

CHAPTER-I

INTRODUCTION

1.1 General Background

Among different modes of communication language is widely used as a means of communication. It is a means by which we share our feelings, emotions, ideas, desires, 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. English, no doubt has both written and spoken forms the most widely used lingua franca in the world.

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 the twentieth century, as applied linguists and other sought to develop principles and procedures for the design of teaching methods and materials (Richards and Rodgers 2001, p.1).

Here, language teaching means teaching the English language as a second/foreign language. The English language has been most widely used language in the world today. It is accepted as an international language or global language. It means English is not only the language of the people who speak it as a mother tongue but also the language of the world. The English language used in the most of the areas and for various purposes must be mastered by each individual in the world.

Nowadays, it is taught as a second or foreign language in many countries of the world. As in other countries, ELT has a long history in Nepal that began about one and half century ago and these days, it is taught as a second, foreign language in schools, campuses and different educational institutions.

The need and importance of English language in Nepal is growing. It might be either for international socialization or for understanding the complexities of the present day world. Nepal, being a poor and developing country, depends directly or indirectly with the economic assistance and technological support from the other countries of the world. For this and those purpose, the use of English language as a language of international communication, is the most. But in our context, we have the history of more than 160 years of ELT, the achievement of English language is not so satisfactory. It is because, many students fail in English in their examinations. English language is practiced as a subject in the school level education. It is also taught and learnt as an optional subject in the higher education. Moreover, English language is also used as the medium of instruction. Frankly speaking, there are two types of schools operating in Nepal i.e. community and institutional schools.

1.2 Statement of Problem

Teaching has been a great challenge at school level in Nepal. Teachers have to face varieties of problems and challenges while teaching the students of school level. Unless students are furnished with enough and appropriate input, their language proficiency can never be strong. As a second language for the

students of Nepal, they are to learn the features of English by force and their language acquisition is much different from what they are to learn. In this context, the input of English pronunciation in the lower secondary level has been taken as a problem and has been tried to study on it analyzing the classroom activities of the teachers in both community and institutional schools.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to identify the features of modified input used by the basic level English teachers while teaching pronunciation.
- ii. to find out the use of them in the classrooms.
- iii. to suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

It is accepted that modified input provides main impetus to language learning and it makes learning smooth and successful. So, the modified input is very useful in second language learning. The aim of the study is to identify the features of modified input. It can, thus, be useful for the people involved in the field of teaching and learning of the English language in Nepal. Hopefully, it can be helpful to the language teachers, textbook writers, course designers, students and the persons interested in carrying out research in the field of SLA.

Likewise, this work is remarkable to the area of teaching English as a second/foreign language by utilizing the findings and recommendations of the study.

1.5 Limitations of the Study

The study was done within the following limitations:

- i. The study was limited to Arjundhara Municipality of Jhapa district.
- ii. The conclusions were derived through the analysis of primary data only.
- iii. Only ten basic level English teachers were included as a sample for this study.
- iv. The study was limited to grade eight English teachers.
- v. The study was limited to the classroom observation of the teachers.
- vi. The study was limited to the features of modified input in pronunciation.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

In this section, previous works on language learning and modification of input are reviewed so as to acquire information on the topic and form the bases of the study. For this, the theoretical aspects and the empirical works are reviewed separately.

2.1 Review of Theoretical Literature

Under this heading, the theories on language learning, acquisition and modification of input are reviewed so that the present study can be more reliable.

2.1.1 Language Acquisition and Language Learning

There are two ways of gaining mastery over a language: acquisition and learning. The term acquisition is used to refer to subconscious picking up a native language in a natural setting where as learning is used to refer to the conscious study of language, which generally involves formal schooling and is usually restricted to L2 learning. There are two independent ways of developing ability in second language. 'Acquisition' is subconscious process identical in all important ways to the process children utilize in acquiring their first language, while 'learning' is a conscious process that results in 'knowing about' language (Krashen,1985, p.1).

Similarly, Yule (1985, p.191) says that acquisition refers to the gradual development of ability in a language by using it naturally in a communicative situations. The term learning however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of language.

Likewise, Ellis (1985, p.6) states, "The term acquisition is used to refer to picking up a second language through exposure, whereas the term learning is used to refer to the conscious study of a second language".

From the above definitions we can say that acquisition is a subconscious and spontaneous process of picking up of a language, which results into knowing the language. It comes through meaningful interaction in a natural communication setting. There is lack of explicit concern with error detection and correction. On the other hand, learning is knowing about the language which is a conscious process. In the process of language learning formal rules and feedback play vital role. It takes place in a formal and academic setting. Sometimes 'acquisition' and 'learning' are frequently used interchangeably, irrespective of whether conscious or subconscious process is involved. Thus, the term acquisition is not only related to first language learning but also to second language learning because the learner happens to learn different things by generalizing as she/he goes on gaining proficiency in second language.

2.1.2 Second Language Acquisition

Second language acquisition is relatively a new discipline in the field of applied linguistics. The term second language refers to the language other than one's mother tongue used for a special purpose, such as education, government.

Gass and Selinker (1994, p.7) define it as the term that refers to the learning of a language after the learning of the native language. As with the phrase "second language", L2 can refer to any language learned after learning the L1 regardless of whether it is the second, third, fourth or fifth language. Second language acquisition refers to the study of how learners learn an additional language after they have acquired their mother tongue. Second language acquisition stands in contrast with first language acquisition, since second language acquisition involves acquiring a new language in foreign language context as well as a host language environment. Second language acquisition is used as a general term that embraces both untutored (natural) acquisition and tutored (classroom) acquisition (Ellis, 1985, p.6).

Similarly, Cook (1991, p.5) defines that second language is a language acquired by a person in addition to his mother tongue.

A second language can be acquired in a variety of ways, at any age, for different purposes, and to varying degrees. Accordingly, we may distinguish different types of second language learning. Traditionally, a fundamental distinction has been made between tutored and untutored (spontaneous) language learning. Different learners in different situation learn an L2 in different ways. Many young children whose parents speak different languages can acquire a second language in circumstances similar to those of first language acquisition. But the vast majority of people are not exposed to a second language until much later. Moreover, for most of the people the ability to use their first language is rarely matched, even after years of study, by a

comparable ability in the second language. 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 (Yule, 1985, p.190) .

In conclusion, second language acquisition refers to the subconscious or conscious process by which a language other than mother tongue is learnt in a natural or tutorial setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge, but has been largely confined to morph-syntax.

2.1.3 Naturalistic vs. Instructed Second Language Acquisition

A distinction is made between naturalistic and instructed second language acquisition, according to whether the language is learnt through communication that takes place in naturally occurring situation or through study, with the help of guidance from reference books or classroom instruction (Ellis 1994, p.12). Klein (1986 as cited in Ellis 1994, p.12) similarly distinguishes 'spontaneous' and 'guided' acquisition treating the distinction as a psycholinguistic one. He argues that the learner focuses on communication in naturalistic second language acquisition and thus learns incidentally, whereas in instructed second language acquisition the learner typically focuses on some aspect of the language system.

2.1.4 Input

The term input is used to describe the language that the learner is exposed to (Yule 1985, p.196). In other words, input refers to what is available to the learners. Input consists of the vast amount of exposure. It usually means the speech to which the child is exposed, i.e. the exposure in the environment. A child hears a vast amount of language being spoken around him by adult speakers. The adult speakers may be his parents, other family members, neighbors, caretakers who constantly use the language. This varied and vast language exposure is the input to the child.

In second language acquisition, input is used to refer to the language that is addressed to the L2 learners either by a native speaker or by another L2 learner (Ellis 1985, p.127).

It is self evident that L2 acquisition can only take place when the learners have access to input in the L2. This input may come in written or spoken form. In the case of spoken input, it may occur in the context interaction (i.e. the learner's attempts to converse with a native speaker, a teacher or another learner) or in the context of non-reciprocal discourse (for example, listening to the radio or watching a film). The study of input and interaction has involved the description of the adjustments which are found in language addressed to the learners (i.e. foreigner talk and teacher talk) and also the analysis of discourse involving L2 learners (Ellis 1994, P.26).

To be beneficial for L2 learning that input has to be comprehensible. In second language classroom input is selected for need and purpose of the L2 learner.

2.1.5 Input Hypothesis

Input hypothesis seeks to explain how second languages are acquired. In its most basic form, the input hypothesis argues that learners' progress along the natural order only when they encounter SL input that is one step beyond when they are in the natural order.

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 (Krashen, 1985,p. vii).

Input hypothesis was developed by Krashen as a part of his overall Monitor Model and as a part of his overall sketch of his acquisition. The input hypothesis claims that human acquires language in only one way by understanding messages or by receiving 'comprehensible input' (Krashen 1985, p.2).

We progress along the natural order by understanding input that contains structures at our next 'stage' structures that are a bit 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 containing $i+1$ " (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 difficult, say ' $i+2$ ' nor so close to their current stage that they are challenged at all, say ' $i+0$ '.

Krashen's Input hypothesis (1981 as cited in Ellis 1994, p. 273) makes the following claims:

- i. Learners progress along the natural order by understanding input that contains structures a little bit beyond their current level of competence.
- ii. 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 they comprehended.
- iii. Input becomes comprehensible as a result of simplification and with the help of 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.
- iv. Speaking is the result of acquisition, not its cause; learner production does not contribute directly to acquisition.

In Krashen's (1981) view, the input hypothesis is central to all of acquisition and also has implications for the classroom.

- i. 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.
- ii. 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, then, is to provide adequate amount of comprehensible input for the language learners. Krashen gives some evidence to support this hypothesis.

- i. People speak to children acquiring their L1 and L2 in a special way, for example Motherese.
- ii. There is silent period initially.
- iii. Age differences make differences in getting comprehensible input-adult learners are better for short term learning and younger learners are better for long-term learning.
- iv. The more comprehensible the input is the greater the L2 proficiency.
- v. Teaching methods, immersions and the bilingual programs are effective depending upon the extent they provide comprehensible input.

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.

2.1.6 Comprehensible Input

The learner must understand the message that is conveyed. Comprehensible input means that 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. Students learn a new language best when they receive comprehensible input. In other words, when input is comprehensible, students understand most aspects of what is required for learning and learning experience pushes them to greater understanding.

Long (1982) suggests four ways that input can be made comprehensible: i) modifying speech ii) by providing linguistic and extra linguistic context iii) by orienting the communication to the 'here and now', and iv) by modifying the internal structures of the conversation. Long asserts that all four ways may aid communication, but he specially emphasizes that the conversation is most likely to aid language acquisition. He reports that the input that he has not comprehended (the "+1" part of the comprehensible input "i+1") may become comprehensible through the process of interaction or negotiation.

2.1.7 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. Pica (1994) says that pre-modified

input is generally operationalized as input that has been carefully targeted at the level of the learner comprehension. Pre-modified input is sometimes termed as "scripted" input (Gass and Varonis, 1994).

When a native speaker addresses the NNSs, he/she makes some adjustments in his/her language. Input that has been modified or simplified in some way before the learner sees or hears it. This can be done through repetition, elaboration, paraphrase of words or sentences and reduction of sentence length and complexity among other.

The native speaker/teacher modifies or simplifies the L2 input to make the language comprehensible. When the native speakers modify their speech, it may be simplified or elaborated. An example of modified input (from Mackey 1999, p.560) is as follows:

(a native speaker taking the questioning role and asking)

NS: Do you have a gun in your picture? A gun is like a weapon. A gun shoots bullets.

The studies examined within this framework concentrate on describing modifications that different speaker- a mother (i.e. motherese), a native speaker (i.e. foreigner talk) or a teacher (i.e. teacher talk) - make when addressing a child or a second language learner. In regard to second language acquisition research, simplified input most often refers to L2 input that has been modified by a native speaker to facilitate NNS comprehension-the so-called foreigner talk (FT).

Native speakers not only make linguistic adjustments to their NNS counterparts, but they also tend to simplify the content when addressing a nonnative speaker. One of the main functions of modification is to make the language/input comprehensible. A great number of FT studies have mainly focused on how the native speakers adjust speech to their nonnative counterparts. They make adjustments to their speech in the areas of pronunciation, grammar, and lexicon.

Thus, without understanding the language, no learning can take place. So, we have to modify the L2 input until they receive it.

Foreigner Talk

Foreigner talk studies were stimulated by Ferguson's (1971) account of simplified register. Just as 'baby talk' was noted 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 & Myles 2004, p. 164). Therefore, foreigner talk is not to be thought of as a static, fixed set of features, but as dynamic, changing in accordance with various situational factors. Speech directed towards linguistically deficient NNSs is called foreigner talk (Gass and Selinker 1994, p. 305).

All languages have special varieties for talking to speakers who are believed not to speak very well-called 'baby talk' or 'motherese' to babies. These have

similar characteristics in many languages- exaggerated changes of pitch, louder volume, simpler grammar, special words and so on. Fred (1980 as cited in Cook 1981, pp. 97-98) found that 'foreigner talk' addressed to non-native speakers also had simple grammar and a high proportion of questions with 'unmoved' question words, e.g. "You will return to your country when?" rather than "When will you return to your country?" But the functions of language in foreigner talk were more directed at the exchange of information than at controlling the present behavior in baby talk.

Hatch (1983b as quoted in Ellis 1985, p.134) suggests that foreigner talk has some basic functions. They are: (i) it promotes communication (ii) it establishes a special kind of affective bond between the NS and NNS, and (iii) it serves as an implicit teaching mode. Of these, (i) is primary in that most adjustments are geared either to simplifying utterances in order to make them easier to perceive and understand, or to clarifying what the native speaker wishes to say (e.g. by repeating words or utterances), or to discovering what he has said (e.g. through conformation checks or requests for clarification). Hatch suggested that (ii) occurs because of the sense of fulfillment experienced when communication take place, whereas (iii) is only 'implicit', in the sense that foreigner talk does not serve any explicit pedagogic function although it may have a pedagogic effect when successful communication takes place.

An interesting question is how native speaker come to be able to adjust the level of their FT to suit the level of individual learners. In the following

example, we can see that NS modified the real speech when addressing to the NNSs.

NS speech	Foreigner talk
D'yu wanna go?	Do you want to go?
No, I can't.	No, I cannot.

(Source: Gass and Selinker 1994, p.306)

Specially, NSs make adjustments to their speech in the areas of pronunciation, lexicon and grammar. The list of input modifications in foreigner talk is as follows:

Level	Features
Pronunciation	- slowing down speech
	- separate word/syllable articulation
	- heavier stress
	- increased volume on key words
Lexis	- restricted vocabulary size
	- difficult items replaced with more frequently occurring items
	- fewer pro forms
	- repetition of words
	- use analytical paraphrases
	- use of gesture

- Grammar
- fewer contractions
 - overall shorter utterance length
 - co-ordination preferred to subordination
 - topics moved to the beginnings of utterances
 - fewer WH questions and more yes/no questions
 - more uninverted questions
 - more 'or- choice' questions
 - more tag questions
 - more present temporal markings

(Source: Ellis 1985, p.135)

In general, foreigner talk adjustments reveal speech patterns that would not ordinarily be used in conversations with NSs. Foreigner talk shares features in common with caretaker speech; the language spoken to young children.

In conclusion, when native speakers talk to L2 learners they modify their speech; the resulting register is known as foreigner talk.

Teacher Talk

The language that the teacher addresses to the L2 Learners is known as teacher talk. The talk directed at L2 speaker (in comparison to native speaking students) was grammatically simpler (e.g. contained fewer words per clause), was slower, with more and longer pauses and contained more repetition. It is possible, however, that fewer lexical adjustments occur; perhaps because the choice of vocabulary is determined by the subject content of the lesson. Ellis

(1985) says adjustments are more frequent with beginners than with advanced students.

The study of teacher talk parallels to that of foreigner talk. The language that teachers address to L2 learner is treated as a register, with its own specific formal and international properties (Ellis 1985, p.145). Studies of teacher talk indicate that similar kinds of modifications occur in the teacher's language as those observed in foreign talk. (Ellis 1985, p.152). Teacher talk is broadly similar to foreigner talk (Ellis 1985, p.145). Chaudron (1988 as cited in Ellis 1994, p. 582) provides a comprehensive survey of studies of teacher talk. His main conclusions are summarized below:

Features	Main conclusions
Amount of talk	In general, the research confirms the finding for L1 classrooms- namely, that the teacher takes up about two- thirds of the total taking time.
Functional distribution	There is considerable evidence of variability among teachers and programs, but the general picture is again one of teacher dominance in that teachers are likely to explain, question and command and learners to respond.
Rate of speech	Teachers, like native speakers in general, slow down their rate of speech when taking to learners in comparison to other native speakers and also do so to a greater extent with less

	<p>proficient learners. However, there is considerable variability among teachers.</p>
Pauses	<p>Teachers are likely to make use of longer pauses when talking to learners than to other native speakers.</p>
Phonology, intonation,	<p>There have been few studies which have attempted to quantify these aspects of teacher talk, but teachers appear to speak more distinct when addressing L2 learners.</p>
Modifications in vocabulary	<p>Several studies provide evidence of a lower type- token ratio and teachers also vary in accordance with the learners' proficiency level, but Wesche and Ready (1985) found no significant vocabulary modifications in university lectures to L2 learners.</p>
Modifications in syntax	<p>There is a trend toward shorter utterances with less proficient learners, but some studies which use words per utterance as a measure report no modifications. The degree of subordination tends to be lower, but again results have been mixed. Teachers use fewer marked structures such as past tense. More declarative and</p>

statements than questions are used in comparison to natural discourse.

Ungrammatical teacher talk is rare.

Modifications in discourse There is some evidence that teachers use more self-repetitions with L2 learners, in particular when they are of low level proficiency.

(Source: Ellis 1994, p. 582)

2.1.8 Interaction

Interaction plays an important role to learn second languages. Interaction facilitates language acquisition, without interaction it is very difficult to learn a language. It has been considered in terms of the discourse that learners and native speakers participate in (Ellis 1985, p.142).

Gass and Selinker (1994, p. 299) suggested that interaction with the opportunity for modifications may affect later language use. So, interaction facilitates SLA, learners need to have opportunities for output during interaction. The interaction approach accounts for learning through input (exposure to language), production of language (output) and feedback that comes as a result of interaction (Gass and Mackey 2006 as cited in Gass and Varonis 1994, p.317).

Long's (1996 as cited in Mackey 1999) interaction hypothesis claims that implicit negative feedback, which he obtained through negotiated interaction facilitates SLA. He also says that interaction facilitates acquisition because of the

conversational and linguistic modifications that occur in such discourse and that provide 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 doesn't understand. It has been hypothesized that negotiation makes input comprehensible (Ellis 1985, p.142). Input is made comprehensible through modifying internal structures For example

NNS: How have increasing food costs changed your eating habits?

NS: Oh, rising costs we've cut back on the more expensive things. GONE to cheaper foods.

NNS: Pardon me?

NS: WE'VE GONE to cheaper food (Gass and Selinker 1994, p.308).

Looking at the above example, we can find that modification of one's speech when addressing NNSs is a variable matter.

Negotiation provides the means for the participants to respond appropriately to one another's utterance. By providing learners with information about incorrect forms, negotiation enables learners to search for the additional confirmatory or non confirmatory evidence.

Thus, negotiated interaction between NS and NNS or NNS and NNS plays an important role in second language development.

Modified input, thus, is the information received by second language learners (L2) often modified in order to make it more comprehensible and therefore to improve the process of SLA. The learner then reformulates his or her previous utterances and results in a more accurate or complex form in response to an interlocutor's corrective feedback.

2.2 Review of Empirical Literature

Input plays an important role in language learning. In SLA, modified input has a key role to L2 or second language learning. Some of the researches related to teaching English language are as follows:

Rawal (2006), in **Role of Input and Interaction in the Production and Comprehension of the English Language**, conducted a research to find out the role of input and interaction in learning the English language. The result was that if the learners are exposed to modified input, they learn communicative functions better.

Gyawali (2006) conducted a study entitled **English Teachers' Motivational Techniques** with the main objective to explore the existing techniques of teachers to create motivation in the English language classroom in the fifth grade. He observed various classes of the English teachers. The result was most of the teachers have been found teaching English without using the

teaching materials and warm up activities in the class, therefore, the students are not found interested to the teaching leaning activities.

Jaisi (2008) has conducted a research under the tropic **A Study on the Techniques of the Teaching Reading in English at Primary Level** to find out the different techniques applied by the English teachers in teaching reading at primary level. Class observation and interviews were conducted as the methodology of the research. The result was drill, explanations, group work, pair work, demonstration are the techniques used while teaching reading at primary level.

Similarly, Rawat (2008) carried out a research on **Techniques of Teaching Vocabulary Used by Public and Private School Teachers** to find out the techniques used by public and private schools to teach vocabulary. Class observation and field survey method was applied in the research. The result showed that public school teachers used mother tongue translation as the major techniques to teach word meaning, whereas contextual presentation and definitions were used as the major techniques of teaching meaning by private school teachers.

Ghimire (2008) carried out a research to find out strategies adopted by the teachers in teaching short story under the topic **Strategies Adopted by the Teachers in Teaching Short Story**. He found out that teachers used various strategies to teach short story. Some of them were motivation to the students,

giving general background information, guessing subject matter, plot discussion, translation, summarizing the story, interpreting the story.

Bhattarai (2009) carried out a research on **Teaching English by Untrained Teachers** to investigate how untrained teachers teach English at Secondary level. He observed the classes of the untrained teachers. He found out that very few untrained teachers were found satisfactory. While teaching in the class only a few untrained teachers motivated their students.

Acharya (2016) carried out a research on **Input Modification in Teaching English** to analyze features of modified input in the classroom teaching of English teachers in Jhapa district. His study found out that the teachers of both community and institutional schools implied different strategies for the modification of input in their English classrooms. These strategies include making their speech slower while teaching, separating the word/syllable and making longer pauses between sentences, putting stress heavily on the stressed words and increasing their volume on key (main) words, using simple vocabulary and also restricting their vocabulary, replacing the difficult items with more frequently occurring items, repeating the words, analytically paraphrasing the words, giving contextual information and explaining while defining the words, using simple and short sentences or sub-ordinated sentences in the class, asking yes/no questions, 'or- choice' questions, tag questions to get conformation from the students, repeating the important points in the class filling in the blanks for learners' incomplete utterances and

modifying learners' incorrect utterances in the class and performing negotiated interaction in the class.

Although a number of researches have been carried out on second language acquisition but only a few researches have been carried out on input modifications in teaching English in Nepal. So, the present study attempts to identify the features of modified input used by English language teachers.

2.3 Implication of Review of the Study

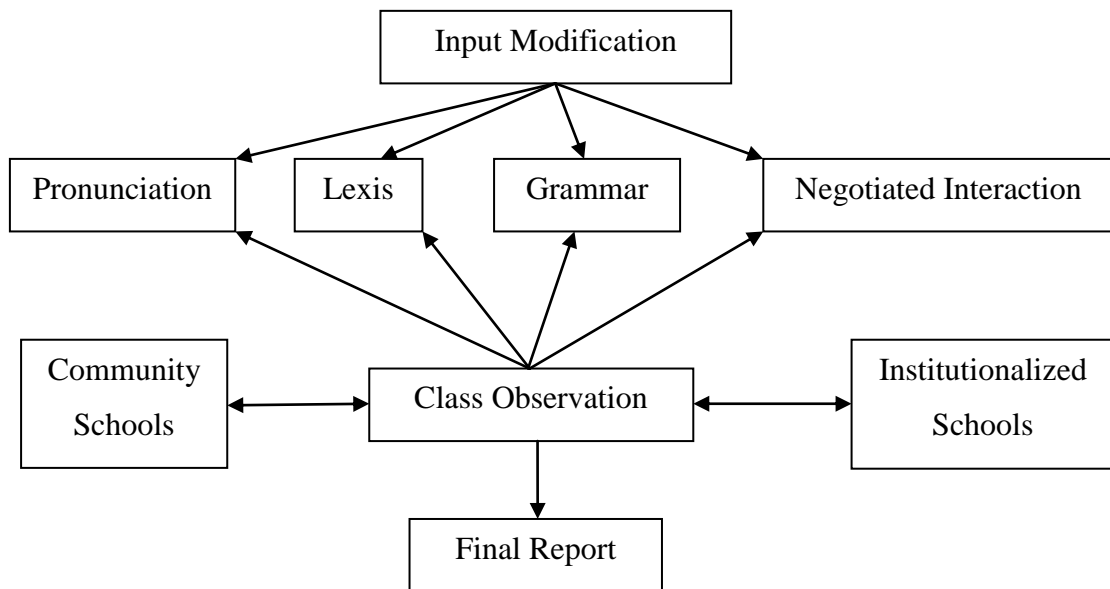
The review of the related literature has helped to model the framework of the research as the mould. The literature studied has supplied with the information about language acquisition and input modification. It has also helped to determine the aspects of input modification and classroom activities in a language class. The study of theoretical literature has provided theoretical bases of input modification and language acquisition whereas the review of different research works has provided information on the situation of English language teaching in our country and also what methods and strategies teachers are applying in the classroom so as to facilitate the language learners.

The study of different dissertations has provided enough materials for the present research as they have mentioned about language acquisition and language learning. The materials of these dissertations have been helpful for the present dissertation to explore the modification of input in grade eight. The works reviewed are found generalized studies but not a single work has been found specific on grade eight, the level end grade of basic level education. So

the present study has been conducted to fulfill this gap and concentrate on grade eight as the level end grade of basic level education.

2.4 Theoretical Framework

Fig. 1: Theoretical Framework



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures of the study under the headings of research design, population and sample selection, study area, tools of data collection, process of data collection and data analysis and interpretation procedure.

3.1 Research Design

The study is mainly a qualitative one based on class observation even though some quantitative tools are also implied in some cases. Mostly views are presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. Thus, the study is a mixed type - a qualitative research with some features of quantitative one.

3.2 Population, Sample and Sampling Strategies

All the English teachers teaching in grade VIII of both institutional and community schools of Arjundhara Municipality are included in the population for this study. Among them, 5 teachers from institutional schools and 5 teachers from community schools that lie in Arjundhara Municipality are selected as the sample for the study. The samples are taken on purposeful sampling basis. All the community schools and institutionalized schools that are running class eight are separately listed and randomly five community schools and five institutionalized schools are selected. From the selected

schools, the English teachers who teach English in class eight are selected as the sample.

3.3 Study Area

The study area of the present study is the area of Arjundhara Municipality of Jhapa district that lies in the north-eastern Jhapa. Arjundhara lies at the foot of the hills and is bordered to Ilam in the north and west, Buddhashanti Rural Municipality and Mechinagar Municipality in the east and Birtamode and Kankai Municipalities in the south.

3.4 Tools for Data Collection

The main tool for data collection was the classroom observation form. The researcher observed four classes of each of the sample teachers and collected necessary data. The bases of class observation were Pronunciation, Lexis, Grammar and Negotiated interaction

3.5 Process of Data Collection

To collect data the researcher visited the selected schools and contacted the school authority for the management of proper time for class observation. Then the researcher contacted the concerned teachers and clarified them about her research methodology and implications as well as the objectives. After the consent of the teachers, she observed their classroom teaching and collected the necessary data for the study. The researcher observed the classes of the teachers to find out whether the teachers modified the input or not while teaching English. For this, the researcher observed altogether forty classes of the ten

lower secondary English teachers (four classes of each teacher). The researcher tried to observe how the lower secondary teachers made modifications in pronunciation.

3.6 Ethical Consideration

This thesis has been done honestly. The researcher has recognized all the sources to accomplish the research. The information collected in this research is not copied from others. The collected data and information will not be used for other purposes. The researcher has maintained the privacy of the respondents.

CHAPTER-IV

RESULTS AND DISCUSSION

This chapter mainly deals with the results and discussion of the data collected from primary sources. The purpose of this study was to identify the features of modified input used by basic level (grade eight English teachers).

4.1 Results

The data collected through class observation are presented in this section and are analyzed later on.

4.1.1 Pronunciation

The teachers make some kind of modifications/adjustments in their pronunciation while teaching. The teacher can modify their pronunciation by slowing the rate of speech, separating the word/syllable articulation, increasing the volume on key words and so on. The researcher tried to observe the adjustments in pronunciation in terms of the following points:

Slower Rate of Speech

This is the most important feature of modified input. Here, slower rate of speech means lesser rate of speed.

Separate Word/Syllable Articulation

The second language learners feel difficulty to catch the fluent speaking of the teachers. So, the teacher must articulate the word/syllable separately. In observation, it was found that majority of the teachers separated the

word/syllable while speaking in the class. The teachers were found making a short pause after every syllable/word so as to make their utterance easier for the students to recognize.

Heavier Stress

Stress plays an important role in speaking. While teaching in the foreign language classroom, the teacher should heavily put stress on the stressed word so that learners get concentrated on those words and listen to them carefully. In the class, most of the teachers put stress heavily on the stressed words.

The following examples are taken from the teachers:

- ◆ *The `girl `got `late lis`tening to the `boatman's `song.*
- ◆ *According to`Hinduism. `God `Shiva is `creator and `destroyer.*
- ◆ *The `Great Wall of `China is the `oldest wall. The wall is lon`gest, ama`zing and in`teresting.*

Increased Volume on Key Words

This is also one of important features of modified input. The foreign language teachers should increase their volume on key words because of this the students get concentrated on those words. In the class, the research found that majority of teachers increased their volume on key or main words.

The following examples have been taken from the teachers:

- ◆ *The **scientists** have **discovered** that there was **life** on **Venus**.*
- ◆ *The **string** is **too short** to go round the **parcel**. It is not **long** enough.*

- ◆ *Oh! I am going to teach Chankhay to plant rice. Then I will have a good rest.*

More Varied Intonation

Intonation plays a significant role in pronunciation. While teaching, the teacher uses different types (rising, falling, falling-rising, rising-falling) of intonation.

Out of forty class observations, only fifty percent teachers used different types of intonations and the rest of others did not use different types of intonations in the class.

The following examples are presented from the teachers :

- ◆ *Why don't you put that load on the horse? (Rising- falling)*
- ◆ *The scientists wanted to find out whether there is life or not in the Venus. (Falling- falling)*
- ◆ *Wow! There are rivers also in Venus. (Rising-rising)*
- ◆ *There is Oxygen means there is living creatures. (Falling- rising)*

More and Longer Pauses

It is believed that if the teachers speak fluently or without making pauses, it is very difficult for the foreign language learners to get the meaning of the utterances. Thus, the second language teachers should make more and longer pauses while teaching in the classroom. In observation, the researcher found out that most of the teachers made more and long pauses while teaching in grade eight.

The following examples are taken from the class observations of the teachers:

- ◆ *The girl ...had gone ...to the...Jamuna's...river... to bring ... the water.*
- ◆ *To keep ...save...ourselves... form the ... dust... we use... masks.*
- ◆ *My weight... and the weight... of the load... are too much... Lodi...for the... old... horse.*

Higher Pitch

Pitch is very important supra-segmental feature. While teaching, the teacher must speak in high pitch on the stressed syllable. The researcher found out that only a few teachers were speaking in high pitch.

The following examples are taken from the teachers :

- ◆ *I'm sorry I broke your pencil. Chankhay used to open a tin. I'll buy you a new one.*
- ◆ *Oh! I am going to stay with my uncle in Biratnagar. What are you going to do Mohan?*

While uttering these sentences, the teacher, in each case, spoke the first sentence in higher pitch in comparison to the rest.

4.1.2 Lexis

While teaching in the foreign language classroom, the teacher makes some kind of modification in lexicon also. The teacher can make modifications by replacing the difficult items with more frequently occurring items, using simple vocabulary, repeating the words, explaining and so on. Thus, the

researcher tried to observe the adjustments/modifications in lexicon in terms of the following points:

Simple and Restricted Vocabulary Size

Vocabulary should be appropriate to the level of the students. The students cannot learn what they are supposed to learn if the teachers use difficult words in the lower secondary classroom. So, the teachers use simple vocabulary and also restrict the vocabulary size. The researcher found out that majority of the teachers used simple vocabulary and also restricted the vocabulary size.

The following examples have been taken from different teachers:

- ◆ *lured – attracted,*
- ◆ *smite – hit,*
- ◆ *serpent – snake*
- ◆ *rebuke – scold,*
- ◆ *enchanted – attracted*
- ◆ *scene – part*
- ◆ *misery – unhappiness,*
- ◆ *boon – blessing*
- ◆ *astonishment – surprising,*
- ◆ *enthusiastic – excited,*
- ◆ *beneath – below/surface*
- ◆ *cliff – mountain*

Difficult Items Replaced with More Frequently Occurring Items

The researcher tried to find out whether the teachers modified their input by replacing the difficult items with more frequently occurring items or not. The researcher found out that almost all the teachers replaced the difficult items with more frequently occurring items.

The following examples are taken from the teachers:

- ◆ *widow - without husband*
- ◆ *murmur – to speak slowly*
- ◆ *betide me – happen to me*
- ◆ *sewage – dirty things*
- ◆ *contaminated – make impure*
- ◆ *stream – small rivers*
- ◆ *fur - soft hair*
- ◆ *thrilling poem - excitement/romantic poem*
- ◆ *marvelous – wonderful things,*
- ◆ *salute – to greet*
- ◆ *cruel – hard-hearted*
- ◆ *enormous – very large*

Fewer Pronoun Forms

The FL teachers should use more nouns instead of pronouns because the students get confused if the teachers use more pronouns. In observation, most

of the teachers used more pronoun forms instead of noun. Only a few numbers of teachers used fewer pronoun forms.

The following examples are presented from the teachers:

- ◆ *Nick and I organized this program.*
- ◆ *Nick and Sophia organized the program.*
- ◆ *They wanted to protect their country*
- ◆ *Chinese wanted to protect China.*
- ◆ *It is the oldest wall in the world.*
- ◆ *The Great Wall of China is the oldest wall in the world.*

Repetition of Words

Repetitions are very important in the FL classroom. The teachers have to repeat the important words time to time. If the teacher repeats the important word, the students will catch those words easily. So, the FL teachers must repeat the important words. In observation, the researcher found that most of the lower secondary teachers repeat the words while teaching in the class.

Fewer Idioms

While observing the classes of the teacher, the researcher found out that none of the teachers used idioms in the classroom. If there were idioms in the textbook, they simplified these idioms in simple language.

Use of Analytic Paraphrase

Analytic paraphrase is very important feature in FL classroom. In the class, without the use of analytic paraphrase, the language teaching and learning becomes very difficult. During the observation, the researcher found out that most of the teachers used analytic paraphrase while defining the words. The students did not get the abstract words. So, the teachers paraphrased those words analytically. It was found that more than half percent teachers paraphrased the words analytically while defining the words.

The following examples have been taken from the teachers:

- ◆ *Supernatural - a belief on supernatural things.*
- ◆ *Dignity – a felling of self- respect.*
- ◆ *Mask- a covering to hide the face and body.*
- ◆ *Tunnel- underground way to flow the water.*
- ◆ *Shepherd – one who look after the sheep.*
- ◆ *Vend – a small grass field.*

Fewer Words for Each Clause

By the name it is clear that the teacher uses a few words on each clause while teaching in the class. They can modify the longer clauses into shorter ones using few words. If it is so, the FL learners get those clauses easily. It was found that only half percent teachers used few words on each clause.

The following examples are presented from the teachers:

- ◆ *A dam is on Jhimruk Khola. It looks like a lake.*
- ◆ *The film is boring. I am terrified. That event was terrifying.*
- ◆ *Sunita is fat. She has round face. Her nose is pointed. Her eyes are dull.*

Contextual Information

The FL teachers necessarily give the contextual information while teaching because learners grasp that information very easily. While observing the different classes of teachers, the researcher found out that only a few teachers gave the contextual information.

The following examples are taken from the teachers:

- ◆ *Possession- belong to*

This book (our English) belongs to Mohan (showing the real book in the classroom).

Explanation

The students do not get the difficult words, so they need explanation of difficult words or things. The teacher explains the abstract things more in SL class. During observation, the teacher found out that most of the teachers gave explanation while defining the words or things.

The following examples have been taken from the teachers:

- ◆ *Brails- writing with raised dots used by the blind to read with their fingers.*
- ◆ *Lip read – try to understand what one is saying by observing lip movement.*

- ◆ *Fairy tale- a tradition story written for children which usually involves imaginary creatures and magic.*
- ◆ *Tale – a story, especially one which might be invented or difficult to believe.*

4.1.3 Grammar

The foreign language teachers make some kind of adjustments/modifications in grammar as well. The teacher can modify the grammar by using simple and short sentences, modifying learners' incorrect utterances, asking frequent question and so on.

Thus, the researcher tried to observe the modifications in grammar in terms of the following points:

Simple and Short Sentences/Co-ordination Preferred to Sub-ordination

In FL classroom, the teacher should use simple and short sentences. If it is so, the students get those sentences very easily. In observation, most of the teachers used simple and short sentences while teaching in grade six.

The following examples are taken from the teachers:

- ◆ *Pawankali is self-determine woman. She faces many problems in her life. She is widow. She is from the poor and backward society. She is the woman of dignity.*
- ◆ *People wear masks at festival time. They pretend to be Gods or Monsters.*

Topics Moved to the Beginning of the Utterances

In the total class observation, the researcher did not find this feature (topics moved to the beginning of the utterances) used by the FL teachers while modifying the input.

Fewer Wh-Questions and More Yes/No Questions

During the observation, the researcher found out that out of total only half percent teachers frequently asked yes/no questions in the class and rest of others asked more wh-questions and a few yes/no questions to the students.

Some of the examples have been taken from the teachers:

- ◆ *Do you know what is power station?*
- ◆ *Do you see any power station?*
- ◆ *Do you know where electricity is made?*
- ◆ *Is Falcon faster than Cheetah?*
- ◆ *Is Great Wall of China made up of soft bricks?*
- ◆ *Can you see the Moon from the Wall?*

More Uninverted Questions

The researcher observed altogether sixty classes of the teachers but found out that none of the lower secondary teachers asked uninverted questions to the students in the class.

More 'Or-choice' Questions

This is also the important feature of modified input. While asking the questions to the students, the teachers also ask more 'or-choice' questions to the students.

In observation, the researcher found that only a few teachers asked 'or-choice' questions to the students in the class and rest of others did not ask 'or-choice' questions in the class. Some examples of 'or-choice' questions asked by the teachers are as follows:

- ◆ *Which is faster: a bird or an aeroplane?*
- ◆ *Which is faster: a cheetah or a sail fish?*
- ◆ *Sarita has round face or long face?*
- ◆ *Surya has bright sparking eyes or dull eyes.*
- ◆ *She looks me. This is active sentence or passive sentence.*
- ◆ *Some animals ate grass. The passive voice of this sentence is:*
 - *Grass was eaten by some animals.*
 - *Or grass were eaten by some animals.*

More Tag Questions

Tag questions give the clear idea to the students. If the teacher asks question tag in his class, the students will not get confused about the subject matter.

During the observation, most of the teachers asked tag questions in the class.

Some examples of 'tag questions' asked by the teachers are:

- ◆ *There are eight characters in the play, aren't there?*
- ◆ *The main theme of the play is about the issue of animal right, isn't it?*
- ◆ *The Great Wall of China was built in third century B.C., wasn't it?*
- ◆ *The Great Wall of China is the longest and oldest wall, isn't it?*

More Present Temporal Markings

During the observation the research found that only a few teachers gave present (versus non- present) temporal marking while teaching in the classroom. The following example is presented from the teachers:

- ◆ *A strong man was cutting the strong tree. The strong man was selfish. We should not be selfish. We don't think about ourselves only. We have to think about other people also. If we cut the trees other living creatures can't survive. Then, we are suffering from the natural disasters.*

Frequent Questions

During the observation, the researcher found out that the most of the teachers were asking questions to the students frequently. The teachers asked different types of questions (wh-questions, yes/no questions, tag questions and so on) in class. Some examples of frequent questions asked by the teachers are as follows:

- ◆ *When do you put masks?*
- ◆ *Have you ever put masks?*
- ◆ *Masks save us from the dust, isn't it?*
- ◆ *Why was the girl afraid to return home?*
- ◆ *Was the girl fascinated by the boatman's song?*

Fewer Auxiliary Verbs

During the observation the researcher did not find teachers modify the input using few auxiliary verbs but the teachers used more auxiliary verbs in the

class. Out of the total class observation none of the teachers used fewer auxiliary verbs in the class.

Repetitions

Repetition is one of the most important features of modified input. Because of repetitions students get the repeated points easily. In the observation, the researcher found out that most of the teachers repeated the important points in the class.

New Information at the End of the Sentences

This is also one of the important features of modified input. If the teachers give this new information at the end of sentences, the students will catch that information very easily. In the observation, only a few teachers gave new information at the end of the sentences and rest of other teachers gave the new information beginning of the sentences. The following examples are presented from the teachers:

- ◆ *The people believed the war between Troy and Greece totally imaginary because 'Troy was not a real place'.*
- ◆ *In 1964 Helen Keller was given the President's Medal of Freedom, 'it is one of American's highest Awards'.*

Teachers Fill in the Blanks for Learners' Incomplete Utterances

This is also one of the most important features of modified input. Some time students give incomplete utterances while giving the answer to the questions or explaining something on that time the teacher must complete those incomplete

utterances. In the observation, almost all the teachers filled in the blanks for learners' incomplete utterances. For example:

- ◆ *S: Football was play.....*
- *T: Football was played by me.*
- ◆ *S: If I passed class eight, I.....*
- *T: If I passed class eight, I would promote to class nine.*

Modified Learners' Incorrect Utterances

This is also one of the most important features of modified input. In the class students can speak incorrect utterances. So, the teachers have to modify those incorrect utterances. In observation, almost all teachers modified learners' incorrect utterances.

The following example is taken from the teachers:

- ◆ *S: My friend's eyes is small. His nose are straight.*
- *T: My friend's eyes are small. His nose is straight.*
- ◆ *S: Surya was beat by me.*
- *T: Surya was beaten by me.*

In the first example above, the student made incorrect utterances using 'is' instead of 'are' and vice versa and the teacher corrected the incorrect utterances.

In the second example, the student made incorrect utterances using 'beat' instead of 'beaten' and the teacher corrected the incorrect utterances.

4.1.4 Negotiated Interaction

Negotiated interaction is one of most important features of modified input.

Negotiated interaction makes the input comprehensible to grasp the meaning.

In the SL classroom negotiated interaction is must for the students. In observation, only half percent teachers did interaction (negotiated) with the students.

The following examples are presented from the teachers:

T: Pawankali is working in the family planning office. She goes to remote areas.....

S: Excuse me, sir, remote area means.

T: Remote means not developed or backward area. There is lack of facilities like education, health services.....

S: Oh.

T: Helen spent her whole life helping blind and handicapped people.

S: Pardon me, sir, handicapped people.....

T: Helen spent her whole life helping blind and handicapped people. Handicapped people are not like the normal people. They have some kind of defect on their body. They are physically abnormal.

S: Ok.

T: Sophia thinks her coat is disgusting.

S: Sir, what is disgusting?

T: Disgusting means not good. Sophia thinks her coat is not good, it is bad.

4.2 Analysis

The results of the study are analysed thematically under the following sub-headings:

4.2.1 Pronunciation

The use of different features in the pronunciation are analysed as follows :

Table 1: Features in Pronunciation

S.N.	Features in Pronunciation	No. of Observations	Frequency (%)
1	Slower rate of speech	8	80
2	Separate word/ syllable articulation	8	80
3	Heavier stress	7	70
4	Increased volume on key words	9	90
5	More varied intonation	6	60
6	More and longer pauses	9	90
7	Higher pitch	4	40

(Source : Field Survey, 2020)

The above table shows that teachers used all the given features of modified input in pronunciation. There is not equal frequency in the use of the features. Among them 'increased volume on key words' and 'more and longer pauses'

were frequently (90%) used features in lower secondary class, whereas higher pitch was the least used feature (only 40% teachers) by the teachers. But most of the features mentioned in table 1 were found variability in their use. Eighty percent teachers made their speech slower while teaching in the lower secondary class and rest of others spoke in the greater speed. There is significant difference in using the feature- separating word/ syllable articulation, 80% teachers were separating the word/ syllable while speaking in the class. Similarly, 70% teachers put stress heavily on the stressed words. And it was found that only 60% teachers used different types of intonation in the class.

4.2.2 Lexis

The use of lexical items in the classrooms is analysed as follows :

Table 2: Features in Lexis

S.N.	Features	No. of Observations	Frequency (%)
1	Simple and restricted vocabulary size	9	90
2	Difficult items replaced with more frequently occurring items	10	100
3	Fewer pronoun forms	3	30
4	Repetition of words	8	80
5	Fewer idioms	-	-
6	Use of analytic paraphrase	6	60
7	Fewer words for each clause	5	50
8	Contextual information	2	20
9	Explanations	7	70

(Source : Field Survey, 2020)

The above table shows that there is not equal frequency in the use of the features. Among them 'difficult items replaced with more frequently occurring items' was more frequently (100% teachers) used feature in the lower secondary class, whereas 'contextual information' and 'fewer pronoun forms' were the least frequently used features by the teachers. It is also found that the teachers did not use idioms in the class. The table shows that 90% teachers used simple vocabulary and also restricted the vocabulary size. Similarly, 80% teachers repeated the words in the class. And 60% teachers were paraphrasing

the words analytically likewise, 70% teachers gave explanation to define the words. In the same way, only 50% teachers used few words on each clause.

4.2.3 Grammar

The use of different grammatical features is analysed in the following table :

Table 3: Features in Grammar

SN	Features	No. of Observations	Frequency (%)
1	Simple and restricted vocabulary size	8	80
2	Topics moved from the beginning of the utterances	-	-
3	Fewer wh- questions and more yes/no questions	5	50
4	More uninverted questions	-	-
5	More 'or- choice' questions	2	20
6	More tag questions	6	60
7	More present temporal markings	2	20
8	Frequent questions	9	90
9	Fewer verb auxiliaries	-	-
10	Repetitions	9	90
11	New information at the end of the sentences	3	30
12	Teachers fill in the blanks for learners' incomplete utterances	10	100
13	Modified learners' incorrect utterances	10	100
14	Restrict to topic	8	80

(Source : Field Survey, 2020)

The above table shows that there is not equal frequency in the use of the grammatical features also. Among the above features, 100% 'teachers filled the blanks for learners' incomplete utterances' and also 'modified learners' incorrect utterances', whereas 'more or –choice question' and 'more present temporal markings' were least frequently used features by the teachers. It was also found that 80% teachers used simple and short sentences in the class. Similarly, 90% teachers asked questions to the students and same numbers of teachers also repeated the important points in the class. It was also found that only 50% teachers asked yes/no questions to the students and rest of others asked wh-questions. And 60% teachers asked tag questions to the students. Eighty percent teachers restricted to the topic while teaching in the class. Only 30% teachers gave new information at the end of the sentences. But the features ' more uninverted questions', 'fewer verb auxiliaries', 'topics moved to the beginning of the utterances' were not used by the lower secondary teachers.

4.3 Findings

The major focus of the study was to identify the features of modified input used by lower secondary teachers (grade eight). The research work can be summarized as follows :

- i. Slower rate of speech, separate word/ syllable articulation, heavier stress, increased volume on key words, more varied intonation, more and longer pauses and higher pitch were the features of modified input in pronunciation.

- ii. It was found that most of the teachers made their speech slower while teaching. Eighty percent (80%) of teachers found good in slowing the rate of speed and only 20% of teachers spoke in the greater speed.
- iii. It was found that most of the teachers were separating the word/syllable and made more and longer pauses between sentences. Because the students did not get the fluently speaking of the teachers.
- iv. It was also found that 70% teachers put stress heavily on the stressed words.
- v. About 90% teachers increased their volume on key (main) words. So that the students created attention on those words.
- vi. Only 40% teachers were speaking in higher pitch on stressed syllable. Still a great number of the teachers didn't speak in higher pitch in the lower secondary class.
- vii. Among the features of modified input in pronunciation, it was found that separate word/syllable articulation and increased volume on key words were frequently used features by the teachers in grade eight.
- viii. Simple and restricted vocabulary size, difficult items replaced with more frequently occurring items, fewer pronoun forms, repetition of words, use of analytic paraphrase, fewer words for each clause, contextual information and explanation were the features of modified input in lexicon used by the teachers.

- ix. Ninety percent teachers used simple vocabulary and also restricted their vocabulary. Because the students were not able to grasp the vast and varied words.
- x. It was found that almost all the teachers replaced the difficult items with more frequently occurring items. So that the students caught those words very easily.
- xi. It was also found that most of the teachers repeated the words, analytically paraphrased the words, gave contextual information and explained while defining the words.
- xii. It was found that none of the teachers used idioms in the class.
- xiii. A great number of the teachers used more pronoun forms. Because of this sometimes students get confused about the whole subject matter.
- xiv. Among the features of modified input in lexicon – difficult items replaced with more frequently occurring items was frequently used feature by the teachers in grade eight.
- xv. Simple and short sentences, topics moved to the beginning of the utterances, fewer wh-questions and more yes/no questions, more uninverted questions, more 'or- choice' questions, more tag questions more present temporal markings, frequently questions, fewer verb auxiliaries, new information at the end of the sentences, teachers fill in the blanks for learners' incomplete utterances, modified learners' incorrect utterances, repetitions, restrict to topic were the features of modified input in grammar used by the grade eight teachers.

- xvi. Eighty percent teachers used simple and short sentences or sub-ordinated sentences in the class.
- xvii. It was found that the grade eight teachers asked yes/no questions, 'or-choice' questions, tag questions to get conformation from the students but none of the teachers asked uninverted questions the students. Still a great number of the teachers did not ask these types of questions frequently.
- xviii. It was also found that most of the teachers repeated the important points in the class.
- xix. It was found that around 30% teachers gave present temporal markings and new information at the end of the sentences in the class.
- xx. Almost all the grade eight teachers filled in the blanks for learners' incomplete utterances and modified learners' incorrect utterances in the class.
- xxi. It was found that among the features of modified input in grammar – teachers' fill in the blanks for learners' incomplete utterances and modified learners' incorrect utterances were frequently used features by the grade eight teachers.
- xxii. It was also found that only 50% teachers did negotiated interaction in the class.

CHAPTER-V

CONCLUSION AND IMPLICATIONS

This chapter deals with the conclusion of the research and some implications.

5.1 Conclusion

The main purpose of this research was to find how the features of modified input are used by the basic level English teachers in the community and institutionalized schools. Ten Grade Eight English teachers were selected as the sample and their classes were observed. Four classes of each teacher, altogether forty classes were observed and the information was acquired.

The findings of the research showed that teachers use different features of input modification in their classrooms. The main features of input modification - slower rate of speech, separate word/ syllable articulation, heavier stress, increased volume on key words, more varied intonation, more and longer pauses and higher pitch - are found used in the classroom teaching, planned by some teachers and unplanned by some.

5.2 Implications

On the basis of the findings of the study, the following recommendations have been made under three different levels i.e. policy related, practice related and further research related.

5.2.1 Policy Level

- i. Teacher's role should be strengthened in the second language teaching while designing syllabus.
- ii. Frequent trainings and orientations for teachers should be organized.
- iii. Effective supervision and monitoring system should be developed in the school education.

5.2.2 Practice Level

- i. Teachers should speak in higher pitch on stressed syllable.
- ii. More nouns should be used in the classroom of second language rather than pronouns.
- iii. Contextual information should be given while defining the words.
- iv. Clauses with fewer words should be used in the classroom of second language.

5.2.3 Further Research Level

As the present research has been accomplished during a short period of time and amidst different constraints, it has only opened up a way of studying on different aspects of modification of input in second language teaching. Further researches on the concerned topics can be done so as to find the actual condition of input modification in the teaching of different language skills in school level.

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APPENDIX-I

OBSERVATION FORM

Teacher's name:

Name of the school:

S N	Aspects	Activities	Remarks	
			Yes	No
1	Pronunciation	Slower rate of speech		
		Separate word /syllable articulation		
		Heavier Stress		
		Increased volume on key words		
		More varied intonation		
		More and longer pauses		
		Higher pitch		
2	Lexis	Simple and restricted vocabulary size		
		Difficult items replaced with more frequently occurring items		
		Fewer pronoun forms		
		Repetition of words		
		Fewer idioms		
		Use of analytic paraphrases		
		Fewer words for each clause		

		Contextual information		
		Explanation		
3	Grammar	Simple and short sentences/ co-ordination preferred to sub-ordination		
		Topics moved to the beginning of the utterances		
		Fewer wh-questions and more yes/no questions		
		More uninverted questions		
		More 'or choice' questions		
		More tag questions		
		More present temporal markings		
		Frequent questions		
		Fewer verb auxiliaries		
		Repetitions		
		New information at the end of the sentences		
		Teachers fill in the blanks for learners' incorrect utterances		
		Modifies learners' in correct utterances		
		Restrict to topic		
4	Negotiated interaction			

APPENDIX-II

TEACHERS SELECTED

S.N.	Name of the Teachers	Name & Address of Schools	Type of Schools
1	Sabita Neupane	Shanischare Secondary School, Arjundhara-8	Community
2	Durga Siwakoti	Bhanu Secondary School, Arjundhara-5	Community
3	Om Neupane	Kalasthan Secondary School, Arjundhara-10	Community
4	Toya Oli	Nawadurga Basic School, Arjundhara-4	Community
5	Prakash Dahal	Ganesh Basic School, Arjundhara-1	Community
6	Om Ojha	Swastika Shishu Sadan, Arjundhara-8	Institutionalized
7	Dipesh Paneru	Sirjana Shishu Sadan, Arjundhara-9	Institutionalized
8	Prem Acharya	Blue Heaven English Boarding, Arjundhara-3	Institutionalized
9	Roshan Bardewa	Suryajyoti English Boarding School, Arjundhara-4	Institutionalized
10	Luna Thapa	Pragati English Boarding School, Arjundhara-9	Institutionalized