

**INPUT MODIFICATIONS IN TEACHING PRONUNCIATION
AT BASIC LEVEL**

A Thesis

Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

by

Nabina Rajbanshi

Exam Roll No. : 2040131

T.U. Regd. No. : 9-2-467-65-2009

Kanakai Multiple Campus

Department of English Education

Surunga, Jhapa

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T.U. Regd. No. 62124-88

Date :

Second Year Examination

Proposal Approval:

Roll No : 2040131/2072

Date of submission:

DECLARATION

I hereby declare that this thesis is original and no part of it earlier submitted for the candidature of the research degree to any university.

Date:

Nabina Rajbanshi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Nabina Rajbanshi** has prepared this thesis entitled **Input Modification in Teaching English** under my guidance and supervision.

Date:

Mr. Rudra Bahadur Thapa

Lecturer

Kankai Multiple Campus

RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for evaluation from the following Research and Guidance Committee.

Signature

Mr. Rudra Bahadur Thapa (Supervisor)

Lecturer and Head

Department of English Education

Kankai Multiple Campus

Chairperson

Mr. Rabindra Subedi

Asst. Lecturer

Kankai Multiple Campus

Member

Rekha Kafle (Karki)

Asst. Lecturer Department of English Education

Kanakai Multiple Campus, Surunga, Jhapa.

Member

Date :

EVALUATION AND APPROVAL

This Thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Rudra Bahadur Thapa (Supervisor)

Lecturer and Head

Department of English Education

Kanakai Multiple Campus

Surunga, Jhapa

Chairperson

Dr. Rishi Ram Rijal (External Examiner)

Professor, Department of English Education

Mahendra Ratna Campus

Tahachal, Kathmandu.

Member

Date :

DEDICATION

Dedicated

to

My beloved parents and Gurus who built me up for the present world

ABSTRACT

The research entitled **Input Modification in Teaching Pronunciation at Basic Level** has been conducted with the main objective to identify the features of modified input used by the lower secondary English teachers. To proceed the study, 5 community schools and 5 institutional schools that lie in Arjundhara Municipality, Jhapa were selected on random sampling basis. Then 5 grade eight English teachers from institutional schools and 5 grade eight English teachers from community schools were selected as the sample for the study on purposeful sampling basis. The data were collected through the class observations and analyzed and interpreted qualitatively as well as statistically.

After the analysis and interpretation, it was found that most of the cases the teachers made their speech slower while teaching. The teachers were separating the word/syllable and made more and longer pauses between sentences. In majority of the cases the teachers put stress heavily on the stressed words and increased their volume on key (main) words. The teachers used simple vocabulary and also restricted their vocabulary. They replaced the difficult items with more frequently occurring items, repeated the words, analytically paraphrased the words, gave contextual information and explained while defining the words.

This thesis consists five chapters. The first chapter of the study deals with the general background, statement of problem, objectives of the study, significance of the study and delimitations of the study. The second chapter deals with

review of theoretical and empirical literature, implication of the study and theoretical framework. The third chapter deals with the methodology used in the study. Design of the Study, Population and Sample, Sampling Procedure, Tools for Data Collection, Process of Data Collection, Ethical Consideration are described in this chapter. The fourth chapter is the results and discussion. The collected data have been analyzed and interpreted under different headings and sub-headings. The last chapter, i.e. chapter five includes the summary, conclusion and implications. On the basis of the analyzed data, the summary and conclusion have been extracted and in turn, on the basis of the summary, some implications for the policy, practice and further research levels have been made. The main portion is followed by references and the appendices which include research tools and other information.

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LIST OF ABBREVIATIONS

FL - Foreign Language

FT - Foreigner Talk

ELT - English Language Teaching

L1 - First Language

L2 - Second Language

NNS - Non-native Speaker

NS - Native Speaker

S - Speaker

SLA - Second Language Acquisition

T - Teacher

U. K. - United Kingdom

U.S.A. - United States of America