responsibility of the investigator to ensure that sufficient contextual information about the fieldwork sites is provided to enable the reader to make such a transfer.

In respect to qualitative inquiry, "transferability" is considered for evaluating the applicability of a research in the place of "external validity". It can be defined as:

...they provide sufficient detail of the context of the field work for a reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting (Shanton, 2004:63).

This fits in well with external validity thus referring to the generalisations of the findings to other population. Although much of the findings of this study refer to selected sites in Kabwe, District, to be more specific, they convey some message on how feedback is supplied by teachers among grade 9 pupils and a similar inquiry can be applicable to a new context elsewhere.

3.12.3 Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process (Sandelowski 1986, Polit et al. 2006, Streubert 2007). Dependability aims to replace reliability, which requires that when replicating experiments, the same results should be achieved. As this would not be expected to happen in a qualitative setting, alternative criteria are general understandability, flow of arguments, and logic. According to Shenton (2004), a researcher can establish dependability ‘if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained’ (p.71). In this study, to achieve dependability, the procedures or steps were accurately documented for audit, scrutiny and critique by experts. In this way, trustworthiness may be guaranteed of research as illustrated in figure 6 (Lincoln and Guba’s, 1985) criterion of trustworthiness.

3.12. 4 Confirmability

Instead of general objectivity in quantitative research, the researcher’s neutrality of research interpretations is required. This can be achieved by means of a confirmability audit that includes an audit trail of raw data, analysis notes, reconstruction, and synthesis products, process notes, personal notes, as well as preliminary developmental information Lincoln & Guba (1985).

However, Shenton (2004) describes confirmability as ‘the qualitative investigator’s comparable concern to objectivity’ (p.72). He further explains that steps must be taken to help ensure as far as possible that the findings of the research are the result of the ideas and experiences of the participants rather than the characteristics and preferences of the researcher. In this study, the findings of this research were the ideas and experiences of participants as opposed to the researchers.

3.12.5 Reflexivity

Reflexivity is essential in qualitative research because it is nearly dependent upon information that participants provide. Reflexivity as a process is introspection on the role of subjectivity in the research process. It is a continuous process of reflection by researchers on their values Parahoo, (2006) and of recognizing, examining, and understanding how their “social background, location and assumptions affect their research practice”, Hesse-Biber, (2007) since discussions, and interviews are led by the researcher, Dodgson (2019). In qualitative research, reflexivity is usually considered to be an important aspect of collecting and analysing qualitative data. This is also included in the quality criteria of a qualitative social research (Guillemin & Gillam 2004:273-277).) They also suggest three ways of applying reflexive skills in the practice of qualitative research:

- ✓ ‘writing self-critical account’,
- ✓ ‘Maintaining a field diary’,
- ✓ ‘Reflecting on writing.’

In a nutshell, the researcher endeavored to adhere to the criterion on trustworthiness and rigor as proposed by (Guba and Lincoln, 1985) in figure 5. Equally, for this study to be worthy of its sort, the skills stated above were employed by the researcher accordingly. Reflexivity allowed the investigator to be critical in what she heard, wrote, and interpreted as she collected data from sites.

3.13 Summary

The study made use of the qualitative research design. It explained why each item was used such as the research design, population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration. It also observed the criterion of quality in research to achieve rigor. Delimitation and limitation of the study were also addressed. The next chapter presents the findings collected based on the research questions. This chapter, on research methodology, has looked at the actual research process. Procedures such as the research design, target population, sample size, sampling procedures and research instruments, data collection procedure, data analysis and ethical considerations have all been dealt with.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

In the previous chapter, the methodology used in the study was presented and justification of its preference was stated. It also included the description of the characteristics of the research participants. This chapter presents the findings of the study and these are arranged following the research questions as presented in chapter one of this report. The data was also presented by following the themes generated which were further presented under certain research questions. The study sought to address the following research questions:

- (i) What was the nature of oral and written feedback that teachers gave to their grade nine pupils in selected secondary schools of Kabwe District?
- (ii) How was the oral and written feedback given by teachers of English Language?
- (iii) What were the opinions of teachers on their feedback to learners?

The data collected from each of these research questions is presented in themes mirroring the stated research questions above. Verbatim statements and paraphrased information from respondents are equally presented in subsequent sections below.

4.1. The Nature of Oral and Written Feedback Given by Teachers

The responses to the first research question are presented in sub-themes generated from the data. The first section presents data on the nature of the oral corrective feedback and this is presented in the sub-theme below being: Informal Formative Feedback. The second section on written corrective feedback will be classified under specific sub-themes which included informal-formative feedback, formal-formative feedback, learners' peer feedback, and summative feedback. The verbatim and paraphrase voices from respondents are presented in the stated themes below.

4.1.1 Oral Feedback by Teachers

During lesson observation, all teachers engaged learners in the teaching and learning process through a question-and-answer session orally based on the teaching point. The nature of the feedback

provided to learners' responses were generally oral and informal. This feedback was provided to learners at any time in the course of the lesson for purposes of encouraging, building, and guiding them on a regular basis. Since this feedback was meant to monitor learners' learning progress, and prevent them from making mistakes on specific topics regularly, it is also part of the formative feedback.

4.1.2 Informal Oral feedback

Informal –formative oral corrective teacher feedback is used by teachers and can take the place of many different forms. This type of feedback is designed to give learners on-the-spot responses to work they are immersed in at the time. The teacher can use this time to answer questions, provide suggestions, or just check in with the learner to see how they are progressing.

Examples of informal-formative oral corrective feedback from the focus group discussions with teachers are presented below from the data collection sites. Note that the names of the schools provided below are pseudo names.

Geshville School Teachers.

Teacher G1: While teaching in class, I ask many questions to my pupils on a topic for that day and many times, there are pupils that answer my questions. When they answer, I give feedback and sometimes I say good, excellent, try again, no! Not really, marvellous, brilliant and others.

Teacher G2: Yes, it is important to give praise to the learners. I often do that as well.

Teacher G3: When praising the learners, I think let's praise them when it is due. For example, if you the teacher totally helped the learner to make a correct utterance where a learner literally did not know the answer does not really make sense to over praise them.

Teacher G4: Over the issue of praising a learner, sometimes may not be very good. We should say very good when it is so.

Teacher G5: As for me, I have noticed that we seem to use the same phrases to praise the learners. ...What do you think? Let's come up with something fresh ...ladies and gentlemen.

Nimbus School Teachers:

Teacher N1: We give feedback orally when teaching. For example, there are times when I ask a question like;

Teacher: What is the past tense of the verb 'read'?

Pupil: (Verbal response is not really clear) red/led

Teacher: I will then ask the learner to clarify what they have just said.

Teacher N2: I just make sure that when I ask for that clarification I do it without threats otherwise they may withdraw their response.

Kassinger School Teachers:

Teacher K1: I correct them as they are speaking so that I save time and also to help me not forget what they have just said. I will give an example.

Teacher: Spell the past tense of the verb 'postpone'

Pupil: Po s t p o n d e d

Teacher: Class. Postpon.....?... From the clue, my learners will pick it that the answer is wrong and those that know will quickly provide the correct answer(postponed).

Teacher K2: I also give a lot of clues as they try to provide their answers verbally. I find this to be helpful.

Teacher K3: As for me, I try to exercise a lot of patience when they are trying to give their verbal responses. Otherwise, it may be time consuming and boring to some extent.

Lukass School Teachers:

Teacher L1: During reading lessons whose objective is to have learners read efficiently, I usually make sure as they read, I make corrections to the way they pronounce some of the words...not all the words off course, you know time!

Teacher L2: As for me, I think my learners don't know how to use dictionaries in order to get the correct pronunciation of a particular word.

Teacher L3: Sometimes I just allow them to read without interruption... I avoid that break in the flow of information as they are reading the passage.

Teacher L4: Lets agree to interrupt or not, when the learners are reading?

St. Stevens School teachers:

Teacher SS1: I think learners deserve to know the teacher's comment. As for me when the learner is giving an answer I listen. Sometimes the learners' responses don't make sense. This is why I just keep quiet and so, somehow, they may guess that their response was unacceptable.

Teacher SS2: When a learner utters an erroneous response, sometimes I just let it pass. You cannot be correcting errors all the time.

Teacher SS3: As for me, I make them repeat the wrong they have said without providing what is correct. For example, I am teaching on the Present Perfect Tense.

I will write a sentence on the board. Then I will ask the learners what I have just done. Their answer will be as below:

Pupil: Madam, you have written on the board.

Teacher: You have written ... You have written... You have written

Pupil: Oh, okay madam... atii... You have written on the board.

Teacher: Correct. We say ... You have written on the board.

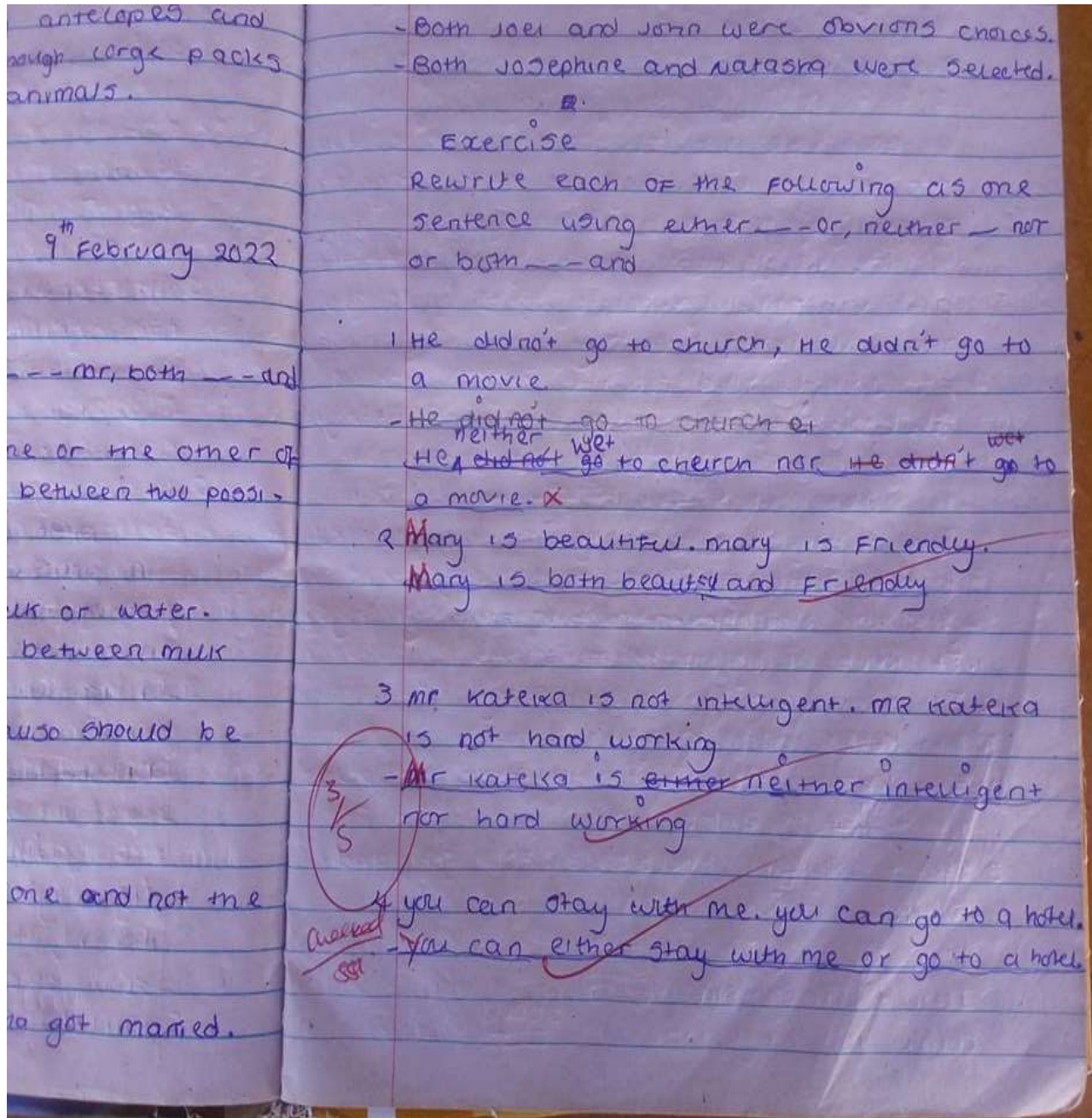
4.1.3 Written Corrective Feedback

Multiple aspects of written corrective feedback were observed during data collection and analysis and these are presented in themes below.

4.1.3.1 Formative Written Corrective Feedback

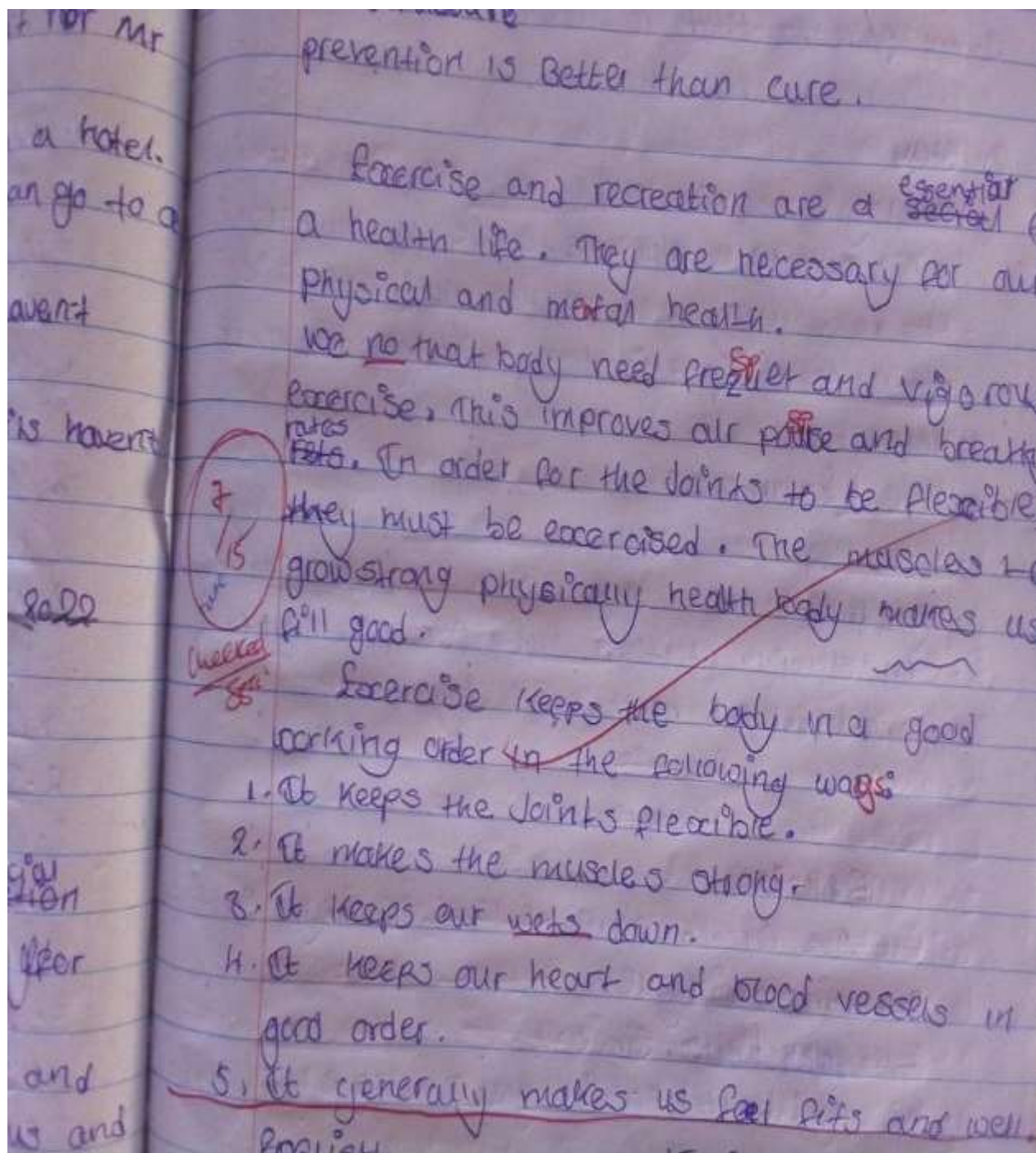
Formative corrective feedback is planned and systematically scheduled into the process of teaching. Usually, it is associated with assessment tasks. Formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence. This section will analyse the different forms of written corrective feedback given by the teachers. Learner's documents as shown below were analysed to ascertain the type of written corrective feedback teachers gave to their learners. Teachers also shared their views on a number of issues as presented verbatim.

Picture A1



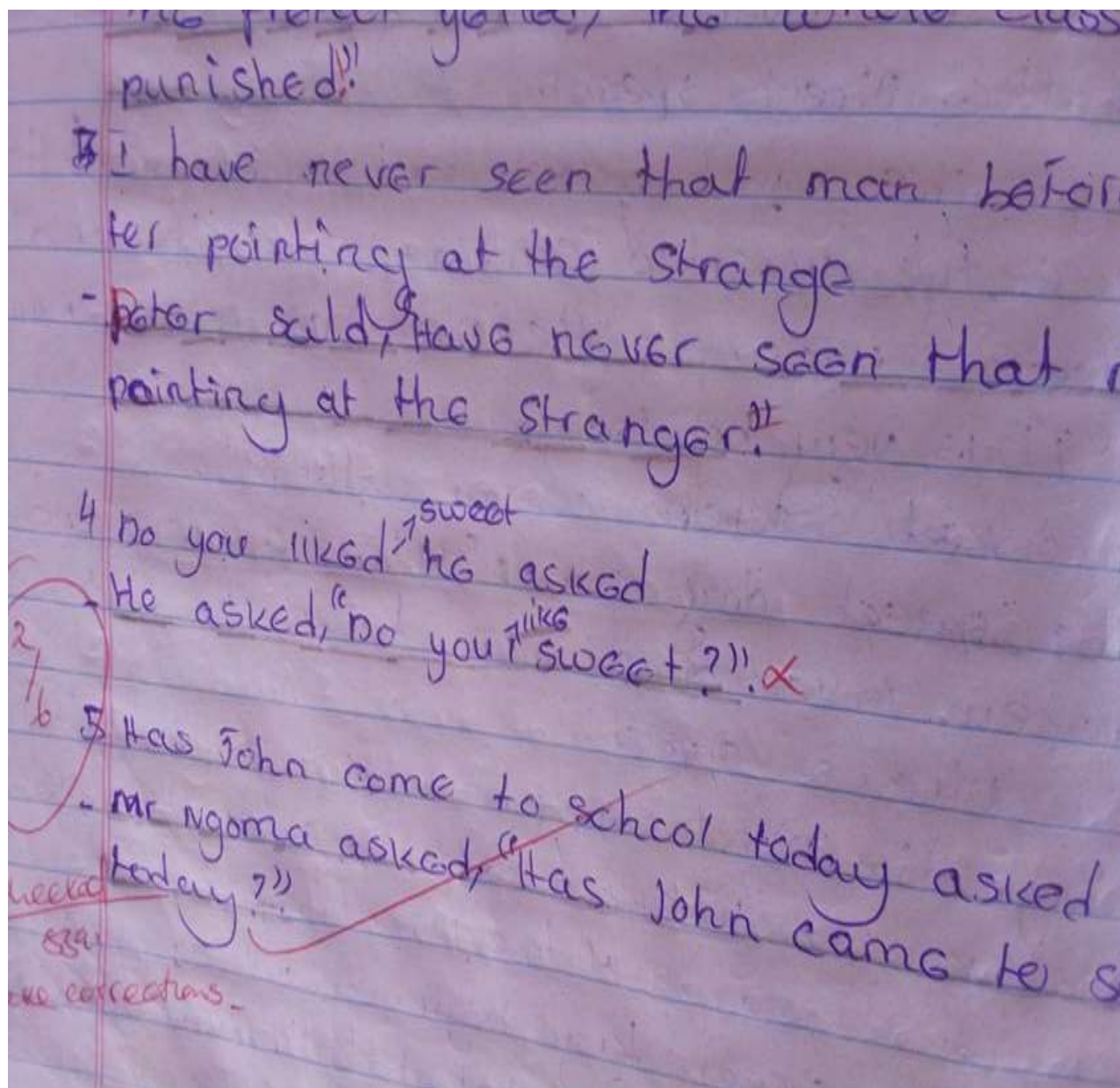
In the picture (A1) the teacher has marked the task and highlighted some errors on punctuation. In this case the teacher has directly overwritten on the first letter of two proper nouns – ‘Mary’ with a capital ‘M’ written with small letter ‘m’. However, not all sentences written by the learner were correctly punctuated. The teacher has indicated ‘checked’ as a sign to show that the teacher marked the work.

Picture B2



In picture B2 above the teacher clearly underlined the faulty part of the sentence but there is no written comment why this is so.

Picture C3



In picture C3 a, the teacher has overwritten on the particular letter which requires correct punctuation, however, there is no explicit explanation to the corrected part and this still remains unclear to the learner as to what is wrong with their work. St. Stevens teachers commented on this type of marking and this was recorded as follows:

Teacher D1: *The learner should be shown that they are supposed to begin a sentence with a capital letter. They should also know that the first letter of a proper noun takes a capital letter.*

Teacher D2: *I get tired talking about the same thing...So, this kind of marking should be clear to the learner. These are the things we talk about from time to time.*

Teacher D3: *This is why we use red pens. Learners are expected to see what the teacher has written or underlined.*

Teacher D4: *For me, I will overwrite on the wrongly written words and also write some comments about the same.*

Teacher D5: *It's tiresome to mark every error and comment about them.*

4.1.2.3 Summative Feedback

The goal of summative assessment is to *evaluate student learning* at the end of an -instructional unit by comparing it against some standard or benchmark. Summative feedback on the other hand aims to evaluate student's progress at the end of a course and represents various comments on specific aspects of learning by comparing them against the criteria provided by the syllabus. On the part of the teacher, Summative evaluation entails adherence to teaching expectations. The following are some of the learner's sample marked scripts of their summative assessments that were collected and analysed.

Script AX

You will be awarded marks for good sentence construction, paragraphing and sensible ordering of work.

(Answer sheet)

St. Dominic Davis Secondary
P.O. Box 10090,
Mabude.

7th June, 2021.

Dear Grace,

How are you I hope you are doing fine I want to tell you about something fun about my holiday I went to Kithale and it is very nice there I even meet my old friends. It is very nice there because the people you put out the way they dress up it's fun.

Congratulations you have reached the level of going to boarding school you worked so hard to achieve your goal. I also admire boarding schools. I hope ~~one~~ that one day I will also come.

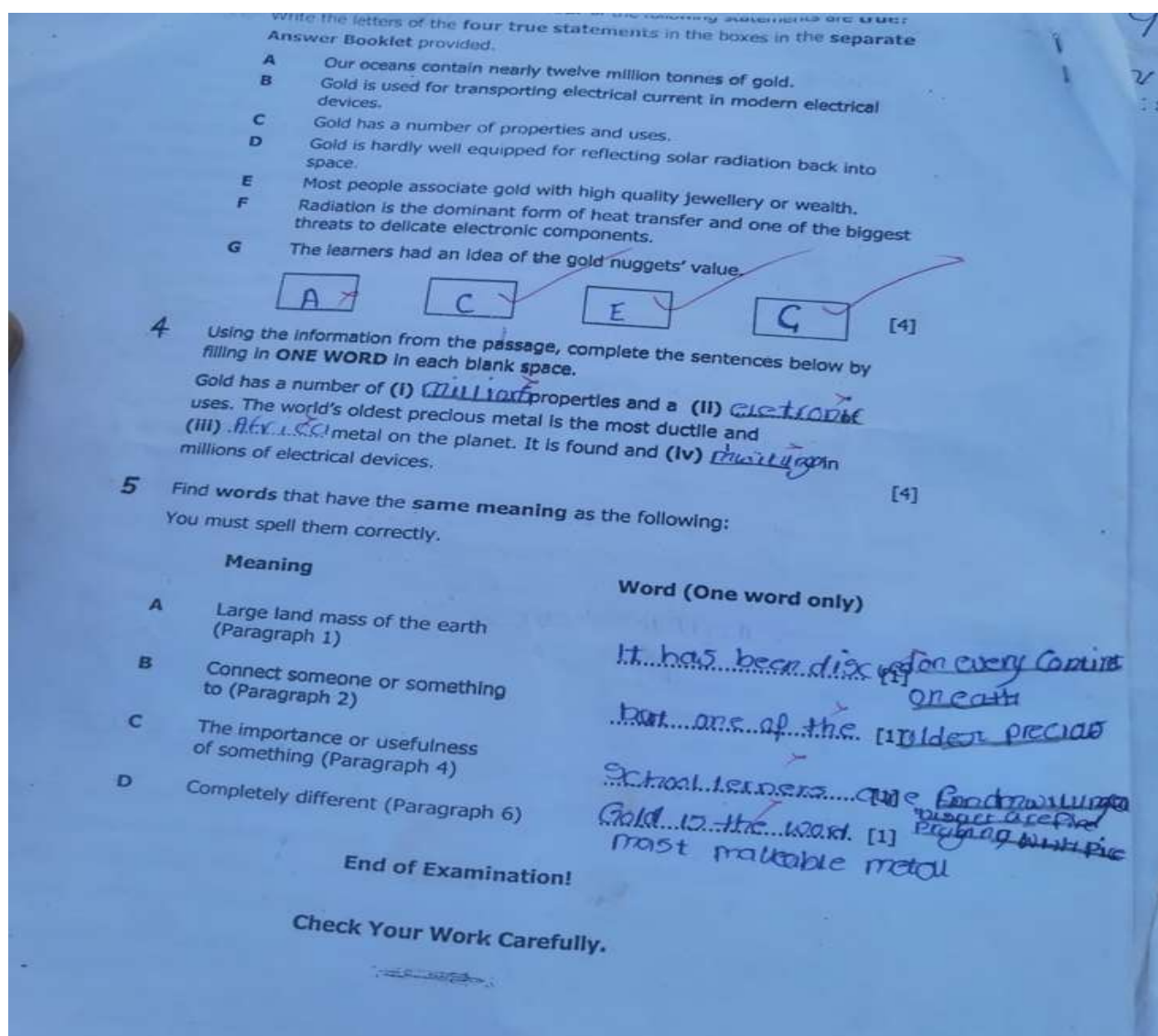
By the way how did you spend your holiday and where I want to know where you went and tell me how it was. Which church were you going to during your holiday.

And in ~~that~~ ^{that} holiday I visited the park it was very nice I even saw animals like lions, giraffes, elephants and so many more animals. I ~~was~~ enjoyed it.

Can you please advise me where I should go during the next holiday I have so many places to go to and they want me everywhere please give me an advice about where I should go to.

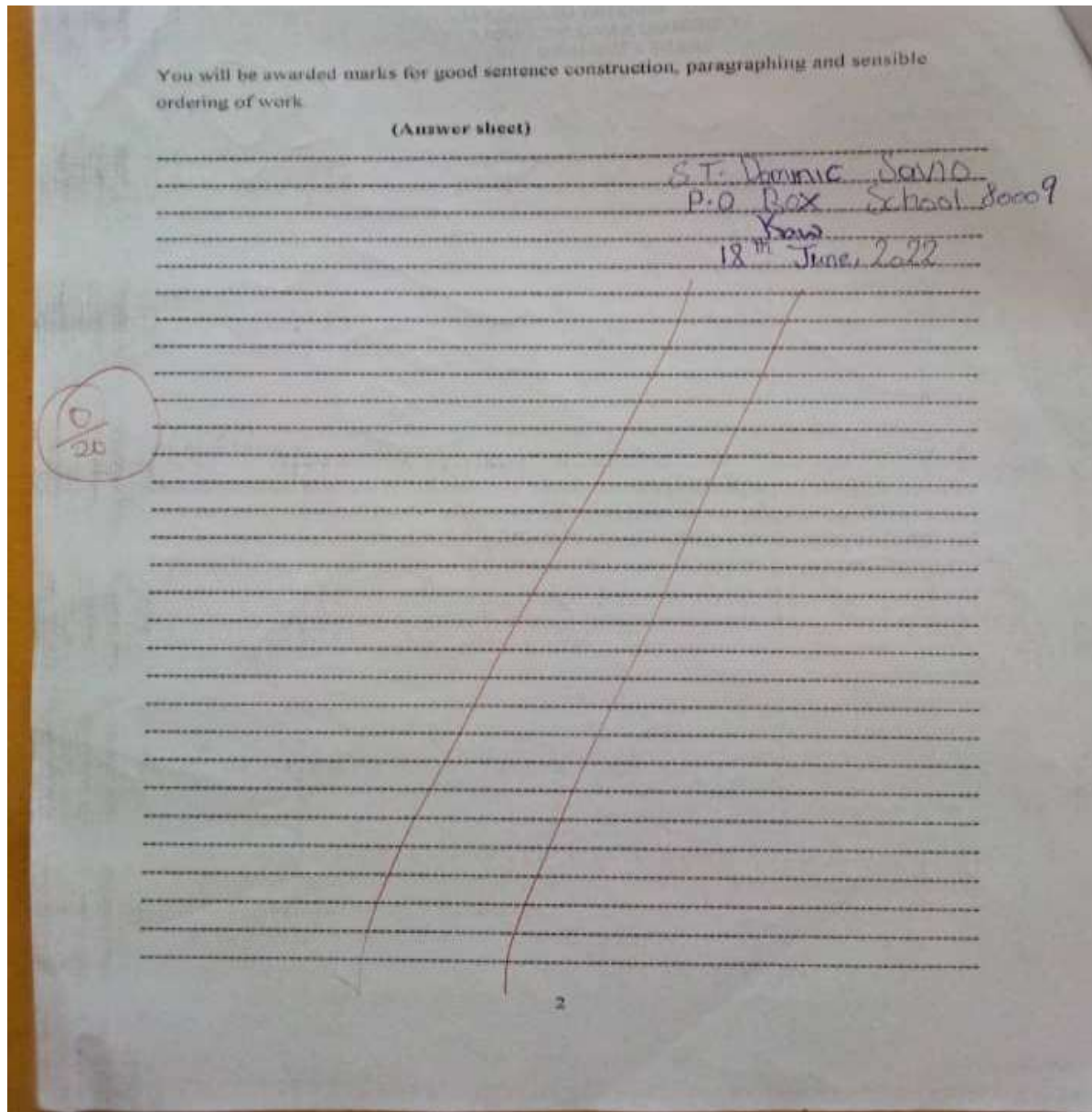
The script AX as shown above was marked with a substantial number of errors reckoned. However, the score was highly rated. The expected competence in writing this particular task (formal letter) lies with the learner demonstrating ability in aspects such as correct use of register, acceptable layout, coherence, punctuation and many more. It remains unclear why some errors of construction, spelling and unacceptable abbreviations have not been highlighted by the teacher. When such are errors are left unreckoned by the teacher, learners take it that the entire paragraph that has been given a tick is worth its sort.

Script BX



The script BX above, shows a variety of questions ranging from multiple choice, one word answer or brief summaries. When this script was analysed it was revealed that errors were scarcely reckoned and no comment was written against the wrong answer.

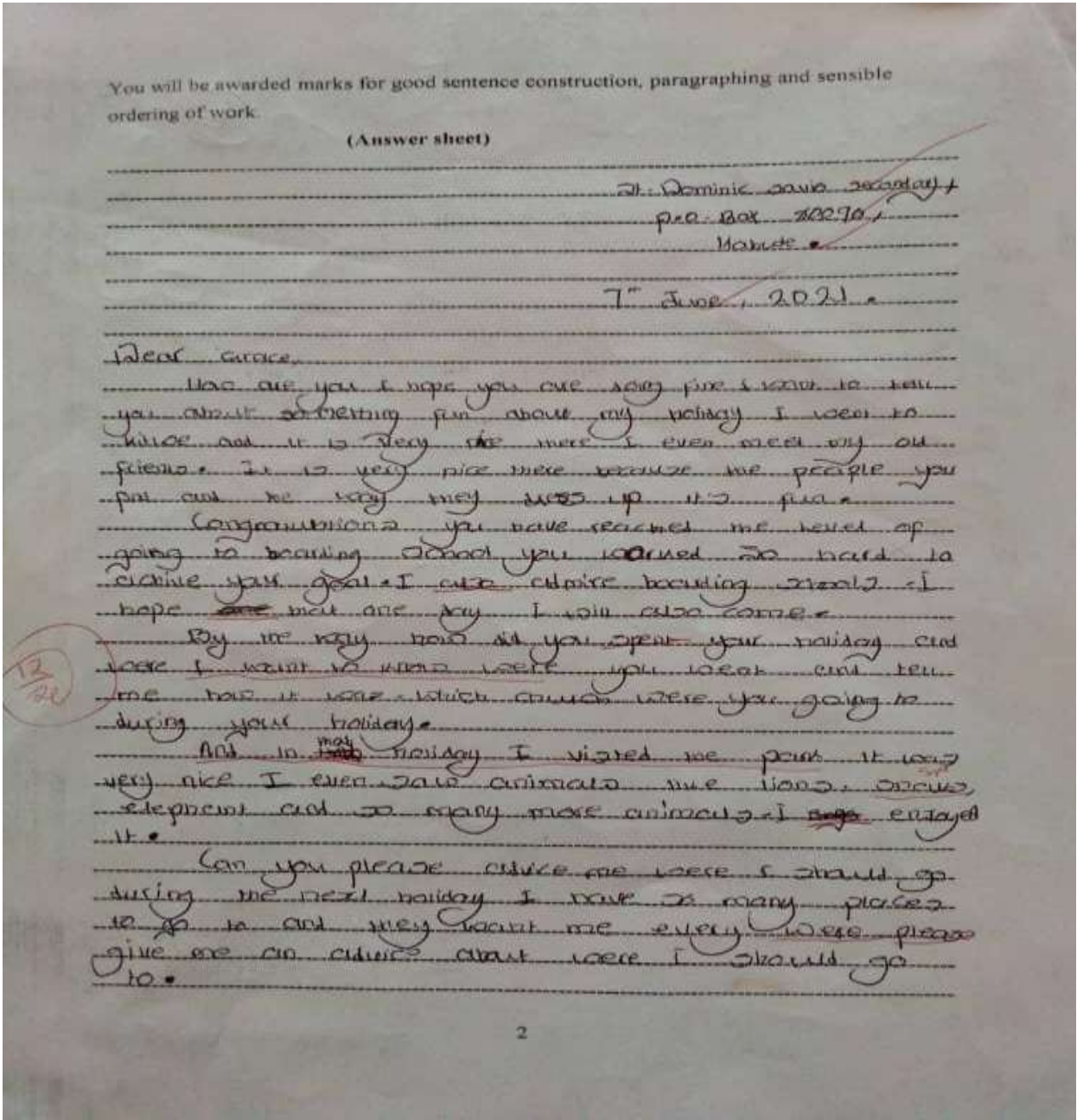
Script: CX



The script CX above has been marked and graded accordingly. However, the script seems void of what it is expected to demonstrate in writing. (The learner is supposed to produce a letter). On the

other hand, the learner's slightest effort of what has been produced, that is, writing the 'sender's address', in this case, has not been reckoned by the teacher. There is simply no comment.

Script: DX:



In script DX, the teacher has underlined part of the sentences but there is no comment about what has been highlighted. The teacher, however, awarded a fairly good grade.

Script EX

2. April 2000

The Managing Director,
P.O. Box 33580,
Kabwe Shopping Mall,
Kabwe.

Dear Sir,

I am writing to you in reference to the above subject I apply for the job. I am a twenty five years old woman of Kabwe District. I am applying for the job with four years work experience at Indo Zambia Bank as an accountant.

I am physically fit because I play soccer team in my area, I am also a part time gymnast.

I did well in my Grade 12 examination. I have a distinction and as can be seen on the attached copy of my certificate.

In secondary school, I was a debate team. As you know real madras debate competition was played English when debating, I was one of the best and contenders of my school.

After working at Indo Zambia Bank, I applied for a ^{Bursary} ~~Quota~~ to go study Business at the University of Zambia. I did well with my studies completed my studies with a Diploma in Business Ethics. Your consideration will be highly appreciated.

Yours sincerely,
Ithirua
Isabel Chirua.

(200 words)

The script EX above, was fairly written. However, there are substantial errors for the script to be awarded such a high score clearly, there are no ticks or positive comments for what was written acceptably. Equally, areas that needed improvement were not highlighted by the teacher.

Having highlighted some of the learners' written scripts, the following were some of the comment's teachers shared during the focus group meetings about the feedback they gave to learners on summative assessment:

St Stevens School teachers:

Teacher SS 1: *I give monthly, mid-term, end of term and end of year tests. When pupils write these tests which usually cover components such as.... structure, composition or comprehension, I write comments like...*

- *It's like you missed a point on this one.,*
- *revise your notes,*
- *Excellent*
- *Good.,*
- *Be mindful how you construct sentences*

Teacher SS 2: *Awarding marks is a challenge for me.*

Teacher SS 3: *I give monthly, mid-term, end of term and end of year tests. When pupils write these tests which usually cover components such as structure, composition or comprehension, I write comments like...*

-It's like you missed a point on this particular point,

-Improve on this one....

-This is good.

- Good

Nimbus school: Teachers 'comments on the reason scripts are marked as such. This is what they said:

Teacher N1: *I must admit, when marking composition, usually most of the learners' errors and mistakes are not reckoned because we are in a hurry to submit results for compilation of learner performance reports and general result analysis.*

Teacher N2: *We give ticks where there are answers and sometimes, we may underline where the problem is or just leave it blank.*

Teacher N3: *As for comprehension, since it is mostly the letter of the correct choice, I just give a tick if it is correct or cross if it is wrong.*

Teacher N4: *The section of comprehension which requires writing phrases is a short one. I just give ticks or simply cross out the wrong answer and proceed. No need of commenting, rarely.*

4.1.4 Learners' Peer Feedback

There is no longer need for teachers to be the only experts within a course. With basic instruction and ongoing support, students can learn to give quality feedback to each other, which is highly valued by peers. Providing learners with regular opportunities to give and receive peer feedback enriches their learning experiences and develops their skill set. I observed the following during a pupils' group work discussions in class.

Kassinger School Teachers: This was a Comprehension lesson. Teacher went through the necessary stages of the lesson. I had interest at this particular activity (Group Work).

Teacher: Good morning class..... we are now going to divide into groups of five. Choose a secretary to take note of the responses from the group members. Teacher goes round from group to group taking note of what the learners were doing

Pupil A: The answer is C.

Pupil B: Why do you think so, the key word is... 'infer'?

Pupil C: Let's look for the answer in paragraph 6

Pupil D: You are right, guys, read line 2, paragraph 6. The answer is C.

Teacher: (She remains quiet until all the groups supply their answers. In conclusion, teacher supplies all the correct answers and justifies why.)

St. Stevens School Teachers:

This was a Composition lesson. The teacher went through the basic steps of writing a composition in English being: *thinking, planning, writing and checking*. These were well explained. The outcomes of the lesson were to enable the pupils come up with a good introduction of a *Descriptive* composition. The following activities during a pair work activity were observed:

Pupil A: Our question is: Come up with a good introduction. 'Describe an occasion when you received unexpected visitors at home'.

Pupil B: How do we want the introduction to be?

Pupil C: Teacher said title should be 'catchy' or 'it should draw' the reader's attention. I mean the title should be attractive!

Pupil Tittle first. Let's come up with the title.

Pupil: B let's try to explain it in Bemba language then we can translate it to English after all it will be the same thing and we will save time.

Pupil A: 'Ine nalipata abeni abesa ukwabula uku twishibisha pa nganda.' This will be our opening sentence. So, when we translate in English, this will be.....'I don't like visitors who visit without notifying us at home'.

Pupil B: This sounds good. Okay, let's continue, we finish up our first paragraph.

Pupil C: Guys, I don't understand Bemba!

Pupil A: Never mind, in Nyanja, one would say it this way... 'Ine nizonda balendo bamene sibakamba kuti babwera panyuba!'

4.1.5 Constructive Feedback

This type of feedback is specific, issue-focused and based on observations. Constructive feedback refers to building up matter rather than breaking it down. This type of criticism makes the other person feel that you really want them to improve. For instance, teachers mostly give feedback to students so that they put in extra effort in order to improve their presentation skills or assignments. Also, constructive feedback is not always positive rather it can be focused on the areas where improvement is.

Teachers from Lukass:

Teacher L1: I write comments like; improve on your handwriting, be neat, be clear.

Teacher L2: Work on spelling

Teacher L3: Your paragraphs are poorly organized

Teacher L4: Be serious with academic work!

4.1.5.1 Positive feedback

In this type of feedback, the teacher endeavours to affirm comments about positive behaviour.

Nimbus school Teachers:

Teacher: What are the good reading habits, as we discussed?

Pupil A : Avoid vocalizing when you are reading a text.,

Teacher: Let's clap for her!

Pupil B: Do not read word for word

Teacher: Very good!

Teachers from Lukass School:

During a Composition revision lesson on a formal letter writing, the following was observed:

Teacher LA: Boys and girls, continue to observe the rules when writing a formal letter. I am impressed most of you did the right thing in the previous task I gave you. Please, keep it up it.

Teacher LB: The first five names I called, you did very well in Structure exercise. This is very good. Continue working hard...you will get distinctions in final examinations.

Teacher LC: If you got above average in your previous, well done and continue working hard.

4.1.5.2 Negative feedback

Negative feedback is about corrective comments about past behaviour. It focuses on behaviour that was not successful and should not be repeated.

I observed the following during my document analysis:

Teachers from Lukass: - Teacher writes the following comments in the learners' book:

Teacher LK: 'You have continued to misspell the word 'saddently' despite correcting it previously. Please, please, use a dictionary if you are to improve on spelling.'

(Meanwhile the teacher does not provide the correct spelling for the word in question.)

Teacher LS: Make corrections

Teacher LL: Re-do your work

Teacher from St. Stevens:

Teacher: SS1. 'Learn to follow instructions, why is your work like this?'

Pupil: (Silent)

Teacher from Geshmaker:

Teacher G1: What did we learn about yesterday?

Pupils: (There is no response from the learners but silence in class.)

Teacher G1: When you don't study you fail. And forgetting anyhow is a very bad habit, how are you going to remember what you learnt last year if you have forgotten what you have just learnt this year? Learn to be serious with academic work!

4.2 What were the Views of Grade Nine Learners on the Usefulness of the Oral and Written

Feedback Given by their Teachers?

This research question was centred on learners' opinions about the usefulness of the oral and written feedback that learners received from their class teachers in English language subjects. The responses from learners are presented below.

Pupils from Lukass School:

Pupil A: Teachers here don't always comment on our work when we hand in our work.

Pupil B: Sometimes the teachers will indicate that something is wrong but then not very clearly.

Pupil C: Sometimes I don't go through what has been written...?

Pupil D: Teacher's comments are always the same.....I don't read them sometimes.... boring!

Pupils from Kassinger School:

Pupil A: Here our teachers just write 'checked 'on our written work.

Pupil B: Besides, sometimes he takes long to give us the books after he has collected them for marking. I don't like it.

Pupil C: From the score that you get, I think you can guess whether what you got was excellent, very good or just good or very bad.

Pupil from Geshville School:

Pupil A: I like my teacher very much because he will never embarrass you when you give a wrong answer.

Pupil B: When she is impressed with the answer, she will even say words like, " marvellous, brilliant, did you hear that, class! Wonderful! When she does this, I just feel very intelligent and inspired."

Pupil C: I wish our madam could provide the correct answers especially to spelling problems than writing sp. I have not corrected some of them up to now.

Pupil D: As long as am not seen by the other teachers in the staff room when she is correcting me.

Pupil E: I don't understand why sometimes she underlines what I have written. But I know. It means it's wrong ...but what is the correct thing?

Pupils from Nimbus School:

Pupil A: My teacher writes comments like for example, if I score 6/6, she may write. Good. Sometimes am confused because I once scored 4/5, she wrote, Excellent.

Pupil B: It probably depends on her mood when it comes to how she comments on different tasks she gives us.

Pupil C: I like the praises but some pupils seem to be praised all the time. ok!

Pupil D: Comments are always the same. They write the same things all time

Pupil E: The comments are always the same so, I rarely pay serious attention to them.... it's like this is what a teacher should do when a pupil writes an exercise. Sometimes what the teacher writes in English is not 'clear 'and I just don't understand what should be worked on. Worse off, when we write our compositions, she delays to mark the work, I get fed up!

Pupils from Nimbus:

Pupil A: Mr. T writes in our books. 'See Me'. I feel like its burdensome to start looking for him. Moreover, our staff room is small so we don't discuss properly.

Pupil B: I don't really concentrate when I am being guided on what to do in the presence of other teachers.

Pupil C: Its embarrassing to be in the staffroom especially for corrections.

Pupil D: As for me, I just don't like the idea of being invited by a male teacher to his office for corrections. It just puts me off! You know am big girl. The female teachers' eyes would be on me as if I had committed a crime. That's why I don't go even if they write 'see me'!

4.3 What were the Opinions of Teachers on their Oral and Written Corrective Feedback to Learners?

This was the third research question, and it was centred on teachers' reflection on the oral and written corrective feedback that they provided to their learners during English language teaching and learning.

Teachers from Lukass School:

Teacher LK1: When I comment on my learner's work, I take it we are communicating somehow.

Teacher LK2: As for me, am not just sure whether the comments I write are read.

Teacher LK3: It's like learners make the same mistakes so, even the comments are repeated.

Teacher LK 4: I have noticed that it is a bit time consuming to comment on all the errors. Some errors are left like that.

Teacher LK5: Compositions take a long time to mark and you know how big our classes are. My class, by the way, has over 65 pupils.

Teacher LK 6: This is why, I think there is something that should be done especially about our marking. But ladies and gentlemen even the way we respond to learners in the classroom...we have to share here.

Teacher from Kassinger

Teacher Kass 1: When I was at college, I was not taught on how to mark learners' work. Even when I went for further studies in Education at university...I just adopted the way my teachers used to mark and what I see.

Teacher Kass 2: I remember during a methodology lesson the lecturer mentioned about giving feedback to learners but we did not touch on a number of aspects.

Teacher Kass 3: May I simply say, when I was practicing teaching, I just adopted the usual way of marking from my teachers.

Teacher Kass 4: I mean what teachers write on pupils written tasks. Yes, phrases like. 'checked' and then I sign and indicate the date. That's enough for me!

Teacher Kass 5: Ladies and gentlemen, marking is a bit strenuous especially essays. After all these things are not taught in college.

Teacher Kass 6: The most important is to show the learner that you marked the work somehow...they feel bad when a book returns to them without any sign that you checked their work.

Teachers from Nimbus:

Teacher Nim 1: I mark grade 12 Examinations in English. The training we had showed that we leave out a number of issues when it comes to marking

Teacher Nim 2: I agree with the previous speaker. Examiners and markers seem to have the skill. It's just too much though.

Teacher Nim 3: If I learnt how to give feedback whether verbally or writing then it was n't much. No, I doubt. I can't remember. Secondly, madam moderator, when I am marking composition, I have a lot of essays to read, imagine about sixty (60) books, excessive commenting is a sheer waste of time as I have to attend to other issues.

Teacher Nim 4: I have just told myself to respond positively to a learner's contribution as well. ..respect what they say.

Teachers from Geshville;

Teacher G1: I handle verbal responses with care in class. You know sometimes I am not very clear with what the learner has said. So, I need to make the learner repeat what they have just said.

Teacher G2: As for me, over this issue of verbal responses, I have noticed that sometimes I am the one who is not clear about certain instructions. And I will hear the learners' making requests for me to repeat what I said.

Teacher G3: My problem is about how to correct wrong pronunciations during reading lessons. There is too much work to be done here.

Teacher G4: For that one, I correct as they read if I know the word.

Teacher G5: When they make positive verbal responses in class, I am quick to praise my learners. I just feel good. At the same time, I don't hesitate to give verbal corrections on what they are not doing well.

Teacher G6: As for written comments in their books. It's the usual ones...traditional ones. I mean there is nothing new as 'checked', 'poor construction', 'work on your handwriting' ...the same.

Teachers from St. Stevens:

Teacher SS 1: I underline learners' faulty sentences to show that there is something wrong somewhere.

Teacher SS 2: I keep silent when a learner has not given me the expected response.

Teacher SS 3: I respect learners' verbal views but I am clear to state whether it is right or wrong.

Teacher SS 4: Comments in writing are done when I am marking structure summary and compositions. I expect my learners to pay attention to what I have highlighted. Moreover, fellow teachers I doubt whether, these learners even go through the comments I write. Sometimes, I just underline the wrongly spelt word, or indicate 'paragraph' where there is need for one or I may provide the correct answer but if I don't know I leave the wrong underlined word and put a question mark.

Teacher SS 5: Madam moderator, when I am marking learners written work, I have a challenge with spelling of certain words. So, I just underline where there is fault and leave it for the learner to find the correct word.

Teachers in the verbatim statements above acknowledged that they did not provide sufficient feedback to guide learner on diverse sections of their weaknesses so that they can improve.

4.4 Summary

This chapter has presented the findings responding to specific research questions as outlined in chapter one. The chapter provided data in form of images from document analysis, verbatim statements from interviews and focus group discussions. The next chapter discusses the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

In the previous chapter, research findings with respect to the research questions as outlined in Chapter One were presented. Data from each research question with emerging themes was presented with required details. In this chapter, the data presented in the previous chapter are discussed. The discussion is arranged with respect to the main emerging themes and research objectives that the study sought to address. Emerging themes coupled with relevant data and information from existing findings on the study and the related literature reviewed are also considered in this chapter.

5.1 The Nature of the Oral and Written Corrective Feedback that Teachers Provided to the Grade Nine Learners.

The first study objective as presented in Chapter One, sought to establish the nature of the oral and written corrective feedback that teachers provided to grade nine learners of English as presented in the previous chapter. The discussion of the findings on objective one is presented below following specific sub-themes. The first section shall discuss the oral corrective feedback and second part shall discuss the written corrective feedback

5.1.1 Informal- Formative Oral Feedback

As presented in the previous chapter, informal formative oral feedback was provided by teachers during the teaching and learning process. These took the form of words from the teacher saying: ‘good’, ‘very good’, ‘excellent’, ‘no’, ‘try again’ and ‘redo the work’. These kinds of feedbacks provided to learners’ responses was in most cases oral and informal. Teachers used different strategies to provide oral feedback which included elicitation, repetition.... This feedback was provided to learners at any time in the course of the lesson for purposes of encouraging, building, and guiding them on a regular basis. Since this feedback was meant to monitor learners’ learning progress, and prevent them from making mistakes on specific topics regularly, it is also part of the formative feedback.

The findings of this study are supported by other existing studies. For example, Garwood and Dowden (2002) noted that providing oral feedback in the teaching and learning process helps students

to have immediate input on topics where they may have difficulties in learning. Oral feedback improves student academic achievements as its effect is immediate (Lee, 2014). Furthermore, providing informal oral corrective feedback gives students an insight into what teachers think and feel about their input or responses. It also demonstrates that the teacher cares enough about them to share thoughts right away during the teaching and learning process (Hattie, 2009). It can be concluded from the findings that teachers were aware of the importance of giving feedback to the learners during the teaching and learning process.

During a lesson observation in class, it was noted that once a question was posed, teachers would show appreciation whenever a learner gave a positive response. The teacher would sometimes ask the whole class to praise a particular learner, for example, by clapping, uttering words or phrases to show approval. The power of praise in changing student behavior is that it both indicates teacher approval and informs the student about how the praised academic performance or behavior conforms to teacher expectations (Burnett, 2001). Teachers would also sometimes nod their heads to express approval of their learner's correct response. Praises such as, 'very good', 'excellent', 'keep it up', were re-echoed with much emphasis on continuing to do the right thing as required on that particular task.

Positive feedback is praise given to a learner by a teacher as a result of a learner's achieved goal. Therefore, positive feedback signals that a learner's response is correct or appropriate. Sprouls, Mathur and Upret (2015) categorized feedback as positive, for example, teacher delivery of approval or praise for a desired behavior. Positive feedback can be verbal, nonverbal, or tangible, which may include praise, behavior points, awards, and/or positive acknowledgement of a desired or appropriate behavior. For example, if a behavior or task is demonstrated correctly, the delivery of positive feedback may communicate the intent that a behavior should continue. Teachers of English should embrace such classroom practices of acknowledging correct verbal responses from the learners by so doing it enhances teaching and learning.

It was also observed that when learners gave their oral responses, teachers had an opportunity to correct their mistakes and errors as they spoke. Sometimes teachers felt obliged to correct such errors spot on. By correcting errors and mistakes on the spot (as learners speak), teachers deal with the problem right there and then and this also gives an opportunity to those listening to them learn from

their weaknesses and so serve time. It also helps the teacher to deal with the linguistic error in context other than defer the correction to a later time.

These findings imply that the provision of oral feedback to learners in class is important and it guides them on the teaching point. The findings also imply that teachers in different classes need to provide sufficient feedback to guide learners in class during the teaching and learning process. If teachers praise appropriate behaviour, learners will learn that such behaviour attracts a positive response from the teacher.

5.1.1.2 Teacher Clues as Oral Informal Feedback

Research results, indicated that during the learning process as the learner made attempts to provide their verbal response, teachers would aid the learner by giving clues in different ways such as making gestures, asking counter questions or making utterances that would make the learner produce correct responses. In summary the teacher evokes the correct response in a learner. This form of oral informal feedback is in accordance with Etdrick (1998.3) who states that “Elicitation means the teacher directly elicits the correct form from the student by asking questions and pausing to allow the student to complete the teacher’s utterance or by asking students to reformulate the utterance”. This form of informal oral feedback seemed to ease anxiety on the part of the learner by giving them clues to answer questions. This initiative serves time on the part of the teacher as it gives learners an opportunity to arrive at the correct response with minimal effort and makes learning meaningful and interesting especially that English is foreign language in Zambia.

In a similar vein, re-echoing learners’ utterance as a form of informal oral corrective feedback was prevalent during lessons. Teachers would re-echo the learners’ utterance as an indication that something was wrong. It was observed that teachers handled repetitions in several ways such as changing the tone of their voices or either they would raise it or lower it to signal the fault in the learner’s utterance. Repetition refers to the teacher repeating the student’s error and switching the intonation so as to draw the student’s attention to it. Furthermore, according to Chaudron (1988), repetition can be served either a positive (agreeing, appreciating, and understanding) or a negative nature (correcting the errors utterance). Repetition gives the learner a sense of realization to reflect on what they have just uttered. It also gives an opportunity to the other learners to learn from each other’s mistakes. For example, where the learner should have produced the acceptable phonological utterance, they will quickly conclude on their own that there is an error in pronunciation. Repetition of the learner’s utterance by the teacher during the learning

process also encourages decision making on the part of the learner as they are left to comprehend on what next.

It was noted that during some reading lessons in English, teachers would supply the correct pronunciation to some words that were mispronounced by the learners as they read them. However, at the same time, it was noted that teachers, for one reason or the other did not manage to give correct pronunciations to all the words that were in a particular passage that the learners were exposed to. This trend was problematic on the part of the learner as they would take it that what they were reading was acceptable. According to (Morley, 1994; Naimen, 1992) as cited in (Brawn 2010: 113) observe that, ‘On the other hand, surveys and interviews with teachers have revealed that teachers often see pronunciation as being less important.’ However, it is important for teachers of English to endeavour to pronounce words correctly as failure to which may affect learners to communicate effectively. Equally, teachers of English are expected to be aware of the fact that pronunciation is critical when teaching language. Brawn (2010) furthermore cautions that in order to speak a language, we have to learn a language and pronunciation, and if teachers ignore it, they are sending their students a message that pronunciation is all right or that they should not bother about pronunciation.

During lesson observation it was observed that some teachers preferred not to comment when a learner gave a response for some reason or the other. In most cases, the teacher opted to remain silent when a learner gave an unacceptable response following the teacher’s question. In most cases learners were left in suspense or were left to guess whether their response was wrong or correct and only discovered what should have been the correct response when the teacher began explaining on the question, he/she had earlier posed. Hedge (in Ellis 2009:11) states that teachers have the option of either correcting immediately an error occurs or making a note of the errors and delaying correction until later. He suggests doing immediate feedback in accuracy activities and delayed feedback in fluency activities. In a similar thought Draggiest (2015: 3009) laments that, “It is also observed that these teachers rarely attend to details of how and why when students answer incorrectly and by these limiting opportunities to learn”. This view is consistent with what Amos (2002:12) in Beccles (2016:10) posited that:” Student incorrect answers and no responses are avenues for teachers to nurture student thinking during classroom discussion. So, teachers need to recognise, commend, ... and probe them.” When this happens in the classroom setting, learners tend to feel accepted and this promotes their interest in lessons. However, (Ibid) “teacher response behaviors that increase student’s propensity to refrain from responding to teacher questions will make

students feel shy and become timid because ignoring an answer, being critical, sarcastic or dismissive will deter pupils from answering.”

Teacher’s silence following a learner’s response leaves a learner in an embarrassing and awkward state as learners yearn for quick feedback from their teachers whether positive or negative. It may be concluded that it is important for teachers to come up with ways of acknowledging the learners’ response regardless of whether it was right or wrong.

Teaching of English language in Zambia could be enhanced if such practices as mentioned above were upheld. The propositions are consistent with what Beccles (2016) believes that it is an obvious fact that teachers should exhibit professional questioning practices, especially, towards the handling of students’ answers. Students’ answers could either be correct or incorrect. It should be noted that it is also possible that a teacher’s question could also elicit no responses from students during classroom discussion. This could be for one reason or the other.

5.1.2 Formal - Formative Written Feedback

The previous chapter presented the nature written feedback. It was stated that written feedback took the form of notes, comments, ticks, crosses and narratives over pupils’ performance on the tasks given in class. These forms of feedback were a reaction to learners’ responses in class assignments, homework, tests, exercises and group work.

The findings of this study are in tandem with Jing, Xiaodong and Yu (2016) who noted that written forms of feedback guarantee the resolution of errors and mistakes made by learners in the teaching and learning process. The fact that the feedback is written, it serves as an artifact of the resolution that learners in future can make reference as they encounter a similar challenge. Chu (2011) observed that written feedback by teachers supply the correct form and clearly indicate what the learners say is incorrect or correct by way of indicating ticks and crosses and in some cases making commentaries on their performance. Written feedback provides an appropriate and correct form of response that compel learners to reshape their thoughts on the subject matter (Lyster & Ranta, 1997).

5.1.2.1 Forms of Marking Written Tasks

Results showed that teachers of English in the selected schools were aware of their responsibility to mark learners written work as feedback to the learners. This practice by teachers is in conformity with

Macdonald (1991:3) who states that feedback is “the process of providing some commentary on student work in which a teacher reacts to the ideas in print, assesses a student’s strengths and weaknesses, and suggests directions for improvement”.

It was observed that teachers had varied ways of marking and commenting on learners’ written tasks from school to school as shown in the pictures in chapter 4 of the research findings. For example, it was widely noted from learners’ exercise and note books that some teachers marked only the correct answers and nothing apart from what was written on the incorrect piece of work or exercise. Previous research has affirmed that teachers predominantly correct and ignore student errors (Gardee & Brodie, 2015). In some cases, the teachers marked the work and the only comment which was written mostly was the phrase ‘checked’ which did not explain much to the learner on their progress. The phrase ‘checked’ written by teachers had become overused to an extent that learners did not seem to appreciate it as a serious comment by a teacher. Scholars have summed up these overused phrases as ‘clichés’ which are words or phrases that are overused in writing or speech, and have therefore become largely meaningless. These practices among teachers posed a challenge on the part of the learner as they were not giving guidance on what was wrong with their work and the way forward on the tasks that they had poorly attempted. This observation resonates well with what Al-Jarf (2011) comment that feedback provided by teachers is mostly on the presence and location of errors, but no correct forms are given. Teacher’s written comments on students’ work should be used to help them understand the strengths and weaknesses of their work, and to make clear how their work has or has not achieved the goals and standards set in the class.

On key tasks, more detailed comments should be made, showing what is good and what can be improved and how. Shirota (2016) promulgated that written Corrective Feedback strives to give information to the learner about the learner’s performance and aims to increase learning through error correction. Whereas, Harmer (2003) states that in the learning process, the teacher needs to manage the learners’ mistakes and give appropriate and relevant feedback in teaching and learning. However, in so doing, teachers should balance the positive and negative comments, remembering the importance of positive feedback which motivates students, is essential to improvement, and builds confidence. If students are told why something is good, they can do more of it subsequently. Lack of any positive feedback tend to lead to poor student morale, (Tylor, 2010). In the same vein Nifli (2020) is of the view that in order for teachers’ feedback to be constructive and to boost the learning process, teachers must first of all make sure that our learners notice our comments, understand them and work in order to fix their errors and properly adjust their written output.

Teachers of English language should help the learners get a realistic sense of how learners are doing, what they can now do well, what they need to focus on next. And think of their feedback as ‘teaching at a distance’ rather than justifying the mark they have given. (<https://www.researchgate.net/publication/265490749>).

5.1.3 Feedback by Peer

Research observation showed that learners engaged in Peer-feedback. Peer –feedback is where learners share their views with each other on a particular task in the classroom. Peer-feedback was common during group work and pair work activities in class. First of all, peer feedback is suggested as pedagogy of providing more self-control to language learners (Mendonça and Johnson, 1994). This practice is also honed by Rollinson (2005) that Peer feedback, with its potentially high level of replies and interactions among classmates, gives the sense of confidence through a collaborative and friendly dialogue in which two-way feedback is established and thinking is negotiated between two sides. Equally, Coit (2004) mentions that using peer feedback in a learner –centered environment is a beneficial pedagogy to extend learners performance. During group work activities learners were in position to criticize each other where there was need. Sometimes learners could be heard using local familiar language and jargons to simplify the task at hand.

Much as teachers encouraged learners to use English during English lessons, learners were at liberty to use a familiar local language. This interchange among the learners agrees with what Banda and Mwanza (2017) believed was workable in the learning process, thus, in other words, instead of the monolingual classroom practices which had been practiced since missionary time to date, they proposed a shift to multilingual practices and in this case, ‘translanguaging’ as pedagogic practice. By definition, Baker (2011:39) defined translanguaging as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.” Learning should be meaningful in the classroom and this is akin with Vygotsky (2000) who emphasizes that learning should involve the internalization of social interaction processes, which helps the learner progress from complex to conceptual thinking in a familiar language of course.

On the other hand, Lin and Chien (2009) contend that the peer correction should be a more modern and democratic pedagogy concerning the self-determining and student-centred concepts, which make

students, feel freer and more independent. Having students work together to discuss the results of a task or project. Once the student internalizes the feedback, they transition to higher intellectual functioning, (Villamil & de Guerrero, 2006).

Peer feedback is suggested as pedagogy of providing more self-control to language learners Mendonça and Johnson (1994). These findings imply that Peer feedback is a pedagogy that that teachers should use often in the classroom seeing that teachers are encouraged to use more of learner-centred method of teaching. Teachers were also expected to give more detailed guidance on what the learners were requested to do on a particular task. Lin and Chien (2009) are of the view that Peer-feedback should be a more modern and democratic pedagogy concerning the self-determining and learner-centered concepts, which make learners, feel freer and more independent.

From the classroom observations and analyses of learners' written tasks in their books it was evident that teachers gave positive feedback by way of comment in line with. (Garwood and Dowden, 2002; Albasir, 2011). However, there was need for teachers to write some details of what was good on the learner's task otherwise writing less communicative phrases such as; 'excellent,'; 'good' .do not seem to be effective in reducing students' errors and enhancing their ability to write correctly and effectively.

In the same vein, negative feedback focuses were also given by the teachers which mainly focused on behavior that was unsuccessfully attempted by the learner. It signifies that a task has not been performed in a satisfactory manner. Scholars such as Sprouls and Upreti (2015) observe that negative feedback is when, for example, a teacher displays disapproval for undesired behaviors. On the other hand, Nelson & Roberts (2000) are of the view that negative feedback is the delivery of a verbal or nonverbal reprimand ... and/or leave request to indicate the need to terminate a behavior Nelson & Roberts (2000). Other than approving or praising the learner's positive response on a particular goal, for example, on a writing task that has been achieved, it is part of teaching and learning to express disapproval of an unacceptable behaviour by the learner on a particular task. The findings reveal that teachers of English gave substantial negative feedback to their learners. The negative feedback was given verbally or in writing. Teachers wrote in short phrases such as 'make corrections', 'spell the words correctly', 'why', 'do this work again'. However, teachers are cautioned not to over give negative feedback as it may be detrimental to effective learning. Hattie and Timperley (2006) point

out that when feedback is predominately negative, studies have shown that it can discourage learner effort and achievement.

5.1.4 Feedback on Marked Summative Assessments

The data collected clearly showed that teachers of English gave various summative tests as shown in chapter 4 of the research findings and these will be discussed elaborately. Notably, teachers were fully aware of their mandate to give summative assessments to their grade nine (9) learners. These were mostly administered three times in a year; among them, one was a major assessment which was administered mid –year as Mock examination with respect to the fact that grade nine (9) was a grade in which learners sat for their final examination set by Examination Council of Zambia.

Findings from document analyses showed that teachers marked learners’ scripts in various components in English. Nonetheless, it was clear that teachers found it easier to award marks for test items that required one word answer, multiple choice questions or a single sentence as shown in picture reference number **BX** in chapter 4.

It was noted that not much comments were written on such tasks and in some cases only a physical score was recorded on the learner’s script. In an interview when teachers were asked why this was so, they explained that learner’s work that required corrections would only be made during revision of assessments. In this case, teachers simply recorded a score according to what a learner deserved, as in the pictures in chapter 4. The UK Centre for Legal Education (2010) document remarks that, teachers should give feedback which is as detailed as possible – ‘no’ or ‘wrong’ does nothing to help the student identify the reason for their mistake, although with some simple factual questions, and with less plausible distracters, it can be difficult to do otherwise. Consider, where appropriate, directing students to the resources required for them to correct their understanding and try again, rather than simply giving them the correct answer. There was need to show the learner in writing (use of red ink) where they had gone wrong. On the other hand, Xu, Kauer and Tupy (2016: 151) are of the view that, “Consistent meaningful feedback (e.g., detailed explanation of why certain answers was correct or incorrect) is an important component of student learning outcomes, enjoyment, engagement in the course and rating of teaching quality”.

In addition, research results revealed that teachers felt it was time wasting and a laborious task to comment on summative assessments by learners as they had other commitments such as entering results for end of year report cards and so on. This comment was in tandem with Taniguchi (1990) who mentions that error correction in writing is complicated due to the number of papers and assignments teachers have to correct and the presence of multiple problems such as spelling and grammar that inhibit students' ability to express themselves. On the other hand, Ahmed, Ali and Shah (2019:111) contend that, "While summative assessment treats teachers as the main authority and only shows the students' progress of the past, it does not offer accountability for the teachers to test their own practices and then to re-negotiate their teaching according to the requirements of learners." Marking of learners' answer scripts Summative Assessments should be treated as an important task by teachers owing to the fact that the activity comes at the end of all that a learner might have covered during the course of a program.

5.1.5 Teachers Use of Marking Codes as Feedback

Sample marking codes as shown in Table 4 are symbols that represent something in writing. Education Endowment Foundation (2016) document holds the view that marking codes ensure that there is a critical focus on students understanding their strengths whilst providing them with clear and consistent strategies that can be applied to improve their work. Furthermore, because it takes so little time to use the marking codes effectively, it means that additional comments can be written that relate specifically to the task in question that can directly challenge misconceptions and mistakes without this being excessively burdensome. These codes are used to help learners improve their work by allowing them to understand exactly what. When or where an error occurs so that they develop their skills in writing. Marking codes are a form of feedback as they communicate to the learner in a summarised and fastest way about what is wrong with the learner's work.

Table 4: Below is a sample of some error correction codes.

<u>Error Correction: Editing Symbols</u>		
Symbol	Meaning	Incorrect Sentence
sv	subject-verb agreement	The student work hard. There is five employees.
S	no subject	^ Find it easier to study in Arabic.
pl	singular/plural	The Internet has a lot of informations. You can make new friend easily.
sp	spelling	The maneger is a woman.
A	Article (a,an,the)	Diners expect glass of water when they first sit down at their table.
p	punctuation	I live in Fujairah but I go to school in Al Ain.
delete	unnecessary word	My teacher she watches everyone all the time.
^	add word/s	A camel is an animal lives in the desert.
cap	capitalization	Some people love to drive landcruisers.
vf	verb form	I am live in the hostel.
T	verb tense	I see my friend yesterday.
wf	word form	This book is bored.
ww	wrong word	My teacher learns me many new things.
wo	wrong word order	We never class have on Fridays.
Pron	pronoun reference	My brother loves to swim. She goes swimming everyday.
RO	run-on sentence	Lily failed the exam and she is upset and she went home and her mother said she shouldn't worry.
CS	comma splice	Mary was tired, she went to sleep.
SF	fragment (incomplete sentence)	She was tired. Because she always went to bed at 3:00am.
ns/	start a new sentence here	Sleep is important, in addition, eating healthy food is necessary.
prep	preposition	The cafeteria starts serving dinner in 6:00 PM.
conj	Conjunction missing or incorrect	I like coffee and I don't like tea.
?	<i>I don't understand what you want to say.</i>	

Source: <https://za.pinter>

A thorough scrutiny of the learner's documents showed that teachers used marking codes. However, it was noted that learners were only exposed to a few of these error correction symbols Taslimah. (2015) mentions that teachers can decide on the particular codes and symbols to use with the students, making sure that they are quite clear about what the symbols mean through demonstration and example.

The most commonly used correction codes by teachers in the selected schools were: **Sp** – for wrong spelling – For unclear words or sentences, **t** -for wrong tense, **P** – for punctuation and the question mark ‘?’ was written on the learner's statements or phrases that were unclear or unacceptable. In some cases, teachers simply underlined the error or drew on a poorly punctuated or constructed sentence or drew a wavy line without indicating any particular code. This kind of marking of the learners' written work gave an impression that probably some teachers of English were not fully exposed to a variety of these symbols or codes and hence they opted to use those that they themselves were familiar with and those that were common to the learners at that level. Marking has traditionally been part of routine work teachers do. Scholars like O'Connell (2014) promulgate that in the current climate, school leaders should not underestimate the importance of marking and feedback for school improvement. Consequently, it is expected that a standard coding should be exposed to both teachers and the learners for easier and simpler communication in the teaching and learning process. Lee (2003:228) states “it has been made clear that teachers have to be trained to give error feedback and to do so, effectively and efficiently-e.g., to experiment with a wider range of feedback techniques.”

In conclusion of these findings, teachers of English should make it a deliberate practice to expose marking codes to the learners much earlier when teaching because codes are a language that signal something is wrong. Continuous Professional Meetings should be enhanced in schools so that such important lessons are shared and put into practice.

5.2 The Views of Grade Nine Learners on the Usefulness of the Oral and Written Corrective Feedback Given by their Teachers.

This research question was centred on learners' opinions about the usefulness of the oral and written corrective feedback that they received from their class teachers in English language as a subject. In order to establish the views of the learners on the usefulness of the oral and written corrective feedback given by teachers of English, a semi-structured interview was conducted among the grade

nine learners. Note that the other emerging themes have already been dealt with in the previous chapter. Therefore, this chapter will only deal with selected themes within the stated objective. The following issues were exposed and discussed:

5.2.1 Timely or Immediate Feedback

Results from the interviews conducted with the grade nine learners, revealed that teachers gave some form of feedback that was either orally given or in writing. During the interview sessions, learners acknowledged the fact that they were motivated when their teachers praised them for their correct responses both orally and in writing. However, learners expressed strong desire to have immediate feedback from their teachers once they submitted their work for marking so that they could appreciate their own strengths and at the same time work on their weaknesses. In other publications this view was re-echoed by Orrella (2006) that students claim a lack of adequate, timely feedback. This thought agrees with the study conducted by Qi, et al (2020) on the effects of immediate feedback where it was concluded that immediate feedback yielded positive results on the part of the learner. In this way, it is implicated that the immediate feedback seems to have a positive effect on students' academic performance.

On the other hand, Samuels & Wu (2003) agree with the view that, the practice of supplementing teaching and learning process with immediate constructive feedback helps students to develop their learning proficiency because the initiative of responding to students' need in the learning process boosts students 'instrumental motivation to learn a subject matter. Learners seem to appreciate teachers who are prompt at giving feedback once written work has been submitted for marking. Al-Bashir, Kabir & Rahman (2016) endorse the fact that traditionally, feedback from teachers has been a source where students can evaluate progress. The students can also check out their own internal progression by the feedback given by the teachers and hence motivate them.

Boud (2000) is equally of the similar view that, unless students are able to use the feedback to produce improved work through, for example, re-doing the same assignment, neither they nor those giving the feedback will know that it has been effective.

The implication of this finding is that the act of giving immediate feedback suggests that teachers will have an idea of what sought of interventions to take in a case where learners performed poorly on a particular assignment and such practices make learning and teaching effective.

5.2.2 Elaborate Feedback

From the verbatim statements recorded from the interviews /focus group discussion with the learners, a concern was raised that teachers' feedback was not informative enough for them to make use of and that it was not delivered in good time for learners to act on. One learner said, "*Besides, sometimes he takes long to give us the books after he has collected them for marking. I don't like it!*" Clearly, teachers have never-ending opportunities to provide feedback to students. Wiliam (2011) observes that amidst all the different sources of feedback students receive, neither marks nor grades have the biggest impact on student learning. These matter, but they give students little information as to how they can increase their learning or demonstrate more accurately what they have learned. Written and in-person feedback that is specific to the task at hand has the greatest impact on improving learning outcomes. Equally, Vygotsky (1978) notes that teachers should apply the method of scaffolding by providing assistance and offering feedback while the students encounter new problems in their learning. Feedback is identified as an important means which leads to learning gains, which can help learners improve and accelerate learning (Sadler, 1989). Lemley, et al (2007) quotes Chickering and Gamson (1987), who assert that immediate feedback to students is one of the cardinal principles that enhances student learning. Furthermore, McGrath et al., (2011) contend that, it is a teacher's duty to provide more explanation on the margin of the paper in order to be rewritten by the students again; this procedure develops students' thinking skills which are a path for learning.

The implication of the results is that somehow in the learning process the learner is aware of their challenges. It is therefore expected that teachers would be of assistance to learners as they encounter challenges in their academic work. With reference to the theory of the Zone of Proximal Development (ZDP) as proposed by Vygotsky (1978), the teachers' role in the teaching process is to provide assistance to the learner until they are satisfied a concept has been grasped.

5.2.3 Learners' Space to Provide Feedback

Research results show that teachers gave feedback in the classroom, offices, open space or in the staffroom. Whichever space or room was available, learners seemed to have their own personal views on how they felt about the spaces for the purpose of receiving feedback from their teachers. For example, when it came to oral corrective feedback that was given by teachers in the classroom, some learners felt they had nothing much to say because corrective feedback in the classroom was

generalized. Roughly, learners felt their academic challenges could only be shared privately with the teacher. It can therefore be pointed out that learners have diverse academic challenges and that there is need to address them when teachers have that opportunity to meet their learners. Regarding the feedback provided to learners, Har (2005-2013) was of the view that, it is not just a comment with the word “Okay”, but something more specific and meaningful. A face-to-face discussion would be launched for learners to ask questions, for example, “you state here.....how did you come to that.... Utilizing such formative feedback in the classrooms enables learners to learn to accept critics and develop their works. Feedback is a compelling influence on learner achievement. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible (Hattie, 2009).

5.2.4 Learner Privacy when Receiving Feedback

Furthermore, during the interviews / Focus group discussion learners indicated that they were uncomfortable with teachers giving them feedback in the presence of teachers who taught them other subjects other than English. In short, learners needed privacy when receiving feedback that required detailed explanation on one-on-one basis. In the same vein, some female learners (girls) remained uncertain of their male teachers when they called them privately to discuss their academic challenges regarding the subject. It can therefore be concluded that for the purpose of giving quality feedback learners should be comfortable with the venue or setting in cases which may require lengthy discussions. At the same time, teachers should exercise respect for the learners in order to cultivate trust. Barnett and Coate (2005), advocate that, pedagogy that neglects respect for the individual student undermines the development of students’ own being, their understanding of knowledge, and their capacities for taking academic actions. Consequently, teachers need to understand how privacy, security, and confidentiality apply to their work in the classroom, specifically when they are dealing with learners on matters of feedback.

The implication of this finding in education is that there are a number of issues surrounding the provision of feedback to learners that teachers should be mindful of. As such, teachers in Zambia should be exposed to extensive studies in providing feedback to learners in order to develop their skills and to apply new methods in their teaching approaches each year.

5.3 The Opinions of Teachers on their Oral and Written Corrective Feedback to Learners

In this research, the third objective addressed the teachers' opinion on their oral and written corrective feedback. Teachers being the main suppliers of oral and written corrective feedback in the classroom, had their own opinions as revealed below.

5.3.1 Time Allocation to Give Oral and Written Corrective Feedback

During the focus group discussions with teachers of English it was gratifying to note teachers were fully aware of their mandate to provide oral and written corrective feedback to the learners. However, cited among multiple issues raised by teachers was the fact that, certain components in English were rather complicated for the learners and consequently, needed more time for the teacher to explain the concepts. This in turn made it very difficult for teachers to give quality feedback to the learners. One teacher said:

“I think we don't give much good feedback; I know I am supposed to give learners time to express themselves when they are giving their verbal responses, however, I try to avoid this because Structure lessons have limited time, say.... ‘Forty minutes. Think about it? Otherwise, we will not finish the syllabus. According to the Grade 8--9 English Junior Syllabus, structure lessons are supposed to be taught in Fourty (40) minutes. However, this period does not seem sufficient for me to attend to individual needs of the learners while teaching.”

The Education Endowment Foundation (2016) document, points out that, ‘careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. On the contrary, Liu, (2003) observes that giving feedback to the learner's remains important regardless of the challenges that teachers maybe facing in doing so. Rivers (1978) promulgate that, it is important for teachers and learners to understand the goal of language teaching and learning, as well as how to achieve it. In the same vein, teachers had a problem giving corrective feedback on learners' written work owing to limited time. Alexandra and Francisco (2013) in their investigations of teachers' attitude towards providing corrective feedback to learners written composition reported that: Every time teachers attend to students' writing, they found that written corrective feedback was time-consuming and a tiring

activity. However, it should be known that it is important for teachers to spare time in order to attend to their learners where feedback is concerned. Mupa and Chinooneka (2015) contend that time management is raised as a factor that contributes towards ineffective teaching. The most important resource which teachers should effectively use is time (Delvin, Kift & Nelson, 2012).

To sum up, teachers of English Language should appreciate the fact that commenting on learners' errors and mistakes cannot be compared with other subjects as English as a subject is language a hence the need for teachers to exercise high level of patience if learners are to acquire the desired proficiency.

5.3.2 Teacher Incompetence in the Subject Matter.

Research results showed that teachers faced challenges when it came to giving quality feedback arising from the faulty work produced by the learners. For example, one teacher had this to share during the Focus Group Discussion;

“Madam Moderator, when I am marking learners’ written work, I have a challenge with spelling of certain words. So, I just underline where there is a fault and leave it for the learner to find the correct word. Sincerely speaking, ladies and gentlemen, let’s be fair, who should supply the corrections? These children as you know, don’t have dictionaries.”

In some cases, when giving feedback to the learners, teachers did not seem to have solutions to learners' academic challenges. In view of the above challenges, teachers are called upon to exercise competence and sharpen their knowledge in their subject matter. This calls for preparation and wide readership in the subject matter. Hamachek, (1990:404) in Mwamwenda (1995) contends that, “Good or effective teaching is not simply something that happens among a gifted few born with natural talents but is a consequence of hard work and thorough preparation.” This is in-tandem with Hunt, Touzel & Wiseman (2009) who observe that, the challenge for the teacher is not only to identify and develop mastery of certain instructional strategies and behaviours accepted as effective practices, but the teacher is also challenged to develop the ability to effectively match these strategies and behaviours, at the appropriate time, to individual students and student groups, in specific teaching situations as these relate to the teacher's desired student learning outcomes. It is imperative for teachers to be reflective regarding their work. Day (1999) believes that, without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations,

and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom we nurture and teach.

5.3.3 Poor Teacher Preparation in the Provision of Feedback

Research findings revealed that most of the teachers regardless of where they got training from, acknowledged the fact that they learnt something on giving feedback to the learners. What needed further investigation was the depth of the content teachers covered on the topic of ‘feedback’ whilst at their various learning institutions. When interviewed on this matter, most of the teachers had this to say:

“I think we don’t give much good feedback because most of us were not taught on how to deal with feedback whether at college or university. I remember during a methodology lesson the lecturer mentioned about giving feedback to learners but the topic was not dealt with in detail.”

“I agree with the previous speaker. If I learnt how to give feedback, then it was n’t much. No, I doubt. I can’t remember!”

Results showed that about 28 teachers (93%) from the focus group discussions expressed the view that they were highly doubtful that they received sufficient preparation as teachers of English on the component of feedback from their respective teacher training institutions or university. Consequently, it can be surmised that this state of affairs among the teachers may be impacting negatively on the effective delivery of teaching and hence the poor learner performance in the subject. “The majority of the teachers lack access to regular in-service training and coaching visits” (USAID/Zambia, 2018, p. 43) This view agrees with the scholarly work conducted by Gan, An and Liu (2021) who noted that in spite of much recent theorizing about teacher provision of feedback, relatively fewer studies look at the dynamic relationships between teacher feedback practices, student feedback experience, and their learning outcomes in higher education settings. On the other hand, although feedback is widely believed to contribute to student learning in schools (Black and Wiliam, 1998), some researchers such as (Higgins et al., 2002) raise doubts as to what extent this is reality in higher education, given institutional constraints and staff workloads.

This study confirms the strong positive impact of teacher feedback practices on student feedback motivation and the crucial role of student feedback student learning outcomes.

5.4 Summary

In summary, the last research question was centred on the opinions of teachers on their oral and written corrective feedback to learners. A number of issues were raised by the concerned teachers of English. These ranged from limited time allocation to give quality feedback to learners in certain components in English, teacher incompetence to handle certain subject matter and lack of adequate teacher preparation on the topic of feedback from their respective teacher training institutions, . This gives an impression that teacher feedback practices is poorly handled and regrettably lacks the attention it deserves.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

In this chapter, conclusions have been made about the study with respect to each of the research objectives as presented in chapter one of this study. Recommendations have also been made by the researchers for further consideration and research by various stakeholders and researchers in the teaching fraternity in Zambia. The study title was: Analysing the Nature of Oral and Written Corrective Feedback that Teachers of English Provided to their Grade Nine Learners in Kabwe District of Zambia. The specific research questions and objectives that were addressed in this study focused on the following:

- (i) What was the nature of oral and written corrective feedback that teachers of English gave to their grade nine learners?
- (ii) How was the oral and written corrective feedback provided to grade nine learners on the usefulness of the oral and written corrective feedback given by their teachers?
- (iii) What were the opinions of teachers on their oral and written corrective feedback to learners?

6.1 Conclusions

The general conclusion of the study provides specific key findings on each of the research questions or objectives as presented in the chapter on findings. The objectives have been presented in form of themes summarizing the key findings.

6.1.1 The Nature of the Oral and Written Corrective Feedback that Teachers of English Gave to their Grade Nine Learners.

The results of the study were that, teachers of English gave forms of the oral and written corrective feedback and these were: formal formative and informal formative feedback. Teachers used different strategies to provide oral feedback which included praises, gestures that expressed approval, elicitation, repetition and other clues to aid the learners' response. This feedback was provided to learners at any time in the course of the lesson for purposes of encouraging, building, and guiding them on a regular basis. However, it was established that teachers sometimes remained silent whenever a learner gave an unacceptable response or

answer during lessons. It was also revealed that teachers ignored the aspect of giving learners correct pronunciation of some words.

Whereas, findings also revealed that when teachers of English gave the written corrective feedback in exercises and summative assessments, they did not give detailed comments on what the learner had produced either right or wrong. Equally, teachers had over used certain phrases in marking learners work thereby rendering them meaningless to the learner. It was also noted that teachers did not expose the learners to a variety of marking codes to signal errors and mistakes.

It can therefore be concluded that teachers of English lacked a number of skills in providing feedback that learners could leverage. In this case, the research findings exposed inadequacies among teachers of English in this critical area of communicating to the learners on their performance. Teachers are therefore called upon to sharpen their skills in this area of providing feedback during Continuous Professional Development Meetings (CPD). Local exchange programs among teachers in schools, utilizing resource personnel and other experts on this topic could also be of great help if teaching was to be effective among the learners.

6.1.2 The Views of Grade Nine Learners on the Usefulness of the Oral and Written Corrective Feedback given by their Teachers.

The findings on this research objective established that teachers delayed to give timely feedback. This practice among the teachers was noted as learners' books were not returned in good time once their work had been submitted. Learners stated that they wished teachers could give immediate and elaborate feedback on their work. Equally, it was also a concern among the learners that they needed appropriate space to receive feedback from their teachers of English. Learners expressed their concern that sometimes teachers gave feedback in places that were not conducive such as in overcrowded staffrooms which made them feel embarrassed and very uncomfortable.

It can be concluded from the learners' views that teachers needed to understand and appreciate how privacy, security, and confidentiality apply to their work in the classroom, specifically when they are dealing with learners on matters of feedback. The implication of this finding can

be generalised that teachers in Kabwe district perhaps in Zambia, needed to explore further on feedback studies in order to develop their skills to enhance teaching and learning.

6.1.3 The opinions of Teachers on their Oral and Written Corrective Feedback to Learners.

The report on this objective revealed a number of issues among them teachers were that certain components in English were rather complicated for the learners and therefore, needed more time for the teacher to explain the concepts. This problem of inadequate time to attend to the academic needs of the learners in the English language compromised on the quality of feedback teachers provided to their learners.

Furthermore, investigations also revealed that in some cases teachers themselves were simply incompetent to handle certain subject matters to an extent where they had no solution when they were confronted by academic challenges in the classroom situation or when marking learners' tasks.

Research further revealed that most of the teachers regardless of where they acquired training from, they acknowledged the fact that the coverage of aspects on the component of feedback was inadequately handled or may not have been handled at all in some cases. For various reasons not stated.

In a nutshell, results of this research from the few cites where the phenomenon was investigated indicated a gloomy picture of what is obtaining on the topic of feedback. As such this serves as an eye opener that deserves serious attention by stakeholders. Subsequently, this calls for more exploration and scholarly work on various aspects on the topic of feedback to be carried out especially in Zambia.

6.2 Recommendations

In view of the findings of the study, the following recommendations were made:

- (i) Teacher training institutions to explore further on the topic of feedback so as to adequately prepare trainee teachers of English Language.
- (ii) Teacher training institutions to utilize resource personnel such as researchers and other credible experts on the component of feedback.

- (iii) Teachers of English language to share knowledge during on the topic of feedback.

6.3 Suggestions for Future Research

Evidently, feedback in teaching is a very wide topic. Drawing from the findings of the current study further research could be conducted on the following:

- (i) Analyse the oral and written corrective feedback teachers provided to learners using a quantitative approach as noted by one respondent in this study. “In spite of much theorizing about teacher provision of feedback, relatively fewer quantitative studies have been conducted to explore how students actually engage with feedback.
- (ii) Conduct a comparative study to investigate how graduate and non-graduate teachers provide feedback to learners.
- (iii) Conduct a comparative study on how teachers in rural and urban schools provided oral and written corrective feedback to learners in English at either junior or senior level.
- (iv) Ascertain how classroom dynamics affect how learners or teachers respond to feedback provided by teachers at either junior or senior level in language classes.

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[https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning\)](https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning)

<https://www.google.com/search?q=Images+of+Zone+of+Proximal+Development&rlz>

[https://www.researchgate.net.publication> 265490749](https://www.researchgate.net/publication/265490749)

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APPENDICES

Appendix A: Interview Schedule for Pupils

Introduction

Good afternoon boys and girls.

I am madam Simutanyi. I am a student at the University of Zambia currently conducting academic research.

I sincerely hope and trust that the information you will give on this form will be honest and true to the best of your knowledge. The interview or discussion will last approximately one hour. (Your answers will be kept highly confidential).

Ground Rules

- Feel free to express yourself. You may use local language to express yourself if you are uncomfortable with English.
- Raise your hand if you wish to share your opinion.
- Respect other peoples' views.
- Your view is valued.

(Pupils may suggest their own ground rules this may help set the ball rolling)

Warm Up Activity

Introduce yourself (he / she). You may share with the group how many marks you intend to obtain at Grade Nine final examination.

QUESTIONS TO YOU ABOUT YOUR SUBJECT (ENGLISH)

1. How many books for English do you have for different activities?
2. Which component in English do you enjoy most...Composition or Comprehension or Structure?.....
3. Why have you chosen this particular component in question 2?
.....
.....
4. When you write your Composition, Comprehension or Structure, what are some of the comments that your teacher writes on a particular task in your book?

5. Do you understand these comments that your teacher writes in your books?
Yes
No
6. If your answer is 'Yes' in question 5, why is this the case explain.....7. If it is 'No', why could this be the case?
7. Do you go to your teacher for further clarification on what has been written in your book?
8. Do you understand the oral (verbal...) comments that your teacher of English makes when you give your answer class? Give an example and explain.....
9. Are you satisfied with the way your teacher provides the response to you ?.....
10. Are there any comments which you would do not like (verbal or written) your teacher to write in your books? Or say when you are giving out your answer in class? Explain
11. Do you find your teachers to be helpful once you have asked a question in class or are they clear enough to make you understand the question?
If 'no', explain.....
If 'yes', explain.....

What are some of the challenges that you face when you need help from your teachers especially after you have received your marked tasks?

Are your friends helpful when you have a challenge?

12. How best can your teachers help you in these components once you have written your tasks?

Thank the learners for their participation.

Share some sweets or biscuits

Thank you for your participation!!!!

Appendix B: Consent Form (Pupil)

Dear Parent /Guardian,

Your child..... in Grade Nine (9)
at..... has been selected to be part the interview which be recorded in
video. Kindly note that the interview will be purely academic -based on what they feel
about English as a subject) and that there are no known risks and / or discomforts
associated with it. Please, note that the interview will take place within the comforts of
the school premises.

Please, sign your consent with full knowledge of the above.

Date :.....

Sign :.....

Name :.....

Appendix C: Focus Group Discussion

(Moderator's Guide)

Introduction

My name is Notula Simutanyi. A Master of Applied Linguistics student at the University of Zambia currently conducting research on the topic entitled, 'Analysing the Nature of Written and Oral Corrective Feedback Teachers Provide in English to Grade Nine learners in Selected Schools in Kabwe District.' Simply, this study seeks to analyse how written and oral corrective feedback is provided by us teachers to our Grade Nine learners. The opinions and information that you will provide today will be helpful in suggesting a fresh approach to this aspect in the teaching of English. Everything that will be discussed here today will be treated as confidential. This Focus group meeting will be approximately one hour.

- Inform why participants were chosen for their participation in the group discussion
- Set the ground rules (to be proposed by participants)
- Begin with your first question.

DISCUSSION QUESTIONS

1. How familiar are we with the topic under discussion?
(Teachers' oral and written feedback)
2. Do we find learners making use of
 - a. Teacher's oral feedback in class i.e during or after lesson execution?
 - b. The comments that we write in their Compositions, Comprehension or Structure?
3. How best do we support the learners in the components stated Question 2. B above ?
 - a. Do we give individual attention to learners i.e on their strengths or weakness ?
 - b. What are the challenges in doing so? (in giving individual attention)
 - c. Do we give general attention to learners?
 - d. What are the challenges? (in giving general attention to learners)
4. Do learners approach us for comment clarification and support?
5. What are some of the challenges that you face when giving these comments to learners?
6. What is your view on the comments teachers give ... are they modern or outdated?

7. Do you think the training we received at college or university on how to give feedback was sufficient?
8. What would make a good teacher regarding giving comments to the learners?
9. If you were a Standards officer, what suggestions would you give teachers on how best they should give feedback?

Ask for any contributions or comments related to the topic.

Summarise issues under discussion.

Thank participants for their contribution.

Share some refreshments!!!!!!

Closure!

Appendix D: Focus Group Discussion

CONSENT FORM

Dear participant,

You are cordially invited to a focus group discussion meeting which is set onatat your school.

The discussion will be based on a particular component (Feedback) of the research topic entitled: Analysing the Nature of Oral and Written Corrective Feedback Teachers Provide to Grade Nine Learners in English Language in Selected Schools of Kabwe District.

Kindly, indicate in the box either by ticking (√) if you wish to participate or crossing (×) if not. Be informed that you are free to participate or not.

Note: There are no known risks and /or discomforts associated with this study. However, the expected benefits associated with your participation are the sharing of information about pedagogical skills as teachers of Language.

Please, sign your consent with full knowledge of the above.

Date :.....

Sign :.....

Name :.....

Appendix E: Approval Letter



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgrs@unza.zm | Website: www.unza.zm /directorates/drgrs

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2021-OCT-007

20th October, 2021

Ms. Getrude Notula Simutanyi
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Ms. Simutanyi

**RE: "ANALYSING THE NATURE OF ORAL AND WRITTEN CORRECTIVE
FEEDBACK TEACHERS PROVIDE TO GRADE NINE PUPILS IN ENGLISH
LANGUAGE IN SELECTED SCHOOLS IN KABWE DISTRICT OF
ZAMBIA".**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2021- OCT – 007
Approval and Expiry Date	Approval Date: 20 th October, 2021	Expiry Date: 19 th October, 2022
Protocol Version and Date	Version - Nil.	19 th October, 2022
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL


- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



DR. J. I. Ziwa
ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix F: Permission Letter

St. Dominic Savio Secondary School,
P.O Box 80090,
Kabwe.
30th August, 2021.

The District Education Board Secretary
District Education Board Office
P.O BOX 80432
KABWE.



U.F.S: The School Manager
ST. DOMINIC SECONDARY SCHOOL
P.O BOX 80090
KABWE.

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH IN SELECTED SCHOOLS WITHIN KABWE DISTRICT

The above subject matter refers.

I am a Zambian female citizen and a confirmed teacher by profession stationed at the above mentioned school in a Kabwe.

Currently, I am a student at the University of Zambia pursuing a Master's Program in Applied Linguistics. I wish to research on the topic, '**Analysing the Nature of Oral and Written Corrective Feedback Teachers Provide to Grade Nine Pupils in English in Selected Schools of Kabwe District.**' (See attached reference).

The nature of my research is one that requires me to interview the learners, observe lessons, take pictures and also conduct focus group meetings with teachers.

Your positive response in this matter will be highly appreciated.

Yours faithfully,

SIMUTANYI, GERTRUDE NOTULA

Appendix G: Introductory Letter

All Communication should be addressed to
the District Education Board Secretary
TEL/FAX: 05 – 224702



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD
P.O. BOX 80423
KABWE

In reply please quote:

No. **TS/816047**

9th September, 2021

TO: All Headteachers
KABWE DISTRICT

RE: INTRODUCTION LETTER: MS. SIMUTANYI GERTRUDE NOTULA:

The above subject matter refers.

This serves to introduce Ms. Simutanyi Gertrude Notula a Student Pursuing a Master's program in Applied Linguistics. She has been permitted to carry out research on "Analysing the Nature of Oral and Written Corrective Feedback teachers provide to grade nine pupils in English in selected schools of Kabwe District".

The data to be collected will be purely academic in nature.

Kindly attend to her accordingly.

Thanking you in anticipation.

Zikani
Zikani Kalra (Dr.)
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT

(Signature)

