STUDENTS' PERCEPTIONS AND PREFERENCES FOR TEACHER FEEDBACK: A CASE STUDY OF THE UNIVERSITY OF SINDH, JAMSHORO, PAKISTAN

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ABSTRACT
The teacher feedback has been considered very essential in improving students' academic learning specifically in the field of English language learning. This study used survey methods to collect data about the perceptions of University students carried and their preferences for teacher feedback on the following five components of composition i.e. organization, content/ideas, grammar, vocabulary and mechanics at the University of Sindh, Jamshoro. The findings/results suggest that the students of the university paid prodigious attention every time to the teacher feedback given on all the above components of composition and gave great importance to the teacher written feedback given on their written task. The results, in a way, indicate the students' interest of learning from the teacher feedback and emphasize that teachers should be constant in giving feedback to students.
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Keywords: feedback, English language, learning, teacher and student.

INTRODUCTION
The teacher written feedback plays a vital part in the improvement of students' academic performance specifically in language learning. Teachers of the developing countries including India and Pakistan give feedback in different ways to the scripts of the learners of English language. In the context of Pakistan where English is taught as a second language, written feedback from teachers is given mechanically on the errors of punctuation, spellings and grammar. This practice of feedback keeps students engaged with improving mechanical side of English only and restricts students' creative side (Gul & Rodrigues, 2012:60 and Khan, 2011:111).
This type of situation in Pakistan needs great changes in the existing practices of written feedback given by English teachers and

requires a thorough empirical research to investigate the modes of teacher feedback in English language classrooms and recommend positive changes for improvement in written feedback (Gul & Rodrigues, 2012:61).

Writing is not only mechanical task made of isolated mechanics, but it also includes paragraph construction and cognitive development. It goes beyond mere copying, transcribing and communicating through written words. Written feedback is not correcting the errors of mechanics but it is virtually one to one communication from teachers to students to enhance students writing skill (Gul & Rodrigues, 2012:62, Askew & Lodge, 2000:1-17 and Peacock, 1986).

LITERATURE REVIEW

Various research studies have been carried out on the written feedback by teachers but they have not yet found complete conclusive results of its overall effectiveness (Kwun-man, 2004:98-115). Even then the majority of scholars believe that teacher's written feedback is a necessary element to improve students' writing skill and because it helps students in developing writing both structurally and thematically (Cohen, 1987:57; Leki, 1992; Ferris *et.al.,* 2000; and Ferris & Roberts, 2001).

However, some research studies have found contradictory results on the effectiveness of teacher feedback on students' writing assignments that this type of feedback does not help improve students' writing Semke, 1984:195; and Truscott, 1996:111). In spite of a huge number of the studies on teacher error correction feedback given in different ways, findings have not been conclusive. Leki (1992) and Zhang (1995:209) found that students talked high of teacher feedback and suggested that teacher feedback should be made compulsory but on the contrary Truscott (1996:112) examined and discovered that teacher feedback has no positive effects on students' performance and proposed the abandonment of such feedback. Truscott rather indicated negative effects of teacher feedback on students and teachers because it discourages students and wastes time of teachers.

Many researchers have tried to investigate teacher feedback and its effectiveness (Truscott, 1996:113) and some other researchers have examined student preferences and reactions towards teacher

feedback (Hedgcock & Lefkowitz, 1996:287, Leki, 1992 and Kwun-man, 2004:99). Students do value teacher feedback but they face difficulty in understanding the coding and comments of teachers. In most cases students find that teachers give general comments which are not text-related that makes the feedback even worse for students to understand (Kwun-man, 2004:100). Hamouda (2011:128) discovered that only 20% of teachers recommended feedback at the early stages of writing skill. They believed the remaining teachers believed that it might dissuade students for further renewed attempts of writing on the same draft when they would find the draft full of critical comments and notes. The majority of students also had same opinions and did not like their teachers giving feedback at their early stages of writing.

Practice of giving feedback about errors varies from instructor to instructor. It depends upon the circumstances. Some teachers try to give feedback on all the errors whereas some are found to be lenient and many teachers do not give error correction feedback at all (Riazi & Riasti, 2007, and Noora, 2006)

Feedback should be based on positive comments or negative comments, has also been matter of contradictions. As suggested by Fathman & Whalley (1990:178) that only positive comments and suggestions help learners enhance their compositions. On the other hand Cardelle & Corno (1981:251) argue that excessively praised feedback may misguide and perplex students which ultimately may dishearten students. Therefore they suggest that positive comments along with criticism work miracle to help students improve their writing. The researchers call this combination as Constructive feedback which encourages students to know their shortcomings through critical comments. Kwun-man (2004:101) discovered in the interviews from the students that feedback in the form of negative comments on the part of teacher discouraged students and affected students' efficacy adversely.

Despite contradictions on corrective written feedback, we have variety of views on separately giving feedback on the components of writing such as grammar, content, organization, vocabulary and mechanics. Zamel (1985:79) suggested the avoidance of teacher mixed feedback on content and grammar because it overburdens students which causes discouragement. Whereas on the other hand Ashwell (2000:227-257) and Fathman & Whalley (1990:179) argue

that a combination of content and grammatical corrective feedback helps students improve their writing skill and it does not overburden them.

By and large, feedback is a practice of teachers to respond students on their written or oral performance. Various scholars have viewed the functions of feedback differently. Some scholars relate it with judging and criticizing students' academic tasks (Askew & Lodge, 2000). It is also considered the guidance learners get about exactness of their writing (Mayer, 1994:2281). Although feedback can be given both orally or in written, in developing countries focus is mostly given to written feedback which is carried out by circling or underlining with some comments in margins (Gul & Rodrigues, 2012:64).

Feedback plays very important role in boosting and strengthening writing of the speakers and learners of English as a second language (Hyland & Hyland, 2006:83). Teachers use written feedback for varied purposes. Many teachers use written feedback only to comply with the policies and requirements of their institutions as an evaluation of the end product (Rodrigues, 2006 and Khan, 2012:57). So many other teachers use it to point out the pros and cons of learners' written compositions. Moreover teachers can devise and create more efficient methods for written feedback to enhance learners' compositions (Reid, 1993).

METHODOLOGY

This case study was conducted at the University of Sindh, Jamshoro. We selected the sample of University students. It has been observed that teachers normally give feedback to students at University of Sindh. Nevertheless, there is very little information available on how students take feedback and what they think of it? A questionnaire composed of both qualitative and quantitative items was adapted from Kwun-man (2004). The questionnaire inquired of learners' perceptions and preferences for teacher written feedback.

The sample was the three English classes of the University of Sindh. Sixty copies of this mixed method questionnaire were distributed in the three classes twenty in each. The classes were B.S P-I Remedial English and B.S. P-II English Compulsory. Out of sixty copies of questionnaire fifty were returned.

The quantitative part of the questionnaire was analyzed in the Descriptive Statistical Frequency occurrences of SPSS package 20.0 and the analysis of qualitative part of the questionnaire was carried out with the help of Constant Comparative Method, which helps to compare the findings of every item against one another to reach the conclusions.

QUESTIONNAIRE ANALYSIS AND RESULTS (QUANTITATIVE QUESTIONS)

This study was carried out through a questionnaire that contained both qualitative and quantitative questions. The quantitative questions were based on two types of likert scale ratings. The questions from 07 to 09 contained the five rating scales: (i) Always, (ii) Usually, (iii) Sometimes, (iv) Not very often, and (v) Never and question 10 is based on the four rating scales: (i) Very Important, (ii) Important, (iii) Okay, and (iv) Not very important. The data obtained through quantitative questions was analyzed in Descriptive Statistics Frequency on SPSS 20. The results are shown below in the tables in the form of percentage and frequency of rating scales.

TABLE-1.1

No	Question	Always	Usually	Sometimes	Not Very Often	Never
7.	How often do you read over your composition again when your teacher returns it to you?	19 (33.3%)	20 (35.1%)	12 (21.1%)	2 (3.5%)	
8.	Do you think about the teacher's comments and corrections carefully?	28 (49.1%)	11 (19.3%)	13 (22.8%)	1 (1.8%)	
9(a)	Do you pay attention to the feedback involving organization?	18 (31.6%)	15 (26.3%)	15 (26.3%)	3 (5.3%)	3 (5.3%)
9(b)	Do you pay attention to the feedback involving content/ideas?	21 (36.8%)	11 (19.3%)	12 (21.1%)		1 (1.8%)
9(c)	Do you pay attention to the feedback involving grammar?	37 (64.9%)	6 (10.5%)	8 (14.0%)		
9(d)	Do you pay attention to the feedback involving vocabulary?	21 (36.8%)	12 (21.1%)	11 (19.3%)		1 (1.8%)
9(e)	Do you pay attention to the feedback involving mechanics (e.g. punctuation, spelling)?	15 (26.3%)	9 (15.8%)	13 (22.8%)	2 (3.5%)	3 (5.3%)

Question 7 explores the students' action of reading compositions returned by the teacher after feedback and question 8 investigates the students' action of thinking about the teacher's comments and corrections on the compositions. Out of 57 students 53 responded 7 and 8 questions (Table-1.1). The results shown in the table clearly show that 33.3% always and 35.1% usually read the

composition. 21.1% students responded that they read the composition sometimes and only 3.5% said not very often. Overall 93% responded and 7% did not respond the questions 7 and 8

The results of 8 demonstrate that the majority of the students think about the teacher's comments and corrections carefully. A large number 49.1% most frequently give thoughts to the comments and corrections given in the shape of feedback. Adding further to the interest of thinking about the comments and corrections on their composition, 19.3% more often think about the feedback carefully. It is not discouraging to find out that 22.8% students think about the comments and corrections occasionally and only a very small number of students 1.8% think rarely about the comments and corrections carefully. The results of the questions 7 and 8 clearly indicate that the majority of the students very eagerly find the teacher feedback worth reading for the improvement of their English language and think very seriously about the comments given by the teacher as feedback.

Question 9(a), 9(b), 9(c), 9(d) and 9(e) are about the students' action of paying attention to the feedback individually to the components i.e. organization, content/ideas, grammar, vocabulary and mechanics of written composition.

The results of question 9(a) concerning the students action of paying attention to the feedback given on the organization of their composition. 54 (94.7%) students out of 57 (100%) responded to question 9(a) 31.6% responded that they most regularly paid attention to the feedback given on organization and 26.3% responded that they paid attention more often. This shows that the majority of students seem to be interested in getting feedback on organization. Furthermore 26.3% paid attention occasionally which also gives positive picture of the getting feedback on the part of students, whereas very short number of students does not seem interested in getting feedback on organization. Only 5.3% is not very habitual of paying attention and 5.3% never paid attention to the component of organization (Table-1.1).

The question 9(b) (the students' action of paying attention to the feedback involving content/ideas) displays that 45 (78.9%) students responded to the question 9b. The results almost correspond to the 9(a) and show the students' eagerness for the teacher feedback. We have the largest percent of the students 36.8% who most regularly paid attention to the feedback involving content/ideas and in addition

19.3% customarily paid attention which denotes that the majority of the students like paying attention to the feedback given on content/ideas whereas 21.1% now and again paid attention to the feedback given on content/ideas which is enough proof that a great number of the students cannot keep from paying attention to the feedback. Only 1.8% never paid attention (Table-1.1).

The figures of responses to the question 9(c) show that total 51 (89.5%) students responded to this question. We find an extremely large number of students 64.9% students who most repeatedly paid attention to the feedback involving grammar. As the number of responses on grammar is larger than the other components of composition, it shows that students still has traditional belief implanted that learning and correcting grammar helps improving English composition and speaking skills more than the other components of grammar. Further 10.5% of students more habitually paid attention which indicates a lesser number of students paid less attention to grammar and a greater number paid attention most frequently. 14% students paid attention to the feedback given on grammar this fortifies the overall results and indicates that the students seemed more interested in the feedback given on grammar than on other components. Most surprisingly none responded to the option "never", which specifies that more or less students paid attention to the feedback involving grammar (Table-1.1).

About the question 9(d), Table 1.1 displays the results in which 45 (78.9%) responses were recorded. The students' interest of paying attention to the feedback on vocabulary does not seem decreasing. The figures show that a larger number 36.8% of students seemed to paying attention always to the feedback regarding vocabulary and 21.1% students more normally paid attention to the feedback on vocabulary and 19.3% paid attention sometimes to the feedback involving vocabulary. Once again the results show that students liked getting feedback from their teachers and seemed zealous to pay attention. Only 1.8% never paid attention to the feedback given on vocabulary which put emphasis on the students' enthusiasm for the feedback.

As far the feedback on mechanics of writing, the responses of question 9(e) show that the students' interest seemed to be decreasing for paying attention to the feedback involving mechanics as compared to the results of other components. Although the number of

percentage has decreased, yet, we have the largest 26.3% of the students always paying attention to the feedback involving mechanics and 15.8% of the students seemed to be interested paying attention more often. 22.8% of students responded that they paid attention to the feedback involving occasionally which is not completely negative picture and shows that students are still interested to pay attention to the feedback concerning mechanics and only 3.5% and 5.3% of students paid seldom or no attention to the feedback on mechanics (Table-1.1).

TABLE1-2

No	Question	Very Important	Quite Important	Okay	Not Important
10a	How important is it for your English teacher to give your comments on organization?	38 (66.7%)	5 (8.8%)	6 (10.5%)	
10b	How important is it for your English teacher to give your comments on content/ideas?	27 (47.4%)	12 (21.1%)	6 (10.5%)	2 (3.5%)
10c	How important is it for your English teacher to give your comments on grammar?	42 (73.7%)	5 (8.8%)	3 (5.3%)	1 (1.8%)
10d	How important is it for your English teacher to give your comments on vocabulary?	35 (61.4%)	7 (12.3%)	11 (19.3%)	1 (1.8%)
10e	How important is it for your English teacher to give your comments Mechanics (e.g. punctuation, spelling)?	26 (45.6%)	12 (21.1%)	11 (19.3%)	2 (3.5%)

Source: Questionnaire

Question 10a, 10b, 10c, 10d and 10e investigated students' preferences for teacher feedback. In responding to the question how important was it for their English teachers to give them feedback on the components i.e. organization, content/ideas, grammar, vocabulary

and mechanics of composition. The majority of students responded it was very important and quite important. Exploring the feedback individually, the largest percentage 73.7% found it the feedback on grammar very important which once again indicates that students still believe that understanding grammar helped them improve their writing more accurately than any other component of composition. After the students' greater preferences for the feedback on grammar, the same students (66.7%) preferred their teacher's feedback on organization which indicates a good sign that a great number of students thinks about organization of their composition more important than grammar (Table-1.2).

The students preferred their teacher's feedback on vocabulary after grammar and organization. 61.1% of students thought their teacher's feedback on vocabulary was very important which shows that a vast number of the students were also concerned about the improvement in their vocabulary (Table-1.2).

Concerning content/ideas and mechanics lesser percent 47.4% and 45.6% respectively considered the feedback very important. It indicates that the majority did not seem interested in the feedback on the content/ideas and mechanics (Table 1.2).

In qualitative section, i.e. Q.11 to Q14, we had a number of varied responses against the given questions/issues. In the responses the participants have frankly pointed out their areas of concern. All these statements, in the form of percentage have been discussed below:

TABLE-2
(QUALITATIVE QUESTIONS)

11. Describe what you do after you read your teacher's comments and corrections (Tick all the things which you do)

------ Ask teacher for help   ------Make corrections myself
------Ask classmates for help   ------Check a grammar book
------Think about/remember mistakes   ------Check a dictionary
------Nothing
------Others:

12. Are there ever any comments or corrections that you do not understand? If so, What is the reason?
If No (Please go to question 10)

------Yes;
------Yes; I can't read teacher's handwriting
------Yes; I sometimes disagree with the comments
------Yes; I don't understand grammar terms, abbreviations, and symbols
------Yes; I don't understand the comments about ideas or organization
------Yes; comments are too general
------Yes;
others_____

13. What do you do about those comments or corrections that you do not understand?

-------Nothing
-------Ask my teacher to explain them
-------Look corrections up in a grammar book or dictionary
------Ask classmates/friends/family for help
------Try to make the correction regardless of whether I understand or not
------Others_____

14. Do you feel that your teacher's comments and corrections help you to improve your composition writing skills? Why or why not?
------No; I need more help to correct my errors
------No; my teacher's comments are too negative and discouraging
------No; my teacher's comments are too general
------No; others_____
------Yes; I know what to avoid/improve next time
------Yes; I know where my mistakes are
------Yes; the comments help me to improve my writing skills
------Yes; the comments help me to think more clearly
------Yes; some positive comments build my confidence
------Yes; I can see my progress because of the comments
------Yes; I respect my teacher's opinion
------Yes; the comments challenges me to try new things
------Yes;
others_____

QUESTIONNAIRE ANALYSIS AND RESULTS (QUALITATIVE QUESTIONS SEE TABLE 2)

Since interaction between the teacher and the students has always been a problem in our traditional situation, the students always

hesitate to communicate their weaknesses with the teachers. But here, the response to the item 'a' of Q.11 shows that the teacher has been able to create an atmosphere in the class that encourages the learners to communicate their problems with the teacher and seek his help to correct themselves. 85% of the students have responded that they do ask their teacher for help. This kind of environment is a must especially for a language learning class, or for that matter, for any kind of subject class because it enhances a necessary rapport between the teacher and the students.   It has been observed that especially in the class of language learning, if the majority of students are not encouraged to freely interact with the teacher, the real use of learning cannot take place.

On the other hand, depressing is the situation when we look at the responses whether the students ask their classmates for help. Only 30% of the participants confirm that they ask one another for help. Perhaps the element of self-esteem affects the mutual interaction among the students. They might inwardly like to be corrected by their peers but apparently they avoid it just believing that their self-esteem will be humiliated if they seek the help of their classmates. Here the teacher's responsibility is to tell them the importance of peer discussion, peer evaluation and peer correction so that neither they hesitate nor feel negative about discussing their problems, difficulties and errors among themselves. In response to whether they think about/remember their mistakes, 70% of the participants said that they do think about their mistakes. This is a very positive indicator of the learning behaviour for it shows that they are very much concerned about their weaknesses which they would like to rectify. The response to 'a' also verifies the same fact; they think about their mistakes, therefore, they come in contact with their teacher for help to make corrections in their work.

We were happy to know the response on the item 'd' which says that the students do nothing after getting the feedback from their teacher. Just a ten percent (10%) of the participants have said that they do nothing afterwards but a great majority does a number of different things. This shows that students take their teacher's feedback very seriously and they do not just let it go off. It is actually the concern and motivation on the part of students which make them follow the instructions or comments given by the teachers in the feedback. This is a very positive and hopeful sign for a learner not to

ignore the teacher's comments on their mistakes but to keep a track of their learning and improvement positively. The response to the item 'e' is also similar. Students were found to have been doing things given in the options in Q.11. Other options may be going to some other teacher for help or talking to a friend or relative outside the class but none has mentioned any of these extra things which are other than the ones given.

As in our set up, there are always students of differentiated learning in one and the same class. There are students who largely depend on the teacher for every kind of help and there are others who, along with teacher's help, would do certain things on their own too. The response to the item 'f' shows that a substantial number of participants i.e. 60% learn to correct their mistakes by themselves once the teacher puts his/her comments on their mistakes. Although in this case it is not sure whether the students will correct their errors accurately, at this stage this practice will definitely lead them to self-dependency which is indeed a very positive sign in their attitude and personality development in general.

Traditionally the use of grammar books to learn language has been in vogue for ages but the recent study shows that now not many of the students go for the study of grammar as such. 30% of the participants have said that they take help of grammar books to see and confirm the structure of their problematic areas in English. On one hand it seems a good sign that majority of the students are adopting practical approach towards the learning and use of English. But on the other hand, they, students must be made aware of the importance of referring to grammar books. Modern grammar books, designed on line of communicative approach, can be of ample use to learn English properly. However, direct communicative method of learning a language has got no substitute. However, in case of the use of dictionary, the response is positive. Nearly 50% of the participants have said that they do refer dictionary to check a number of things. A good dictionary like OED can be of great help for things like spelling, contextual meaning, derivatives, usage etc. in case of speech problems, pronunciation can also be checked with the help of a good dictionary.

Q 12 talks about the participants' responses on difficulties to understand the feedback comments given by the teacher. In response to the item 'a', only 10% students have said that they do not read

teacher's comments given as feedback on their written work. This is a healthy sign on the part of students that a great majority of 90% consider the comments useful for their correction. 20% of the students have said that they sometimes disagree with the teacher's comments. They may not be correct to disagree with the given comments but at least it shows their concern that they receive the comments eagerly and then think about the efficacy of these comments.

RESULTS/FINDINGS

Response on the item 'c' is very important. 67% students are of the view that they do not exactly understand the language used in the feedback to identify their errors. Although the teachers try to point out various things, many of the students are not able to comprehend them the way they are symbolized or codified by the teacher.

In this regard the teacher is supposed to brief the whole class about, in advance, the way he/she is going to mark and highlight the errors of the students. The meaning and importance of the symbols and codes must be explained beforehand for all the students. Hence, those who want to be benefitted from the feedback comments will be facilitated quite properly. Similarly if it comes to the comments about the suitability and relevance of ideas and their proper organization, 20% students are unable to understand these remarks.

The response to 'e' verifies the same to 'd' discussed above. This item mentions the reason why students are unable to understand the comments. 25% participants are of the view that the comments are usually too general that is why they do not get the exact meaning. In such cases students miss the point that the teacher wants to make. Instead of saying like 'improve grammar' if it is mentioned which specific grammatical point to study, like 'use correct verb form' or 'use correct preposition' will be much better and useful for majority of the students. The teachers need to be quite specific to give feedback remarks for further correction and improvement.

Q 13 talks about the follow up activity on the part of students after getting feedback on their work. There is a huge response on the item 'b' that says the students ask their teacher to explain their comments on the written works. 66% of the participants have responded that if they do not understand any comment by the teacher, they go to the teacher for its explanation. This shows students' concern of understanding and improvement.

Nearly 40% students say that they go for a dictionary or for such a language book that helps them understand the comments on their work. It is a healthy sign especially from the point of view of a step toward self-learning. The teachers will also feel relaxed and happy when they find their students shedding their load of guiding them for correcting their mistakes. In this regard, keeping good English dictionaries like Oxford English Dictionary etc. are of great use and help. Hence the students must be advised to refer to authentic and reliable books for help. In addition 25% of the students have responded that they discuss the comments with their class fellows and make corrections. It feels here the so called self-esteem is a hindrance in the students' way to ask one another for help.

Q.14- the last question of the inventory demands the students to state whether or not they find the feedback comments effective towards their correction. The question is divided into two sets of responses. In the first set of options which are responses if the feedback comments are not effective enough while the second set offers options as to why the comments are useful and how they help the students to correct their work. A vast variety of responses can be found in replying to this question.

50% of the students are of the opinion that the given comments are not enough; they need more help or explanation to correct their work. This is an indication toward the kind of comments which are usually quite general in nature. They do say something about the errors but not clear enough for the students as to correct themselves thereby. Since the participants were allowed to give multiple responses, about same ratio of the participants say that the given comments help them a lot to rectify their mistakes. This may mean that although the given comments do help them but for their better improvement they need more help in the shape of more feedback comments.

In response to the options whether the comments make them think more clearly and whether the comments build up their confidence level, an equal ratio of 40% of the participants say that the given comments do help them in thinking clearly and building up their confidence. It shows that at least for 40% students the comments are quite positive in the sense that they do not only help them in learning language but they help them in their personality development too. In the end a great majority of 70% students say that they respect

the opinion of their teachers. This shows a healthy teacher-student rapport which is also one of the needs of creating a healthy and conducive atmosphere to facilitate learning process.

CONCLUSION/DISCUSSION

The overall results of the quantitative portion suggest that students perceive the teacher feedback as a positive element towards their academic improvement therefore they prefer it to be given in detail on all the five components of composition i.e. organization, content/ideas, grammar, vocabulary and mechanics. The majority of the participants responded that they paid attention to the teacher feedback with different attitudes as some always paid attention, some usually and some sometimes but a very little number of students did not pay attention to the feedback. The results further consolidate that a great majority of the participants consider the teacher feedback as an important feature in their English language and academic development. This suggests that the students of Pakistani universities have become aware of the importance of the teacher feedback and they want that the teachers should continuously give them feedback so that they may take help from this to improve their English language. From the findings a small number considers the teacher feedback unimportant which in a way suggests that some handful students remain either carefree and do not show interest in learning or they feel it useless and depend on cramming the course outline which they think the best source to pass the examination because they consider education and learning as passing examination only.

Whatever may be their attitude towards language learning, we may conclude from the findings/results that a large number finds the teacher feedback useful and pays attention to the comments given as feedback to them by their teachers. Moreover it indicates that the teacher feedback plays an important role to improve English language of Pakistani university students which they study either as a foreign language or second language. The results supplement the fact that the learning of English is considered important for the job point of view (Sarwari, 2010) and taken seriously by the students of all major subjects. We discover from the results that all the participants seem serious towards learning and improving their English and take the teacher feedback as one of the significant ways to learn and enhance their English.

As the present study indicates the importance of proper feedback, a vast variety of responses of qualitative portion on different issues and questions show the interest of the students in getting their work especially written checked and properly commented upon by their language teacher. Students expect proper checking and clear, precise and meaningful comments on their submitted work in order to improve upon their writing skills. Since they are concerned about their improvement, they need the feedback comments explained to such an extent that help them understand their errors and thereby to correct them appropriately.

The result/situation demands that the teacher must keep up friendly environment in the class where the students communicate with him/her not only for the explanations of textual questions but when the errors of their writing or speech are pointed out, they must feel comfortable enough for asking their teacher's help to correct themselves. The teacher is again ought to define their remarks and to give a brief detail of what the students are supposed to do further or what type of changes are to be incorporated. A vast majority of the students do not just receive and keep the feedback comments but they want to make most of it and do not want to miss any point made by their teacher. In case of using different books as a help, it will be quite advisable to make the students aware of the effective use of dictionaries so that they feel comfortable to understand the symbols and signs used in dictionaries. The teacher must try to inculcate among the students the advantages of collaborative work. Since the sources of help are not only the teacher and the books but the students themselves also can be of great help for one another. All this is possible when not only the students but teachers also feel and shoulder their responsibility to meet out the demands of different stages in the way of teaching English.

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