

## ABSTRACT

The study of feedback is an under-examined aspect of English Language Teaching. It is usually not given much emphasis in the literature as it is assumed that feedback is what teachers do when they mark or examine students. Most teachers only think of feedback as the result of evaluation, not as an integral part of the teaching-learning process. This study attempted to look at feedback in terms of how it is practiced in a teacher-training programme, as part of the practicum done by a group of student-teachers over a seven week period.

The research involved a small group of four student-teachers in a Master's level programme in the Graduate School of English at Assumption University. It collected data from the feedback given to the Basic English students taught by four students doing the practicum. This feedback was given in their students' journals, in interviews and in the mid-term examinations marked by the practicum teachers in order to find out how the feedback helped to improve the Basic English students' use of grammar and how the teaching of feedback could be improved in the Master's courses in future.

The results of the study indicated that the feedback given by the Practicum teachers was not consistent as the teachers had not been explicitly trained in giving feedback. While some teachers give explicit grammar feedback, other teachers do not. However, the students who received explicit grammar correction as part of the feedback did not improve more than students who did not receive such feedback. The data provided insights into what trainee-teachers might do in terms of feedback when they do not

think of feedback in an integrated way. While the Basic English students did improve in the use of grammar in their writing, there were many missed opportunities for reinforcing the role of grammar in their learning of English.

This study developed a check-list of indicators that could be used by teachers who want to improve their use of feedback in their teaching. The data produced by using this check-list allowed trainee-teachers to see where they could improve their use of feedback in their teaching.

The research suggests that this check-list could be beneficial for students doing the Practicum in future and that more explicit training in the use of feedback should be incorporated into the preparation of students for doing the Practicum.

