

CHAPTER ONE

INTRODUCTION

This research work entitled "The Role of Output in the Learning of Second Language Grammar" was an attempt to find out the role of output in the acquisition of reported speech. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of key terms.

1.1 Background of the Study

Language in its true sense is a great asset and achievement of human civilization. It is human specific means of communication. Every human being is endowed with language. More than 10,000 languages are being spoken around the world. Out of those, some languages, such as Latin, Sanskrit, etc. are in the verge of extinction and some are growing rapidly, such as English, French, German etc. Moreover, English is considered to be the most advanced and prestigious language of the world. It has gained the status of international lingua franca. English is one of the official languages used in UNO. Furthermore, it has been used in international trade, business, mass communication, science and technology travel and tourism etc. Thus, practices of teaching and learning English in the contemporary world has occupied significant place.

English is taught in different parts of the world from school to university level. People get masters over English by means of acquisition and learning. The way one gets mastery over the skills of his or her first language is referred to as acquisition. Ellis (1985) opines that sub-conscious and spontaneous process of picking up of a language to develop an intrinsic linguistic system of the very

language. On the other hand, learning a language is a conscious process of knowing the formal and explicit rules of a language usually in a formal setting.

In the context of Nepal, English was introduced formally with the establishment of Durbar High School by Shree Tin Jung Bahadur Rana in 1910 B.S. But, it was not developed until 2007 B.S., when democracy was introduced in Nepal. After the establishment of democracy, ELT situation of Nepal had been growing. Different educational plans and commissions recommended about appropriate place of English in school education. Now, English is taught in Nepal from grade one to university level since 2006

Teaching English consists of teaching different aspects and skills of English language. English is taught and learnt through various methods and techniques. Out of various aspects, teaching and learning of grammar becomes most challenging in the field of ELT. Different SLA theories and researches are investigating the way to overcome this problem. Scholars like Stephen Krashen, Long, Swain etc. propounded different theories in the acquisition of grammar. By exploiting their theories into practice different ELT problems can be solved. This study is also an attempt to find out the solution to the problem of ELT specially to the teaching of grammar.

1.2 Statement of the Problem

There are several established SLA theories and researches in the field of ELT. These theories and researches have been investigated the way of learning English successfully. The role of input, interaction and output has been identified through various researches in SLA. These researches showed effective role of input, interaction and output in the acquisition and learning of different aspects and skills of language. Teaching and learning cannot be successful unless the SLA theories are brought into practice.

One of the various challenges in the field of ELT is teaching and learning grammar. Grammar is taught and learnt through various methods and techniques. However, in most of the teaching context teachers and learners are found to be focusing on input only. Output i.e. productions of language by the students are found to be neglected which is most necessary condition for successful language learning specially for grammar. Through modified output the grammatical proficiency of the students can be improved and developed better than only focusing on input.

Output is the most required condition for successful grammar acquisition since it focuses on the production of the language by the learners. Therefore, this study aims to find out the role of output in the acquisition of grammar in general and reported speech in particular.

1.3 Objectives of the Study

The objectives of conducting this research were:

- a) to find out the role of output in learning reported speech.
- b) to explore the effectiveness of role of output in developing the knowledge of reported speech.
- c) to suggest some pedagogical implications from the findings of this study.

1.4 Research Questions

This study was based on the following research questions.

1. What role does output play in learning English reported speech ?
2. How effective is output task in learning reported speech ?
3. Do the students focusing on output perform better than the students focusing only on input?

4. What is the impact of modified output on the achievement of the students ?
5. What differences are brought by output group than input group in learning reported speech ?

1.5 Research Hypothesis

The role of output rather than input may help in developing knowledge of reported speech of grade ten learners.

1.6 Significance of the Study

This study will be very significant for the people who are explicitly and implicitly involved in ELT profession. The study will give helpful insight to the ELT practitioner, textbook writer, grammarian, curriculum designer, teachers in general and English grammar teachers in particular. SLA theorist, educationist, students, researchers will be benefited from this study. Moreover, this study will be very significant for SLA researchers, and grammarians because the study focuses on the role of output in grammar acquisition. Teachers and students involved in IELTS and TOEFL will also be benefitted from this study as the study concerned with grammar. This study will also provide valuable insight for those who want to do further study in this field in future.

1.7 Delimitations of the Study

This study was limited to:

-) Government aided school of Dhanusha district, Shree Saraswati Ma.Vi., Sabaila.
-) Fourteen students of class 10.
-) The role of output only in the acquisition of grammar.

-) The teaching of reported speech.
-) The experimental design and pre-test and post-test items as tools.
-) Experiment of 28 days.

1.8 Operational Definitions of the Key Terms

Acquisition:	In this study, the term refers to the internalization of rules and formulas which are then used to communicate in the English language.
Output:	In this study the English language produced by students of grade 10.
Input:	In this study, the language i.e. available to the learners by the teachers.
Interaction:	The conversation between participants of this study.
Interlanguage	The language produced by a nonnative speaker of a language, i.e. Nepali learners of English in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Reviewing theoretical literature is very significant for any research work. Without theoretical concept of any research topic, the research cannot go forward to do further process of the research. The theoretical review of my study has been presented in the following headings.

2.1.1 Second Language Acquisition and Learning

Second Language Acquisition (SLA) is basically concerned with the way the learners acquire the knowledge and skill of using a second language. It is the study of how learners learn an additional language after they have acquired their mother tongue. This is the broad study of the rate and route of acquiring overall features of the second or additional language. According to Ellis (1985), "It is the study of how learners learn an additional language after they have acquired their mother tongue" (p. 5). Gass and Selinker (2008) defined SLA as the process of learning other language after the native language has been learned. Sometimes the term refers to the learning of a third or fourth language. For them, it is the language, that is learnt after the first language is acquired.

Similarly, Saville-Troike (2006) defines SLA as:

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L_2),

even though it may actually be the third, fourth, and so on to be acquired. (p. 2).

Thus, second language acquisition is the study of how a language different from the learners' first language is acquired and learnt. "SLA is used as a general term that embraces both untutored acquisition and tutored acquisition" (Ellis, 1985 p. 5).

2.1.2 Input, Interaction and Output in SLA

Input, interaction and output are the significant factors that determine language learning. Learning of the language does not take place without these determinant factors. These factors are discussed separately in the following headings.

2.1.2.1 Input in SLA

Input is the language available to the learners. It is the exposure provided to the learners. The input constitutes the language to which the learners is exposed. It can be spoken or written. Input serves as the data which the learners must use to determine the rules of the target language. According to Crystal (2003), "Input refers to the term used in psycholinguistics to refer to the external linguistic data available to speakers in course of acquiring a language" (p. 236). By this definition too, it is clear that what is exposed as language to the learners is the input. Input is necessary condition for language learning. Without input, language learning cannot take place. Thus, in 1985, Stephen Krashen propounded a hypothesis which he called input hypothesis.

I would like to discuss Krashen's concept of input hypothesis in the following way:

Krashen's Input Hypothesis

Input hypothesis was advanced by Stephen Krashen (1985) with the basic claim that the availability of input which is comprehensible to the learner is only necessary condition for L_2 learning to take place.

Krashen's input Hypothesis (1985) centrally concerns with the comprehensible input, which is symbolized as ' $i+1$ '. Here, i refers to the current state of knowledge and $+1$ refers to the knowledge beyond the current state i.e. the exposure given to the learners. This " $i+1$ " again becomes i and the process keeps on going. The language which is addressed to the learners should be comprehensible to them. If they do not understand the language they are exposed to, they cannot process it, and the learning of the language cannot take place. So, comprehensible input, but not merely input is basic requirement for L_2 processing in the learner's mind.

Krashen assumes that input activates the innate structure and functions of Language Acquisition Device (LAD). But, only input of a very specific kind ($i+1$) will be useful in the acquisition of the language forms and features. Thus, Krashen's hypothesis justifies not only the role of innate capacities of learner's mind, but also the role of learner external linguistic features, i.e. comprehensible input. He argues:

Humans acquire language in only one way-by understanding message, or by receiving 'comprehensible input' . . . we move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$, (Krashen, 1985, p. 2).

2.1.2.2 Interaction in SLA

Some theorists who work primarily within a second language acquisition framework assume that a great deal of language learning takes place through social interaction, at least in part because interlocutors adjust their speech to make it more accessible to learners. Interaction is defined as the discourse that learners and native speakers participate in. SLA studies based on interaction show that L₂ learners make the negotiation of meaning with their interlocutors when they want to overcome the communicative obstacles. They use different communicative strategies to learn meaning from interaction, and their interlocutors also try to simplify and modify the communicative systems, and thus meaning is negotiated from the attempt of the learners and their interlocutors.

Long (1985) in his two studies, proposed the interactional approach of second language learning as a more systematic approach to link the features of environmental language and the learners second language development. He proposed a hypothesis which he called Long's interaction Hypothesis. Let's present Long's interaction hypothesis in the following way:

Long's Interaction Hypothesis

Michael Long's interaction hypothesis is taken as an extended version of Krashen's Input Hypothesis. Krashen simply claimed that comprehensible input is a basic requirement for processing and learning L₂ system, but could not explain clearly how input becomes comprehensible. So, Long (1985) interaction is such a practical innovation of the learner that makes him or her comprehend the linguistic and other associated features of the input. Input available in the L₂ learning environment becomes comprehensive in real sense only when the learners take part in the interaction.

Input becomes comprehensible for the learners through interaction. It is so

because of the negotiation of meaning, that they make with their interlocutors. If they get any complex structure or any incomprehensible features, they try to negotiate meaning with their interlocutors, such as native speaker, teacher etc. The skilled L₂ speakers help to repair the deviant forms of the learners. This is called modified interaction. Thus, Long (1985) argued that modified interaction is the necessary mechanism for making language comprehensible. That is, what learners' needs is not necessarily simplification of the linguistics form but rather an opportunity to interact with other speakers, working together to reach mutual comprehension.

Thus, interaction contributes to L₂ development because it is the means by which the learner is able to crack the code. Learning L₂ language will then be promoted with the negotiation between the international partners. Such negotiation is possible in L₂ interaction when the learners employ the conversational strategies such as request for repetition, comprehension checks, clarification request and so on. Interaction in second language formulates the basis for the development of the entire features of the language.

2.1.2.3 Output in SLA

Up to this point, I have dealt with the concept of input and interaction. There is one final concept that needs to be mentioned, and that is output or comprehensible output.

Output refers to the productions of the language by the learners that may be written or spoken. Output is what the learners produce after he/she receives input. Output is necessary to increase fluency and other language performance. In this regard, Gass and Selinker (2008), say "Input alone is not sufficient for acquisition, because when one hears language one can often interpret the meaning without the use of syntax" (p. 325). Learners must practice producing the second language utterances if they are to learn to use their inter-language

system confidently and routinely.

Swain (1985) goes beyond this 'practice' function of output in his 'output hypothesis' and claims that output has to do with the development of the inter-language system, not only with the increased efficiency in using it. Swain (ibid) has conducted a study with Canadian immersion students, where he has shown that students had received abundant comprehensible input in French and were somewhat fluent in the language they had still not acquire the grammatical competence. Immersion students' many syntactical errors in French confirmed that the target language grammatical system had not been fully acquired. This information gave researchers cause to question whether comprehensible input really is the only causal factors in second language acquisition. Thus, Swain (ibid.) suggested that "Output" was the missing factor and called the concept "Comprehensible output" and has been credited with first articulation what has come to be called the 'output hypothesis'. Swain's output hypothesis can be presented in separate heading.

2.1.3 Swain's Output Hypothesis in SLA

The output hypothesis is advanced by Swain (1985) with a number of claims on the functions of output in the L₂ interlanguage development. Swain primarily explains the notion of comprehensible output as Krashen explains 'comprehensible input'. Comprehensible output for Swain refers to the utterances of language learner that is very influential to elicit the additional input.

The output is said to be comprehensible when the learner's production of utterances is meaningful and contextual. The learners language i.e. output needs to be dynamic and powerful to get further additional input. Thus, there are three major features of comprehensible output:

- a) The comprehensible output is oriented to elicit further L₂ input.

- b) The comprehensible output is meaningful and contextual.
- c) The comprehensible output is the production of the acquired L₂ knowledge.

Swain's proposal in 1985 was arguably the first attempt to address the active role of output in L₂ learning process. An important source for this proposal was reported L₂ achievement of learners in Canadian French immersion programmes. These immersion programmes, which provide their students with a rich source of comprehensible input by means of integrated L₂ content teaching, aim to both promote students' academic achievement and develop high level of proficiency in the L₂. However, research has shown that while immersion students begin to gain native-like proficiency in reading and listening skills, they continue to make a wide range of errors, especially in areas of morpho-syntax even after seven to ten years of extensive daily school instruction. To explain why immersion students' productive skill remained far from native-like, Swain (ibid) speculates that input alone is insufficient to overcome the so-called 'plateau stage' of L2 development. Output, Swain argues, is the necessary condition to push learners to increase control over their learning and possibly overcome the fossilization stage.

Thus, Swain (1995, cited in Mitchell and Myles, 2004, p. 174) proposes three major functions of L₂ output in the acquisition of L₂:

-) The noticing or triggering function.
-) The hypothesis - testing function
-) The meta-linguistic function

The first function proposed by Swain (ibid) is concerned with 'consciousness - raising role of L₂ output. The L₂ learners needs to have the awareness of 'how and what to acquire of L₂'. The L₂ output pushes the learners to use it further more and better and notice gap between their performance and the target

language norms. They will learn the gap between 'What they say' and 'What they want to say' with the help of their own L₂ output. This is called 'noticing or triggering' function of L₂ output.

The second function of L₂ output is related to the experiments of the new forms and structures. The learners experiment the output in their interactions. The output features which they find to be 'acceptable' from the experiment are regulated and learned.

Finally, the L₂ output gives opportunity for the learners to think about their output explicitly as well as seriously. They can reflect their L₂ output and analyze its form and features. So, output has reflective role to promote L₂ acquisition. This is known as meta-linguistic function of L₂ output.

2.1.4 The Role of Input and Interaction in Second Language Learning

Input and interaction play very significant role in second language learning. The role of input and interaction in the acquisition of second language, according to the finding of the studies conducted by different theorists and researchers like Krashen (1985), Long (1985), Gass and Selinker (2008), and Ellis (1985) is presented in the following way:

2.1.4.1 Krashen's Views on the Role of Input and Interaction

Krashen (1985) propounded input hypothesis. He has pointed out the basic role of L₂ input in L₂ acquisition. He classifies the role of input with the notion of comprehensible input (i+1) that is language knowledge slightly beyond the level of learners' current state. According to Krashen, the input which is addressed to the learner should be comprehensible to them. So, unless the language is comprehensible, it cannot be learnt. So, comprehensible input is basic and primary requirement for L₂ acquisition.

Krashen explains for natural route of L₂ development. He emphasizes on the

role of L₂ interaction and minimizes the role of explicit instruction in L₂ acquisition.

2.1.4.2 Long's View on the Role of Input and Interaction

Long (1985) has explicitly examined the role of input and interaction in L₂ acquisition. He proposes interaction hypothesis and explain the role clearly. He has extended the theories of Krashen input and interaction. He argues that it is L₂ interaction that makes the L₂ input comprehensible to the learners. The learners have to participate in both simple and complex L₂ interaction in the real social context so that they can process the input to make comprehensible. Thus, interaction is the basis for comprehensible input for L₂ acquisition.

In 1996, Long (ibid) extended the role of interaction to collect attention of the learners on particular features of language. Similarly, he talks about negotiation between the skilled L₂ speakers and the learners through interaction; meaning is carried out through negotiation. Thus, interaction play significant role in promoting comprehensible input, selective attention, corrective feedback and international adjustment.

2.1.4.3 Gass and Selinker's Views on Input and Interaction

Gass and Selinker (2008) have presented the role of L₂ input and interaction in L₂ acquisition with reference to three major concerns: attention, contrast theory and meta-linguistic awareness. They claim that it is through interaction that a learners' attention is focused on a specific part of the language, and consequently the L₂ forms and features are acquired. The target like features are always contrasted from the errors with the help of negative evidences. These negative evidences that can be offered to the learners through L₂ interaction can be helpful to correct interlanguage errors. Metalinguistic awareness in the learners enables them to use language as a means of communication and as an entity to describe, explain, experiment and so on.

4.2.1.4.4 Ellis' Views on the Role of Input and Interaction

Ellis (1985) has explained the role of input and interaction with references to route and rate of SLA. He says that the L₂ learners develop L₂ system in a certain route which is influenced to significant extent by the nature of input and interaction. The learners acquire the language starting from formulaic speech, then vertical structure and finally develop the 'comprehensible input' through interaction. Thus, input and interaction are assumed to be important to shape the route of SLA.

2.1.5 The Role of Output in Second Language Learning

The role of output in second language learning is unquestioned because various researches have verified the role of output in language learning which is significant. According to Gass and Selinker (2008, p. 325), input alone is not sufficient for acquisition, because when one hears language one can often interpret the meaning without the use of syntax. Output play very significant role in the acquisition of L₂.

Gass and Selinker (2008) find the role of output to be central in L₂ acquisition. They suggest four possible way in which output may provide the respective learners with a forum for language learning. The function of output as suggested by Gass and Selinker are:

-) L₂ output for receiving crucial feedback.
-) L₂ output for testing hypothesis.
-) L₂ output for developing automaticity.
-) L₂ output for shift from semantic to syntactic processing.

The first function of L₂ output in acquisition is concerned with potential feedback from the learners' interlocutors. The second function of L₂ output is concerned with the assumption that the output is important for experimenting

whether learners' hypothesis about language form and function are appropriate or not. Target language output is also significant for developing automaticity and fluency in language use. Gass and Selinker emphasizes on the movement from semantic processing to syntactic processing. The learners focus on meaning but not on form in the beginning. Their meaning based output is accepted in the beginning as an initiation of language use. But, later the input and interaction shape the learners output to have both syntactic and semantic features.

Swain (1995, p. 128 as cited in Gass and Selinker, 2008), claimed that:

Output may stimulate learners to move from the semantic, open-ended, non-deterministic, strategic processing present in comprehension to the complete grammatical processing needed for accurate production
Output, thus, would seem to have a potentially significant role in the development of syntax and morphology (p. 327)

Thus, output plays very significant role in the development of L₂ acquisition specially in the development of morpho-syntactic area.

2.2 Review of Related Empirical Literature

Empirical literature is the existing evidence and proof of the research carried out under different universities. It expands the body of knowledge and acquaints the researchers with the available literature in the area of the study. It provides the information about the methods and procedures that other researchers have used in their studies which are helpful for the researcher own study.

Different researches have been carried out on the role of output in SLA outside Nepal and very few research in SLA have been carried out in Nepal. Some of

the empirical studies that I had consulted and reviewed for my study which are explicitly helpful are presented in the following ways:

Izumi et al. (1999) studied the potential effect of 'pushed output' focusing on noticing function of output to promote English second language students' learning of the counterfactual conditional in English. Experimental group was given different kinds of texts including rich examples of the structures, and had to generate similar text. Controlled group received some textual input, but did other activities based on them. The results showed that the rich input combined with a variety of "noticing" activities lead to grammar learning better than just providing input.

Kim (2001) conducted a study on the nature of tasks on input and output instruction. This study investigated whether there were differences between input-based and output-based instruction on L₂ learners' acquisition of relative clauses in English. Four types of post-test, reading comprehension, listening comprehension, sentence combination, and writing test were conducted. The results of these tests indicated that there was no significant differences between the input and output based instruction groups in the post-test after short terms (six days after treatment) period. However, after long term the output group outperformed the input group.

Horib (2003) investigated the effects of output on language learning, focusing on noticing function. The target structure examined was temporal subordinate conjunction in Japanese. Participants were placed into two experimental group i.e. input only group and input-plus-output group. After five class period, the participants performed two post-tests which were comprised of four components written production, oral production, listening comprehension, and grammatical judgmental test. The result showed that there was no difference between two experimental groups. Horib concluded that this happened due to cognitive overload.

Similarly, Kwon (2006) conducted an experiment on "The role of output and task design on second language vocabulary acquisition." The objective of this study was to find out the role of output and task design on second language vocabulary acquisition. The researcher used test items to collect the data. Finally, he found that the effect of vocabulary instruction regardless of the task type was effective for increasing L₂ learners' target vocabulary acquisition.

Some of the researches that have been carried out in the department of English Education that are helpful for this study in some way or other are presented in the following way :

Sharma (2000) carried out a research on "Teaching reported speech in English inductively and deductively." The objective of this study was to find out relative effectiveness of two method: Inductive and deductive for teaching reported speech in English. Forty students were sampled through non random judgmental sampling procedure. He used pre-test and post-test as a tool for data collection. Results of the two tests were compared and it was found that the deductive method was more effective than inductive method.

Pandey (2004) carried out a study on "Effectiveness of language games in teaching grammar". The main objective of his research was to find out the effectiveness of language games in teaching grammar. The sample of this study was fifty students of class ten of Pholchowki Uchha Madhyamik Vidyalaya, Lalitpur who were sampled non-randomly. Test items were used as a tool for data collection and result of two tests were compared. Finally, it was found that teaching grammar through games was relatively more effective than teaching grammar without game.

Kushawaha (2010) carried out a research on "Effectiveness of discovery technique in teaching article". The objective of this study was to determine the effectiveness of discovery technique in teaching article. The sample of this study was forty students of class 9 who were sample through non-random

judgmental sampling procedure. Test items were the tool of data collection. After conducting post-test, he found that the discovery technique proved to be one of the motivating techniques of teaching articles.

Kadel (2011) carried out a research on "Effectiveness of negative feedback in teaching grammar". The objective of this study was to find out the role of negative evidence in teaching grammar. The sample of this study was the thirty students of grade eight of Social English Boarding School, Kapilvastu. He used non random judgmental sampling procedure. Test items were the tool of data collection. The results of the two tests were compared and it was found that providing negative evidence in learning method was effective in teaching grammar at secondary level.

Lamsal (2011) carried out a research on "Effectiveness of oral drill in teaching grammar". The objective was to find out the effectiveness of oral drills in teaching grammar. The sample of this study consisted of forty students of class five selected through non-random judgmental sampling procedure. Test items were used to collect data. After conducting pretest and post-test, data were analyzed. And, finally, he found that the group taught with using drill technique performed better than the group taught with conventional way of teaching.

Singh (2012) conducted a research on "The role of output in second language acquisition". The objective of his research was to find out the role of output in learning English past tense. The sample of his study was thirty students of grade nine of Metro Higher Secondary School, Baneshwor, Kathmandu. He used non random judgmental sampling procedure. Test items were used as a tool for data collection. After conducting post-test, the results were compared and it was found that the focus on output is a requirement for successful learning of a second language.

Bhattarai (2012) carried out a research on "Effectiveness of total physical response in teaching prepositions". The objective of this study was to find out

the effectiveness of TPR in teaching preposition. Sixty students of grade nine were sampled through random sampling procedure. He used test items to collect data. After conducting post-test, the results were compared and it was found that TPR was effective method to teach preposition to secondary level students than traditional method.

Dhami (2014) conducted a study on "Effectiveness of explicit over implicit learning while teaching grammar". Her main objective behind this study was to find out the effectiveness of explicit instructions and implicit learning while teaching grammar at higher secondary level. The sample of her study was 40 students of grade XII of Bal Jagriti college, Kanchanpur who were sampled through non random judgmental sampling procedure . Test items were the tool for data collection. The experimental group was taught explicitly and controlled group was taught implicitly for 4 weeks. After comparing the result of both tests, it was found that the explicit way of teaching outperformed the implicit way of teaching.

B.C. (2014) carried out a research on "Effectiveness of pair-work technique in teaching articles". The objective of his research was to find out the effectiveness of pair work technique in teaching articles. The researcher used non-random sampling procedure to select the students of grade nine as a sample of his study. Test items were used as a tool for data collection. He used pre-test and post-test to compare the achievement of the students and found that the pair work techniques was effective in teaching skills.

Subedi (2015) carried out a research on "Effectiveness of discussion technique in teaching speaking". His main objective of the study was to find out the effectiveness of discussion technique in teaching speaking to grade 8 students. The sample of his study was 30 students of grade 8 sampled non randomly and judgmentally. Test items were the tool of his research. He taught experimental group with discussion technique for 4 weeks. After conducting post-test, the results were compared and it was found that discussion technique is effective in

developing speaking skills and experimental group performed better than controlled group.

2.3 Implications of the Review for the Study

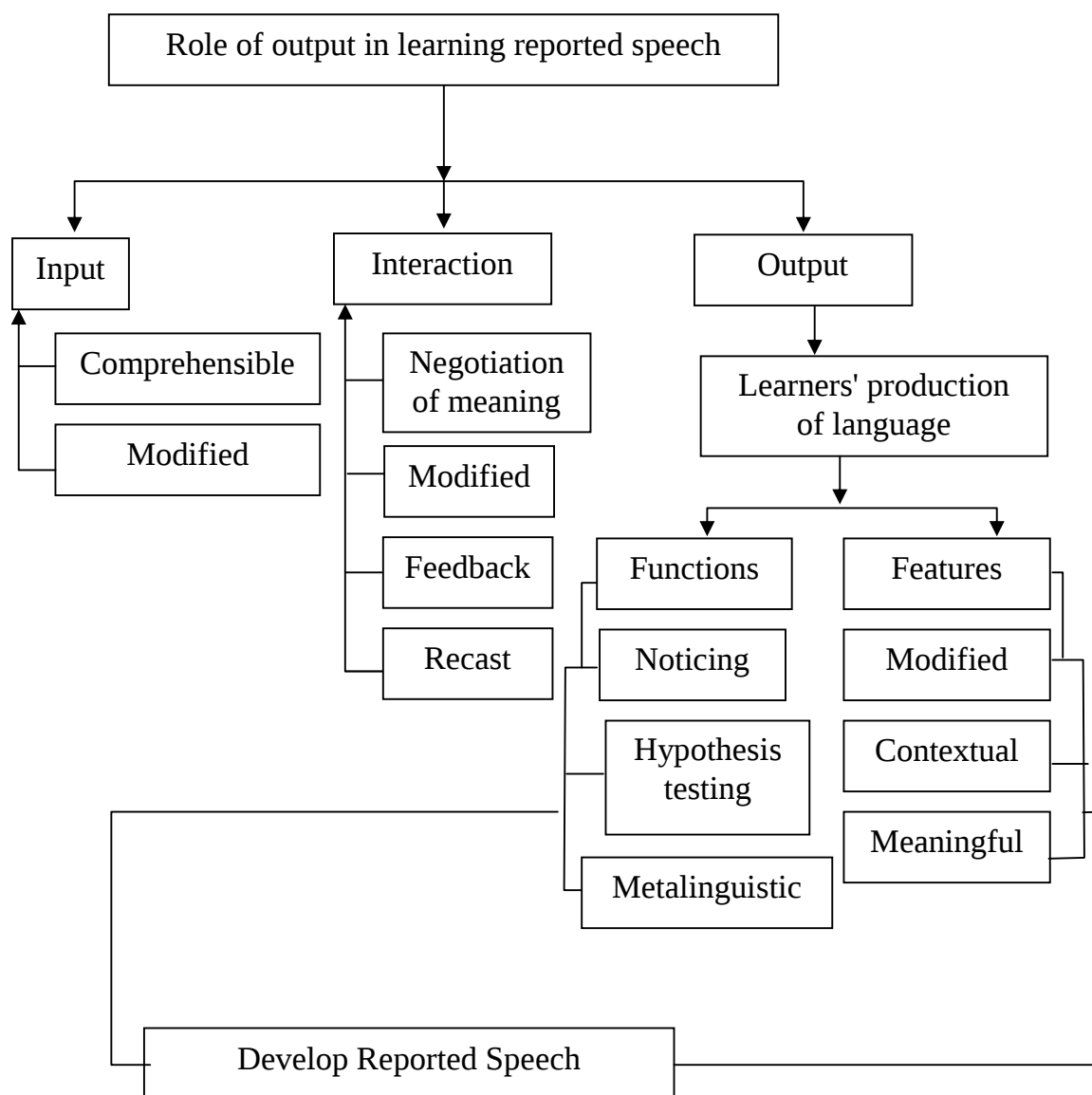
I had reviewed a significant number of researches, books, articles, thesis, theories explicitly and implicitly related to my research in question. A number of researches have been carried out to find out the role of input, interaction, and output in SLA outside Nepal. However, the effectiveness of output in second language learning specially in learning grammar yet to be explored because only few researches are found in this aspect.

Various researches had been conducted on the effectiveness and the role of various methods, techniques, and tools in developing language proficiency of the students in the Department of English Education. After reviewing the previous studies conducted in this department, I got a lot of ideas of conducting research specially conducting experiment research. After I had gone through the study of Izumi et al. (1999), Kim (2001), Horib (2003), Singh (2012), Dhami (2014), B.C. (2014), Subedi (2015), I had get special insights of conducting experimental research in SLA. Moreover, I got more ideas regarding the problems and method of conducting this research. Specially the study of Sharma (2000), Pandey (2004), and Kushawaha (2010) helped to sample the students for my study. Similarly, the study of Kadel (2011), Lamsal (2011), and Singh (2012) helped me more about the methodology of the study.

The reviewed work conducted outside Nepal and in the Department of English Education focuses on various method, technique, tool of teachers grammar. Some studies outside Nepal focus on the role of input, interaction and very few on the role of output in grammar acquisition. Only one study had been conducted in the department on the role of output i.e. Singh (2012). Thus, it is the first study on the role of output in learning reported speech in English which is different from these all studies.

2.4 Conceptual Framework

This study on "The role of output in second language grammar acquisition" will be based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology aspects of carrying out the research. In order to carry out this research, I followed the following methods and procedures:

3.1 Design and Method of the Study

There are different designs of conducting research. A research design is a fixed set of procedures of conducting a research. Creswell (2012, p. 293) listed eight different research designs frequently used in education research. They are given below:

-) Experimental design
-) Correlation design
-) Survey design
-) Grounded theory design
-) Ethnographic design
-) Narrative research design
-) Mixed method design
-) Action research design

Out of the above listed research design, this study will be based on experimental design in general and pretest- posttest equivalent group design in particular.

3.1.1 Experimental Research

Experimental research is scientific and systematic approach in which the researcher manipulates one or more variables and measures any change in other variable. It is a research design in which cause and effect relationship is

measured. Best and Kahn (2008, p. 163) define it as "the most sophisticated, exacting, and powerful method for discovering and developing an organized body of knowledge". In the words of Cohen et al. (2007, p. 272), "The essential feature of experimental research design is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested, introduced the intervention, and measures the differences that is marked". Experimental design is such design in which researcher introduces a variable as a treatment and alters the situation and measures the effect. Such variable is called independent variable because it brings change on other variable and leaves the effect.

About experimental study, Kumar (2011, p. 114) writes:

An experimental study can be carried out in either a 'controlled' or a 'natural' environment. For an experiment on a controlled environment, the researcher introduces the intervention of stimulus to study its effect. The study population is in a 'controlled' situation such as a room. For an experiment in a 'natural' environment, the study population is exposed to an intervention in its own environment.

In nutshell, it can be said that experimental research is carried out to measure the cause and effect relationship between variables introduced. It can be carried out in controlled or natural setting.

3.1.2 Design of Experimental Research

There are various designs of experimental research. Different scholars have given different experimental designs. Best and Kahn (2008, p. 177) state, "The adequacy of experimental designs is judged by the degree to which they eliminate or minimize threats to experimental validity." They divide the categories as follows:

a. Pre-experimental design

It is the least effective design. It provides either no control group or no way of equating the groups that are used.

b. True-experimental design

It employs randomization to provide for control for the equivalence of groups and exposure to treatment.

c. Quasi-experimental design

It provides a less satisfactory degree of control, used only when randomization is not feasible.

Out of the above, this study will be based on true-experimental design.

Furthermore, true-experiment can be divided into other three sub-designs, Best and Kahn (2006, pp. 179-183) describe the sub-designs of true-experiment as follows:

a. The Posttest- only, Equivalent Group Design

This design is one of the most effective design in minimizing the threats to experimental validity. In this design, the participants are randomly assigned to control group and experimental group without pre-test. The experimental group receives treatment and two groups are given the post-test. Both the groups assumed to have equal level of proficiency. After administering post-test, the effectiveness of special treatment is measured. This design is presented diagrammatically as follows:

R	X	O ₁
R	C	O ₂

Where,

R = Random assignment of subject

X = Experimental Group

C = Controlled Group

O = Observation

2. Pretest- posttest Equivalent Group Design

This is most common design out of all the experimental design. In this design, the researcher administers pretest to both groups before introducing treatment. Adjustments are made in both the groups based on the results of the pretest. The experimental group receives new treatment and control group does not. After treatment for four week, posttest is administered and effect is measured and difference between the groups is obtained. This design is different from first one in terms of pretest only.

R	O ₁	X	O ₂
R	O ₃	C	O ₄

Where,

O₁ O₃ = Pre-test

O₂ O₄ = Post-test

3. The Soloman Four-Group Design

This design is the combination of the above two designs. In this design, subjects are assigned into four groups. Out of four groups, two groups receive special treatment but others do not. Pre-test is administered to one experimental and controlled group whereas post-test is administered to all the groups. The Solomon four-group design permits the evaluation of the effects of testing, history, and maturation. This design is presented diagrammatically as;

R	O ₁	X	O ₂
R	O ₃	C	O ₄
R		X	O ₅
R		C	O ₆

Out of the above true-experimental designs, my study was based on pretest-posttest equivalent groups design.

3.1.3 Process of Experimental Research

Various scholars provide various steps of conducting experimental research. However, the common steps of conducting this research are:

-) Framing the topic
-) Specifying objectives
-) Constructing the hypothesis
-) Expanding theoretical knowledge.
-) Writing research proposal and preparing research tool.
-) Collecting required materials for experiment.
-) Going to the field.
-) Establishing rapport with the authority and the subjects.
-) Assigning subjects randomly into two groups.
-) Giving a pre-test.
-) Marking answers sheets.
-) Listing raw score.
-) Calculating the mean of the both groups.
-) Finding out the differences and adjusting it.
-) Starting out the experiment.

-) Completing the experiment.
-) Giving the post-test.
-) Marking the answer sheets.
-) Listing raw score.
-) Calculating the mean of the both groups.
-) Ultimately comparing the mean of both groups.

The above steps may vary according to the design of the experiment.

3.1.4 Features of Experimental Research

Manipulation of variables, use of treatment, controlled setting, use of tests are characteristics features of experimental research. However, there are several other features of experimental research. According to Creswell (2012, p. 296) the key characteristics of experiment are:

-) Random assignment.
-) Control over extraneous variables.
-) Manipulation of treatment conditions
-) Outcome measures
-) Group comparisons
-) Threat to validity.

Similarly, Cohen et al. (2007, p. 275) give the following key features of true experiment:

-) One or more controlled groups
-) One or more experimental groups
-) Random allocation to control and experimental groups.
-) Pretest of the groups to ensure parity

-) Posttest of the groups to see the effects on the dependent variable.
-) One or more interventions to the experimental group (s)
-) Isolation, control, and manipulation of independent variables.
-) Non-contamination between the control and experimental groups.

Out of the above features, I used the mixed feature of those to carry out this research.

3.2 Population, Sample and Sampling Strategies

All the students of class 10 studying in government aided school of Dhanusha district were the population of this study. Forty students of class 10 of Shree Saraswati Secondary school Sabaila, Dhanusha were the sample of this study. Non-random sampling procedure was the sampling strategy of this study. The judgmentally selected students were divided into two groups (controlled and experimental) on the basis of the result of pre-test. Students were ranked on the basis of their individual score from 1st to 40th. The students with odd rank were kept in experimental group and this was group A. Similarly, the students with even rank were kept in controlled group and this was group B.

3.3 Study Area/Field

Government aided school of Dhanusha District was the study area of this research and the role of output in the acquisition of second language grammar.

3.4 Data Collection Tools and Techniques

Written test items were the tools of this research. The test items were objective and subjective in nature consisting of 50 marks. These test items were administered in both pretest and posttest to both the groups.

The following test items were included in the test and marks was be allotted respectively as follows:

S.N.	Items	Marks allotted
1	Reporting statement	5
2	Reporting wh-questions	5
3	Reporting yes-no questions	5
4	Reporting command	5
5	Reporting request	5
6	Reporting suggestion and advice	5
7	Reporting conversation	5
8	Reporting paragraph	5
9	Reporting direct speeches	5
10	Reporting indirect speeches	5
Total		50

3.5 Data Collection Procedure

Keeping the ethical consideration of process of collecting data in mind, I followed the following stapes and process to collect the data from primary sources for my study:

-) At first, I prepared a set of comprehensive written objective test for assessing students' proficiency level of reported speech in English.
-) I went to the selected school of my study and established rapport with concerned authority specially with head teacher, subject teacher, and students.
-) After getting permission from the head teacher of the school, I met the subject teacher of class 10 and build good rapport. I explained the

purpose of my study and got the permission to carry out experiment in his class.

-) In collaboration with head teacher and subject teacher, I got the fixed time and period to carry out my experimental teaching.
-) After that I met the students of class ten and explained the purpose of my teaching and experiment.
-) After explaining the purpose, I requested the students to take part in pre-test for one and half hour.
-) After taking pre-test, the students answer sheets were marked and ranked. And, their position was determined from one to forty.
-) The students were divided into two groups on the basis of odd and even numbers of their rank and position. The students with odd numbers were put in group 'A' and this was experimental group and students with even numbers were put in group 'B' and this was controlled group as follows:

Pretest Results	
Group 'A' (Experimental group)	Group 'B' (Controlled group)
Odd	Even

-) After division of the group, I started an experiment. I taught experimental group reported speech with pushed output and production of language by the students and controlled group with only focusing on input for one month.
-) After one month, a posttest was administered to both the groups.
-) The scores of both the groups was tabulated and analyzed.

) Finally, the obtained data was compared to determine the role of output in the acquisition of second language grammar.

3.6 Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted with the help of table and illustration and presented on the graph as well.

The marks obtained by the students in the pretest are given below:

Table 1
Marks of Experimental Group

No of students (N)	20
Total Marks (ΣX)	271

$$\begin{aligned}\text{Hence, mean}(x) &= \Sigma x/n \\ &= 271/20 \\ &= 13.55\end{aligned}$$

The mean score of the pretest is 13.55

Lets calculate the mean score of this group

Table 2
Marks Obtained by Controlled Group in Pretest

No of students (N)	20
Total mark (ΣX)	249

$$\begin{aligned}\text{Hence, mean } (x) &= \Sigma x/n \\ &= 249/20 \\ &= 12.45\end{aligned}$$

The mean score of the pretest is 12.45

Now, lets present the marks obtained in posttest by both the groups

Experimental Group “A”

Posttest Score

Lets calculate the mean;

$$\begin{aligned}\text{Mean (X)} &= \Sigma x/n \\ &= 632/20 \\ &= 31.6\end{aligned}$$

Controlled Group “B”

Posttest Score

Lets calculate the mean;

$$\begin{aligned}\text{Mean (X)} &= \Sigma x/n \\ &= 439/20 \\ &= 21.95\end{aligned}$$

The difference between pretest average score and posttest average score of both the groups are given below:

Table 3

Results of Pre-test and Post Test of Both Groups

Group	Average score in pretest	Average score in posttest	Difference	Difference %
A	13.55	31.6	18.05	133.21
B	12.45	21.95	9.5	76.30

The detail analysis has been given in the next unit.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of results being based on the data collected. To analyze and interpret the data collected from the students, the researcher had used various statistical and descriptive tools like, tables, figures, graphs and so on.

4.1 Analysis of Data and Interpretation of the Results

The data obtained from the students have been analyzed and interpreted statistically and descriptively under the following sub-heading.

4.1.1 Holistic Comparison

In this section, I compared the overall performance of the students in pretest and posttest. The average score obtained in pretest and posttest had been compared and presented in the following table.

Table 4
Holistic Comparison

Group	Average score in pretest	Average score posttest	Difference	Difference %
A	13.55	31.6	18.05	133.21
B	12.45	21.95	9.5	76.30

The data presented in the above table shows the average score obtained by groups 'A' as an experimental group and group 'B' as a controlled group. The average score of group 'A' and group 'B' in pretest is 13.55 and 12.45 respectively. There is a little difference i.e. 1.1 which shows that their performance at that time was almost alike. In the posttest the average source of group 'A' is 31.6 and group 'B' is 21.95. The difference between both the group in the posttest is 18.05 and 9.5 respectively. The difference percent of the

group 'A' in posttest is 133.21% i.e. their performance is increased by 133.21% while the performance of group 'B' is increased only by 76.30%.

The information presented in the above table shows that the group 'A' made better progress (i.e. 133.21%) whereas group 'B' made only a little progress (i.e. 76.30%) in comparison to group A. the result depicted that the treatment played vital role in the progress of group A. This signifies the effect of the treatment used while teaching experimental group i.e. group 'A'. Thus, it shows that output focused teaching plays vital role in the acquisition of second language grammar. It signifies the role of output is very important in second language acquisition.

The comparison made above shows the overall status and performance of the students in group 'A' and group 'B' holistically. The following section provides and examines the group wise performance of the students.

4.1.2 Groupwise Comparison

After making the holistic analysis and interpretation, I compared the average score of the groups in different teaching item in pretest and posttest separately.

The following table shows the average scores of the experimental group in different teaching item in both pretest and post-test.

Table 5
The Average Scores of Experimental Group in Different Teaching Item

S.N.	Teaching item	Avg. score in pretest	Avg. score in post-test	Difference	Difference %
1.	Reporting statement	2.8	4.5	1.75	48.21
2.	Reporting wh question	0.75	3.15	2.4	320
3.	Reporting yes-no question	0.85	2.95	2.1	247.05
4.	Reporting command	2.2	4.25	2.05	93.18
5.	Reporting request	0.85	2.65	1.8	211.76
6.	Reporting suggestion (Advice)	2.3	3.85	1.55	67.39
7.	Reporting conversation	0.25	1.55	1.3	520
8.	Reporting paragraph	0.95	2.75	1.8	189.47
9.	Reporting into direct speech	0.9	3	2.1	233.33
10.	Reporting into indirect speech	1.7	3.3	1.6	94.11
	Total average score	13.55	31.6	18.05	133.21

The data presented in the above table shows the overall status of the experimental group in different teaching item. The data in the above table shows that experimental group has an average score of 2.8 in the pretest and 4.5 in the posttest in reporting statement which is increased by 1.75 and difference percentage is 48.21%. Similarly, in reporting wh-question, the group has an average score of 0.75 in pretest and 3.15 in posttest which is increased by 2.4 and the difference percentage is 320. Likewise, the average score of this group (A) in reporting yes-no question is 0.85 in pretest and 2.95 in posttest.

Here, the increased difference is 2.1 and percentage is 247.05. On the other hand, in reporting command the average score is 2.2 in pretest and 4.25 in posttest which is increased by 2.05 and difference percentage is 93.18. Moreover, the group 'A' scored 0.85 in average in pretest and 2.65 in posttest in reporting request. The increment difference is 1.8 and percentage and 211.70.

Similarly, in reporting suggestion and advice the pretest average score is 2.3 and posttest average score is 3.85 which is increased by 1.55 and difference percentage is 67.39. On the other hand, in reporting conversations, the average score is 0.25 in pretest and 1.55 in posttest. The increased difference is 1.3 and the percentage is 520. Furthermore, the group scores 0.95 average score in pretest and 2.75 in posttest in reporting paragraph which is increased by 1.8 and difference percentage is 189.47. In reporting into direct speech, the group scores 0.9 in pretest and 3 in posttest which is increased by 2.1 and increased percentage is 233.33. Finally, in reporting into indirect speech, the group scores 1.7 in pretest and 3.3 in posttest which is increased by 1.6 and the difference percentage is 94.11.

The data analyzed above shows that the group 'A' performed better in all the reaching items in the posttest. All the students in group 'A' scored better than pretest. The posttest result of this group was progressive and better. The result showed the effectiveness of the treatment used while teaching this group. Thus, the study shows that outputs play very important role in the acquisition of second language grammar.

Table 6
The Average Score of Controlled Group in Different Teaching Item

S.N.	Teaching item	Avg. pretest score	Avg. posttest score	Difference	Difference %
1.	Reporting statement	2.9	3.1	0.2	6.89
2.	Reporting wh-question	0.75	1.85	1.1	146.66
3.	Reporting yes-no question	0.7	1.8	1.1	157.14
4.	Reporting command	1.95	3.6	1.65	84.61
5.	Reporting request	0.75	2.05	1.3	173.33
6.	Reporting suggestion (Advice)	1.85	2.75	0.9	48.64
7.	Reporting conversation	0.15	0.7	0.55	366.66
8.	Reporting paragraph	1.05	2	0.95	90.47
9.	Reporting into direct speech	0.85	1.6	0.75	88.23
10.	Reporting into indirect speech	1.5	2.5	1	66.66
	Total average score	12.45	21.95	9.5	76.30

The data presented in the table above shows the result of controlled group in pretest and posttest in different teaching items. According to the data presented, the average score of group 'B' in pretest is 2.9 and post-test is 3.1 in reporting statement which is increased by 0.2 and difference percent is 6.89. Similarly, in reporting wh-question the average score is 0.75 in pretest and 1.85 in post-test. The difference is 1.1 and percentage is 146.66. Moreover, in reporting yes-no question, the average score is 0.7 in pretest and 1.8 in posttest which is increased by 1.1 and the difference percent is 157.14. Furthermore, while reporting command, the group 'B' scored 1.95 in average in pretest and 3.6 in post-test which is increased by 1.65 and difference percentage is 84.61.

Likewise, the group 'B' scores 0.75 in pretest and 2.05 in post-test in reporting request. The difference is 1.3 and difference percentage is 173.33.

Similarly, group 'B' scored 1.85 averages in pretest and 2.75 in post-test in reporting advice. The difference between two tests is 0.9 and 48.64 percent. In reporting conversation the average score is 0.15 in pretest and 0.7 in posttest. The increased difference is 0.55 and the percentage is 366.66. Furthermore, in reporting paragraph the average score of this group is 1.05 and 2 in pretest and posttest respectively. The performance is increased by 0.95 and difference percentage is 90.47. In reporting into direct speech, the controlled group scored 0.85 in pretest and 1.6 in posttest. The difference between two tests is 0.75 and difference percent is 88.23. Finally, in reporting into indirect speech, the group scores 1.5 in pretest and 2.5 in posttest which is increased by 1 and difference percentage is 66.66.

The data analyzed above shows that the performance of students of group 'B' in post-test is also increased. The students in post-test performed better than in pretest. This shows that input is also important condition for learning to take place. Without input learning can not take place. However, the average score of group 'A' in post-test is 31.6 which is increased by 18.05 average and by 133.21 percentage whereas the average scores of group 'B' is 21.95 in posttest which is only increased by 9.5 and by 76.30 percentages in comparison to group 'A'. This signifies that input alone is not only sufficient. The acquisition becomes better when input is practiced i.e. output is focused. Thus, output plays important and positive role in second language acquisition.

4.13 Itemwise Comparison

In this section, I have analyzed the average score of pretest and posttest of two groups in ten different teaching items.

The comparison is shown in the following tables:

Table 7
Result of reporting statements

Group	Pretest avg. score	Posttest avg. score	Difference	Difference %
A	2.8	4.5	1.35	48.21
B	2.9	3.1	0.2	6.89

Reporting statements consisted of 5 full marks with 10 questions. Average score of both the groups is calculated and their result is compared. The data in the above table shows that group 'A' and 'B' score 2.8 and 2.9 in pretest respectively. Group 'A' performed better than group 'B' as their score is increased by 1.35 in posttest and with difference of 48.21 percentages. The difference percentage between two groups is 41.32. Thus, it is seen that group 'A' performed better than group 'B' in reporting statements.

Table 8
Result of Reporting Wh-questions

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.75	3.15	2.4	320
B	0.75	1.85	1.1	146.66

Reporting wh-question consisted of 5 questions with 5 full marks. Average score of both groups is calculated as shown in above table. The data shows that group 'A' and 'B' score 0.75 in pretest. But, group 'A' performed better than group 'B' as group 'A' is increased by 2.4 whereas group 'B' is increased by 1.1. The difference between both the groups in percentage is 173.34.

Table 9
Yes-no Question

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.85	2.95	2.1	247.05
B	0.7	1.8	1.1	157.14

Reporting yes-no questions also consisted of 5 questions with 5 full marks. The average score is calculated as presented in the above table. The data in the above table shows that group 'A' scores 0.85 and group 'B' scores 0.7 in pretest. The progress made by group 'A' is better than group 'B' in the posttest. Group 'A' scored 2.95 in the posttest which is increased by 2.1 than pretest whereas group 'B' scores 1.8 which is increased by only 1.1 averages than pretest. The difference percentage of group 'A' is 247.05 whereas group 'B' has only 157.14.

Table 10
Result of Reporting Command

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	2.2	4.25	2.05	93.18
B	1.95	3.6	1.65	84.61

The data in the above table shows that the average scores of group 'A' in pretest is 2.2 and in the posttest is 4.5. The difference between the score is 2.05 and the difference percentage is 93.18 whereas the average score of group 'B' in the pretest is 1.95 and in the posttest is 3.6. The difference is only 1.65 and percentage is 84.6% which is less than that of group 'A'. This shows that group 'A' performed better than group 'B' in this item.

Table 11
Result of Reporting Request

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.85	2.65	1.8	211.76
B	0.75	2.05	1.3	173.33

This test item consisted of 5 questions with 5 full marks. The average of both groups was calculated. The data shows that group 'A' scores 0.85 and group 'B' scores 0.75 in pretest. But, group 'A' performed better than group 'B' as the average posttest score of group 'A' is 2.65 and the difference is 1.8 whereas the average posttest score of group 'B' is 2.05 and the difference is 1.3. The

difference percentage of group 'A' is 211.76 whereas group 'B' has only 173.33

Table 12
Result of Reporting Advice

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	2.3	3.85	1.55	67.39
B	1.85	8.75	0.9	48.64

Reporting advice also consisted of 5 questions with 5 full marks. The average of both the groups was calculated as given in the above table. The data shows that group 'A' scores 2.3 and group 'B' scores 1.85 in pretest. The performance of the group 'A' is far better than group 'B' in posttest. The group 'A' scored 3.85 in the posttest which is increased by 1.55 with 67.39 difference percentage whereas group 'B' scores 8.75 which is increased only by 0.9 with 48.64 difference percentage.

Table 13
Result of Reporting Conversation

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.25	1.55	1.3	520
B	0.15	0.7	0.55	366.66

The table shows the performance of students in reporting conversation which carried 5 full marks. The average is calculated as shown in the table. The pretest score of group 'A' and group 'B' are 0.25 and 0.15 respectively. The average score of group 'A' in the posttest is 1.55 which is increased by 1.3 and difference percentage is 520 whereas the average score of group 'B' in the posttest is 0.7 which is increase only by 0.55 and deference percentage is 366.66 which is 153.34% less than that of group 'A'. Group 'A' performed better than group 'B' in this test item as well.

Table 14
Result of Reporting Paragraph

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.95	2.75	1.8	189.47
B	1.05	2	0.95	90.47

This test item also consisted of 5 questions with 5 full marks. The above table shows the average score of both the groups in pretest and posttest with difference and difference percentage. Group 'A' performed better than group 'B'. The average score of group 'A' in pretest is 0.95 and in posttest 2.75 which is increased by 1.8 whereas the average score of group 'B' is 1.05 in pretest and 2 in posttest which is only increased by 0.95. The difference percentage of group 'A' is 189.47 whereas group 'B' has 90.47 percentage.

Table 15
Result of Reporting into Direct Speech

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	0.9	3	2.1	233.33
B	0.85	1.6	0.75	88.23

The table above shows that the average score of group 'A' in pretest is 0.9 and in the posttest 3 which is increased by 2.1 and difference percentage is 233.33 whereas the average score of group 'B' in the pretest is 0.85 and in the posttest 1.6 which is only increased by 0.75 and the difference percentage is 88.23 which is 145.1% less than group 'A'. This shows the group 'A' performed better than grouping 'B' in this test item as well.

Table 16
Result of Reporting into Indirect Speech

Group	Avg. score in pretest	Avg. score in posttest	Difference	Difference %
A	1.7	3.3	1.6	94.11
B	1.5	2.5	1	66.66

This was the last test item. It also consisted of 5 full marks with 5 questions. The table shows average score of both the groups in the pretest and posttest. The average score of group 'A' in the pretest is 1.7 and in the posttest is 3.3 which is increased by 1.6 with 94.11 difference percentage whereas the average score of group 'B' in pretest is 1.5 and in the posttest is 2.5 which is only increased by 1 with only 66.66 difference percentage. This shows that the group 'A' i.e. experimental group performed better in the posttest than group 'B'.

The data analyzed above in each test item shows that the experimental group i.e. group 'A' outperformed the controlled group i.e. group 'B'. The result of the posttest shows that output task was very effective in learning grammar. The output plays very significant role in the acquisition of second language grammar. The data shows that input alone was not only sufficient for better performance. For effective acquisition of second language grammars output task and output focused teaching is necessary. In this study, students in group 'A' in each test item performed better than group 'B' students because students in group 'A' focused on the production and meaningful practice of language i.e. output along with input.

4.2 Summary of Finding

This study was conducted to find out the role of output in second language grammar acquisition. The sampled population of this study was forty students of class 10. The pretest was administered and scoring was done on the basis of pretest score, the rank of the students was decided. The odd ranked students like 1st, 3rd, 5th and so on were kept in experimental group and even ranked students like, 2nd, 4th, 6th and so on were kept in controlled group. They were taught for 28 days. The experimental group received the special treatment i.e. they were taught reported speech with focusing on output. They produced and practiced their language. But, controlled did not receive such treatment. They were only given input. After the experiment of 28 days, a posttest was administered and the scoring was done. The results of pretest and posttest were

compared and it was found that the experimental group outperformed the controlled group i.e. the students who received input with modified output performed better in posttest. The average score of experimental group in posttest was 31.6 which was increased by 18.05 with 133.21 difference percentage whereas controlled group scored 21.9 which was only increased by 9.5 with only 76.30 difference percentage.

Through this study it was found that the output played important and positive role in enhancing the student's proficiency in second language acquisition. Output tasks were very effective in the acquisition of second language grammar. The students who received input with modified output out performed better than students who only received input and neglect output. Thus, it was concluded that input is necessary but the better learning to take place the output is a must.

The major findings of this study are listed in the following points:

- i. The average score of group 'A' i.e. experimental group in the pretest was 13.55 and the average score of group 'B' i.e. controlled was 12.45. The difference was only 1.1 in the pretest. But, in the posttest the average score of group 'A' was 31.6 which was increased by 18.05 whereas the average score of group 'B' was 21.95 which was only increased by 9.5. The difference was 9.65 which were 8.65 more than the pretest. The difference percentage of group 'A' was 133.21 whereas group 'B' had only 76.30. The difference between both the groups was that of 56.91%.
- ii. Through the evidence above, it was found that focus on output is a requirement for successful learning of a second language specially while learning grammar.
- iii. It was found that the activities of producing the target language enables the target language learners to consciously recognize their linguistic

problems and make them aware of something they need to know about the target language.

- iv. The study found out that the production of output promotes 'noticing' which helps them to recognize the gap between what they want to produce and what they actually produced.
- v. It was also found that the output task was very effective in learning reported speech. The average scores of group 'A' in each test item were 4.5, 3.15, 2.95, 4.25, 2.65, 3.85, 1.55, 2.75, 3 and 3.3 whereas the average scores of group 'B' were 3.1, 1.85, 1.8, 3.6, 2.05, 2.75, 0.7, 2, 1.6, and 2.5 which were less than that of group 'B' that is to say, group 'A' scored 8.6 more in average than that of group 'B'. The result was such because the group 'A' produced the output task in each teaching items.
- vi. The difference between the posttest result of group 'A' and the posttest result of group 'B' was noticeable. The posttest result of group 'A' was 56.91% more than that of group 'B'. The progress of group 'A' was due to the focus on language output.
- vii. It was found that input also has noticeable role in acquisition as group 'B' improved with 76.30%. However, this input can be more effective when students focused on output along with input as the group 'A' improved with 133.21%% which was 56.91% more than that of group 'B'. Thus, output has very effective and positive role in second language grammar acquisition.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

I make the conclusion and the recommendations related to policy, practice, and further research level of this study under this chapter. The conclusions of the study were made on the basis of the results and recommendations were given being based on the findings and conclusions of this study.

5.1 Conclusion

After analyzing and interpreting the whole data received from the experiment carried out in class 10 of Shree Saraswoti Ma. Vi. Thilla + Sabalila for 28 days, I had reached to the following conclusion :

1. Output i.e. production of language by the students played vital role in second language grammar acquisition.
2. The output task done by the students had an effect on their progress and learning.
3. The students performed and learnt better when they focus on output than only focusing on input.
4. The experimental group out performed the controlled group because of the special treatment provided to them.
5. The students learn better when they focus on output because focusing on output enables students to notice their linguistic gap between what they practice and what they want to produce.
6. It was also concluded that input is necessary condition for learning to take place as shown in the study that group 'B' also improved with 76.30 but the output is more necessary condition for better learning to take place.

7. Output strengthen input as shown in the study that group 'A' performed better and improved with 133.21%. Thus, it was concluded that output played vital role in the acquisition of second language grammar.
8. The research confirms the hypothesis (H_1) that output plays vital role in the learning of second language grammar.

5.2 Recommendations

On the basis of aforementioned finding of the study, the following recommendations are suggested related to policy level, practice level, and further research level.

5.2.1 Policy Related

This research can be very helpful for the policy makers to design syllabus being based on the output and students production of language. The policy maker and curriculum designers will be benefited from this research. Some recommendations related to the policy of English language education are given below:

-) The government should reform their policy of English education with help of SLA theories and research like this one.
-) Students should be kept in the centre of learning at policy level.
-) Curriculum and syllabus should be designed according to the level and proficiency of the students.
-) Exposure to the students is not only the sufficient condition for learning. Policy should be such as to participate and encourage students to produce their own language.

-) Along with various grammatical rules, various production materials i.e. output focused materials should be incorporated in the syllabus, textbooks.

5.2.2 Practice Related

English language teaching learning activities have been carried out in different universities, school and institutions in Nepal. Most of them are found to be teacher centered. Input is given more importance. This study focused on output and derived some findings. On the basis of finding the following practice related recommendations are given.

-) The teacher should focus more on the output than input. The teacher should push the students to produce their language.
-) Enough output focused material should be given in the exercise of the textbook.
-) While teaching grammar, the teacher should make the students to practice their target language. They should push them to the modified output.

5.2.3 Further Research Related

This study was related only to the acquisition of English reported speech. It is recommended for the researchers to carry out further researchers in other areas and aspects of English language teaching. The recommendations for further research are listed below.

-) This study was limited to the acquisition of reported speech. Thus, it is recommended to carry out further research in other aspect of teaching English language. Such as "The role of output in developing passive voice".

-) It is recommended for the researcher to carry out other researcher with oral production of language such as "The role of output in developing speaking skills'.
-) This research was based on 28 days of experiment with 40 students of class 10. Thus, it is recommended to carry out further research having large sample and longer time in different levels such as "The effectiveness of output in developing pronunciation".

References

- Adhikari, P. (2014). *Effectiveness of discovery technique in teaching grammar*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- B.C., D. (2014). *Effectiveness of pair work technique in teaching article*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Best, J.W. & Kahn, J.V. (2008). *Research in education*. New Delhi: Prentice Hall of India.
- Bhattarai, S. (2012). *Effectiveness of total physical response in teaching prepositions*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Cohen, L. et al. (2007). *Research methods in education*. USA: Routledge.
- Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education.
- Creswell, J.W. (2012). *Educational research*. New Delhi: PHI Learning Private Limited.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.
- Dhami, N. (2014). *Effectiveness of explicit over implicit learning while teaching grammar*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Ellis, R. (2003). *Understanding second language acquisition*. Oxford: OUP.
- Gass, S.M. & Selinker, L. (2008). *Second language acquisition*. London: Routledge.

- Izumi, S. Bgelow, H. Fujiwara, M. and Fearnow, S. (1999). *Testing the output hypothesis: Effects of output on noticing and second language acquisition*. Vol. No.21 (pp. 421-452)
- Horib, S. (2003). *The output hypothesis and cognitive process*. Ph.D. dissertation, Purdue University, Lafayette.
- Kadel, A. (2011). *Effectiveness of negative feedback in teaching grammar*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Kim, S. (2001). *Structure input and production practice in foreign/second language learning*. Ph.D. dissertation, Temple University, Philadelphia.
- Krashen, S.D. (1985). *Second language acquisition and second language learning*. London: Prentice Hall.
- Kumar, R. (2011). *Research methodology: A step by step guide*. New Delhi: Sage.
- Kushawaha, R.P. (2010). *Effectiveness of discovery technique in teaching article*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Kwon, S. (2006). *Role of output and task design on second language vocabulary acquisition*. Ph.D. dissertation, University of Florida, Florida.
- Lamsal, P.C. (2011). *Effectiveness of oral drills in teaching grammar*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Long, M. (1995). *Interaction in SLA*. Oxford: Oxford University Press.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories*. London: Hodder Arnold.

- Pandey, G.K. (2004). *Effectiveness of language games in teaching grammar*.
An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Saville-Troike, M. (2006). *Second language acquisition*. Cambridge: CUP.
- Sharma, K. (2000). *Teaching reported speech in English inductively and deductively*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Sing, R. P. (2012). *The role of output on second language acquisition*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Subedi, D.R. (2015). *Effectiveness of discussion technique in technique speaking*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Swain, M. (1985). *The Output hypothesis and beyond*. Toronto: The university of Toronto.

APPENDIX-I
TEST ITEMS (PRETEST AND POSTTEST)

Name:	F.M.: 50
Class:	F.M.: 20
	Time: 1:30 hrs.

Attempt all the questions.

Q. 1. Reporting statements.

A. Yesterday you met a friend, Mita. Here are some statements she said to you. Now, report the statements to your friend into indirect speech. One is done for you. (0.5×5=2.5)

Example Mita: "I am living in Kirtipur now."

Reported Mita said that she was living in Kirtipur then.

a. "You can come to my place".

b. "My brother went to the U.S."

c. "My bike was stolen yesterday."

d. "I saw Sunder at party."

e. "I won't join the police force."

B. Match the sentence in column 'A' with reported speech in column 'B'. (0.5×5=5)

A	B
(I) "There is an office party."	(a) He would be out of Kathmandu.
(II) "I am not feeling well."	(b) She had planned a trip.
(III) "I have planned a trip".	(c) She told me (that)
(IV) "I will be out of Kathmandu."	(d) She was not feeling well.
(V) "I may have to work tonight."	(e) He might have to work tonight.

2. Change the following Wh-questions into reported speech. One is done for you. (1×5=5)

Example:

Krishna: "Where do you live, Umesh ?"

Reported: Krishna asked Umesh where he lived.

- a. Umesh : "Why do you want to go, Krishna ?"
- b. Lila : "Lok, where have you put my bag ?"
- c. Tek: "Why are you going to the market again Gita ?"
- d. Mother: "Hari, what's your father doing ?"
- e. Mina : "What's your brother's name, Rekha ?"

3. Change the following questions into reported speech. One is done for you. (1×5=5)

Example: "Can a tiger kill people"

Reported: The girl asked if a tiger could kill people.

- a. "Is it a tiger ?"
- b. "Does it kill animals?"
- c. "Can we go near and touch it?"
- d. "Are all tiger as beautiful as this one ?"
- e. "Can we get it as a pet ?"

4. Change the following order and command into indirect speech as given in the example. (1×5=5)

Example: The head teacher: "Ram, come to my office."

The head teacher ordered Ram to come to his office.

- a. Doctor: "Rita, bring a glass of water."
- b. Father: "Clean the sitting stream, Hari."
- c. Mother: Do not ever do that again, Gita."
- d. Amit: "Go and bring tea, Deepak."
- e. Aunty: "Stop crying, Pramila."

5. Change the following requests into indirect speech. One is done for you. (1×5=5)

Mina said to me, "Help me."

Mina requested me to help her.

- a. My brother said to me, "Please, give me your book."
- b. Husband said, "give me something to eat, please."
- c. Rohit said to Hari, "Could you please pass me that bag."
- d. Customer said to shopkeeper, "give me a pocket of biscuit, please."
- e. Librarian said to students, "Please, do not whisper in the library."

6. Change the following pieces of advice given by a mother to her son, Anand into reported speech. (1×5=5)

Example : Pay attention to your study.

Reported: Mother asked Anand to pay attention to his study.

- a. Take part in sports.
- b. Don't eat too much meat.
- c. Take care of your health.
- d. Make sure you wear clean clothes.
- e. Keep off the wondering girls.

7. Read the dialogue and change it into reported speech. Remember that some words, such as, 'Well', 'You know', 'Please', etc. can be omitted.

Example:

The blacksmith said that not everyone could do this work. He told them that the young boy there

Blacksmith: How can I help you and your friend ?

Gokul: We have come here, because we need some spades and sickles. Can you make them for us ?

Blacksmith: Yes, how many do you need ?

Gokul: Three spades and fire sickles, please.

Blacksmith: Ok, would you like to wait ?

8. Change the following paragraph of the letter into indirect speech. The beginning is done for you. (5)

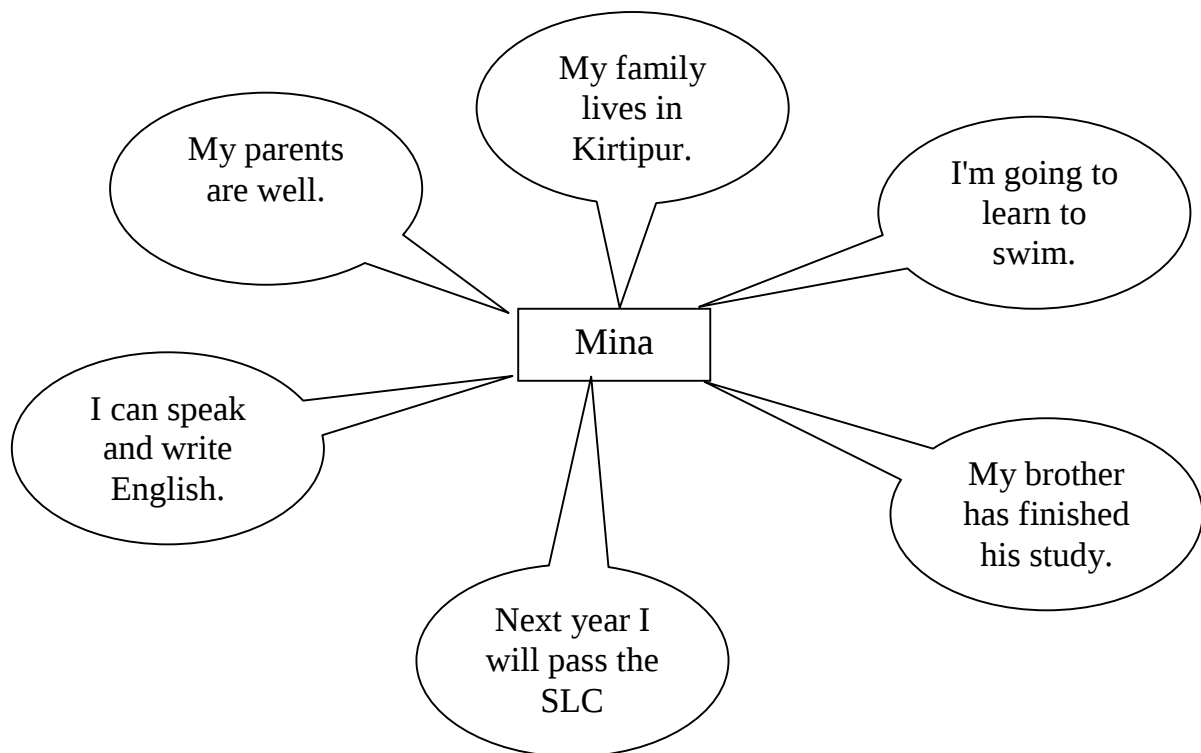
Sarabare, Jhapa 20th November
Dear Joe, I have never seen a train nor a computer. I have seen a bus though. There is no concrete road to my village, to reach the nearest market we have to walk for two and half hours and it was there that I saw the bus. I wish I could have those things in my village.

In this letter, Suraj said that he had never seen a train nor a computer....

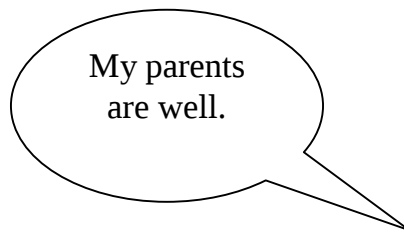
9. Write the following sentences in direct quote or speech. (1×5=5).
- a. Ram told her to write a letter.
 - b. The doctor told the patient not to smoke.
 - c. He requested one to eat slowly
 - d. He said that he was going to Kathmandu.

e. He asked us if we were cold.

10. Read the speech bubbles of Mina then report what Mina says in the speech bubbles.



Example:



Mina said that her parents were well.

Good Luck !

APPENDIX-II

MDEL LESSON PLAN

Class: 10

Time: 40 min

Subject: Grammar

Date:

Teaching item: Reported Speech

Specific Objective: On the completion of this lesson students will be able to:

- i) Change the statements in simple present of direct speech into indirect reported speech

Teaching Materials

-) Materials of daily use
-) List of clue sentences
-) Exercise sheets

Teaching learning activities.

Experimental group 'A'	Controlled group 'B'
) The teacher starts class writing various examples of direct statements in simple presents.	) The teacher starts class writing various examples of direct statements in simple presents.
) Ask the students to recognize the tense of the sentence.	) Ask the students to recognize the tense of the sentence.
) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram : "I eat meat." (direct) Ram said that he ate meat.	) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram : "I eat meat." Ram said that he ate meat.
) The teacher asks individual	) The teacher asks few students to

students to write some sentences in direct speech and change that into indirect.	write one sentence in direct speech on board and change that into indirect one.
) The teacher corrects all the language outputs of students and provides necessary feedback for correction.	) But, the teacher does not correct all of their language output and does not provide regular feedback as well.
) The teacher himself give some sentences and ask the students to report indirectly.	) The teacher does not give exercise for further practice. He only gives input.

Evaluation

The teacher evaluates students production of language by giving some task.

Homework (For experimental group)

Change the following sentences into indirect speech.

1. He said, "I am your brother".
2. She said, "My name is Gita and I am sixteen years old."
3. The teacher said, "I write in your copy."
4. Lokesh said, "My mother is ill."
5. She said, "I am weak in English."

Lesson plan no 1

Class: 10

Time: 40 min

Subject: Grammar

Date: 2072-7-6

Teaching item: Reported Speech

Specific Objective: On the completion of this lesson students will be able to:

- i) Change the person of the subject and object in direct speech into indirect speech

Teaching Materials

) Materials of daily use

) Exercise sheets

Teaching learning activities.

Experimental group 'A'	Controlled group 'B'
) The teacher starts the class writing various sentences in direct speech like Ram said to sita , “ I am your friend”.	) The teacher starts class writing various sentences on the board in direct speech.
) Ask the students to recognize the person of the subject and object.	) Ask the students to recognize the person of the subject and object.
) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram said to sita, “ I am your friend”(direct) Ram told sita that he was her friend.	) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram said to sita, “ I am your friend”(direct) Ram told sita that he was her friend.

) The teacher distributes exercise sheet and ask all the students of this group to change the person the direct speech into reported speech.	) The teacher asks some students in this group to change the direct into indirect one .
) The teacher corrects all the language outputs of students and provides necessary feedback for correction.	) But, the teacher does not correct all of their language output and does not provide regular feedback as well.
Finally, the teacher gives further exercise for practice .	) The teacher does not give exercise for further practice. He only gives input.

Evaluation

The teacher evaluates students production of language by giving some task.

Homework (For experimental group)

Change the following sentences into indirect speech.

He said, "I am singing".

She said to Ram, "she is a doctor."

They said to me, "we are coming."

Lesson Plan no 2

Class: 10

Time: 40 min

Subject: Grammar

Date: 2072-7-8

Teaching item: Reported Speech

Specific Objective: On the completion of this lesson students will be able to:

- i) Change the statements in simple present of direct speech into indirect reported speech

Teaching Materials

-) Materials of daily use
-) List of clue sentences
-) Exercise sheets

Teaching learning activities.

Experimental group 'A'	Controlled group 'B'
) The teacher starts class writing various examples of direct statements in simple presents.	) The teacher starts class writing various examples of direct statements in simple presents.
) Ask the students to recognize the tense of the sentence.	) Ask the students to recognize the tense of the sentence.
) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram : "I eat meat." (direct) Ram said that he ate meat.	) The teacher provides the indirect statements of the very statements and explains the rules. Example: Ram : "I eat meat." Ram said that he ate meat.
) The teacher asks individual students to write some sentences in direct speech and change that into	) The teacher asks few students to write one sentence in direct speech on board and change that into

indirect.	indirect one.
) The teacher corrects all the language outputs of students and provides necessary feedback for correction.	) But, the teacher does not correct all of their language output and does not provide regular feedback as well.
) The teacher himself give some sentences and ask the students to report indirectly.	) The teacher does not give exercise for further practice. He only gives input.

Evaluation

The teacher evaluates students production of language by giving some task.

Homework (For experimental group)

Change the following sentences into indirect speech.

He said, "I am your brother".

She said, "My name is Gita and I am sixteen years old."

The teacher said, "I write in your copy."

Lokesh said, "My mother is ill."

She said, "I am weak in English."

Lesson Plan no. 3

Class: 10

Time: 40 min

Subject: Grammar

Date: 2072-7-9

Teaching item: Reported Speech

Specific Objective: On the completion of this lesson students will be able to:

- i) Change the statements in present continuous form of direct speech into indirect reported speech

Teaching Materials

-) Materials of daily use
-) Exercise sheets

Teaching learning activities.

Experimental group 'A'	Controlled group 'B'
) The teacher starts class writing various sentences of direct statements in presents continuous form. For example; Ha said, I am going to Pokhara”	) The teacher starts class writing various sentences of direct statements in presents continuous form.
) Ask the students to recognize the tense of the statement.	) Ask the students to recognize the tense of the statement.
) The teacher changes the very statements into indirect reported speech and explains the rules. For example; He said that he was going to Pokhara.	) The teacher changes the very statements into indirect reported speech and explains the rules. He said that he was going to Pokhara.
The teacher gives the exercise sheet to all the students and ask them to change into indirect.	) The teacher asks only two or three students to change the direct statement into indirect one written

	on the board
) The teacher corrects all the language outputs of students and provides necessary feedback for correction.	) But, the teacher does not correct all of their language output and does not provide regular feedback as well.
) The teacher gives further exercise for more output.	) The teacher does not give exercise for further practice. He only gives input.

Evaluation

The teacher evaluates students production of language by giving some task.

APPENDIX-III

Total sampled students (class 10)

S.N.	Name	Pretest score	Rank
1.	Amaranth Sah	40	1 st
2.	Rupesh Kumar Ray	29	2 nd
3.	Purna Pariyar	26	3 rd
4.	Ankita Jayaswal	25	4 th
5.	Sima Kumari Sah	24	5 th
6.	Ajay Kumar Sah	24	6 th
7.	Ajay Mishra	23	7 th
8.	Ajay Sharma	23	8 th
9.	Umesh Kumar Yadav	22	9 th
10.	Arman Madat	19	10 th
11.	Dipesh Kumar Thakur	17	11 th
12.	Barsha Chaudhary	17	12 th
13.	Prity Jayaswal	17	13 th
14.	Rajiv Kumar Raut	16	14 th
15.	Aman Kumar Sah	15	15 th
16.	Jibchhi Sah	14	16 th
17.	Kamlesh Sah	14	17 th
18.	Sunil Kapar	14	18 th
19.	Sunjiv Kumar Sah	13	19 th
20.	Saroj Kumar Sha 'A'	11	20 th
21.	Ambika Sah	10	21 st
22.	Priyanka Pariyar	10	22 nd
23.	Babita Sah	10	23 rd
24.	Pooja Nayak	9	24 th
25.	Suryadev Ray	8	25 th
26.	Krishna Kumar Sah	8	26 th
27.	Lalit Kapar	8	27 th
28.	Babita Sharma	7	28 th

29.	Rina Sah	6	29 th
30.	Ranjit Sah	6	30 th
31.	Sarita Kumari Ray	5	31 st
32.	Rangila Kumari Ray	5	32 nd
33.	Nitu Kumari Sah	5	33 rd
34.	Saroj Kumar Sah 'B'	4	34 th
35.	Rajan Kumar Ray	3	35 th
36.	Priyanka Kumari Sah	3	36 th
37.	Hasina Khatun	3	37 th
38.	Aasha Sah	3	38 th
39.	Rakiba Khatun	2	39 th
40.	Kabita Kumari Yadav	2	40 th
	Average	13	

Experimental group “A”**(Odd Rank)**

S.N.	Odd Rank	Name	Pretest score
1.	1 st	Amaranth Sah	40
2.	3 rd	Puran Pariyar	26
3.	5 th	Sima Kumari Sah	24
4.	7 th	Ajay Mishra	23
5.	9 th	Umesh Kumar Yadav	22
6.	11 th	Dipesh Kumar Thakur	17
7.	13 th	Prity Jayswal	17
8.	15 th	Aman Kumar Sah	15
9.	17 th	Kamlesh Sah	14
10.	19 th	Sanjiv Kumar Sah	13
11.	21 st	Ambika Sah	10
12.	23 rd	Babit Sah	10
13.	25 th	Suryadev Ray	8
14.	27 th	Lalit Kapar	8
15.	29 th	Rina Sah	6
16.	31 st	Sarita Kumari Ray	5
17.	33 rd	Nitu Kumari Sah	5
18.	35 th	Rajn Kumar Ray	3
19.	37 th	Hasina Khatun	3
20.	39 th	Rakiba Khatun	2
		Average score	13.55

Controlled group “B”**(Even Rank)**

S.N.	Odd Rank	Name	Pretest score
1.	2 nd	Rupesh Kumar Ray	29
2.	4 th	Ankita Jayaswal	25
3.	6 th	Ajay Sharma	24
4.	8 th	Ajay Sharma	23
5.	10 th	Arman Nadat	19
6.	12 th	Barsha Chaudhary	17
7.	14 th	Rajiv Kumar Raut	16
8.	16 th	Jibchhi Sah	14
9.	18 th	Sunil Kapar	14
10.	20 th	Saroj Kumar Sah	11
11.	22 nd	Priyanka Pariyar	10
12.	24 th	Pooja Nayak	9
13.	26 th	Krishna Kumar Sah	8
14.	28 th	Babita Sharma	7
15.	30 th	Ranjit Sah	6
16.	32 nd	Rangila Kumari Ray	5
17.	34 th	Saroj Kumar Sah	4
18.	36 th	Priyanka Kumari Sah	3
19.	38 th	Aasha Sah	3
20.	40 th	Kabita Kumari Yadav	2
		Average score	12.45

Experimental group “A”

Posttest Score

S.N.	Name	Posttest score
1.	Amaranth Sah	48
2.	Puran Pariyar	41
3.	Sima Kumari Sah	40
4.	Ajay Mishra	36
5.	Umesh Kumar Yadav	41
6.	Dipesh Kumar Thakur	22
7.	Prity Jayswal	39
8.	Aman Kumar Sah	35
9.	Kamlesh Sah	36
10.	Sanjiv Kumar Sah	31
11.	Ambika Sah	34
12.	Babit Sah	30
13.	Suryadev Ray	37
14.	Lalit Kapar	21
15.	Rina Sah	34
16.	Sarita Kumari Ray	28
17.	Nitu Kumari Sah	22
18.	Rajan Kumar Ray	13
19.	Hasina Khatun	24
20.	Rakiba Khatun	20
	Average score	31.6

Controlled group “B”

Posttest Score

S.N.	Name	Posttest score
1.	Rupesh Kumar Ray	31
2.	Ankita Jayaswal	30
3.	Ajay Sharma	30
4.	Ajay Sharma	25
5.	Arman Nadat	29
6.	Barsha Chaudhary	32
7.	Rajiv Kumar Raut	18
8.	Jibchhi Sah	30
9.	Sunil Kapar	15
10.	Saroj Kumar Sah	18
11.	Priyanka Pariyar	18
12.	Pooja Nayak	18
13.	Krishna Kumar Sah	18
14.	Babita Sharma	18
15.	Ranjit Sah	15
16.	Rangila Kumari Ray	23
17.	Saroj Kumar Sah	14
18.	Priyanka Kumari Sah	13
19.	Aasha Sah	26
20.	Kabita Kumari Yadav	18
	Average score	21.95

Holistic presentation of pretest and post test score

S.N.	Student's Name	Pretest	Posttest	Difference	Difference percent
1.	Amaranth Sah	40	48	8	20
2.	Rupesh Kumar Ray	29	31	2	6.89
3.	Purna Pariyar	26	41	15	57.69
4.	Ankita Jayaswal	25	30	5	20
5.	Sima Kumari Sah	24	40	16	66.66
6.	Ajay Kumar Sah	24	30	6	25
7.	Ajay Mishra	23	36	13	56.52
8.	Ajay Sharma	23	25	2	8.69
9.	Umesh Kumar Yadav	22	41	19	86.36
10.	Arman Madat	19	29	10	52.63
11.	Dipesh Kumar Thakur	17	22	5	29.41
12.	Barsha Chaudhary	17	32	15	88.23
13.	Prity Jayaswal	17	39	22	129.41
14.	Rajiv Kumar Raut	16	18	2	12.5
15.	Aman Kumar Sah	15	35	20	133.33
16.	Jibchhi Sah	14	30	16	144.28
17.	Kamlesh Sah	14	36	22	157.14
18.	Sunil Kapar	14	15	1	7.14
19.	Sunjiv Kumar Sah	13	31	18	138.46
20.	Saroj Kumar Sha 'A'	11	18	7	63.63
21.	Ambika Sah	10	34	24	240
22.	Priyanka Pariyar	10	18	8	80
23.	Babita Sah	10	30	20	200
24.	Pooja Nayak	9	18	9	100
25.	Suryadev Ray	8	37	29	362.5

26.	Krishna Kumar Sah	8	18	10	125
27.	Lalit Kapar	8	21	13	162.5
28.	Babita Sharma	7	18	11	157.14
29.	Rina Sah	6	34	28	466.66
30.	Ranjit Sah	6	15	9	150
31.	Swata Kumari Ray	5	28	23	460
32.	Rangila Kumari Ray	5	23	18	360
33.	Nitu Kumari Sah	5	22	17	340
34.	Saroj Kumar Sah 'B'	4	14	10	250
35.	Rajan Kumar Ray	3	13	10	333.33
36.	Priyanka Kumari Sah	3	13	10	333.33
37.	Hasina Khatun	3	24	21	700
38.	Aasha Sah	3	26	23	766.66
39.	Rakiba Khatun	2	20	18	900
40.	Kabita Kumari Yadav	2	18	16	800
	Average	13	26.77	13.77	105.92

Group wise comparison of pretest and post test score

Experimental Group

S.N.	Student's Name	Pretest	Posttest	Difference	Difference percent
1.	Amaranth Sah	40	48	8	20
2.	Puran Pariya	26	41	15	57.69
3.	Sima Kumari Sah	24	40	16	66.66
4.	Ajay Mishra	23	36	13	56.52
5.	Umesh Kumar Yadav	22	41	19	86.36
6.	Dipesh Kumar Thakur	17	22	5	29.41
7.	Prity Jayaswal	17	39	22	129.41
8.	Aman Kumar Sah	15	35	20	133.33
9.	Kamlesh Sah	14	36	22	157.14
10.	Sanjiv Kumar Sah	13	31	18	138.46
11.	Ambika Sah	10	34	24	240
12.	Babita Sah	10	30	20	200
13.	Suryadev Ray	8	37	29	362.5
14.	Lalit Kaper	8	21	13	162.5
15.	Rina Sah	6	34	28	466.66
16.	Sarita Kumar Ray	5	28	23	460
17.	Nitu Kumari Sah	5	22	17	340
18.	Rajan Kumar Ray	3	13	10	333.33
19.	Hasina Khatun	3	24	21	700
20.	Rakiba Khatun	2	20	18	900
	Average	13.55	31.6	18.05	133.21

Controlled Group

S.N.	Student's Name	Pretest	Posttest	Difference	Difference percent
1.	Rupesh Kumar Ray	29	31	2	6.89
2.	Ankita Jayaswal	25	30	5	20
3.	Ajay Kumar Sah	24	30	6	25
4.	Ajay Kumar Sharma	23	25	2	8.69
5.	Arman Madat	19	29	10	52.63
6.	Barsha Chaudhary	17	32	15	88.23
7.	Rajiv Kumar Raut	16	18	2	12.5
8.	Jibehhi Sah	14	30	16	144.28
9.	Sunil Kapar	14	15	1	7.14
10.	Saroj Kumar Sah 'A'	11	18	7	63.63
11.	Priyanka Pariyar	10	18	8	80
12.	Pooja Nayak	9	18	9	100
13.	Krishna Kumar Sah	8	18	10	125
14.	Babita Sharma	7	18	11	154.14
15.	Ranjit Sah	6	15	9	150
16.	Rangila Kumari Ray	5	23	18	360
17.	Saroj Kumar Sah 'B'	4	14	10	250
18.	Priyanka Kumar Sah	3	13	10	333.33
19.	Aasha Sah	3	26	23	766.66
20.	Kabita Kumar Yadav	2	18	16	800
	Average	12.45	21.95	9.5	76.30

Teaching item wise comparison of test score

S.N.	Teaching item	Experimental group				Controlled group			
		Pre-test	Post test	D	D%	Pre-test	Posttest	D	D%
1.	Reporting statements	56	83	27	48.21	58	62	4	6.89
2.	Reporting wh-question	15	63	48	320	15	37	22	146.66
3.	Reporting yes-no question	17	59	42	247.05	14	36	22	157.14
4.	Reporting command	44	85	41	93.18	39	72	33	84.61
5.	Reporting request	17	53	36	211.76	15	41	26	173.33
6.	Reporting suggestion and advice	46	77	31	67.39	37	55	18	48.64
7.	Reporting conversation	5	31	26	520	3	14	11	366.66
8.	Reporting paragraph	19	55	36	189.47	21	40	19	90.47
9.	Reporting direct speech	18	60	42	233.33	17	32	15	88.23
10.	Reporting indirect speech	34	66	32	94.11	30	50	20	66.66
	Average	13.55	31.6	18.05	133.21	12.45	21.95	9.5	76.30