

# **THE ROLE OF OUTPUT IN THE LEARNING OF SECOND LANGUAGE GRAMMAR**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Amit Kumar Jayaswal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2016**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Amit Kumar Jayaswal** has prepared this thesis entitled **The Role of Output in the Learning of Second Language Grammar** under my guidance and supervision.

I recommend the thesis for acceptance.

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## DEDICATION

*Dedicated to  
my beloved parents Mrs. Mina Devi Jayaswal  
and Mr. Subash Prasad Jayaswal*

## **DECLARATION**

I, hereby, declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2016/04/03

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**Amit Kumar Jayaswal**

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**Amit Kumar Jayaswal**

## ABSTRACT

The research entitled **The Role of Output in the Learning of Second Language Grammar** was an attempt to find out The Role of Output in the Learning of Second Language Grammar. The objective of the study was to find out the role of output in the learning of reported speech. Forty students of Shree Saraswati Ma.Vi. Sabaila were sampled through judgmental non-random sampling procedure. The ten test items consisting of fifty marks were tools of data collection. The pre-test was administered and the scoring was done. The students were divided into two groups on the basis of their individual rank into even and odd. The students with odd rank were kept into experimental group and with even rank into controlled group. The experimental group was taught reported speech focusing on output and controlled group were taught providing input. After one month, the post-test was administered and the results were compared. It was found that output group i.e. experimental group outperformed the controlled group by 56.91%. The result of this study shows that output is necessary for better learning to take place.

This thesis consists of five chapters. The first chapter deals with the introduction. This chapter includes background of the study, statements of the problem, objectives of the study, hypotheses, research questions, significance of the study, delimitations of the study, and operational definition of the key terms. The second chapter deals with the review of the related literature and conceptual framework. This chapter includes review of theoretical literature, review of empirical literature, implication of review for study, and conceptual formwork. In third chapter three deals with the methods and procedures of the study. It includes design of the study, population, sample, and sampling strategies, study area, data collection tool and technique, data collection procedure, and analysis and interpretation procedure. Similarly, the fourth chapter deals with analysis and interpretation of the results. This chapter includes analysis and findings. Finally, the fifth chapter deals with conclusions and recommendations. In this chapter, conclusion was made and recommendations were given related to policy, practice and further research.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	Percentage
ELT	English Language Teaching
etc.	etcetra
et al.	and other people
i.e.	That is
No.	Number
SLA	Second Language Acquisition
S.N.	Serial Number
T.U.	Tribhuvan University