

CHAPTER ONE

INTRODUCTION

The current study is on the “The Techniques Used for Providing Input in Speaking Skill: A Case of Secondary Level.” This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Among different modes of communication, language is the ability to acquire and use complex system of communication by using words, particularly the human ability to do so and it is known as specific example of such a system. Language is widely used as a means of communication. Hence, language is means by which we share our feelings, emotions, ideas and thoughts. There are so many languages in the world which have only spoken form, but not written form. It is because speech is primary and writing is secondary. Here, English has both written and spoken form and it is widely used lingua franca all over the world. According to (Richards and Rodgers, 2001, p.1):

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century, as applied linguists and other sought to develop principles and procedures for the design of teaching methods and materials.

In a nutshell, Language teaching is an act of developing the level of knowledge, attitude and skill of the learner. Thus, the prime aim of language teaching is to enable the students into the language. Moreover, language teaching is improving the quality of language use in fact and is a bridge to join the language of the world in general.

Here, language teaching means teaching the English language as a second/foreign language. Second Language Acquisition (SLA) is the study of how learners create a new language system with only limited exposure to a second language.

Gass and Selinkar (2008) say that SLA is concerned with the nature of the hypothesis conscious or unconscious that learners come up with the regarding the rules of the second language. Similarly, Ellis (1985 p.2) defines SLA as “complex process involving many factors and learning of the native language.” Ellis (1994) state that SLA refers to the subconscious or conscious processes by which second language is learned in a natural or a classroom setting. Input is the main aspects of second language acquisition that constitutes the language to which the learners are exposed.

So, input plays a very important role in the language acquisition. Learners need to be given plethora opportunity to grab the input. Similarly, input is the language data which the learner is exposed to. It is commonly exercised to achieve something in the case of SLA. Input is absolutely, necessary and there is no theory or approach to SLA that does not recognize the importance of input. Meanwhile, appropriate input feeds or nurtures an innate system of learners in the process of second language acquisition.

1.2 Statement of the Problem

Providing input in speaking skill is an art and developing productive skill. A teacher needs to be careful while choosing methods and techniques for the

successful classroom teaching and learning. The teacher should choose right technique at right time according to the demand and nature of the topic and level of students. Otherwise, providing input and learning process cannot be effective and successful. Teacher provides comprehensible input to the learner while acquiring or teaching the second language. So, Input is very important to learn new and innovative skills. Similarly, the second language research has explored about the techniques of providing input in speaking skill in the periphery of globe. In the context of Nepal, no one has conducted the research on what sorts of techniques are used to provide input in speaking skill in secondary level.

There are many techniques for providing input but it is tough to determine either teacher centered or learner centered techniques are appropriate in the context of secondary level. So, it has been challenging phenomena for providing the best technique of input in speaking skill. On the other hand, the new and innovative techniques are not practiced in the school level to provide exposure in speaking skill and it is somehow neglected in the way of teaching learning activities. It seems that only rote learning is focused to develop the speaking skill. Thus, the researcher was interested to find out the techniques used for providing input in speaking skill and to investigate the preferred techniques for providing input in speaking skill by secondary level English teachers.

1.3 Objectives of the Study

The following were taken as the prime objectives in this study:

- a. To find out the techniques used for providing input in speaking skill by secondary level English teacher.
- b. To find out the preferred techniques used for providing input in speaking skill by secondary level English teachers.

- c. To suggest some pedagogical implications on the basis of findings.

1.4 Research Questions

This study was oriented to find out the answers of the research questions:

- a) What are the techniques used for providing input?
- b) What are the preferred techniques used for providing input by English teacher?

1.5 Significance of the Study

This study is directly correlated with the secondary level English teacher. So, school teachers can be benefitted and the Pre service teachers can also get great exposure from this study. There have been a number of techniques which are very crucial important for teachers, mentor, counselor and students to implement in the EFL and ESL classroom. It is hoped that this research is equally beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently. In the same way, this study is helpful to the trainer and trainees too.

This entire study has been purposeful to many academicians and researchers by analyzing new technique and showing uniformity in techniques of speaking skill. Last but no means least, it is equally helpful to the university students and novice teachers and this research study will be benefitted for the future researchers to carry out further research in the related field.

1.6 Delimitations of the Study

This study will have the following limitations:

- a) It was limited within Kathmandu district.
- b) It was confined to the secondary level English teachers.

- c) Similarly, this study had incorporated the notion of speaking skill.
- d) This study was confined to twenty five secondary schools of Kathmandu.
- e) It employed questionnaire, interview and classroom observation as a tools for data collection.

1.7 Operational Definition of the Key Terms

Operational definition key terms are given below:

Speaking Skill- Speaking skill as an expression which is part of our daily life that we tend to take it for granted.

Technique- Technique is implementation which actually takes place in a classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of theoretical literature provides an insight to the researcher related to number of aspects that have a direct bearing in the research topic. This section is further divided into four subheadings, they are: review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. These sub headings are broadly discussed as follows:

2.1 Review of Related Theoretical Literature

Under theoretical literature, the researcher has presented the concepts of second language acquisition related to the topic. This review of the theoretical literature consists of an introduction of input, different views on input in language acquisition, input in L1 acquisition, input hypothesis, comprehensible input, modified input, sources of input, speaking skill and techniques of providing input.

2.1.1 Second Language Acquisition

Second language Acquisition (SLA) is a relatively new discipline and young field in the applied linguistics. The very term, SLA refers to the ongoing process of learning another language after the acquisition of first language. Gas and Selinker (2008) defines SLA as a term that refers to learning of a language after the learning of a native language. The L2 can refer to any language learned after learning the L1 regarding of whether it is the second, third, fourth or fifth language. On the other hand, SLA is the attempt of learning a language after the learning of mother tongue. Similarly, the same idea is added by the Mitchell and Myles (2004) define SLA as a general term that embraces both

untutored and naturalistic acquisition and tutored or classroom acquisition. It is however, an open question whether the way in which acquisition proceeds in these different situations is the same or different. Accordingly, we may distinguish different types of second language learning. Traditionally, a grass root difference has been made between tutored and untutored or spontaneous language learning. Learners learn 12 language in different ways in different situations.

Moreover, for the most of people, the ability to use their first language is rarely matched even after years of study, by a comparable ability in the second language. Yule (1985, p, 190) states that:

Most people attempt to learn another language during their teenage or adult years in a few hours each week of school time (rather than through constant interaction experienced by a child), with a lot of other occupations (the child has little else to do) and with an already known language available for most of their daily communication requirements.

In a nutshell, second language acquisition (SLA) refers to the process of learning another language after the native language has been learned. Sometimes, the term SLA refers to the learning of a third or fourth language.

2.1.2 Definition of Input

The term 'input' is used to describe the language that the learner is exposed to. In other words, it is the acquired and learned exposure which is available to the learners. It consists vast amount of exposure which is known as gift to the learners. Input may be given in formal and informal setting and it is given in different context that may be outside of classroom or inside of classroom. In

addition, it is sometimes in spoken form and written form. Ellis (1985) mentions that input is used to refer to the language that is addressed to the L2 learners either by native speaker or by another L2 learner.

There are many internal as well as external factors which influence SLA. Among them, the language input that learners receive is second language acquisition which is one of the external factors and it plays a fundamental role. Corder is one of the pioneers among SLA researchers who underscored the importance of language input and intake. He emphasized on input, which is available to be utilized by language learners for SLA and that should be differentiated from intake. Here, Input refers to the processed or let in is referred intake. So, intake is also a part of input. The second language data that learner hears is input and that portion of the L2 which is assimilated and fed into the inter-language system is intake. In second language classroom, input is selected for need and purpose of the L2 learner.

2.1.2.1 Different Views on Input in Language Acquisition

There are three different views regarding the role of input in language development. Swain (1981, cited in Zhang, 2014) mentions that the role of language input is based on behaviorist, mentalist and interactionist theories of language learning. According to behaviorist view, language learning is environmentally controlled by various stimulus, feedback and reinforcement that language learners are exposed to language input. Likely, input is very important because the learners imitate, mimicking and analyzing the language to which they are exposed. This view focuses on a formation of habits on the basis of stimulus response. The repeated reinforcement time and time leads to the formation of the habit. While grabbing input, there may be positive transfer, negative transfer of exposure to the language learner.

The behaviorists view displays that language learning as environmentally controlled by various stimulus and feedback that the language learners are

exposed to as language input. Indeed, the behaviorists consider a direct relationship between input and output. This view focused on the linguistic environment which is treated in terms of stimuli and feedback.

The mentalist theories also claim that input is primarily needed for SLA because learner brains are equipped to learn any language with innate knowledge, language input is primarily considered as a trigger and then that activates the internal mechanism or mental abilities to learn language. They are well filled with Language Acquisition Device (LAD). Thus, small child is known as sleeping linguists.

The Interactionalist theories of SLA highlighted the importance of both input and internal language learning processing. They thought that language acquisition as an outcome of an interaction at a discourse level between the learner's mentalability and linguistic environment. And then, input as the role of affecting or being affected by the nature of internal mechanism. So, all the views in input plays vital role to enhance language.

2.1.3 Input Hypothesis

Input hypothesis seeks to explain how second languages are acquired. In its most basic form, the input hypothesis argues that learner's progress along the natural order only when they encounter second language input that is one step beyond why they are in natural order. Moreover, the input hypothesis claims that we acquire language in an amazingly simple way. When we understand messages we have tried everything else learning grammar rules, memorizing vocabulary, using expensive machinery, forms of group therapy, etc. What has escaped us all this year is, however, is the one essential ingredient: comprehensible input.

During the 1970s Stephen D Krashen developed highly essential factor in SLA. This theory based on what researchers have hypothesized about how second

languages are acquired and learned on the basis of observation and experiments.

The input hypothesis continues to make strong claims regarding the role of language input and the necessity of exposure to comprehensible language input in SLA. Krashan (1983) mentions that input hypothesis strongly claims that for SLA to take place, language learners should have the exposure to a type of second language data which they can comprehend. Krashen identified comprehensible language input as the only causative variable in SLA. Krashen (1985 p.2) mentions that language learners have to get exposure in comprehensible language that includes language structures which are beyond their current level ($i+1$). Here, comprehensible input as a potential type of language input which is comprehensible.. To conclude, input should be comprehensible to the learners.

Ellis (1994) mentions that we progress along the natural order by understanding input that contains structures at our next stage which will be beyond our current level of competence. Krashen defined a learner's current state of knowledge as I and the next stage as $i+1$. Thus, the input a learner is exposed to must be at the $i+1$ level in order for it to be of use in terms of acquisition. We move from I , our current level to $i+1$, the next level along the natural order, by understanding input contain $i+1$, (ibid). In other words, the language which learners are exposed to should be just a far beyond their current competence. That is to say, the input should not be much more difficult, say ' $i+2$ ' nor so close to their current stage they are challenged at all, say $i+0$.

Krashen's Input hypothesis (1983, as cited in Ellis 1994, p. 273) makes the following claims:

- a) Learner's progress along the natural order by understanding input that contains structures a little bit beyond their current level of competence.

- b) Although comprehensible input is necessary for acquisition to take place, it is not sufficient, as learners also need to be affectively disposed to let in the input as they comprehended.
- c) Input becomes comprehensible as a result of simplification and with the contextual and extra linguistic clues: fine-tuning (i.e. ensuring that learners receive input rich in the specific linguistic property they are due to acquire next) is not necessary.
- d) Speaking is the result of acquisition, not its cause: learner production does not contribute directly to acquisition.

In Krashen's (1983, p.5) view, the hypothesis is central to the acquisition and also has implications for the classroom.

- 1) Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but 'emerges' on its own as a result of building competence through comprehensible input.
- 2) If input is understood, the necessary grammar is automatically provided and reviewed if the student receives a sufficient amount of comprehensible input. So, there is no necessity of presenting and practicing grammatical rules consciously.

The language teacher's main role, is to provide adequate amount of comprehensible input for the language learners. Krashen gives some evidence to support this hypothesis.

- a) People speak to children acquiring their L1 and L2 special way, for example Motherese.
- b) There is silent period initially.
- c) Age differences make differences in getting comprehensible input-adult learners are better for short term learning and younger learners are better for long. The more comprehensible the input is the greater the L2 proficiency.

- d) Teaching methods, immersions and the bilingual programs are effective depending upon the extent they provide comprehensible input.
- e) The more comprehensible the input is the greater the L2 proficiency.

Thus, the language is acquired by only one way i.e. by understanding messages. It talks about process of acquisition. We acquire language bit by bit by receiving understandable messages. Acquisition takes place as a result of learner having understood an input, that is a little beyond the current level of learners' competence.

2.1.4 Comprehensible Input

The learner has to understand the message that is conveyed. Comprehensible input is that bit of language which is heard and read from the great scholars. Comprehensible input is the indication of understanding the learning from vary ways. Allison (2014) defines comprehensible input is that terms in which students should be able to the essence of what is being said or presented to them. Comprehensible input is a hypothesis first proposed by Stephen Krashen. Here, students learn a new language in the best way, when they receive comprehensible input. In other words, when input is comprehensible, students understand most aspects of what is required for learning and then that learning experience pushes them in greater understanding.

Long (1986) suggests four ways that input can be made comprehensible: 1) modifying speech, 2) by providing linguistic and extra linguistic context 3) by orienting the communication, to the 'here and now', and 4) modifying the internal structures of the conversation., Long asserts that all four ways may aid communication, but he specially emphasizes that the conversation is the most likely to aid language acquisition. He reports that the input may become comprehensible through the process of interaction and negotiation.

2.1.5 Modified Input

Modified input refers to the input that has been modified by a native speaker or a teacher to facilitate the L2 learner. In addition, simplified or modified input facilitates comprehension of L2 learners. Similarly, Pica (1994) says that premodified input is generally operationalized as input that has been carefully targeted at the level of the learner comprehension. Premodified input is sometimes termed as “scripted”.

Simply, input is modified and simplifies before the learner sees and hears from the speaker and teacher. This can be done through repetition, elaboration, paraphrase of words or sentences and reduction of sentence length and complexity among other. Mackey (1999) mentions that when the native speakers modify their speech, it may be simplified or elaborated.

2.1.6 Sources of Input

In the English language, there are mainly three sources of input for the learners, 1) teacher, 2) other learners and 3) Materials. Here, the language used by the teacher to address the learner is called teacher talk. Similarly, the language used by a learner to address other learner is called learner talk. Gradually, the learner receive input from the materials. (E.g. Dictionaries, grammar, books, spelling books and so on). These all are the open heart to promote and foster learner’s knowledge. The detail elaboration of sources of input is given below:

2.16.1 Foreigner talk

The foreign talk is that talk which is addressed by teacher in English language classroom. Teacher talk is very important to grab input. Foreign talk studies were stimulated in the account of simplified register. Just as ‘baby talk’ was not in the early work on child development, as a simplified register used to talk to children, so, a number of sociolinguists in the 1960s and 1970s noticed and

commented on what they called foreigner talk, a simplified and pidgin like variety sometimes used to address strangers and foreigners (Mitchell and Myles 2004,). Therefore, foreigner talk is not to be thought of as a static, dynamic, and changing in accordance with various situational speech. In another words, the study of teacher talk parallels that of foreigner talk (FT). A teacher in teacher talk modifies his language while addressing the learners. They use different sorts of techniques to foster the language. They are sensitive to their learner proficiency level.

Gas and Selinker (2008 p.324) has incorporated some input features of FT which have been characterized as follows: 1) Linguistics adjustment made in NS speech when a nonnative speaker is being addressed are not ungrammatical but well formed, 2) native speakers use shorter, syntactically and propositionally less complex utterances. 3) Native speakers use restricted vocabulary, 4) idioms and lexical items are often avoided.

Likewise, Ellis (1985p.25) suggests that foreigner talk has some basic functions. They are: 1) it promotes communication, 2) it establishes a special kind of effective bond between the NS and NNS, and 3) it serves as an implicit teaching mode. At last, negotiation is very useful to obtain feedback. And when native speakers talk to L2 learners they modify their speech the resulting register is known as foreign talk.

2.1.6.1 Learner Talk

The language that the learner addresses to the L2 learners is known as learner talk. The talk directed at L2 speaker was grammatically simpler and slower, with more and longer pauses and contained more repetition. On the other hand, Learner talk refers to the language used by a learner while addressing other learners. Krashen (1983) uses the term, interlanguage talk for this phenomenon. Here, Interlanguage talk refers to the language that learners address to each other. Learners receive input when they addressed to each other.

Learner talk is also termed tutor talk, i.e. the talk addressed by classroom learners to other. Flanigan (1991) studied about the tutor talk, in her study, the more linguistically competent children were asked to assist the less incompetent ones in how to use computer in graded reading and listening. She found that little negotiation of meaning took place as the proficient children made use of the strategies such as repetitions, expansions, explanations, comprehension checks. We can say that potential development comes through collaboration with more capable peers.

2.1.7 Speaking as a Language Skill

Speaking skill is a productive skill, like writing. It involves using speech to express meanings to other people. Speaking skill is a primary skill to develop speaking power. Speaking is significant to an individual's living processes and experiences. Speaking is also the most natural way to communicate. Without speaking, people cannot converse and interact with each other. Another important consideration in teaching speaking is that speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. Speaking as expression is so much part of our daily life that we tend to take it for granted. However, learning speaking involves developing detailed knowledge complex skills of communication and interaction such as asking questions, using gesture, making interruptions and so on. In this regard, Richards and Renandiya (2002) view that:

The ability to speak a second or foreign language is very complex task if we try to understand the nature of what appears to be involved. Speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.

Speaking is a complex skill since it is a network of skills including: pronouncing words and utterances with proper stress and intonation, making speech as accurate and fluent as possible, selecting and using appropriate forms according to context, and so on. Though it is complex, it is the most common, normal and extensively used means of communication. Such an important skill certainly needs better planning and teaching.

A range of speaking activities, from controlled accuracy work to fairly free fluency work, have been used in the classroom. Here, Richards and Renandiya (2002 p.26) mention some of the activities are as follows;

1. Oral drills and recitation
2. Dramatization
3. Simulation
4. Problem- Solving activities
5. Speeches and prepared talks
6. Debates
7. Picture Description
8. Communication games

2.1.8 Techniques of Providing Input

The term, technique refers to the activities which are used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach. The techniques are implementation and these are the specific procedures used in the L2 classroom that are chosen and designed according to the assumptions or approaches as they are based on. There are different ways of providing input which are as follows:

2.1.8.1 Interaction

Interaction in classroom shows both the teachers and the learner's contribution. It plays an important role to learn second language, without interaction, it is very difficult to learn a language. In another words, the analysis of classroom discourse illustrates the collaborative contributions of teacher and pupils. Ellis (1985) displays that interaction has been considered in terms of the discourse that learners and native speakers participant. The analysis of classroom interaction has focused on one particular type: the three phase discourse known as initiation, response and feedback (IRF) exchange.

This mode is based on the work in discourse analysis undertaken at the University of Birmingham by Sinclair and Coulthard (1975). The three phase discourse consists of exchanges in which the teacher initiates, students responds and the teacher supplies feedback.

Gass and Selinker (2008, p.317) suggested that interaction with the ample opportunity for modification affect in language use. So, interaction facilitates SLA, learners need to have opportunity for output during interaction. The interaction approach accounts for learning through input, production of language and feedback that comes as a result of interaction. Long's, (1996, as cited in Mackey, 1999) interaction hypothesis claims that implicit negative feedback which he obtained through negotiated interaction faculties of SLA. He also says that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such a discourse and that provides learners with the input they need. Through the resulting interactions learners have opportunities to understand and use the language that was incomprehensible.

Negotiated interaction may involve the clarification, confirmation, modification and repetition of the utterances which the second language learner

does not understand. It has been hypothesized that negotiation makes input comprehensible (Ellis, 1985). Moreover, the L2 interaction is also important for pushed output and comprehensible input. The SLA theorists emphasize the role of classroom interaction mainly for two reasons: first to promote the rate of L2 acquisition and second, to ensure the route of L2 interlanguage development.

2.1.8.2 Questioning

Questioning is one of the techniques of second language teaching that fully characterizes the classroom interaction. The teachers as well as the students may use questioning strategy in order to elicit further L2 information. Here, the teachers may assess learners' achievement and performance through questioning and the learners may use questioning strategy for further L2 input, further classification and so on. Questioning is taken as very useful strategy to elicit the comprehensible input. It is thus useful for negotiation of meaning. Ur (2013) argues that questioning is a universally use activation technique. We, as teachers use questioning for different reasons. For example, through questioning we may have understanding and knowledge or skill of the learners to be active in their learning and to have direct attention to the topic. To be specific, questioning technique encourages self-expression.

2.1.8.3 Group Work

Classroom interaction is fairly promoted in the group work activities. The SLA theories emphasize the role of group work for many reasons such as the group work allows the learners to interact and repair each other's communication skills and it allows them to do negotiation of meaning through comprehensive checks. Hedge (2008) also points out that group work encourages the learners to get success in negotiation of meaning that makes learners output more comprehensible.

2.1.8.4 Pair Work

Pair work is a type of group work that is commonly used in the second language classrooms. The communicative language teaching and task based language teaching overemphasize the role of pair work in the acquisition of L2. Pair work is assumed to be important for task management. While performing in the tasks or activities, the task roles of the participants should be changed so that both of the participants in the pair gets equal chance to participate in learning process.

2.1.8.4 Individualization

Individualization is a technique that can be used to promote L2 students self-learning abilities. It is highly effective in the self-access centers and in the internet based tasks. It promotes the learner autonomy where the learners have freedom to learn about their desires. It is mainly used to address learner's needs and to place in them freely. So, individual learning is vital step in the development of learner autonomy. At last, input is made comprehensible through modifying internal structures and techniques.

2.1.8.5 Drills Technique

In communicative language teaching, drills are mostly important to use in classroom, it promotes the speaking skill. Mostly, drills are the repetitive and require no creativity at all on the part of students. However, there are ways in which we can make drills creative and more potentials for the learners. Various types of drills are ranging from more repetitive to more creative. For example, repetition drill may not be so much creative to make students dynamic in the classroom. Ur (2013) has classified them into many types which are as follow:

2.1.5.1 Mechanical Drills

When students repeat what listen without necessarily understanding what they are speaking this is known as mechanical drill. It is repetitive and more controlled in nature.

2.1.5.2 Manipulated Drills

When students are intended to change slightly the language they have heard, this is known as manipulated drill. It is also repetitive but more creative and slightly less controlled than mechanical drill.

2.1.5.3 Communicative Drills

When teacher manages some communicative or interactive activities to make drill more creative, it becomes less repetitive and more communicative. For example, in the chain drill students of a group or class may speak turn by turn to their friend about any topic initiated by the teacher. Obviously, here is also some part of repetition, but it is more communicative in nature than mechanical and manipulated drills. Similarly, question-answer drills, mass drills are the forms of communicative drills.

2.1.8.6 Speeches and prepared Talks

One popular kind of activity is prepared talk, where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared. And then, they are more writing like than this. However, if possible, students should speak from note rather than from the script. For students to benefit from doing oral presentations, we need to invest some time in the procedures and processes they are involved in. In the first place, we need to give them time to prepare their talks. Then, students, need a chance to rehearse their presentations. This

often can be done by getting those to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can then give constructive feedback on what the speaker has said.

2.1.8.7 Games in Speaking Skills

A number of games can be engaged in talking as accurately and fluently as possible. Hedge (2008 p.105) presents some categories of games which are as follow:

2.1.8.7.1 Information Games

One student has to talk to a partner in order to solve a puzzle, draw a picture, put things in order or find similarities and differences between pictures.

2.1.8.7.2 Fluency Based Games

These games require students to speak more. For example, in Twenty Questions, one of the students, as a leader, thinks of an object and gives some clues about it. Others in different groups may try to find out the name of that object by asking at most twenty yes/no questions to the leader. The leader may reply 'yes' or 'no' and according to his answer, the students may find out the name of the object.

2.1.8.7.3 Action Based Games

Speaking is often accompanied with actions such as mime, gestures, etc. Different games are based on such actions. In mime, a student describes a situation and his friends have to mime on the basis of the description. In interview, students play roles of interview and interviewee. They use actions gesture, postures, and so on along with their speech. At last, looking at his actions or caricature, other students have to guess his or her role. Thus, games

are very useful to provoke speaking skill and communicative competence. Students find out games enjoyable and these can be effective means of speaking practice in the ELT classroom.

2.2 Review of Empirical Literature

A number of researchers have been carried out with the various aspects of Input. Those researches have been reviewed here to facilitate my research work. They are as follow:

Mackey (1999) carried out a research on “Input, Interaction and Second Language Development”. The main objectives of his study was to find out the conversational interaction facilitates second language development. Here, the developmental outcomes were related to the nature of the conversational interaction and level of learner involvement. The procedure included the pre-test, treatment and post-test of thirty four adult ESL learner from private English language school of Sydney. It was concluded that interaction led to the development and more active involvement led to greater development.

Gradually, Rawal (2006) carried out research on “ Role of Input and Interaction in Learning the English Language” It was an experimental research to find out the role of Modified Input and Negotiated Interaction in learning the English Language. The research was mainly based on the research design used by Gass and Varonis (1994). The procedure included the pre-test, the treatment and the pot-test. The test items were developed to measure the student’s proficiency in the targeted language functions. The findings of the research showed that modified input and negotiated interaction yield better results than the unmodified input and recasts.

Similarly, Verspoor (2007) carried out a research on “Input and Second Language Development from a Dynamic Perspective,” The main purpose of this study was to find out the role of input in second language development.

The data were collected from two hundred twenty five students of different schools. The main findings displayed that the learners could comprehend with the help of clear articulations and pictures or visual aids, were as effective in language development.

Upreti (2010) carried out a research entitled “Input Modifications in Teaching English”. His prime purpose of the study was to identify the features of modified input used by the lower secondary English teachers and to find out their frequency of use. She attempted survey design to accomplish this study by adopting purposive non-random sampling. The data were collected from fifteen English teacher of lower secondary school using class observation. Here, main findings revealed that lower secondary teachers modified input in terms of pronunciation lexicon and grammar.

Likewise, Sivertzen (2013) conducted seminal research on “The Role of Input in Early Second Language Acquisition”. This study tried to investigate the long term effects of initial extra English input in early second language learners on receptive vocabulary. It was as experimental research. The data were collected from forty four monolingual children of two schools were tested using the Peabody pictures. The study showed that contrary to the development seen in 1st grade, the two group now develop at a similar and almost parallel rate in terms of receptive vocabulary.

In the similar way, Zhang (2014) has also done research on “The Role of Input. Interaction and Output in the Development of Oral Fluency”. The main objectives of his study was to find out the role of input, interaction and out in the development of oral fluency. Data were collected from fifteen young Chinese speaking English learners. The results showed that nonnative oral fluency could be obtained through efficient and effective input interaction and output in EFL learner.

The present study is different from the already existing researches. This study attempts to find out techniques used for providing input at secondary level and to find out techniques used for providing input preferred by English teacher at secondary level.

2.3 Implications of the Review for Study

By reviewing the theoretical and empirical literature, the researcher perceived significant ideas, information, and guidelines about Second language acquisition, input and speaking skill. General concept of input has become clear by consulting different books, thesis in the department and journals.

Moreover, researcher had consulted various journal, articles, report, thesis, etc. to make research work more clear. In literature review, the main focus is to examine and evaluate what has been done on very topic and build the relevance of this information to the current research work.

For this study, the researcher reviewed various works of previous researchers. Verspoor (2007) conducted research on “Input and Second language Development from a Dynamic perspective” and this study helped me to select methodology and to design the conceptual framework. Similarly, Sivertzen (2013) provided the ways of selecting tools in my study. Likewise, Zhang (2014) consisted the detail knowledge in theoretical literature. . In the same vein, Mackey (1999) helped in selecting sample and sampling procedure. Similarly, Rawal (2006) provided the detail input in constructing conceptual framework and theoretical review. Upreti (2010) helped in the survey design its procedure, etc.

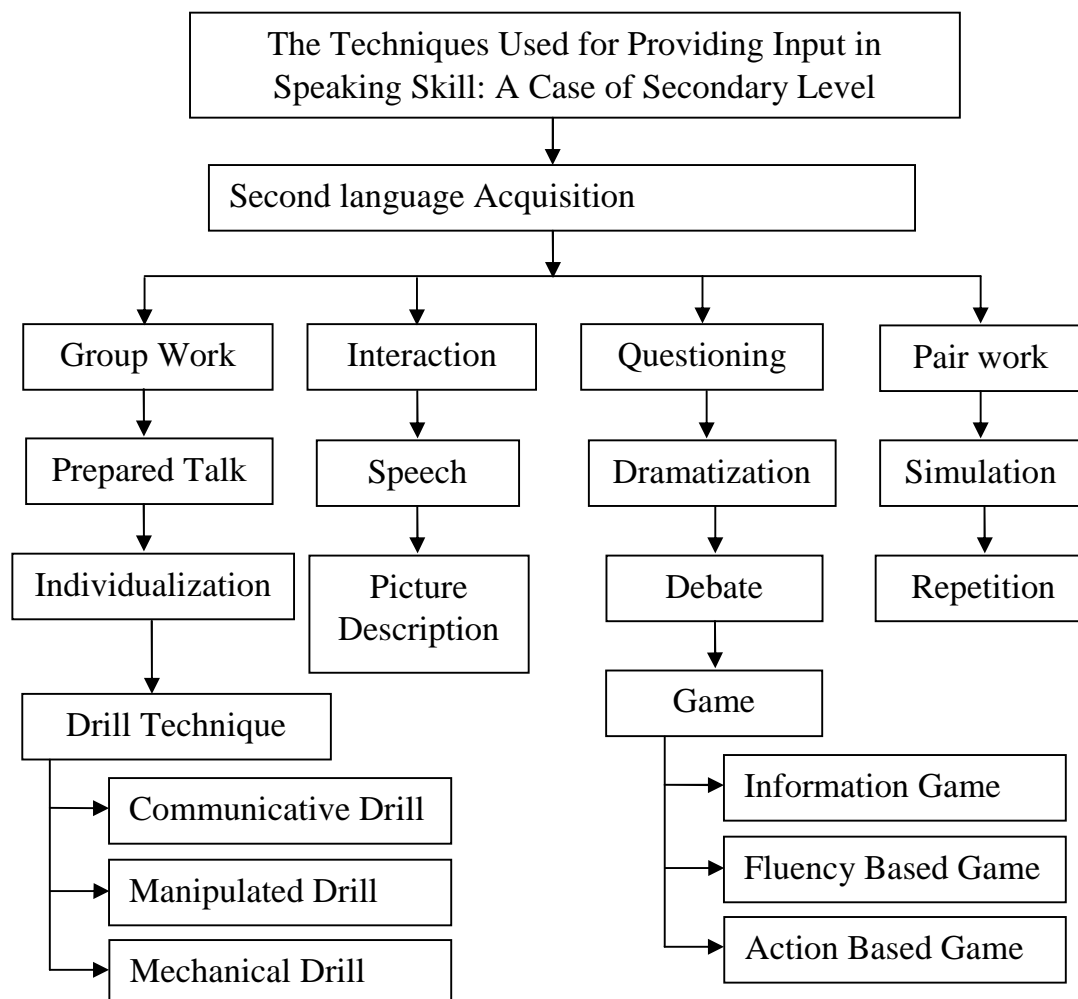
Apart from these, he also has consulted various books written by many scholars such as Ellis (1985), Michel and Miles (2004), Gas and Selinker (2008), Ur (2012), Hedge (2008), Richards and Rodgers (2002).

Therefore, this study is new in the field of education especially in the Department of Education. So, after reviewing all those seminal research works. I have updated myself with research process and methodological tools which are very beneficial to my research work.

All of the research work, articles, journals, books, unpublished thesis and online researches were reviewed. Nevertheless, researcher came to know that this research work was different from other research and he could not find out the research on Techniques used for providing input in speaking skill, a case of Secondary level English Teachers. So, he started his journey in a new study in the field of Second language Acquisition. Researcher hoped, this work was a new attempt in the exploration of above mentioned untouched area.

2.4 Conceptual Framework

The conceptual framework of the study were as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of this study, the following methodology was adopted to proceed this study ahead and to fulfill the objectives:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the survey research design to fulfill my study. Here, survey design is most popular design of research in social science including in the field of education. Primarily, it is carried out in the large number of population to find out an attitude, belief or behavior of particular group of people or an individual as well. According to Nunan (2010);

Survey is the most commonly used descriptive method in educational research, and very in scope from large scale governmental investigations through to small- scale studies carried out by single researcher. The purpose of survey research in generally to obtain a snapshot of condition, attitudes and or events at a single point in time.

There are eight different steps of survey research which are as follows:

- Step 1 : Defining objectives
- Step 2 : Identifying target population
- Step 3 : Literature review
- Step 4 : Determine sample
- Step 5 : Identify survey procedure
- Step 6 : Design survey procedure

Step 7 : Identify analytical procedure

Step 8: Determine reporting procedure

Survey research is one of the important research methods used in educational investigation. To sum up, the prime purpose of survey is generally to obtain a snapshot of conditions, attitudes and events at a single point of time. Finally, this research followed the survey research design because the topic itself is based on survey research and another reason for selecting survey research design is that this study tried to find out the data related to find out the techniques used for providing input in speaking skill.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the secondary level English teachers of Kathmandu district. It is not possible to conduct the research with the universe. So, the study population for this research was sampled into a small group. For this study, twenty five teachers were selected as a sample from different schools of Kathmandu district and ten classes of five teachers had been observed out of twenty five teachers.

Sample of the study was selected by using purposive non- random sampling procedure because it is difficult to visit remote area's school. So, the researcher adopted purposive non- random sampling for his convenience. The researcher had collected data through questionnaire (open ended and closed ended) and classroom observation of each other.

3.3 Research Tools and Techniques

Regarding the use of tools for the data collection, questionnaire (open ended and closed ended) were distributed to the teachers to collect quantitative data and qualitative data. Meanwhile, classroom observation was observed to elicit information. Obviously, these two were tools to collect primary data.

3.3.1 Questionnaire

Among the two tools used in the study questionnaire was used to gather the data from students. According to Kumar (2009) views that questionnaire is a written list of questions, the answers to which are recorded by respondents. It is used in order to seek the factual information of the objects.

3.3.2 Observation

Observation is one of the most frequently used tools in research. It is used very much both in the natural science and social science. Observation provides us first hand data for the study. Moreover, it is the activity of watching and listening. It is an important tool to know the informants behavior than perception.

3.4 Sources of the Data

As sources of data the researcher had used both primary and secondary sources. To fulfil the objectives of the study, the researcher had used following sources.

3.4.1 Primary Sources of the Data

As a primary source, the researcher had collected data from teachers of English who have been teaching English at secondary level in Kathmandu district by administrating questionnaire and classroom observation checklist.

3.4.2 Secondary Sources of the Data

Vaiious books like: Gass and Selikar (2008), Cook (2008), Krashan and Terrel (1983): Journals such as: Journal of NELTA, IAFOR, CCSE journal. The cognitive psychology journal had been used as the secondary sources of data in order to facilitate the study. Likewise, various articles, reports and websites were used to accomplish the study.

3.5 Data Collection Procedures

Every researcher has to follow the procedure to collect the data because without any plan and system it is tough to proceed ahead. To fulfill the objectives of the study researcher followed the stepwise procedure for data collection. To collect the required data, first of all, researcher visited the selected secondary schools of Kathmandu district. Then, he went to the schools' head teacher, English teachers and requested for the permission to visit the school for the study. Researcher informed the process, procedure and objectives of the study to the teacher of English. After that, he administered questionnaire. Similarly, he asked for permission with the selected teachers to observe their classes. Finally, he collected the data from them and thank the teachers and school community for their support.

3.6 Data Analysis and Interpretation Procedures

Every researcher has to follow the procedure to collect the data because without any plan and system it is tough to proceed ahead. To fulfill the objectives of the study researcher followed the stepwise procedure for data collection. To collect the required data, first of all, researcher visited the selected secondary schools of Kathmandu district. Then, he went to the schools' head teacher and English teachers and requested for the permission to visit the school for the study. Researcher informed the process, procedure and objectives of the study to the teacher of English. After that, he administered questionnaire. Similarly, he asked for permission with the selected teachers to observe their classes. Finally, he collected the data from them and thank the teachers and school community for their support.

The systematically collected data were analyzed, by using appropriate tools and methods. Especially percentile table was used for quantitative data and other qualitative data were analyzed descriptively. Analyzed data is presented

thematically and descriptively. Other tools like table was also used to analyze the collected data.

3.7 Ethical Considerations

Ethnical aspects play an important role while doing a research. So, while conducting a research, the researcher should be careful about ethnical issues. Ethnical considerations that had been taken into considerations in my research are:

- a) First and foremost, researcher had taken permission from the teachers.
- b) Researcher gave short information about his research to the teacher and students.
- c) For collecting the data, he built trust with the respondents.
- d) Then, he disclosed the purpose of his study.
- e) Researcher respected the respondents' answer.
- f) They were assured that all identifiable personal information would be strictly kept confidential and no names will be mentioned in the thesis as well as in any publication.
- g) Last but no means least, researcher gave proper credit to the authors and writers of different literature that will be employed in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter provides the analysis and interpretation of the data collected from the primary sources. The prime objectives of the study were to find out the techniques used for providing input in speaking skill by secondary level English teachers and to find out the preferred techniques of providing input in speaking skill by secondary level English teachers.

For this study, two sets of questionnaire consisting of closed-ended and open-ended were used to collect the data regarding to find out the preferred techniques of providing in input the speaking skill by secondary level English teachers and classroom observation check list was used to capture the data regarding techniques used for providing input in speaking skill by secondary level English teacher. In this chapter, the obtained data have been analyzed properly and the results have been integrated in a comprehensive ways.

4.1 Analysis of Data and Interpretation of the Results

In this chapter, the systematically collected data were analyzed and interpreted using appropriate tools to fulfil the aforementioned objectives. The techniques of providing input in speaking skills in secondary level are presented and analyzed here. Altogether 20 closed-ended and six open ended questions were asked to collect the data regarding preferred techniques of providing input in speaking skill and classroom observation checklist was also used to collect data regarding to find out the techniques used for providing input in speaking skill by secondary level English teacher. The responses of closed-ended questions, open-ended questions and observation checklist had been analyzed separately.

4.1.1 The Techniques used for Providing Input in Speaking Skill

The researcher had prepared a classroom observation checklist to find out the techniques used for providing input in speaking skill and the class of selected teachers were observed using prepared observation checklist. A checklist containing different items was prepared for the purpose of observing the techniques used for providing input in speaking skill.

The researcher prepared a classroom observation checklist and observed sample teachers' classes, under this study, twenty five secondary level English teachers were sample. He selected five teachers among twenty five teachers. And then, he observed two classes of each teacher. Altogether ten classes were observed in order to find out techniques used for providing input in speaking skill.

The researcher found that teachers were interested in learner centred technique. The data were collected through classroom observation checklist to find out the techniques for providing input in speaking skill can be analyzed and interpreted as below with their frequency and percentage.

4.1.1.1 Presentation in Providing Input

To collect the data regarding presentation, four items were prepared. The frequency and percentage of these items are presented as below:

Table 1
Responses of Teachers on Presentation in Providing Input

S.N.	Items/scale	Always		Frequently		Sometimes		Never		Total	
		P	F	P	F	P	F	P	F	P	F
1.	Self-presentation	10	1	30	3	60	6	-	-	10	100
2.	Student presentation	-	-	40	8	10	1	10	1	10	100
3.	Teacher presentation	30	3	40	4	30	3	10	0	10	100
4.	Guest presentation	-	-	-	-	-	-	-	-	10	100

The above table shows that 10 percent of the respondents always used self-presentation for providing input. Similarly, 30 percent of the respondents frequently used self-presentation in classroom. Likewise, it was found that 60 percent of the teachers sometimes asked to do self-presentation for providing input. In addition, 80 percent of the teacher always asked to students to do presentation. On the other hand, 10 percent of the respondents sometimes asked students to present the lesson. Furthermore, 30 percent of the teacher always did presentation themselves, 40 percent of the respondents frequently presented the lesson for providing input. Then, 30 percent of the teachers sometimes practiced presentation themselves for providing input. Moreover, none of the respondents called guest for providing input in speaking skill.

4.1.1.2 Analysis Based on Discussion for Providing Input

This item was prepared to find out the techniques used for providing input in speaking skill. Researcher found that teachers used different form of discussion while providing input. The following table shows the results regarding discussion technique;

Table 2

Responses of Teachers Based on Discussion for Providing Input

S.N.	Items/scale	Always		Frequently		Sometimes		Never	
		P	F	P	F	P	F	P	F
1.	Group discussion			70	7	30	3		
2.	Panel discussion					40	4	60	6
3.	Repetition	10	1	80	8				
4.	Pair work			70	7	30	3		

The above table shows that 70 percent of the respondents frequently followed group discussion for providing input and 30 percent of the teachers sometimes followed group discussion for providing input in speaking skill. In this way, 70

percent of the teachers sometimes conducted panel discussion and 60 percent teachers never conducted panel discussion for providing input. In addition, 20 percent of the teachers always used repetition and 80 percent of the respondents frequently used repetition for providing input in speaking skill. Likewise, 70 percent of the respondents frequently did pair work to develop speaking skill whereas 30 percent of the respondents sometimes did pair work for providing input in speaking skill. Among various discussion, teacher frequently used group discussion, repetition and pair work for providing input in speaking skill.

4.1.1.3 Games Used for Providing Input

This item was designed to find out the use of games for providing input in speaking. Three items were prepared which are language games to develop speaking skill. The data collected through checklist are presented in the following table.

Table 3
Responses of Teachers Games Used for Providing Input

S.N.	Items/scale	Always		Frequently		Sometimes		Never	
		P	F	P	F	P	F	P	F
1.	Information games					40	4	60	6
2.	Fluency games			20	2	80	8		
3.	Action games			30	3			70	7

The table shows that 40 percent of the teachers sometimes used information games to provide input and 60 percent of the teachers never used information games for providing input in speaking skill. Similarly, 20 percent of the teachers frequently used fluency based games and 80 percent of the teachers sometimes used fluency games in order to develop speaking skill. Moreover, 30 percent of the teachers frequently used action based game whereas 70 percent of the teachers never used action based games for providing input in

speaking skill. Thus, the form of the above analysis, it can be said that teachers mostly used fluency based games in classroom for providing input in speaking skill.

4.1.1.4 Drill Technique for Providing Input

In order to find out techniques used for providing input in speaking, researcher prepared four items regarding drill technique. So, the detail data collection through observation checklist are presented in the following table.

Table 4
Responses of Teachers on Drill Technique for Providing Input

S.N.	Items/scale	Always		Frequently		Sometimes		Never	
		P	F	P	F	P	F	P	F
1.	Mechanical drill	20	2	50	5	30	3		
2.	Communicative drill	40	4	6	60				
3.	Oral drill	50	5	40	4	10	1		
4.	Recitation			80	8	20	2		

The above table shows that 20 percent of the teachers always used mechanical drill for providing input and 50 percent of the teachers frequently used mechanical drill for providing input whereas 30 percent of the teachers sometimes used mechanical drill for providing input in speaking skill.

Similarly, 30 percent of the teachers always used mechanical drill and 60 percent of the teachers frequently used mechanical drill to enhance speaking skill. Only, 10 percent of the teacher sometimes used mechanical to develop speaking skill. In addition, 50 percent of the teachers always used oral drill to develop speaking skill whereas 40 percent of the teachers frequently used drill technique for providing input, only 10 percent of the participants sometimes used oral technique to enhance speaking skill. Likewise, 80 percent of the teachers frequently used recitation for developing speaking skill. Whereas 20

percent of the respondents sometimes used recitation for providing input in speaking skill. In conclusion, it was found that most of the teachers use mechanical and communicative drill for providing input in speaking skill.

4.1.1.5 Students Participation in Speaking Skill

Student's participation is mandatory in speaking skill. So, this item was designed to find out the students participation in speaking skill. On the basis of classroom observation different participation was found which can be presented in the following table.

Table 5
Responses of Teachers on Participation in Speaking Skill

S.N.	Items/scale	Always		Frequently		Sometimes		Never	
		P	F	P	F	P	F	P	F
1.	Mandatory participation	90	9	10	1				
2.	Learner	100	10						
3.	Teacher & learner	100	10						
4.	Speech					70	7	30	3
5.	Dialogue	40	4	60	6				
6.	Simulation			70	7	30	3		
7.	Role play	40	4	60	6				
8.	Interview			40	4	60	6		
9.	Making phone call	30	3	50	5	20	2		
10.	Individualization	20	2	40	4	40	4		
11.	Poem			30	3	60	6	10	1
12.	Dramatization	20	2					80	8
13.	Prepared talk			30	3			70	7

The above table shows that 90 percent of the teachers always practiced mandatory participation and 10 percent of the teachers frequently practiced

mandatory participation for providing input in speaking skill. In addition, all of the teachers always did learner participation in speaking skill. Thus, researcher came know that most of the teachers followed learner centred technique for providing input in speaking skill.

Similarly, 70 percent of the teachers sometimes used speech in order to develop speaking skill, whereas 30 percent of the respondent never used speech for providing input in speaking skill. Likewise, 40 percent of the teachers always created the environment for the dialogue to enhance speaking skill, and 60 percent of the teachers frequently conducted dialogue in the classroom. In addition, 70 percent of the teachers frequently used simulation whereas 30 percent of teachers sometimes used simulation to develop speaking skill. Likewise, 40 percent of the teachers always made their students do role play in classroom for providing input whilst 60 percent of the teachers sometimes used role play technique for providing input. Furthermore, 40 percent of the teacher frequently created the environment for interview whereas 60 percent of the teachers sometimes used interview for providing input in speaking skill. In the same way, 30 percent of the teachers always gave plenty of opportunity to use phone call. Whilst 50 percent of the teachers frequently used phone call in classroom for providing input. Only, 20 percent of the teachers sometimes followed the practice of making phone call to develop speaking skill. In addition, 20 percent of the teachers always followed individualization technique for providing input. In this way, 40 percent of the teachers frequently used individualization technique for providing input and only 40 percent of the teachers sometimes used individualization to develop speaking skill.

In addition, 30 percent of the teachers frequently gave chance to recite poem to develop speaking skill. Likewise, 60 percent of the teachers sometimes motivated students to recite poem in order to develop speaking skill and only 10 percent of the teachers encouraged to recite poem for providing input in speaking skill. Similarly, 20 percent of the teachers always used dramatization

to develop speaking skill whereas 80 percent of the teachers followed dramatization to develop speaking skill. Similarly, 30 percent of the teachers followed dramatization to develop speaking skill. Similarly, 30 percent of the teachers frequently conducted prepared talk for providing input whereas 70 percent of the teachers never used prepared talk for providing input in speaking skill.

4.1.2 Preferred Techniques for Providing Input in Speaking Skill in Secondary Level

To find out the techniques for providing input in speaking skill in secondary level, researcher had collected the responses of 25 teachers who were from Kathmandu district that was the sample of my study. He had prepared twenty close ended questions and six open ended questions to collect data. He had analyzed the responses by using both statistical and descriptive tools.

4.1.2.1 Involvement of Students in Pair Work to Provide input in Speaking Skill

This item was designed to find out preferred, techniques of providing input in speaking skill.

Table 6
Responses of Teachers on Involvement of Students in Pair Work

Responses	No. of Respondents	Percentage
Always	10	40.00
Usually	6	24.00
Sometimes	9	36.00
Never	0	0.00

The above table shows that 40 percent of the teachers opined that students should be involved involve in pair work for providing input in speaking skill.

Similarly, 36 percent of the teachers viewed that sometimes pair work should be done in providing input in speaking skill. Only 24 percent of the teachers opined that students ought to be involved in pair work to receive input in speaking skill. That means most of the teachers opined that students should involve in pair work to provide input in speaking skill in secondary level.

4.1.2.2 Engagement of Students in Interaction

Some teachers' responded that interaction is easy and purposeful in speaking skill whereas some other teachers responded that it is difficult to follow in large class. The researcher presented the teachers' view on the degree of their preference and use in classroom.

Table 7
Responses of Teachers on Engagement of Students in Interaction

Responses	No. of Respondents	Percentage
Always	11	44.00
Usually	11	44.00
Sometimes	3	12.00
Never	0	0.00

Table 7 shows that 44 percent of the teachers opined that interaction should be always used to provide input in speaking skill. Similarly, 44 percent of the teachers viewed that interaction should usually use in providing input in speaking skill. Whereas, 12 percent respondents opined that interaction was sometimes used to provide input in speaking skill. From this all, researcher came to the conclusion that interaction should be used in providing input in speaking skill.

4.1.2.3 Preference of Drill Technique for Providing Input in Speaking Skill

The respondents were provided the question about the degree of preference in drill technique which is given below.

Table 8
Responses of Teachers on Preference of Drill Technique for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Always	5	20.00
Usually	14	56.00
Sometimes	6	24.00
Never	0	0.00

Table 8 shows that 56 percent of the teachers preferred to use drill techniques usually whereas 20 percent teachers always prefer to use drill technique in speaking skill. Similarly, 24 percent of the teachers sometimes preferred to use in providing input in speaking skill.

4.1.2.4 Encouragement of Students for Presentation

Students ought to be encouraged to do the class activity effectively. This question was prepared to find out in how much degree the teachers encourage the students for presentation. The following table displays the responses of all teachers.

Table 9
Responses of Teachers on Encouragement of Students for Presentation

Responses	No. of Respondents	Percentage
Always	12	48.00
Usually	10	40.00
Sometimes	20	8.00
Never	1	4.00

Table 9 contains that 48 percent of the teachers always encouraged the students to do presentation whereas 40 percent of the teachers usually encouraged the students to do presentation. Only 8 percent of the teachers sometimes encouraged students to do presentation whereas 4 percent of the teachers never encouraged students to do presentation. It means that most of the teachers encouraged students to do presentation.

4.1.2.5 Asking Questions while providing input in Speaking Skill

This question was designed to find out the degree of asking questions while providing input in speaking skill. The responses given by teachers are as follows:

Table 10
Responses of Teachers on Asking Questions while Providing into in Speaking Skill

Responses	No. of Respondents	Percentage
Always	11	44.00
Usually	10	40.00
Sometimes	4	16.00
Never	0	0.00

Table 10 shows that 44 percent of the teachers opined that they always asked questions while providing input in speaking skill whereas 40 percent of the teachers viewed that they usually asked questions for providing input. Similarly, Only 16 percent of the teachers viewed that they sometimes asked questions while providing input in speaking skill. It means that asking question is mostly used in providing input in speaking skill in secondary school.

4.1.2.6 Collaborative Work for Providing Input in Speaking Skill

This question was designed to find out the use of collaborative work for providing input. The responses given by teachers are as follow.

Table 11
Responses of Teachers on Collaborative Work for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Always	6	24.00
Usually	14	56.00
Sometimes	5	20.00
Never	0	0.00

Table 11 contains that 24 percent of the teachers viewed that they always engaged students in collaborative work whereas 56 percent of the respondents opined that they usually engaged students in collaborative work for providing input. Similarly, 20 percent of the respondents sometimes engaged students in collaborative work. It means that most of the teachers engaged students in collaborative work for providing input in speaking skill.

4.1.2.7 Group Work for providing input in Speaking Skill

This item was designed to find out the preference of group work for providing input in speaking skill. The responses given by the teachers are shown in the following table.

Table 12
Responses of Teachers on Group Work for providing input in Speaking Skill

Responses	No. of Respondents	Percentage
Always	8	32.00
Usually	8	32.00
Sometimes	9	36.00
Never	0	0.00

This table 12 shows that 32 percent of the teachers opined that they always conducted group work and 32 percent of the teachers viewed that they usually used group work to provide input in speaking skill. In this way, 36 percent of the respondents viewed that they sometimes used group work. It means that teachers preferred to use group work for providing input in speaking skill.

4.1.2.8 Use of Lecture Technique for Providing Input

The lecture technique is commonly used in order to provide input in speaking skill. The responses given by the teachers are shown in the following tables.

Table 13
Responses of Teachers on Use of Lecture Technique for Providing Input

Responses	No. of Respondents	Percentage
Yes	18	72.00
No	4	16.00
I don't use	2	8.00
Undecided	1	4.00

The above table shows that 72 percent of the respondents opined that they used lecture technique for providing input. Similarly, 16 percent of the respondents showed that they did not prefer to use lecture technique whereas 8 percent of

the respondents viewed that they didn't use this technique providing input whereas 4 percent of the respondents had not decided about the use of this technique for providing input. From the above data, it can be said that most of the teachers preferred to use lecture technique for providing input in speaking skill.

4.1.2.9 Use of Pictures for Providing Input in Speaking Skill

This item was designed to find out degree of picture's use for providing input in speaking skill. The responses given by the respondents as follows:

Table 14
Responses of Teachers on Use of Pictures for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Always	10	40.00
Usually	8	32.00
Sometimes	5	20.00
Never	2	4.00

The above table shows that 40 percent of the teachers opined that they always prepared to use pictures for providing input whereas 32 percent of the teachers viewed that they usually preferred the use of pictures for providing input in speaking skill. Similarly, 20 percent of the respondents stated that use of pictures is sometimes preferred in providing input. Only 4 percent of the respondents stated that pictures are never used in providing input in speaking skill. Hence, the researcher said that most of the teachers preferred pictures for providing input in speaking skill.

4.1.2.10 Picture Descriptive to Provide Input in Speaking Skill

Mostly English teachers prefer the picture description technique for providing input in speaking skill. The following table shows the preference of picture description in speaking skill.

Table 15
Responses of Teachers on Picture Descriptive to Provide Input in Speaking Skill

Responses	No. of Respondents	Percentage
Yes	24	96.00
No	0	0.00
I don't use	0	0.00
Undecided	1	4.00

The table 15 shows that 96 percent of the teachers preferred picture description technique for providing input in speaking skill whereas 4 percent of the teachers viewed that they did not like to focus on picture description. Similarly, most of the respondents had decided the picture description technique for providing input in speaking skill. It means that most of the teachers preferred picture description technique for providing input in speaking skill.

4.1.2.11 Debate Program for Providing Input in Speaking Skill

This question was prepared to find out the use of debate program for providing input in speaking skill. Different teachers viewed differently regarding the debate program. The following table shows the result.

Table 16
Responses of Teachers Debate Program for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Yes	18	72.00
No	6	24.00
I don't use	0	0.00
Undecided	1	4.00

The table 16 shows that 72 percent of the respondents viewed that they used debate program for providing input whereas 24 percent of the respondents opined that they did not use debate for providing input. Similarly, 4 percent of the respondents viewed that he/she did not use debate for providing input in speaking skill. It means that majority of the teachers were preferred to use debate program for providing input in speaking skill.

4.1.2.12 Involvement of Students in Role Play

This question was designed to find out the involvement of students in role play. The following table shows the responses of the teachers regarding the involvement of students in role play in providing input.

Table 17
Responses of Teachers on Involvement of Students in Role Play

Responses	No. of Respondents	Percentage
Yes	19	76.00
No	3	12.00
I don't use	0	0.00
Undecided	3	12.00

The above table shows that 76 percent of the respondents opined that they practiced role play for providing input in speaking skill whereas 12 percent respondents viewed that they did not practice role play for providing input. It means that most of the teachers used and preferred role play technique for providing input.

4.1.2.13 Preferred techniques of Providing Input in Speaking Skill

This item was prepared to find out preferred techniques for providing input in speaking skill. The following table shows the responses for providing input.

Table 18
Responses of Teachers on preferred techniques of Providing Input in Speaking Skill

S.N.	Responses	Respondents	Percentage
1.	Role play	19	76.00
2.	Dramatization	7	28.00
3.	Simulation	3	12.00
4.	Dialogue	78	72.00
5.	Lecture technique	5	20.00
6.	Make of phone call	10	40.00
7.	Interview	2	8.00

The above table shows that 76 percent of the respondents viewed that they preferred role play for providing input and 28 percent of the respondents opined that they used dramatization for providing input. In addition, 12 percent of the respondents opined that they preferred simulation for providing input in speaking skill. Similarly, 72 percent of the respondents opined that they preferred dialogue to enhance speaking skill. And then, 20 percent of the respondents viewed that they preferred lecture technique whereas 40 percent of the respondents viewed that they preferred making a phone call for providing

input in speaking skill. Likewise, 8 percent of the teachers opined that they preferred to use interview for providing input in speaking skill. It means that majority of the teachers preferred role play, dialogue, making phone call and lecture technique for providing input in speaking skill.

4.1.2.14 Telling Stories in Classroom

Students become enthusiastic when they get an ample chance to tell story. So, this item was designed to find out use of telling stories for providing input in speaking skill. The following table shows the responses for providing input.

Table 19
Responses of Teachers on Telling Stories in Classroom

Responses	No. of Respondents	Percentage
Yes	24	96.00
No	1	4.00
I don't use	0	0.00
Undecided	0	0.00

The above table shows that 96 percent of the respondents viewed that they preferred telling stories for providing input in speaking skill whereas 4 percent of the respondents opined that they did not prefer to use story telling technique for providing input in speaking skill. This means that most of the teachers preferred the story telling technique for providing input in speaking skill.

4.1.2.15 Language Games for Providing Input in Speaking Skill

Language plays vital role in English language teaching. So, this item was prepared to find out the use of language games for providing input in speaking skill. The given table shows the responses of language games.

Table 20
Responses of Teachers on Language Games for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Yes	25	100.00
No	0	0.00
Undecided	0	0.00
I don't use	0	0.00

The above table shows that all of the teachers opined that they preferred to use language games for providing input in speaking. No one of the respondents left this technique. It means that all teachers preferred to use language game for providing input.

4.1.2.16 Speech Program to Develop Speaking Skill

This item was prepared to find out the use of speech program for providing input in speaking skill. The following table shows the responses of speech program for providing input.

Table 21
Responses of Teachers on Speech Program to Develop Speaking Skill

Responses	No. of Respondents	Percentage
Yes	23	92.00
No	3	12.00
Undecided	0	0.00
I don't use	0	0.00

According to this table, 92 percent of the teachers preferred speech technique to develop speaking skill, only 12 percent of the respondents did not prefer to

use speech in order to develop speaking skill. It means that most of the teachers preferred to use speech technique for providing input in speaking.

4.1.2.17 Use of Poem in Class for Providing Input

Poem develops the creativity and makes literary person. So, this item was designed to find out use of poem in class for providing input. The following table shows fort the responses of use of poem for providing input in speaking skill.

Table 22

Responses of Teachers on Use of Poem in Class for Providing Input

Responses	No. of Respondents	Percentage
Yes	22	88.00
No	4	12.00
Undecided	0	0.00
Never	0	0.00

The above table shows that 88 percent of the respondents opined that they preferred to use poem recitation in classroom whereas 12 percent of the respondents opined that they did not prefer poem technique for providing input. This shows that majority of the teacher preferred reciting poem in the class for providing input.

4.1.2.18 Involvement of Students in Prepared Talk in Speaking Skill

This question was designed to find out use of prepare talk in speaking. The following table shows the responses of prepare talk in speaking skill.

Table 23

Responses of Teachers on Speech Program to Develop Speaking Skill

Responses	No. of Respondents	Percentage
Yes	18	80.00
No	6	24.00
Undecided	1	4.00
I don't use	0	0.00

The above table shows that 80 percent of the respondents preferred to use prepared talk for providing input in speaking skill. On the other hand, 24 percent of the respondents did not prefer to use prepared talk for providing input in speaking skill. Similarly, 4 percent of the respondent had not decided to use this prepare talk technique for providing input in speaking skill. To sum up, most of the teacher prefers to use prepared talk.

4.1.2.19 Use of Phone Call Activity for Providing Input in Speaking Skill

This question was designed to find out the use of phone call activity for providing input in speaking. The responses of phone call activity are given below.

Table 24

Responses of Teachers on Use of Phone Call Activity for Providing Input in Speaking Skill

Responses	No. of Respondents	Percentage
Always	7	28.00
Sometimes	11	44.00
Rarely	4	16.00
Never	3	12.00

The above table shows that 28 percent of the respondents preferred to use phone call activity in providing input. Similarly, 44 percent of the respondents sometimes used phone call in speaking skill. And then, 16 percent of the respondents rarely used phone call for providing input in speaking skill. Only, 12 percent of the respondents opined that they never used phone call making technique for providing input in speaking skill. It means that few teachers used phone call techniques for providing input in speaking skill.

4.1.2.20 Calling Guest to the Classroom for Providing Input

This item was prepared to find out the preference of calling guest for providing input in speaking skill.

Table 25
Responses of Teachers on Calling Guest to the Classroom for Providing Input

Responses	No. of Respondents	Percentage
Always	6	24.00
Sometimes	9	36.00
Rarely	4	16.00
Never	6	24.00

The above table shows, 24 percent of the teachers opined that they always preferred to call guest to the classroom for providing input. Similarly, 36 percent of the teachers viewed that they sometimes preferred to call guest in order to develop speaking skill. Likewise, 16 percent of the respondents viewed that they rarely call guest for developing speaking skill whereas 24 percent of the respondents opined that they never called guest for providing input in speaking skill. It means that a few teachers preferred to call guest for providing input in speaking skill.

4.1.2.21 Analysis Based on the Technique for Providing Input

The respondents were provided an ample opportunity to put views on about the preferred technique for providing input in speaking skill among them one of the respondents preferred giving task based activities because it is work plan, involves real world process of language use, and it is a cognitive process which can involve four language skills and it has a clearly defined communicative outcome. Similarly, some other respondents preferred making phone calls because students show keen interest and they engage in speaking. On the other hand, they learned new and advance things through mobile phone, their fluency may be good. Similarly, some respondents liked dialogue/conversation and storytelling technique of providing input in speaking skill because these techniques were very creative work and students also got enjoy in class and they easily motived. Some other respondents opined that interview was the most effective technique in speaking skill because it is related with learning by doing so students get chance to interact with each other. Similarly, some respondents preferred role play technique because students can share, exchange their own ideas with their friend through different roles. Some other respondents preferred pair work because they could get new exposure for speaking skill.

From the above mentioned responses, what researcher can pinpoint is that the task based techniques were the best for providing input in speaking. These all techniques made students to be confident, motivated, fluent speaker and good orator in speaking skill.

4.1.2.22 Analysis Based on Picture Description for Providing Input in Speaking Skill

There were diverse responses regarding the use of picture description for providing input in speaking skill. Most of the respondents responded that the

picture was powerful technique which fostered the explaining habit of students and they became creative. Along with these bases, some other use of picture description can be pointed from the view given by the respondents as follows:

-) It motivated the students.
-) It grasped the attention, interest and intention of students towards lesson.
-) Students could learn easily from the picture than giving lecture on it.
-) Pictures speak itself.
-) Students can speak freely.
-) Students raised multiple questions and it increases reasoning power.
-) To make some shy students spoke in classroom.
-) It promoted vocabulary power.
-) It is a problem solving task as a communicative technique.
-) Students can share information or work together to arrive at a solution.
-) It is also practice in negotiating meaning.
-) To encourage students to speak freely.
-) It built up the thinking and using the previous knowledge properly according to the picture.
-) It provoked the ability to speak and describe the picture.

From the aforementioned responses, researcher could come to the conclusion that picture description could foster the creativity and motivates the students. It helped to be creative and promotes speaking power and fluency.

4.1.2.23 Role of Interaction in Developing Speaking Skill

Regarding the role of interaction in developing speaking skill, the respondents opined that it is the key technique to develop speaking skill. Most of the participants responded that interaction elicited the views and express feeling with each other. Some other responses on role of interaction in developing speaking skill given below;

-) To enable a candidate to be able to interact with fellow members.
-) To express one's purpose and recognize other.
-) Elicit opinions and information, persuades other, repair breakdowns in interaction also elicits clarification.
-) To develop confidence and proximity.
-) To promote fluency and able to talk in public places and remove hesitation.
-) To get multiple views and ideas from other speakers.
-) To develop the speaking skill.
-) To make close relationship between teacher and learner which helps to make easier in learning process.
-) To develop communicative competence in students.
-) Helped to remove hesitation and they can speak nicely.
-) It is the spontaneous act, occurs while speaking, so it can foster the students critical thinking.
-) It helps to be accurate and precise in language.

To sum up, it is clarified that the interaction fostered creativity, critical thinking, motivation and confidence. It fostered communicative competence and makes solidarity with teacher and other class follow. So language becomes precise and clear.

4.1.2.24 Analysis of Group Discussion Technique for Providing Input

Group discussion is the helpful technique to provide input in speaking skill. This item was designed to find out the perception of teachers towards group discussion. All respondents opined that group discussion is useful technique for providing input. The responses given by the teachers are presented as below:

-) The silent student can also be encouraged to talk with their friends in group.

-) Group discussion fostered creativity so, they built up mentality to speak by discussing on group.
-) It developed holistic practice and language practice.
-) It built up student's communicative competence.
-) Students can discuss and can show their own thoughts.
-) It helped to develop their speaking skill and reporting skill.
-) It gave new and innovative ideas to develop speaking skill.
-) It consisted the solution of the language problem.
-) Students negotiate meaning.
-) Students can develop leadership skills.
-) Students can collect different ideas by collecting in the same place.

To sum up, researcher can conclude that students could develop communicative competence and they could generate new and innovative ideas. Similarly, it was useful to develop leadership skills and students negotiate meaning for providing input in speaking skill.

4.1.2.25 Analysis Based on Encouraging Students for Self Presentation

This item was prepared to find out the way of encouraging students for self-presentation in order to develop speaking skills. The responses given by the respondents are as follow:

-) By facilitating them and giving chance to present in front of class.
-) Making them confidence and motivating to present the lesson.
-) By giving them project work and assigning them reading homework.
-) Conducting different programs with hand over prize just like debate program.
-) Giving different topics to speak in front of individual to individual.
-) By giving feedback and showing the importance of the specific topic for self-presentation.

-) By being inclusive, making flexible group, giving a pre-task, followed by a task cycle, doing activities in which language is used for carrying out meaningful task.
-) Determining the specific and real world needs of the learners, providing model, etc.
-) Explaining them about the importance of English language, performance and learning by doing principle.
-) By promising reward the best presentation in class.
-) By creating competitive environment along with guides of speaking.

In a conclusion, it can be said that students could be encouraged by providing plenty of opportunity to describe in front of class and to motivate them about the career and importance of English language. Similarly, the main points is confidence and fluency for self-presentation.

4.1.2.26 Analysis Based on Easy Technique for providing input in Speaking Skill

This item was designed to find out the preferred easy technique for providing input in speaking skill. The responses given by the respondents are as follow:

-) Some teachers viewed that interaction was easy because students learn from argument and debate. It does not take much more time.
-) Some teacher viewed that group work was easy because students are busy in their work but teacher only facilities them.
-) Some respondents opined that pair work was easier for providing input in speaking skill and they can also select their own pair and make a dialogue or conversation at their wish. They also enjoyed the class very much.
-) Some respondents opined that repetition was easier because the learners could get feedback from teacher and other students in the class which

enable them to test hypothesis and refine their developing knowledge of the language system.

-) Some respondents viewed that they preferred and felt easy to use dialogue technique because they engaged in current activities.

These responses indicated that most the teachers felt easy to use learner centred technique for providing input in speaking skill because students are engaged in activity. They got new and innovative ideas and knowledge from the learner centred technique.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher had presented the whole finding of the study, conclusions on the basis of findings and provided some recommendations based on the data analysis and interpretation along with chapter four. The following findings, conclusions and recommendations of the study had been derived based on the analyzed data. The researcher had presented the findings, conclusions and recommendation in the separate headings so that it would be comprehensible for the concerned readers.

5.1 Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

5.1.1 Findings Related to the Techniques used for providing input in Speaking Skill

1. From the classroom observation, it was found that most of the teacher's around 60% asked to do self-presentation. Nearly (80%) teachers asked the students to present themselves. And 40% of the teachers frequently presented the lesson for providing input in speaking skill.
2. Most of the teacher's, i.e.70% frequently followed group discussion to develop speaking skill. It was found that 60 percent of the teachers never conducted panel discussion. Majority of teachers,' i.e. 80% frequently used repetition for providing input in speaking skill and it was found that 70 percent of the teacher frequently used pair work for providing input.

3. It was found that majority of the teachers, i.e. 60% never used information games. Whilst nearly 80 percent of the teachers used fluency games and 70 percent of the teachers never used action games.
4. From the classroom observation, it was found that about 50% of the teachers frequently used mechanical drill whereas nearly 60 percent of the teachers frequently used communicative drill. Likewise, it was found that nearly 50% always used oral drills for providing input and approximately 80 percent of the teachers frequently used recitation for providing input in speaking skill.
5. It was found that all the teachers always participated learners in speaking skill.

5.1.2 Findings Related to the Preferred Techniques for providing input in Speaking Skill

1. It was found that about 40% of the teachers opined that students should be involved in pair work.
2. Almost 44% of the teachers viewed that interaction should always be used for providing input in speaking skill.
3. It was found that nearly 56 % of the teachers preferred drill technique.
4. Most of the teacher's, i.e.48% always preferred to use presentation.
5. Majority of the teacher's, i.e. 44% preferred to use asking questions.
6. It was found that nearly 56 % of the teachers preferred collaborative work.
7. Majority of the teachers about 36% opined that they sometimes used group work.
8. It was found that about 72 % of the teacher used lecture technique.
9. It was found that approximately 40% of the teachers opined that they always preferred to use pictures.

10. The majority of the teachers nearly 96% preferred picture description technique.
8. It was found that about 72 % of the teacher used lecture technique.
9. It was found that approximately 40% of the teachers opined that they always preferred to use pictures.
13. The majority of the teachers preferred role play.
14. It was found that almost 96 % of the teachers preferred to present stories from students in the classroom.
15. All the teachers preferred language games.
16. Most of the teachers around 92% preferred speech program.
17. Majority of the teachers nearly 88% preferred the use of poem.
18. It was found that almost 80 % of the teachers preferred prepared talk.
19. It was found that nearly 44% of the teachers sometimes used phone call.
20. It was found that nearly 36 % of the teachers sometimes preferred to call guest.
21. Most of the teachers viewed that task based techniques were the best for providing input in speaking skill.
22. It was found that picture description could foster the creativity of students and promotes speaking power and fluency.
23. It was found that the interaction fostered creativity, critical thinking, motivation, motivation and confidence to provide input.
24. Most of teachers viewed that group discussion developed communicative competence for providing input in speaking skill.
25. Majority of the teachers opined that learner centred techniques were easy for providing input in speaking skill.

5.2 Conclusion

This study was carried out to find out the techniques used for providing input in speaking skill and to find out preferred techniques used for providing input in speaking skill. Speaking skill has played vital role to the English language

learners. It fostered the internal competence by providing input from the teachers in the ELT classroom. Speaking skill is a productive skill, so, various sorts of techniques are incorporated. Some are teacher centred and some techniques are learner centred. That's why, it is obvious that learner centred techniques gives positive result to enhance good fluency and exposure regarding speaking skill. It is hoped that communicative activities and task based activities help to enhance learning and good command over subject matter. These all terminologies make the students be active, creative, motivated and critical. Hence, the students are risk taker and responsible to grab the plethora opportunity in speaking skill. The teacher gives only hints and stay as a prompter to guide them to be reflective in the case of English language learning. This study seems to reflect the teaching styles of speaking skill in secondary level. Teachers used the new and innovative techniques to develop speaking skill. Some teachers used the interaction to make learner creative and fluent speaker. Here, secondary level English teacher believed that pair work, group work and learner participation should be prioritized in the language skill to be critical thinker and rational. Finally, it can be concluded that learner centred technique and innovative ideas are to be emphasized in English language teaching.

5.3 Recommendations

Grounded on the major findings of the study, the following recommendations can be made:

The findings of the study showed that the learner centred techniques enhance the speaking skill in English language classroom. However, the various sorts of techniques are used for providing input the learner centred technique is implemented in ELT classroom. To some extent, teacher use only teacher centred technique in which students become passive. This indicates that teachers are active, they are only learning themselves. My prime point is that

the learner should be active and enthusiastic in academic activity rather than teachers. In the same vain, learner ought to be focused to develop speaking skill. So, being based on this study, "The technique used for providing input in speaking skill: A case of secondary level" the following recommendations are suggested for the different levels.

5.3.1 Policy Related

For the improvement of the quality of education in different level of English language. Government should be aware of the practices, needs and importance of speaking skill in secondary level. So, this study encompasses all the following things which are quite beneficial for the policy makers:

1. Educators and curriculum developer should take extra measures to achieve maximum pedagogical benefits in ELT classroom by the appropriate incorporation of different learner centred techniques for speaking skill.
2. Curriculum designers and textbook writers should determine the proper techniques for teaching speaking skill.
3. Teacher trainer should encourage the English teachers to employ learner centred technique in course of teaching and learning.
4. The textbook writers should make the provisions of using learner centred techniques in text books. If they do so the teachers will be encouraged to employees and implement learner centred techniques in their classroom.
5. The government should provide more teaching materials that are helpful in developing speaking skill.

5.3.2 Practice Related

This research is equally advantageous for those who are at the practice level. Therefore, researcher can confidently assert that this research is very much

significant for English teacher who are teaching in secondary level. The study has following implications at practice level:

1. Teachers should employ learner centred techniques in order to enhance the speaking skill of the students.
2. Teachers should adopt participatory approach of language teaching.
3. Teacher should create an adequate environment where students can generate and express their ideas.
4. Teachers should be aware of different speaking related materials.
5. Required facilities and favorable classroom situation should be managed from the school administration.

5.3.3 Further Research

Here, some of the related areas are recommended for further research.

-) Effectiveness of input in developing speaking skill.
-) Role of role play in developing speaking skill.
-) Teacher's perception of on panel discussion in developing speaking skill.
-) Techniques used for providing input in speaking skill. A case of university teachers.

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APPENDIX-I

Survey study on the Techniques of Providing Input in Speaking Skills: A

Case of Secondary Level

Classroom observation form

Name of the teacher:

Name of the school:

Address:

	Always	Frequently	Sometimes	Never	Remarks
Self-Presentation					
Student presentation					
Teacher Presentation					
Guest Presentation					
2 Discussion					
Group Discussion					
Panel Discussion					
Repetition					
Pair Work					
3. Games					
Information games					
Fluency based games					
Action based games					
4. Drill					
Mechanical drills					
Communicative drills					
Manipulative drills					
Oral drills					
Recitation					

5. Participation					
Mandatory participation					
Learner participation					
Teacher and learner participation					
Speech					
Prepared talk					
Dialogue					
Dramatization					
Simulation					
Role play					
Interview					
Story Play					
Making Phone calls					
Individualization					
Poem					

Participant consent form

Supervisor

Khem Raj Joshi,
Nepal

Tribhuvan University, 2016

Techniques Used for Providing Input in Speaking Skill A Case of Secondary level. I..... agree to take part in this research study. In giving my consent I state that.

I understand the purpose of the study, what I will be asked to do, any risk/benefits involve.

I have read the participant information statements and have been able to discuss my involvement in the study with the research if I wished to do so.

I have got answers to any questions that had about the study and I am happy with the answers.

I understand that being in this study is completely voluntary and I do not have to take part.

I understand that I can withdraw from the study at any time before I submit my responses to the questionnaire and teaching essay in the classroom.

I understand that my questionnaire responses and techniques used for providing input in speaking skills cannot be withdrawn once they are submitted.

I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to completing questionnaire.

Signature.....

Name.....

Date.....

Participant information statement

What is this study about?

You are invited to take part in a research entitled on Techniques Used for Providing Input A case of Secondary Level which aims to find out techniques used for providing input in speaking skill and to find out preferred techniques used for providing input by secondary level teachers. To date, there has not been sufficient research in this area. Therefore, this is an effort towards techniques used for providing input in speaking skills.

By giving your consent to take part in this study, you are telling us that you:

Understand what you have read.

Agree to take part in the research study as outlined below

Agree to the use of your personal information as described.

1. Who is carrying out this study?

The study is being carried out by Mr. Dipak Prasad Mishra as the basis for the degree of Master of English at the university campus of Kirtipur, Kathmandu.

This study will take place under the supervision of Mr. Khem Raj Joshi, Teaching Assistant.

2. What will the study involve for me?

This study involves completing a set of questionnaire and observation. The questionnaire contains open ended and close ended. So, this questionnaire and observation is based on my study.

3. How much of my time will the study take?

It will take about 20 minutes to complete the questionnaire for this research.

4. Who can take part in the study?

All the teachers who are currently teaching in secondary level.

5. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current relationship with the research. If you decide to take part in the study and then change your mind later, you are free to

withdraw from the study, submitting your completed questionnaire is in indication of your consent to participate in the study.

6. Are there any risks or costs associated with being in the study?

Aside from investing your time there will not be any risks or costs associated with taking part in this study.

7. Are there any benefits associated with being in the study?

This stud will help you to teach in easy way and you will chance to use new techniques. Furthermore, findings of the research will be helpful in making an informed decision in order to further develop techniques of providing input.

8. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant information statement, unless you consent. Otherwise, your information will be stored securely and your odentity will be kept strictly confidential, except as required by law. Study findings may be published, but will not be individually in these publications.

9. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

10. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Mr. Dipak Prasad Mishra (mishradipak111@gmail.com)

11. What shall I do if have a complaint or any concerns about the study?

Ethical aspect of this study has been approved by Tribhuvan University. As a part of this process, I have agreed to carry out the study according to the ethical consideration.

APPENDIX-II

Respected Sir or Madam,

Since this study is part of the research, the researcher is carrying out a survey entitled **Techniques Used for providing Input in Speaking Skill: A Case of Secondary Level** under the guidance of **Khem Raj Joshi**, Teaching Assistant, Department of English Education, T.U, Kirtipur, Kathmandu. The researcher would highly be grateful to you if you could kindly filled the following questionnaire with true information. The questionnaire will be used for the research purpose only and your identity will be kept highly confidential

Researcher

Dipak Prasad Mishra

T.U., Kirtipur, Kathmandu

Name:.....

Name of the Institution:.....

Qualification:.....

Gender.....

Teaching Experience:.....

Age:.....

Questions related techniques used for providing input in speaking skill to the secondary level English teachers.

Tick the alternatives that indicate your response.

- 1) Do you involve students in pair work to provide input in speaking skill?
a) Always b) Usually c) Sometimes d) Never
- 2) Do you engage students in interaction while providing input in speaking skill?
a) Always b) Usually c) Sometimes d) Never
- 3) Do you prefer drill technique for providing input in speaking skill?
a) Always b) Usually c) Sometimes d) Never
- 4) Do you encourage students for presentation?
a) Always b) Usually c) Sometimes d) Never
- 5) Do you ask questions while providing input in speaking skill?
a) Always b) Usually c) Sometimes d) Never
- 6) Do you engage students in collaborative work?
a) Always b) Usually c) Sometimes d) Never
- 7) Do you conduct group work in teaching speaking skills?
a) Always b) Usually c) Sometimes d) Never
- 8) Do you use lecture technique for providing input?
a) Yes b) No c) I don't use d) Undecided
- 9) Do you use pictures for providing input?
a) Always b) Usually c) Sometimes d) Never
10. Do you focus on picture description to provide input in speaking skill?
a) Yes b) no c) undecided d) I don't use
12. Do you conduct debate program for providing input in speaking skill?
a) Yes b) No c) Undecided d) I don't use
13. Do you involve students in role play?
a) Yes b) No c) Undecided d) I don't use

14. Which of the following techniques of providing input do you use in teaching speaking skill? (You can tick more than one option)
- a) Role Play
 - b) Dramatization
 - c) Simulation
 - d) Dialogue
15. Do you ask students to tell stories in classroom?
- a) Yes b) No c) Undecided d) I don't use
17. Do you involve students in language games?
- a) Yes b) No c) Undecided d) I don't use
20. Do you conduct speech program to develop speaking skill?
- a) Yes b) No c) Undecided d) I don't use
21. Do you recite poem in class to provide speaking input to students?
- a) Yes b) No c) Undecided d) I don't use
22. Do you involve students in prepared talk activity?
- a) Yes b) No c) Undecided d) I don't use
23. How often do you utilize phone call making activities in class?
- a) Always B) Sometimes C) Rarely D) Never
24. How often do you call guests to the classroom?
- a) Always B) Sometimes C) Rarely D) Never

You are humbly requested to give your responses on your own words.

Some guiding subjective questions.

Open Ended Questions

1. Which technique of providing input in speaking do you like most? Give reasons for your preference.
2. Why do you use picture description to develop speaking skill?
3. What is the role of interaction in developing speaking skill?
4. Do you think group discussion is useful technique for providing input in speaking skill? If yes/ No. Why?
5. How do you encourage students for self-presentation?
6. Which techniques do you feel easy for providing input in speaking skill? Why?