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The Role of Mini Texts in Providing Quality Input to EFL Learners under Communicative Language Teaching

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Abstract:
Input hypothesis is one of the most influential theories of second language development. Krashen holds that comprehensible input, in the form of "i+1" is the basis for language acquisition. This research article aims to examine the role of input, particularly, in EFL setting. Objectives: The main objective is to examine some aspects of the popular terms: 'silent period', 'input', Krashen's 'i + 1' concept, and to discuss the role of "mini texts" as a means of providing quality comprehensible input, especially, to EFL learners in the context of successful English language learning in the classroom. Methodology: A mixed method research design was adopted to assess the quality of input that the students get from three sources: teacher talk, reading material, and interaction. Result: The data revealed the fact that the quality of input is poor as the output of the respondents are not satisfactory at all. None of the respondents' performance showed that they had exposure to good quality input at school or in a college. The teacher respondents were all enthusiastic about the concept of mini texts in the context of providing desirable input to students. Conclusion: Communicative competence is the goal of English language teaching, and to achieve this goal "quality input" must be provided to learners and at the same time adequate opportunities for meaningful interaction are equally necessary. Mini texts can be used as a source of "quality input" and the contextualized exercises after the presentation of mini texts can be used as opportunities to students for meaningful interaction. The hypothesis of 'mini texts" and the outcome of the accompanying exercises need to be tested fully in future experimental research.

1. Introduction
Input to language learning is just like a seed to seedling: if the seed is rotten, naturally the sprouts will come out late with a weak appearance. This means a good quality input is necessary to produce a desirable language development among learners. Input is spoken as well as written. In L1/L2 acquisition we get spoken *input* in real-life situations, whereas in EFL learning we get both types of input: *spoken and written* in classroom situations. Despite the variety of input, they get, EFL learners don't generally receive as *powerful, massive, meaningful and in-context* input in the classroom settings as L1 or L2 learners receive in natural settings of real life.

In language development, it is generally agreed that both input and interaction have an important role. Input without intake and intake without output are virtually valueless. The English language teaching methodology has passed several phases. Different methods and approaches showed their appearance and disappeared simply to give place to new methods. In 1970s communicative language teaching approach came into existence with anti-grammar revolution. Because of its charming central philosophy that language should be taught/learnt for communication, it was readily welcomed all over the world. Later different critics raised their voices against its over-riding single concept of communication. However, the charm of communicative language teaching has not died yet, even in EFL settings. There is no denying that language learning devoid of communicative ability is good for nothing, so communication is the essence of CLT both as its 'means' and 'outcome' in the language teaching/learning process (Nissaji and Fotos). So far as a means of communication is considered, communication cannot take place in a vacuum among EFL learners, especially among beginners. In L1 acquisition there is a *silent period* before a child starts communicating with parents. Is there something like 'silent period' in EFL classroom teaching, and is it necessary? These are the questions worth exploring.

1.1. Silent Period
What happens in a silent period? Children listen to what parents speak to them, and try to understand the language spoken to them. LAD helps them to absorb the language, and in course of time they become ready to communicate: initially at a word level and then at a sentence level. The term 'silent period' is a kind of 'preparation period' in which L1 children become used to the sounds and systems of language. By and by they start communicating with grown-ups and the process of communication becomes a means by which they acquire communicative ability and goes on improving it gradually, and soon they become efficient communicators in right time. Thus a 'silent period ' has an important role to play in L1 acquisition. Now the question arises if there is anything like a silent period in the context of EFL learning. It is generally seen that when children are admitted into playgroup level, they are given exposure to the target language, but the target language is generally paired with L1 for the purpose of easy comprehension. Moreover, in most EFL

playgroup classes, the children are urged, although not forced, to imitate the words of the target language from the very first day, so EFL children don't get enough time like 'silent period' to be used to the sounds and systems of the target language. Hence, there are marked differences between the 'silent period' of L1 acquisition and the silent period (?) of EFL learning for the following reasons. Firstly, in L1 silent period *a baby* has to be mentally active in order to acquire a language. In contrast, in EFL either *a child* or *a grown-uppers on* with somewhat matured brain has to learn a second language. Secondly, in L1 acquisition, a baby/child has *a 24-hour exposure* to the native language while in EFL a learner has an exposure to the target language for *a limited period*, one or two hours a day. Thirdly, in L1 silent period, a child has an exposure to the native language in *real life situations* while in EFL a learner has an exposure to the target language in the *artificial situation of the classroom*. Fourthly, in L1 acquisition, a baby has to undergo a *silent period* which lasts ranging from six months to a year or more year before the baby starts speaking at a word level while in EFL learning there is not anything like a silent period in the true sense of the term; a student is *required to speak something from the very first day*. Fifthly, in L1 acquisition 'silent period' is necessary because a baby's mind is tabula *rasa;* seeds don't germinate instantly, it takes at least two days in a normal condition. Similarly, the seeds of language will not germinate in the minds of a learner instantly, it will naturally take some time, not two or three days as it happens in actual seed germination because 'language seed' germination is a complex process, so the germination of language seeds in the learner's brain naturally takes some time. Furthermore, it will take more time in the case of EFL learners because EFL learners' mind is already occupied with one type of LAD. When they get input in another language *two LADs may clash sometimes*. In such a case, the growth of EFL seedlings may take longer to come out. Sixthly, in L1 acquisition, a child is *an absolute beginner* while in EFL learning there are varieties of learners as false beginners, absolute beginners, and adult learners: all *with somewhat matured brain* which is already wired with L1 systems.

Anyway, one thing is common: both in *L1 acquisition* and in *EFL learning*: both L1 learners and EFL learners are exposed to *language input* which they try to understand and absorb. However, there is one difference in the input. In L1 acquisition, a child receives *powerful and massive input only through listening* while in EFL learning, learners receive *less input through listening and more input through reading*. There are also other points of difference. The second point of difference about input is that in L1 acquisition, a child receives *input in all their waking hours* in real life situations, but in EFL setting *the instruction periods are limited*. The third point of difference is that L1 learners have *recursive input* with strong retention while L2 learners have mostly *one-shot input* whose result fades away after some time. The fourth point of difference is that in L1 acquisition there is *strong motivational force* to acquire the native language for the purpose of survival, *without any disturbance from "affective filter"* while in EFL the *motivation is rather weak*, and there is *some disturbance from "affective filter"* in the case of most learners. The fifth point of difference is that in L1 acquisition, a child receives *'bite-size' input* easy to absorb and digest in different periods while in classroom instruction, the students generally receive "*a heavy load of input*". The sixth point of difference is that in L1 acquisition, *input generally turns into intake* but in EFL learning there is no guarantee that input turns into intake. The seventh point of difference is that in L1 acquisition, all *the input is in context*, which makes it easy to understand but in the classroom instruction *the input is generally given in a de-contextualized way*. The eighth point of difference is that L1 learners *receive input naturally in course of communication* but EFL learners generally *get input in isolated sentences in grammar-only lessons*. The ninth point of difference is that L1 learners *frequently receive input in the form of verbal feedback during interaction,* but EFL learners very *rarely get corrective feedback in the form of input during interaction*. The tenth point of difference is that L1 learners *receive the input subconsciously and the input turns into intake* but EFL learners *receive input consciously, most of which fail to turn into intake*. The eleventh point of difference is that with L1 learners *input and output go on simultaneously as a natural process*. A child's output is automatic, natural and simultaneous in conversation, not initiated or forced by anybody, but in EFL learning the *students' output is a separate phase and is controlled by the teacher*. These differences along with the individual differences of learners: their different learning styles and teaching/learning complicated.

In spite of these points of differences some of which are beyond human control, there is a space where we can follow the process of naturalistic L1 acquisition in classroom L2 development. In L1 acquisition, parents provide *'finely-tuned input'* to a childuntil the child starts speaking at a word level, say at the age of two or suchlike. Similarly, in EFL learning learners who are absolute beginners need to be given *'finely tuned form-focused input'*. In L1 acquisition, after a child starts speaking at a sentence level, parents start providing *'roughly-tuned' input* to their child. This means both 'finely tuned and roughly-tuned input' have a role in the language development of a child. This again means in EFL leaning too, not only 'simplified input' but also 'complex and literary input' are essential for the perfect language development of learners. Besides, from the above discussion, we can infer the following points about 'input' in the context of EFL classroom instruction.

(a)   In EFL teaching it is better to give some 'preparation period' to learners, and not to force them to speak from the very first class. The preparation period will vary depending upon the type of learners.

(b)   Input through listening is more important than input through reading although the latter is also necessary in the context of EFL learning.

Oral corrective feedback can be used as one form of input. However, it must be used judiciously so as not to harm the confidence level of learners.

(c)   Recursive input is more efficacious than one-shot input in EFL teaching/learning.

(d)   Input through reading can best be given through "mini texts" which contain "bite-size" input subsuming all the four elements of language: vocabulary, grammar, phonology and function.

Input must be given in such a way that it turns into intake. This is possible in tension-free atmosphere on the part of learners.

(e)   Input must be followed by communicative task.

2. Importance of Quality Input

Some linguists hold that there is one secret to learning English: "Learn English the same way as native speakers acquire their L1 instead of thinking in L2 and then speaking in English". This is partially true. It's good to take inspiration from the L1 acquisition process but it's better to follow it with some modifications as per need, rather than to follow it blindly.

First of all, let's take the issue of 'input'. *'Simplified seed input'* is ideal for learners at the beginning stage (at a nursery level). Krashen's "i+1" input will not work well when a nursery child enters the school for the first time. Instead, 'simplified seed input' is ideal until a child is used to English sounds and simple words of daily use. When a child passes a 'preparation period' which is equivalent to so- called 'silent period' in L1 acquisition, and when a child starts speaking *at a sentence level*, only then "i+1" input can be given in EFL learning context. At his stage let children be surrounded by English atmosphere and let them utilize their LAD. The child can be slowly and judiciously pushed into a 'sentence level production stage' *towards the end of nursery class*. At the beginning of the nursery class, let children be at 'word level' being exposed to *'simplified seed input'*. When a child enters a KG level, sentence level production must **always** be emphasized. This is the time when learners should start communicating at a sentence level using*simple constructions and set phrases*. When a child enters class one, the input should subsume both '*finely-tuned input',* and *'roughly-tuned input' or* 'i+1' input (Krashen), which a child processes with the help of LAD. Roughly-tuned input should subsume:

> Complex grammatical structures of a literary text
> Idioms, phrases and collocations
> Substitute words and phrases (synonymous words/phrases)
> Substitute functional expressions (more ways of expressing the same function)

With class one or class two students the above-mentioned components of '*roughly-tuned input' should* be *at the minimum*. As the child goes on developing inter-language in upper classes, the complexity of *'roughly-tuned input'* can beincreased. This is supported by Yalden's theory of 'proportional syllabus' in language learning (Yalden, 1987).

Note: Right pronunciation comes under 'language input'. In order to be perfect input, it must subsume elements of acceptable pronunciation, and right/acceptable model pronunciation should be exposed to learners from the very scratch level so that they will pick up the pronunciation of words automatically/effortlessly, and so that they will not fossilize the faulty pronunciation, which is hard to rectify at a later stage.

3. Types and Sources of Input

3.1. Types of Input

Input is the language to which learners are exposed to. Input gives learners the material they need to develop their linguistic ability to use the language on their own.

> *From the perspective of medium, there are 2 types of input:*
> > (i)   spoken input and (ii) written input.
> *From the perspective of setting too, there are 2 types of input:*
> > (i)   naturalistic input and (ii) classroom input
> *From the perspective of difficulty level, there are 5 types of input:*
> > (i) finely-tuned input and (ii) roughly *tuned/authentic input*
> > *(iii) Simplified Seed Input (iv) Simplified+1 Input (v) A-Level Input*

(i)   Finely tunedinput:
      is matched to learners' current comprehension level and connected to what they already know.
      focuses on conscious learning of a specific point: the pronunciation of a word, contrast in the uses of two verb tenses, new vocabulary, useful social formulas
- is controlled by the instructor or textbook author
- is used in the presentation stage of a lesson

(ii)   Roughly tuned/authentic input:
      is more complex than learners' current proficiency and stretches the boundaries of their current knowledge.
- focuses on authentic use of language in listening or reading passages.
- is used "as is," with minimal alteration by the instructor or textbook author.
- is used in the activity stage of the lesson.

(iii)   'Simplified Seed' input (SS input):
      It is easily comprehensible input for beginners. Short sentences and sometimes even incomplete sentences are used. Simple words and simple sentences are used.

(iv)   'Simplified+1' input (S+1 input):
      It is similar to Krashen's i+1 comprehensible input. This input subsumes the language that learners can understand easily but at the same time some elements that provide an opportunity to learn something new.

(v)   'A-Level' input:
      It is the input of complex nature with literary taste, and subsumes better impressive expressions, different ways of expressing the same idea, higher level linguistic skills, and so on.

Note: Negotiation is also one kind of input:

An example of how negotiated interaction may be operating to facilitate *L2 development* can be seen in the following example (Gass, Mackey, Pica,1998).

In this example the NNS (Non-native speaker) does not understand the word *glasses*. The word is repeated by the native speaker (NS), the original phrase is explained, extended and rephrased, and finally a synonym is given.

> NS: *There's a pair of reading glasses above the plant.*
> NNS: *A what?*
> NS: *Glasses reading glasses to see the newspaper?*
> NNS: *Glassi?*
> NS: *You wear them to see with, if you can't see. Reading glasses.*
> NNS: *Ahh ahh.*

3.2. Sources of Classroom Input

Naturalistic input comes from parents, siblings, other relatives, neighbours, playmates and the members of the community. Unlike naturalistic input, the sources of classroom input are as follows:

- (i) teacher talk,
- (ii) listening activities (taped or interaction),
- (iii) reading passages, and
- (iv) the language heard and read outside of class.

3.2.1. Sample Mini Text with Practice Exercise

A mini text is a kind of short passage that provides useful input to language learners. A mini text has a substantial role to play in P3 procedure of ELT. It is noteworthy that although P3 (presentation, practice and production) is tagged as 'traditional', it is a universal procedure of language teaching/learning, used by all so-called modern ELT methods in the guise of new terms. Given below is a sample "mini text" which shows how mini texts can give exposure to the right input to learners so that they can internalize grammar points as well as essential vocabulary-in-use with a view to enabling them to communicate effectively.

3.2.2. Sorry to be Late

A: Why are you late? I have been waiting for you for an hour. Luckily, the bus is also late today, otherwise you would have missed the bus.

B: Sorry to be late, buddy. Actually, a strange thing happened today. When I was about to go into my bedroom, I found it under lock and key. I needed the key to the lock, but the key was missing. I and my mom looked for the key hither and thither but all in vain.

A: What happened then?

B: Well, you know it was necessary to open the door at any rate because I had to get dressed, take my wallet and the bag. To do all these things it was necessary to open the door. At last we decided to break the lock, so Mom brought a hammer. I hit the lock hard two or three times with the hammer, and it opened at last. Hurriedly, I went in. First, I got dressed; then I took my bag and wallet. And without wasting any time, I left for the bus-stop. I knew that you were waiting for me. All this took time. Sorry to keep you waiting here, buddy.

A: It doesn't matter. You are here at last, and luckily, we haven't missed the bus. Look,

here's our bus. You got here just in time.

NOTE: *Look how this mini text helps to teach so many points of vocabulary, grammar, pronunciation and function – all the four components of language.*

3.3. Practice Exercise

1. Meaning-oriented questions to check understanding: (The teacher will ask on-the-spot comprehension questions to check understanding of grammatical and lexical concepts.)

    FOCUS ON FORMS (Isolating the target forms from the above text):
2. I have been waiting for you for an hour.
    C-R: Meaning + form + rule, contrasting with "I am waiting for somebody".
    (*The teacher will consult the section: GRAMMAR NOTES.*)
    Quasi-communicative Practice: *Complete the sentence.*
    Gita started cooking at 3. It's 4 now, and she is still cooking. = She ……………………
    Communicative Practice: *Complete the sentence.*
    There is a noise in that room. There are two boys there. You can hear a noise of being beaten by somebody. You can hear shouting voices. The room is locked. What is going on there? Perhaps they ………………
3. Otherwise we would have missed the bus.
    C-R: Meaning + form + rule:
    (*The teacher will consult the section: GRAMMAR NOTES.*)
    Controlled Practice: *Complete the sentence.*

If he had worked hard, he (pass) the exam.
Communicative Practice: *Complete the sentence.*
Sita's friends are all married. She is still single at the age of 40. If she had married in time, she …………………….

4. Sorry to be late, buddy.
    C-R: Meaning + form + rule:
    (*The teacher will consult the section: GRAMMAR NOTES.)*
    Quasi-Communicative Practice: *Supply the missing expressions.*
    You have broken a vase of your friend by mistake. = …………………….
    You have stepped on somebody's foot. = …………………….
    You have pushed somebody in a crowd by mistake. = …………………….

5. I needed the key to the lock,
    Explicit Rule Explanation: *"Key" is followed by the preposition "to".*
    Key to success = something that gives you success
    Key to happiness = something that makes you happy
    Key to the cell/room/box, etc. = a tool that opens the cell/the room/the box, etc.
    Quasi-Communicative Practice: *Supply the missing sentences, using "key to".*
    Nothing but hard work gives you success in life. = ………………
    Can material things give you happiness. What can make you feel happy? = What …………………..?
    This suitcase is under lock and key. Where is its key? = Where …………………… ?

6. ….. but all in vain.
    Explicit Word Meaning Explanation:
    All in vain = all the efforts were futile/useless
    Quasi-Communicative Practice: *Complete the sentence appropriately.*
    I tried to persuade him to join the army, but ………… . He did not …………..
    He studied day and night, but ………………………… . He could not ……...

7. …… it was necessary to open the door at any rate
    Explicit Word Meaning Explanation:
    At any rate = under any circumstances
    Quasi-Communicative Practice: *Complete the sentence, using "at any rate".*
    It was raining, but I ………….
    I am away from home now, but I …………

8. I left for the bus-stop.
    Compare and contrast: *Leave a place vs leave for a place*
    I *left London.* = I went somewhere else from London.
    I *left for London*. = I left some place to go to London.
    Communicative Practice: *Complete the sentence, using "leave … for….".*
    He left home. He went to the office. = He …………………
    The bus started. It had to get to Pokhara. The bus ………………..

9. Sorry to keep you waiting here.
    Explicit Word Meaning Explanation: *Keep sb doing sth* = make sb do sth for a long time: *Sorry to keep you waiting here*.
    Compare and contrast: Keep sb doing sth vs keep from doing sth
    Keep from doing sth = to manage to prevent yourself from doing something: *I could not keep from laughing when she told a joke*.
    Quasi-Communicative Practice: *Complete the sentences appropriately.*
    (a) I was standing outside for 20 minutes, but he did not call me in. He ……….
    (b) I was shocked to see her pitiable condition. All my friends were shocked too. They were all crying. I could not …………..
    too.

10. At last we decided to break the lock, so Mom brought a hammer. I hit the lock hard two or three times with the hammer " …
    Rule: A singular countable noun takes "a/an". Once we have used "a/an" with any noun, we use "the" with that noun when it is used repeatedly. That's why we see "a hammer" in the first sentence and "the hammer" in the second sentence.
    Controlled Practice: *Rewrite these sentences supplying correct articles.*
    (a) Yesterday when I was away from home thief broke into my bedroom. Thief took away a cash amount of fifty thousand rupees which I had saved to buy new TV set.
    (b) I bought fat goat for the coming Dashain festival. I was thirsty, so I tied goat to tree and went to drink water.
    (c) There was beggar at the door. Beggar was holding an old bowl in his hand.
    (d) Snake came into my room. Snake bit a child sleeping on the floor and disappeared into hole.

11. You got here just in time.
    Explicit Rule Explanation: *Mark the differences between "in time", "on time" and "just in time".*

Suppose I have an appointment with the dentist. The time of the appointment is 3.00 pm

If I arrive at 2.30 pm then I will be early but I am also there in time for the appointment.

If I arrive at 2.55 pm, I am also in time.

If I arrive at 2.58/59 pm I am just in time.

If I arrive at exactly 3.00 pm then I am exactly on time.

Quasi-Communicative Practice: *Complete the sentence appropriately.*

(a) I got into my classroom just as the teacher appeared on the corridor to come to our class, so I got into my classroom …………………………..

(b) The child fell down from the roof. Down was Mohan. He saw the child falling. He instantly took the position and caught the child …………………………………

3.4. Vocabulary Expansion

12.   Wallet vs Purse

Figure 1: purse used by girls   *Figure 2: wallet used by boys*
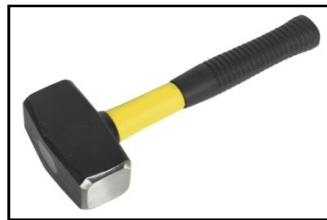
13.   Hammer vs mallet

Figure 3: hammer made of metal   *Figure 4: mallet made of wood*

14. Buddy vs friend

Buddy = friend in an informal language

15. To get dressed: *Similar other expressions are given below. Use them in sentences in any tense of your choice.*

to get bored, to get tired, to get married, to get worried, to get ready, to get lost, to get late, to get better, to get old, to get hungry, to get angry, to get dark.

3.5. Specific Grammar Points: Explicit Rule Explanation

16. For vs since

Rule: For + period of time: second/minute/hour/day/night/week/fortnight/month/year/century/millennium

Since + point of time: clock time/name of a particular day, month, season , year, century/ a particular event such as: Dashain, sunset, sunrise, evening, marriage, death, etc.

Use: With the Help of L1: Supply the equivalent English expressions.

Ps xKtf ;], Ps ah] ;], b'O{ lbg ;], ;f]daf/ ;], tLg aif{ ;], !(() ;]

Note: *L1 can be used judiciously if it saves time and gives better results.*

17. "ly" adverbs

Rule: Most adjectives with some exceptions form their adverbs by adding "ly".

warm + ly = warmly

slow + ly = slowly

hurried+ ly = hurriedly

lucky + ly = luckily: Mark that "y" of "lucky" has been changed into "i".

Note: "Fast" and "hard" don't take "ly" to form adverbs.

The deer ran *fast*. (not "fastly")

He hit me *hard*. (not "hardly"). Note that "hardly" means "almost no/never": He hardly ever visits her.

Controlled Practice: *Use the adverb form of these words in your own sentences.*

Angry, happy, sad, beautiful, careful, cruel, kind.

3.6. Correct Pronunciation:
   Pronounce each word three times after your teacher. Pronounce them each 20 to 50 times at home according to your convenience.

18. late   = n]O6\, not n]6\
    wait   = j]O6\, not j]6\
    for   = kmf] or km in fast speech
    missed   = ld:6\, not ld:8\
    go   = up, not uf]
    open   = cpKg\, not cf]k]g\
    wallet   = jf]n6\, not jfn]6\
    decided   = l8;fOl88\, not l8;fO8]8\
    times   = 6fODh\, not 6fOD;\
    all   = cf]n\, not cn\

4. Methodology

This research aims at finding out the quality of "language input' that students receive in the schools and colleges of Nepal and the role of "mini texts" in providing quality input to EFL learners so as to help them develop communicative competence. The study followed mixed methods and triangulation technique for *cross verification*. Data from mini tests and survey interviews were taped for detailed analysis.

The target population was class nine students, bachelor level students, school administrators and lower secondary level English teachers. Quota sampling and purposive sampling were used for the selection of   respondents from Kathmandu, Bhaktapur and Lalitpur districts. **200** class nine students (50 x 4 = 200) were selected from **50** high schools of three districts. **90** BBS students (15 x 6 = 90) were selected from **15** different campuses of the aforementioned three districts. **50** administrators (50 x 1) were selected from **50** different high schools of the three districts. **50** Lower secondary level English teachers (50 x 1) were also selected from **50** different schools of the three districts.

5. Results and Discussion

Given below are the results of (i) "mini oral tests" and (ii) survey interviews.
Note: The "Mini Oral Test Items" with their objectives have been presented in Appendix 1.

5.1. Results of Mini Oral Test
   • Respondent Type 1: Class nine students: 100 from private schools + 100 from government schools: = total respondent students200

Out of 200 respondents 40 students got 20% score
Out of 200 respondents 100 students got 30% score
Out of 200 respondents 60 students got 40% score
Mean score = 30%
   • Respondent Type 2: Bachelor level students: total number = 90 students
Out of 90 respondents 30 students got 30% score
Out of 90 respondents 40 students got 40% score
Out of 90 respondents 20 students got 50% score
Mean score = 40%
   • Respondent Type 3: school administers: Total number = 50 administrators
Out of 50 respondents 10 students got 20% score
Out of 50 respondents 20 students got 30% score
Out of 50 respondents 20 students got 40% score
Mean score = 30%
   • Respondent Type 4: Lower Secondary Level English teachers: Total number = 50 English teachers
Out of 50 respondents 15 teachers got 40% score
Out of 50 respondents 15 students got 50% score
Out of 50 respondents 20 students got 60% score
Mean score = 50%
Note: The Test items of Mini Oral Test with the objectives of each test item have been presented in Appendix 1.

5.2. Result of Survey Interview with BBS Students about the effectiveness of their ex- teacher's English language teachingmethod
   This survey was carried out in order to find out the reasons for why the students were satisfied or dissatisfied with the mode of English language teaching at school and in colleges.
   1. 70 out of 90 (77.7%) respondents answered in the negative to the question: "Did your English teacher teach you the structure of interrogative sentence explicitly and clearly or not?"

2. 75 out of 90 (83.3%) respondents answered in the negative to the question: "Did your English teacher ever teach you the pronunciation of "walk"? Didn't they explain to you that the letter 'l' is silent after the letter 'k'?"
3. 50 out of 90 (55.5%) respondents answered in the negative to the question: "Did your English teacher use to give you the clear concept of simple words like "hand/leg"?"
4. 60 out of 90 (66.6%) students answered in the affirmative to the question: "How often did your English teacher make you speak English in class?"
5. 50 out of 90 (55.5%) respondents answered in the affirmative to the question: " Do you remember that you picked up some good English expressions and correct pronunciations almost every day from your English teacher?"
6. 80 out of 90 (88.8%) respondents answered in the negative to the question: "Do you think that your English teachers helped you a lot to learn English or rather to develop your English skills?"
7. 80 out of 90 (88.8%) respondents answered in the negative to the question: "Do you think that your English teachers spoke with correct English pronunciation, and so you picked up correct English pronunciation from them?
8. 85 out of 90 (94.4%)respondents answered in the negative to the question: Do you think that the method of your English teachers' teaching was good, and because of that teaching method you have been able to develop a good communicative ability?

5.3. Result of Survey with English Teachers about the effectiveness of the use of "mini texts"
This survey was carried out with a purpose to find out whether the English teachers support or oppose the proposed concept of English language teaching through "mini text'.
48 out of 50 (96%) respondent teachers supported the idea of teaching English using "mini texts" for better outcome. Only 2 (4%) teacher respondents reacted negatively advancing the argument that the mini texts are not as interesting as long theme-based stories or narratives. They also argued that the exercises are too lengthy, and it will take a lot of time to finish all the exercises.
Note: The survey questions (questionnaire) have been presented in Appendix 2.

6. Discussion
The interpretation of the data from mini oral tests reveal that out of **390** respondents only 40 respondents, i.e., 10.25% respondents were able to identify the word "hand" correctly. Rest 350 respondents either touched their "fore-arm" to show their hand or were actually confused which was really hand. This phenomenon may require further research to find out what the real reason is behind such a great failure in learning the clear concept of such a simple word like 'hand'. However, one thing is clear that the school and college students now and former students who are currently working as administrators and teachers were not given the clear concept of such a simple word " hand" by their teacher in their student life otherwise well-taught class two students can accurately know the meaning of the word "hand". In this case, the "quality of input" can certainly be called into question. Krashen has advocated the concept of comprehensible input, however, his hypothesis of 'comprehensible input' does not sufficiently subsume the concept of "quality of input" in which input must be provided in such a way, either explicitly or implicitly, that the central meaning of the target words is crystal clear to learners. He simply emphasized the concept of massive comprehensible input in the form of "i+1"(Krashen, 1984). Massive input which learners are able to understand combined with the language which is a little bit above their standard is undoubtedly essential for language acquisition. Moreover, in classroom teaching the input must be such that it provides *'clear concept'* of target words. Similarly, simple words of daily use like "*wipe, pigtail and ponytail*" could not be used correctly by school and college respondent students. Even many administrators and teachers failed to show their acquaintance with all these three words. This again supports the conclusion that the input of vocabulary-in-use is poor in schools and colleges.
100% percent answers were wrong regarding the pronunciation of so simple words of daily use: "nose" and "stomach". This indicates that the input regarding acceptable pronunciation is desperately lacking.
More than 80% respondents including teachers and administrators were unable to correct the grammatically wrong sentences. Communication without correct patterns has no value (Ur).
Almost all the respondents were unfamiliar with the structure to be used in introducing somebody to somebody else. Functional command is equally necessary for effective communication (Littlewood, 1984). So, language input must cover basic structures used for different communicative functions.

7. Conclusion
The individual scores and mean scores of the 390 (200 + 90 + 50 + 50) respondents make the fact evident that the mean score of three groups of respondents is below standard. Only 50 respondent teachers had a mean score of 50 %. This score cannot be attributed to the teaching mode and quality input they received in their student life. It is evident, though not researched, that the present linguistic ability of the working teachers has been contributed more by their own self-study and teaching experience than by the language input they got in their student life. On the whole, the situation seems to be deplorable regarding the exposure of quality input to students in schools and colleges. Further research on the causes of poor linguistic development of the school and college students is essential. There might be several causes, but one cause is evident: lack of 'adequate quality input'. Interview responses of 90 BBS students also corroborate this fact.

8. References
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Appendix 1:
Mini Oral Test
Test Items and Objective(s) of each test item:

1.   What do you call it in English? = Ans: nose gph\ : test of pronunciation

2.   Show or touch your hand = Ans: : test of active vocabulary
3.   What do you call this one in English? = Ans: stomach :6fds\ : test of pronunciation
Look at my action, and say what I did. = Ans: You wiped your face. : test of active vocabulary
4.   Now look at this action of mine, oh sorry. What did I do? = Ans: You slapped him gently.   : test of active vocabulary
5.   Introduce your neighbour to me. : test of communicative function-based ability
6.   I am learning English, since ten years. Correct this sentence if you find any errors.: test of basic grammatical knowledge
7.   He said me he will come back soon. Correct this sentence if you find any errors.: test of basic grammatical knowledge
8.   Give equivalent English words for: cfFvf lemdlemd ug'{= cfFv emKsfgf[1], cfFvf ;Gsfpg' = cfFv df/gf[2] Ans: 1. blink, 2. wink at: test of active vocabulary

9.   Differentiate between 'pigtail' and 'ponytail'. Ans: : test of active vocabulary

Appendix 2:
Survey Questions (Questionnaire)

Group A: Vocabulary Development

Survey Questions	SD	D	U	A	SA
- In-context vocabulary through mini texts makes it easier to give the clear concept of words in a natural way. - Any necessary vocabulary items can be presented through by composing a mini text around the target vocabulary items. - Mini texts are a good solution to problem of weak vocabulary stock of students because of poor vocabulary input. - Mini texts should not be over-packed with words. - It's good to present key vocabulary items in bold type. - It's good to compare and contrast key vocabulary items. - It's good to have "on-the-spot vocabulary expansion".					

Group B: Grammatical Knowledge

Survey Questions	SD	D	U	A	SA
- Important grammar points can be incorporated in mini texts, so I like it. - It is good to underline and italicize target grammar points for consciousness raising or noticing in the mini text. - It is good to have meaningful grammar practice exercises after the mini text presentation.					

Group C: Phonological Knowledge

Survey Questions	SD	D	U	A	SA
- It is good to get the students to do "on-the-spot pronunciation" practice of those words which are generally mispronounced in course of the presentation of the mini text. - "On-the-spot stress" exercise incorporated in the mini text also helps to make the students pronunciation conscious.					

Group D: Functional Knowledge

Survey Questions	SD	D	U	A	SA
- Structures based on language functions as per need can be presented through mini dialogues, so I like it. - Structures based on language functions as per need can be presented through mini narratives, so I like it.					

Group E: Communicative Drill, etc.

Survey Questions	SD	D	U	A	SA
- It's good to have communicative drills in the exercise section after the presentation of the mini text. - It helps to develop communicative ability. - It's good to have even controlled practice exercise as per need. - It helps to develop accuracy. - It's good to incorporate choral drill for habit formation in the exercise section.					

Group F: Miscellaneous

Survey Questions	SD	D	U	A	SA
Mini texts are a fusion of explicit and implicit teaching, so I like it. Mini texts incorporate cognitive as well as behavioural aspects, so I like it. Mini texts are learning-oriented, not obsessed to any particular method, which is in keeping with post method pedagogy, so I like it.					

The End