ORIGINAL ARTICLE

Enhancing Thesis Writing through Effective Teacher Feedback

Gopal Prasad Pandey[1]

[1]*Reader, Department of English Education, Tribhuvan University, Kathmandu, Nepal*

Corresponding Author's Email: gpandeytu@gmail.com

ABSTRACT

This paper aims to examine the impact of teacher feedback on thesis writing among Master of Education (M.Ed.) students in English Education at Tribhuvan University, Nepal. The study specifically explores students' perceptions of the feedback they receive during their thesis projects and examines how this feedback influences their academic writing and research skills. Recognizing the challenges non-native English speakers face in academic writing, the study states the significance of timely and constructive feedback in promoting academic growth, improving writing skills, and motivating students throughout the thesis writing process. A mixed-methods approach was adopted, utilizing a structured questionnaire to collect both quantitative and qualitative data from thirty purposively selected students actively engaged in thesis writing. The research findings indicated that feedback not only serves a corrective role but also plays an integral part in enhancing students' comprehension of research methodology, data analysis, and adherence to academic writing standards. The findings highlighted the importance of aligning feedback with students' specific needs to maximize its effectiveness. The study concludes by recommending improvements in feedback practices, which could lead to substantial enhancements in student performance and thesis writing outcomes.

Keywords: *thesis writing, teacher feedback, academic writing, feedback, motivation*

Recommended Citation

INTRODUCTION

Crafting a thesis in English presents challenges for students who are not native English speakers (Shaw 1991), and this is also true for the students pursuing a Master of Education degree in English at Tribhuvan University in Nepal. It is seen as a predominantly lonely pursuit in many regions of the world. Undertaking a thesis is an intellectual endeavour that offers writers a novel opportunity. Nepalese students pursuing a master's degree in English lack sufficient or any structured guidance on effectively composing a thesis or an academic essay. After consulting the department's instructions, published books on thesis writing, or theses authored by their seniors in university or campus libraries, these students proceed to format their theses. Fortuitously, some students may have the opportunity to collaborate with competent supervisors who provide comprehensive support throughout their project. They receive assistance to structuring their theses at various stages of the writing process. The rules for thesis writing in Nepal vary among different universities. The guidelines differ among departments, even within the same higher education institution. Nevertheless, the fundamental elements that colleges use as standards for thesis writing remain unchanged.

Thesis writing, the concluding step towards earning a master's degree, presents a dual perspective. On one side, the essence of academic study is epitomized through the thesis process. This perspective highlights the lofty goals and purposes of thesis writing: it serves as a transition from the realm of academic learning to the spheres of science, scholarship, and research. "Thesis writing offers students a taste of real research, 'the first golden journey to Samarkand' (Jones et al., 1994), from which some students will progress to doctoral studies and pursue careers in academia. Accordingly, "thesis writing is regarded as an inherent and necessary part of university studies that guarantees the academic qualifications and status of graduates" (Ylijoki, 2001, p. 21). In the contemporary educational landscape, the significance of thesis writing is increasingly recognized globally. Universities across the world mandate thesis submission as a core component of various degree programs, emphasizing its role in fostering critical thinking, research competency, and academic writing prowess (Paltridge & Starfield, 2007).

However, the process of thesis writing is fraught with challenges, particularly for non-native English speakers. These students often grapple with issues related to academic English proficiency, which can impede their ability to articulate research findings effectively (Bailey, 2015) . Feedback from teachers emerges as a crucial element in this context, providing necessary guidance and support to students. Effective feedback not only clarifies academic expectations but also plays a pivotal role in helping students refine their arguments, structure their papers appropriately, and adhere to academic standards (Hattie & Timperley, 2007).

Despite its benefits, the provision of feedback in thesis writing is not without its complications. Feedback must be timely, constructive, and aligned with the needs of the students to be effective. Research indicates that feedback that is overly critical or delivered in an untimely manner may demotivate students, whereas constructive, timely feedback can enhance student engagement and academic performance (Kluger & DeNisi, 1996).

A feedback can be considered as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. "Feedback is the response to efforts by the learners to communicate. Feedback can involve such functions as corrections, acknowledgement and request, for clarification" (Ellis, 1996, p. 296). Feedback thus is a "consequence" of performance. According to Gas and Selinker (2009), "feedback is an intervention in which information is provided to a learner that a prior

utterance is correct or incorrect" (p. 517).   It is the reaction of the teachers or parents or caretakers towards the faulty utterances of a language learner. It plays a vital role in both the first language acquisition and second language learning. It comes as a result of interaction. It is a kind of intervention for the speaker who commits errors during interaction. James (1998) writes "When we give feedback, we inform the learners that their attempt is wrong. . . "(p. 237). That is to say, we provide feedback to the learners when they commit errors. Winne and Butler (1994) claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 5740).

Breland and Jones (1982) emphasize that writing is a complex skill requiring significant and painstaking effort. Therefore, students should allocate specific times for consultation and guidance on their thesis writing, as this cannot be done cursorily.   Another challenge in thesis writing is the demotivation stemming from negative perceptions of the advisory process. Differences in instructor feedback methods on graded assignments can significantly influence student perceptions (Ghazal et al.; Polus & Mahony, in Iqbal et al., 2014). Hence, thesis advisors should provide effective feedback to facilitate the successful application of student ideas in their written work. Sherman (1994) describes feedback as "a response or reaction from someone to one thing that another person does in the future". For Hyland and Hyland (2006) "Feedback should be provided to the students as meaningful reaction and helpful information within the method of learning in helping students to progress and to encourage their skills". Feedback, according to Gipps (1994), is instrumental in achieving the goals of writing instruction by informing students of their progress and involving them in their own improvement. Effective feedback is thus a critical aspect of the teaching and learning process, supporting further learning by providing insights into students' performance levels. For instance, feedback on drafts allows for adjustments before final submission, serving as a practical guide for future enhancements (Reid, 1993). Thus, feedback from lecturers or thesis advisors is vital for guiding students through the revision process. It should clearly differentiate between form and content issues, addressing

This article examines thesis writing within the context of higher education in Nepal. In Nepal, the completion of a thesis is a mandatory requirement for all university students pursuing a Master's degree. The characteristics of the thesis may vary slightly across different fields of study, but generally, it is regarded as a concise research project that demonstrates the student's thorough understanding of the thesis topic, proficiency in the research methodologies employed, and ability to engage in academic writing. The thesis writing process typically spans six months, although it often extends beyond this period. During this time, students develop their research plans and begin their work. In practice, the duration of thesis writing frequently exceeds the initial timeline, with many students spending years in a transitional phase, having fulfilled all other academic requirements.

METHODS

Study Design

This study employed a survey research design to explore the perceptions of English education students towards teacher feedback in thesis writing. The approach was chosen for its effectiveness in gathering diverse opinions and attitudes from a significant number of participants, allowing for a comprehensive analysis of the prevailing trends within a defined population (Kerlinger, 1986).

Participants

The study targeted M.Ed. English students from the Department of English Education who were actively engaged in the thesis writing process. A total of thirty students were purposively selected based on their current engagement with thesis writing tasks, ensuring that they could provide relevant insights into the research questions.

Instrumentation

Primary data were collected using a structured questionnaire consisting of both open-ended and closed-ended questions. The questionnaire was designed to gather detailed responses on students' attitudes towards teacher feedback and their expectations of such feedback. It included thirty-eight closed-ended questions and three open-ended questions to allow participants to express their views more freely.

Data Analysis

Quantitative data from closed-ended questions were statistically analyzed using descriptive statistics to determine frequencies, percentages, and trends. Qualitative responses from open-ended questions were thematically analyzed to identify common themes and patterns in the students' perceptions and experiences. This mixed-methods approach facilitated a comprehensive understanding of the data, highlighting both general trends and nuanced insights into the students' attitudes and expectations.

RESULTS

This section presents the analysis and interpretation of data gathered from both primary and secondary sources. The data was analyzed using descriptive and statistical methods, with tools such as percentages to provide a comprehensive understanding of the responses. The analysis is structured to reflect the insights gained from both the questionnaires and participant responses. This section discusses the perceptions of the participants regarding the feedback they received on their thesis writing endeavors. The analysis explores both the beneficial aspects and challenges of the feedback process, emphasizing its pivotal role in shaping students' academic development and writing competencies. As the core component of the study, this section addresses the effectiveness of feedback in enhancing academic writing skills, guiding research methodology, and motivating students throughout their thesis projects. The discussions aim to highlight significant patterns and insights that can inform future educational strategies and feedback mechanisms in English education settings.

Assessing the Perceived Effectiveness of Feedback in Enhancing Thesis Writing

To explore the perceptions of feedback effectiveness, a study was conducted to assess its impact on students' academic writing, particularly in enhancing the thesis writing process. Feedback is posited to significantly improve the academic rigor and validity of student theses. To quantitatively measure students' attitudes towards the effectiveness of feedback, six targeted questions were posed.

Table 1. Students' Attitudes toward the Effectiveness of Feedback in Thesis Writing

S.N.	Statements	Agree		Neutral		Disagree	
		No.	%	No.	%	No.	%
1	Feedback on the methodology section is essential.	29	96.66	1	3.33	0	0
2	Feedback is required for the interpretation and analysis of the collected data.	28	93.33	2	6.67	0	0
3	The feedback from teachers serves as a constructive tool in my writing process.	28	93.33	2	6.67	0	0
4	I have significantly benefited from the feedback provided by teachers.	26	86.66	4	13.34	0	0
5	Feedback contributes to the enhancement of our writing skills.	28	93.33	2	6.67	0	0
6	Feedback plays a crucial role in fostering motivation during the thesis writing process.	27	90	3	10	0	0

Table 1 encapsulates the responses from participants regarding their attitudes toward the effectiveness of feedback in various aspects of thesis writing. An overwhelming majority (96.66%) agree that feedback on the methodology section is essential, reflecting its critical role in guiding the design of research methods. Similarly, 93.33% of respondents emphasize the importance of feedback for interpreting and analyzing collected data, as well as its role as a constructive tool in their writing process. These findings highlight the strong valuation of feedback in the foundational and analytical stages of thesis work.

A notable majority (93.33%) also agree that feedback significantly enhances writing skills, underscoring its importance in improving academic craftsmanship. Additionally, 86.66% of participants attest to personally benefiting from teacher feedback, further illustrating its pivotal role in academic development. Motivational aspects of feedback are recognized by 90% of respondents, indicating its contribution to fostering motivation during the thesis writing process.

Overall, the findings illustrate a strong consensus on the value of feedback in enhancing the quality, clarity, and motivation in thesis writing, with minimal dissent reflecting its widely acknowledged significance in educational settings.

Students' Expectations and Satisfaction with Teacher Feedback in Thesis Writing
This section explores students' expectations regarding teacher feedback within the context of thesis writing. There may be varying degrees of satisfaction among students concerning the feedback they receive, the manner in which it is delivered, and the behavior of teachers during the feedback process. Students often have diverse and specific expectations from their teachers concerning feedback.

Table 2. Students' Expectations for Teacher Feedback During Thesis Supervision

S.N.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Offering constructive feedback	15	50.00	14	46.67	1	3.33	0	0	0	0
2	Thoroughly explaining the thesis writing process	9	30.00	16	53.34	4	13.33	1	3.33	0	0
3	Demonstrating friendly behavior during feedback sessions	16	53.34	12	40.00	2	6.66	0	0	0	0
4	Allocating adequate time for providing feedback	18	60.00	6	20.00	6	20.00	0	0	0	0
5	Ensuring non-discriminatory feedback practices	20	66.67	10	33.33	0	0	0	0	0	0
6	Providing motivational feedback for students	17	56.66	13	43.34	0	0	0	0	0	0
7	Providing feedback that aids in organizing ideas	13	43.34	17	56.66	0	0	0	0	0	0
8	Addressing and correcting all significant errors	10	33.33	20	66.67	0	0	0	0	0	0

Table 2 summarizes students' expectations for teacher feedback during thesis supervision, highlighting key aspects that students value in their interactions with supervisors. A dominant majority of students (96.67%) either strongly agree or agree on the importance of receiving constructive feedback, reflecting its centrality in effective supervision. Similarly, motivational feedback is highly valued, with 100% of respondents expressing agreement or strong agreement on its necessity. Students also emphasize the significance of friendly behavior during feedback sessions, with 93.34% either agreeing or strongly agreeing. Non-discriminatory feedback practices received universal support, as all respondents strongly agreed or agreed on this point. Adequate time allocation for feedback is another key expectation, with 80% of participants indicating strong agreement or agreement. Furthermore, students unanimously agree on the importance of feedback that aids in organizing ideas, with all respondents affirming its value. Addressing and correcting all significant errors is similarly prioritized, with 100% agreement across participants.

These findings highlight that supervisors who meet these expectations are likely to foster student satisfaction and success in the thesis writing process.

Assessment of Feedback Needs in Thesis Development

Students require feedback across various sections of their thesis, though certain areas may demand more attention than others depending on individual needs and expectations. Given the diversity in student requirements, respondents were surveyed through multiple-choice questions to determine which sections they believed required more feedback. Specifically, they were asked to identify the thesis areas they perceived as needing more substantial feedback compared to others. The responses collected from this questionnaire are presented in the table below.

Table 3. Distribution of Feedback Expectations by Thesis Section

S.N.	Section	No. of Respondents	Percentage (%)
1.	Choosing a topic	7	23.33
2.	Formulating a problem statement	4	13.33
3.	Conducting a literature review	4	13.33
4.	Designing the methodology	5	16.66
5.	Collecting and analyzing data	7	23.33
6.	Crafting a conclusion	3	10.00
	Total	**30**	**100**

Table 3 illustrates the distribution of student responses regarding the sections of their thesis where they expect feedback. The data reveals that the stages 'choosing a topic' and 'collecting and analyzing data' received the highest percentage of feedback expectations, each accounting for 23.33% of the total responses. This highlights the importance students place on these critical stages of their research. 'Designing the methodology' followed, with 16.66% of respondents identifying it as a key area for feedback. Both 'formulating a problem statement and 'conducting a literature review' were identified by 13.33% of respondents, indicating moderate demand for guidance in these areas. The lowest percentage of feedback expectations was for 'crafting a conclusion', with only 10% of students highlighting this stage. The table demonstrates the varying levels of support students perceive as necessary across different stages of thesis development, with particular emphasis on initial and analytical phases.

The Multifaceted Role of Feedback in Enhancing Thesis Writing: Student Perspectives

Roles of Feedback in Thesis Writing

The roles of feedback in thesis writing are multifaceted and significantly influence the learning process. Feedback offers numerous benefits, and when students recognize its importance, they are more likely to apply it in their practice. To explore students' attitudes toward teacher feedback and their perceptions of its role in their thesis work, I posed the question: "What function do you believe feedback plays, particularly in thesis writing? " The responses indicated that feedback plays a constructive role in thesis writing. It not only serves as a motivational tool but also helps simplify the complexities associated with thesis projects. Additionally, feedback contributes to the authenticity of the research. In this context, R2 reported:

Feedback is a crucial component that guides students onto a better path. In thesis writing, it assists students in discovering the correct methods to fulfill thesis requirements. Frequent feedback also enhances the authenticity of the research.

The response underscores the vital role of feedback in the thesis writing process. It highlights how feedback acts as a guiding force that leads students towards more effective and appropriate methodologies for fulfilling their thesis requirements. Moreover, the response points out that regular feedback not only aid in procedural accuracy but also contributes to the overall authenticity of the research. This emphasizes the integral function of feedback in fostering academic integrity and quality in scholarly work. Similarly, regarding the role of teacher feedback R1 viewed: *Feedback acts as a roadmap in thesis writing, directing students towards effective strategies and approaches. It ensures that we adhere to academic standards and significantly improves the quality of our work by providing timely and constructive criticism.*

Critical feedback in thesis writing is essential for rectifying errors, offering valuable insights into weakening arguments or deviating from the intended technique. This procedure enables meticulous modifications, guaranteeing a flawless and intellectually rigorous final submission, enhancing the legitimacy and lucidity of the thesis. In this regard, R3 reported

Feedback in thesis writing primarily serves as a tool for error correction. It provides us with specific insights into where our arguments may falter or our methodology may stray from accepted standards. This process of pinpoint feedback allows us to make precise adjustments, ensuring that our final submission is error-free and academically sound. This rigorous attention to detail helps improve the credibility and clarity of our thesis.

Furthermore, to understand how feedback fosters student motivation, I solicited reflections on its specific functions. R3 eloquently described the motivational aspects: *Feedback in thesis writing primarily serves as a motivational tool. It reassures us that our efforts are on the right track and pushes us to refine our work. Knowing that our progress is being recognized and constructively critiqued keeps us engaged and committed to improving our thesis. It transforms the daunting task of thesis writing into a more manageable and encouraging journey.*

The significance of feedback in thesis writing is deeply rooted in its diverse roles that enhance the learning process and the quality of scholarly work. Through a query about students' attitudes toward teacher feedback, it becomes clear that feedback is integral to thesis writing for several reasons. Firstly, feedback acts as a guiding force that orients students towards more effective and appropriate methodologies, thereby simplifying the complexities of thesis projects and ensuring procedural accuracy. This guidance helps students adhere to academic standards and encourages them to make adjustments that refine their theses. Moreover, feedback plays a crucial role in maintaining the authenticity of research, serving not only as a critical component for error correction but also as a motivational tool. It boosts students' confidence by affirming that their efforts are on track and motivates them to persistently improve their work. Through the insights provided by students, it is evident that feedback transforms the challenging process of thesis writing into a more structured and positive experience, reinforcing academic integrity and enhancing the overall quality and credibility of their scholarly endeavors.

The Impact of Positive Teacher Feedback on Student Progress

Student perspectives on teacher feedback are integral to their success in thesis writing. Varied attitudes toward this feedback can significantly influence their progress. Positive perceptions of feedback often lead students to incorporate it into their work, enhancing their research capabilities. Conversely, negative attitudes may hinder their progress in thesis writing. To understand these dynamics, I asked students about their ideal attitudes toward teacher feedback. Students consistently reported that positive feedback impacts their ability to conduct meaningful research and reach their academic goals. Respondent 1 expressed, "We should maintain a positive attitude towards teacher feedback as it guides us toward our intended outcomes, ensuring our research is valid, substantial, and productive." Similarly R2 emphasized the foundational role of feedback in thesis writing, stating, "*Teacher feedback is crucial. Without it, completing research on time is challenging. It acts as a strong pillar of thesis writing, aiding us in becoming proficient researchers. Positive reception of feedback, both oral and written, is essential as it makes the writing process more economical and consistent.*" Similarly, a R3 highlighted the supportive nature of feedback, suggesting, "*Feedback from teachers should be positive, supportive, helpful, and creative, fostering an environment that encourages rather than discourages thesis writers.*"

These responses underline the positive effects of teacher feedback in thesis writing. The majority of students acknowledged the importance of adopting a constructive attitude towards feedback, viewing it as a catalyst for efficient and effective writing. They regard it as a vital support structure that not only propels them towards their academic targets but also enriches the quality and impact of their research.

The Importance of Constructive Feedback in Thesis Writing

Constructive feedback plays a pivotal role in thesis writing, serving as a catalyst for student encouragement and providing the necessary insights to enhance the academic quality and effectiveness of their work. Recognizing its crucial importance, I conducted an open-ended inquiry among the participants to understand their expectations regarding feedback in thesis writing. Participant R1 emphasized the need for feedback that lightens the students' load: "*Teachers should provide constructive feedback that helps to alleviate the burden for students.*" Participant R2 shared similar sentiments, expecting proactive support from their supervisor: "*I expect good comments and suggestions from my supervisor to foster overall progress in my study.*" Participant R3 highlighted the challenges faced by those new to thesis writing: "*As a thesis student, we encounter many confusions because we are newly introduced to thesis writing. We expect to receive constructive feedback to clear up our confusions related to the thesis.*"

These responses collectively underscore the students' anticipation of constructive feedback from their supervisors. They view such feedback as essential not only for reducing the stress associated with thesis writing but also for progressing with greater confidence and clarity in their academic journey.

Enhancing Thesis Writing through Supportive Supervisor Relationships

The importance of friendly behavior from teachers during the thesis feedback process cannot be understated, as it plays a vital role in the academic journey of students. Such behavior not only fosters a positive rapport between teachers and students but also facilitates a more conducive learning environment. In exploring this topic, respondents were asked about their expectations regarding their supervisors' approachability and collegiality.

Respondent R1 emphasized the need for supervisors to be personable: "Supervisors should display friendly behavior with students." Echoing this sentiment, Respondent R2 highlighted the advantages of

a supportive atmosphere: "Teachers should provide feedback within a collaborative and friendly environment, which cultivates a positive attitude towards the feedback process."

Respondent R3 expressed a desire for a more personal connection: "I wish my supervisor could be a good friend—someone who understands my concerns, recognizes my errors, and guides me onto the right path during my thesis writing. I expected my supervisor to offer encouraging feedback instead of appearing adversarial."

These testimonials illustrate a clear expectation among students for supervisors to engage in friendly and supportive interactions. Students believe that such behavior not only eases the academic pressure but also builds a strong foundation of trust and cooperation, essential for navigating the challenges of thesis writing. With friendly guidance, students feel more motivated and confident in following the correct path toward completing their academic endeavors.

Role of Timely and Adequate Feedback

The allocation of appropriate and sufficient time by teachers for providing feedback is crucial in enhancing the thesis writing process for students. Timely feedback can significantly influence students' ability to improve and refine their thesis work effectively. To understand students' expectations regarding the time commitment from their teachers for feedback, open-ended questions were posed to the participants.

Respondent R1 emphasized the necessity of this time allocation: "The supervisor should provide proper and sufficient time to the students for feedback." Similarly, Respondent R2 highlighted the importance of availability: "The teacher should be accessible and respond to our calls when we need guidance on our thesis."

These responses underscore the students' need for timely and adequate feedback from their supervisors. They believe that sufficient engagement from their supervisors will not only prevent disinterest in their thesis work but also provide them with more comprehensive feedback, ultimately enhancing the academic quality of their thesis. The lack of proper and sufficient time for feedback has been a significant challenge for students, affecting their ability to complete their thesis effectively.

The Impact of Fairness in Academic Feedback: The expectation of impartial behavior from teachers significantly influences student learning outcomes. When teachers engage in unbiased interactions, it fosters an environment conducive to academic improvement. To explore students' expectations regarding non-discriminatory behavior in feedback provision, I posed several open-ended questions to participants. The majority of them emphasized the necessity for supervisors to exhibit clear and equitable conduct towards all students, ensuring equal opportunities for everyone.

Respondent R1 articulated this sentiment, stating, "I expect that the supervisor should exhibit clear and fair behavior to all students and provide equal opportunities to everyone." Conversely, Respondent R2 expressed concerns about potential favoritism, "The supervisor should not disproportionately favor certain groups, such as girls or preferred individuals, when providing feedback."

These responses underscore the students' strong desire for unbiased and fair treatment from their supervisors. Many students feel that they have experienced discriminatory behavior, which they believe should be addressed by ensuring equal treatment by teachers. This equitable approach is crucial for

developing a positive student attitude towards educators and effectively guiding them through their thesis journey. If teachers consistently demonstrate fair behavior, students are more likely to complete their tasks efficiently and successfully.

Enhancing Thesis Preparation through Workshops and Seminars

There is a widespread belief that workshops and seminars on thesis writing significantly contribute to researchers' understanding and competence in crafting their theses. Participation in these events can provide essential insights and skills that improve the quality of their thesis work. To explore further, I inquired if students had any additional expectations from their supervisors, particularly regarding preparatory support.

Many respondents expressed a strong desire for more structured preparatory sessions, such as seminars, workshops, and thesis orientation classes. For instance, Respondent R1 anticipated that "the department would conduct seminars and workshops related to thesis writing before the actual writing begins, and that supervisors would provide a thesis orientation class before the selection of a topic." Similarly, Respondent R2 mentioned the benefits of such programs: "It is better to conduct workshops and seminars before starting the thesis, as these help us select a topic and write a good thesis."

These responses highlight a significant expectation among students for structured, formal guidance in the form of seminars and workshops. Such support could alleviate many of the challenges faced during the thesis writing process by equipping students with the necessary technical, social, and academic skills. Therefore, it is recommended that departments and supervisors organize dedicated thesis writing workshops and orientation classes to better prepare students for the demands of their academic projects.

CONCLUSION

This study has critically examined the impact of teacher feedback on the thesis writing process among Master of Education students in English Education at Tribhuvan University, Nepal. This study highlights the significant role of teacher feedback in enhancing thesis writing among Master of Education students in English Education at Tribhuvan University, Nepal. The findings showed that feedback is not merely a corrective mechanism but a vital instructional tool that supports students in developing their academic writing, research skills, and overall understanding of research methodologies. It was clear from the data that students value feedback as a guide that helps them navigate the complexities of thesis writing, offering both cognitive and motivational support. Feedback, which encompasses the correction of errors, the enhancement of writing structure, and the promotion of academic inquiry, guarantees that students are able to fulfill the demanding requirements of their academic assignments.

However, the study also emphasizes the need for feedback that is tailored to individual students' needs, particularly in areas like research methodology and problem statement formulation. While the feedback practices at Tribhuvan University have had a positive impact, there is a clear opportunity for refinement. The integration of regular workshops and seminars, along with more structured and student-centered feedback mechanisms, could further enhance the thesis writing process. Future research should explore differentiated feedback strategies that cater to the diverse needs of students, ultimately leading to improved academic success and personal development.

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