

THARU LEARNERS' OPPORTUNITIES FOR EXPOSURE TO ENGLISH
LANGUAGE LEARNING

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AN ABSTRACT OF THE DISSERTATION OF

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Abstract Approved _____

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This study fundamentally deals with the exposure of Tharu learners encompassing their initiatives and undertakings in their local settings. The Tharu learners’ exposure opportunities enhancement and standard of quality education move simultaneously. Lack of exposure among the Tharu learners prevents them from learning to speak English. Thus, the Tharu learners need appropriate opportunities of exposure to broaden their repertoire of skill which make them able to speak overcoming interferences of their mother tongue. The Tharu learners in the Nepalese society are considered as underprivileged ethnic group, they need to be equipped with latest exposures to face the challenges in the context of speaking.

The research was carried out to explore the exposures of the Tharu learners in their improving speaking skill. Although Tharu learners’ speaking improvement have problems in many different areas, it seems that certain linguistic problem emerge even when they think about the enhancement of exposure is appropriate ways of learning to speak English. This study revealed some of the important exposure opportunities which help the Tharu learners to improve their speaking in the rural setting. The

Tharu learners improve their speaking in rural setting of Nepal where no prominent opportunities are available for Tharu learners' speaking enhancement.

To proceed with this study, I followed qualitative approach with focus on its philosophical concerns embracing my ontological, epistemological assumptions. The ontological assumptions for this study subscribe multiple realities. The epistemological assumption is subjectivist because knowledge is created through interactions with research participants. The axiological stance is value-laden since all participants' ideas deserve worth. I collected understanding and experiences of research participants through narrative and interviews and by observing them in their own world.

I adopted the interpretive paradigm and ethnographic approach. Through these approach and paradigm I interpreted the lived experiences relying on the participants understanding, Tharu learners' learning speaking exposures' enhancement. The findings indicate that Tharu learners have traditional hangover in their learning. The issue of Tharu exposures enhancement is inclusively realized by the Tharus themselves.

The exposure such as adopting English books, television, involving in different debates is not common exposure for them. Very few of them are partially using them to enhance their speaking skill.

29 December 2011

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DECLARATION

I hereby declare that this dissertation has not been submitted for the candidature for any other degree.

29 December 2011

Sarita Chaudhary, Degree Candidate

DEDICATION

To parents, elder brothers and my elder sisters

With love and respect

Master of Education in English Language Teaching Dissertation of Sarita Chaudhary
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29 December 2011

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CHAPTER I

INTRODUCTION

Chapter Overview

This chapter begins with the background of Tharu community and Tharu language and goes on with school education in the Tharu community relating to language interference. It presents introduction to learning speaking exposure, issue statement, research questions, objectives, rationale and ends with delimitations.

Background

As an English learner from Tharu community, I had troubles in articulating and producing patterns of sounds, stress and intonation while speaking English. So in this research I am going to focus on those aspects of challenges and culture of living of Tharu learners that cause hindrances to their speaking skill.

Tharu learners are environmentally, socially and culturally affected as far as speaking English is concerned. They grow up in their own community which is very different from other communities in communicative, cultural and other social behaviors. These factors affect their speaking skill whether they speak very fluently memorizing certain structures and pronunciation of words phonetically.

Tharus are poor in spoken English because they are kept far from education. They get fewer opportunities to converse in English (Chaudhary, 2010). For the Tharu learner, English speaking focuses on linguistically correct production of sounds. If Tharu learners get more exposure they can speak linguistically correct sentences. Schools and English language training play a vital role for improving their

articulation, production of sounds, stress and intonation. The natural tone of their own mother tongue will also go away. The more exposure brings positive changes to their speaking skill.

Tharu is one of the important languages in Nepal. It is the fourth most spoken language of Nepal. Mainly it is spoken in the southern part of Nepal. The majority of Tharus live in Dang, Banke, Bardia, Kailali, Siraha, Saptari, and Udaypur districts. Very few Tharu people live in the hills and even fewer of them live in the high mountains. Generally, the Tharu language belongs to Indo-Aryan language and is spoken by 5.86 percent of the Nepalese as a mother tongue. Though it has a long history, it does not have its own script; therefore it uses the Devanagari script (Chaudhary, 2010)

Social and cultural system and life style of Tharu is very rich. Chaudhary (2010) expresses, “The changing Tharu culture’s social system and life style have specialties that are similar with other cultures” (p. 10). My selected area, involves in Maithili community where most of the Tharus follow the norms of Maithili culture. People of different castes such as Pahari, Brahmin, Chhetri, Rai, Thapa, Biswakarma, Maithli, Yadav, Shah and Kochila Tharu live in this areas. Therefore in Siraha district Tharus speak mixed languages. Mixed languages never give anybody’s social and cultural values and identities. The speakers of Tharu community pronounce the word ‘student’ and ‘disturb’ as /estudent/ and /distap/ and other non speakers pronounce /stju:dnt /and /di’st3 b/. Therefore, there is a difference between Tharu learners and non Tharu learners in articulation. Tharus are culturally, socially and environmentally affected so their tones automatically sound different.

The main occupation of Tharus is agriculture. Their parents involve their children in farming where the low caste uneducated people do the work who talk

roughly, unsystematically and their children follow the same. The learners do not get opportunity to mix with educated people, place and situation to improve their speaking skill. The Tharu children spend limited time in schools but most of the time they spend with their parents working in the field with lower class people. Though they try to improve their English in school, they fail due to more involvement in their parents' occupation. If the Tharu community's learners get educated environment, place, people and condition and get chance to talk with educated persons then they may have good pronunciation of their daily speaking words. These people, place, condition and parents stand as exposure for learners.

Tharu culture is distinct. They like to live within their own community; they don't like to mix with other communities. They are honest, simple, unselfish and unique. They are not cunning like people of other cultures but they have a lot self respect. The Tharus love their folk arts. Tharu songs, Tharu handicrafts are only for personal use, not for commercial purposes. They like contrasting colors in dress and wall paintings for decoration of their houses (Chaudhary, 2010). Males wear white dhoti kurta and female wear white sari. Their living style is different from other. Therefore, their thoughts match their living. They are different than others in most of the cases such as in food, dress, art, culture and language.

Environment is also an exposure through which a learner improves their learning aspects. Environment is a factor that refers to the condition of learners, in their living areas where they study, and spend most of the time. They express themselves and talk spontaneously like never before. If they get good exposure they may improve in their speaking skill. Psychological environment also affects the nature of learners in most of their working and living areas.

Conservatism is one the drawbacks of women in the Tharu community because of which they lag behind in education. To some extent men are quite lucky in this regard. Men get more freedom from their family than women. Mostly women are deprived of education because they get married at young age. In Tharu community most of the women are uneducated. This is adverse effect in the way their children speak English.

Introducing Learners' Exposure

The term 'exposure' refers to the situation in which a language is learnt or acquired. It includes three elements i.e. time, place and language to which a learner is exposed to in the process of learning but input refers only to the language a learner is exposed.

According to Elben and Elben (1994) mentioned in Dhakal (2008) "An exposure is an event consisting of contact at a boundary between human and the contact and the environment of a specified contamination concentrations for a specified interval of time" (p. 242). Fortunately for the learner, the learning environment rarely puts pressure on them to speak when they are not really in speaking condition (Lightbown & Spada, 2003, p. 33).

Jim (1981, as cited in Lightbown & Spada, 2003) showed very rapid acquisition of the structures of English once he began to interact with an adult on a one to one basis. The fact that he had failed to acquire language normally prior to this experiences suggest the problem lay in the environment not on child (p. 25).

A case study done by Jim (1981) shows the effectiveness of learning through environment rather than linguistic knowledge for learners through extra materials such as tape, radio, recorded voice and BBC news make the learners to speak. The environment also provides effective exposures to the learners to learn language and their tone improvement.

Through these issues raised I actually mean language is human which involves thought and certain structures that provide exposures to the learners to speak language. If the learners get certain input of grammatical knowledge they need environment to communicate language. Environment forces the learners to speak language for eg. in school, formal places where there is necessity to speak in English. They communicate fluently like native speakers. Linguistic knowledge doesn't mean only to speak but a learner needs extra knowledge to speak.

Exposure refers to the teacher, learners, materials, places, certain time and certain language training institutions and environment. Where the learners get opportunities to learn English language. Exposure plays a vital role for the learner of any cultural background. It brings improvement in articulation and production of sound. Some important exposures are mentioned below.

School as Exposure

A school receives state support or belongs to a system of education. School is a certain place recommended by the government. It is a place where the learners of different cultures meet and share their feelings verbally. The learners of different community know each-other's cultural knowledge with the target language. The learners know the values of discipline, respect and the value of culture differently following certain rules in English. (Sapkota & Gnawali, 2006).

Tickoo (2003) says, "Schools are a good barometer of both language use and social values and their approach to teaching the national language or languages" (p. 240). School is a place where the learners of multiple group get chance to improve their accent and improve their fluency.

School is a place for knowing social values by learners through teacher's teaching techniques, ideas with national language. The learners get exposure to get

input of language and pronunciation and meaning with different learners of different economical cultural background and their own cultural languages. The learners overcome their inferiority while they speak English language as they get more exposure through direction of teachers, friends, teaching materials, English patterns and environment also. The learners change their ways of speaking, living, thinking and feeling. The expression of words becomes standard, if they speak English and not their own language. School is a place where the learners improve their speaking skill; they also improve their accent and pronunciation.

Teacher as Exposure

Larsen-Freeman (2007) says, “The teacher can help the learners overcome their learning” (p. 101). The teacher acts as a facilitator who understands where the learners find difficulty in doing the work. S/he teaches them in the ways they understand the subject matters by using different techniques. The teacher make use of the students’ native language, telling students precisely what they would be doing during the lesson, establishing time limits, giving students only as much language at a time as they can handle, and taking responsibility for clearly structuring activities in the most appropriate way.

Richards and Rodgers (1986) state, “The teacher controls the learners and prevents them from doing anything that conflicts with the theory” (p. 157). The teacher clears the confusion of learners in their theory. Theory provides main linguistics exposure to the learners in language learning. Through theory, the learners achieve production of language in their practical life, how language is spoken.

Larsen-Freeman (2007) reflects, “The teacher is like an orchestra leader, directing and controlling the language behavior of his or her students” (p. 45). The teacher is responsible for providing her or his students as being a good model for

imitation. Therefore, the teacher sometimes becomes facilitator, director, helper, instructor, and guide for learners and helps them overcome their problems and motivate them to progress in their career, performance and proficiency of their language.

Materials as Exposure

Richards and Rodgers (1986) say, “Materials will focus on the communicative abilities of interpretation, expression, and negotiation” (p. 30). Materials are means for learners through which they store knowledge of context to speak fluently. The learners can interpret the concept of patterns to communicate correctly. Materials provide rules, systems of patterns, and extra materials for learning a language. They give opportunities for learners to learn English language.

Richards and Rodgers (1986) states, “Materials will allow learners to progress at their own rates of learning” (p. 30). The goal of material for learners to present content to practice, to facilitate communication between learners without teachers’ help.

They further (1986) state, “Materials will provide opportunities for self evaluation and progress in learning (p. 30). It means that the learners get self evaluation when they study a text book, note and patterns without taking the help of teacher. Materials provide opportunities for independent study and use for learners.

English Language Pedagogy in the Tharu Community

English language has become the most important language in the world. It is used in every field of work. Talking in English is a typical case because of its world wide use. The language of culture focus by learners in every words, sentences and phrases while they communicate as it is taken for granted that in English language teaching, cultural and creative aspects get the focus (Sharma & Phyak , 2007).

Seldhfer (2002, as cited in Bist, 2007) states, “The first large scale effort to study the development of English a world language” (p. 16). Krasnick (1998) argues, “In ELT pedagogy the origin of the problem lies mainly in the fact that general curriculum and instruction issues are seldom included in ELT training courses, nor are relevant topics in the sociology of education of the sociology of knowledge” (p. 25).

The essential assessment is not focused that would assist in designing all types of courses in relation to socioeconomic and other language related factors. English pedagogy is needed in every field or every working member’s community. It adopts the cultural values, norms and creative cultural aspects, for example people not only write the name of his institution in English but all other things are also written in English. So it has come to be of use for everybody in the world. For Tharu learners, English language learning starts in school from Grade1 to 10 but being only one subject in each class it is not effective in learning the language. In One period in a day is not enough to learn English language effectively. Neither their speaking nor their pronunciation and written skill improve. They take the help of L1 to follow L2. Translation method is one of the methods for them to learn English. Through this method they find it easy to follow English language.

Language Interferences

Ellis (1992) opines, “Interferences was the result of what was called proactive inhibition” (p. 22).

This is concerned with the way in which previous learning prevents or inhibits the learning of new habits. As English is the third language for the Tharu learners of English, they have low performance and feel difficulty in pronouncing. That is why, they have to learn Nepali to move with the system of the country. After that they have to learn English to face the world and globalization. As Tharu learners have

difficulties in their accent and pronunciation, Nepali language helps them to pronounce well in English.

Kaplan (2001) opines, “It is also possible to claim that the phenomenology of a community of speakers is reflected in the language spoken, and the language spoken helps in some way to shape the phenomenology” (p. 8). Language is the identity of any ethnic group; it’s their glory, pride and progress. Language helps them to identify with their culture when they speak. Their own tone automatically comes in their spoken language. Language helps them to put forward their ideas through communication.

English language shapes in third position for Tharu learners. So they have difficulty in pronouncing the word. First they must have the knowledge of their own culture and they learn Nepali with the help of their own language and after that with the help of Nepali language they learn English. They can write well in English but they have problems when pronouncing words correctly in English.

The Tharus have their own dialects. The speakers have difficulty to address in pronouncing sounds such as /t/ and /d/. They pronounce other sound instead of /t/ and /d/ sounds. Tharu speakers pronounce ‘language’ and ‘disturb’ as /launge/ and /distup/. This interference has hindered their English pronunciation to a great extent. There are so many other factors as well which interfere with their speaking.

Problem Statement

The Tharu learners have problem of speaking the words correctly. The reasons are; they have sufficient English books, inappropriate environment, inappropriate class divisions and unqualified teachers. Due to these reasons they feel difficult to improve their English. Therefore they also need extra exposures for learning English which

make their environment appropriate and get different ideas to improve their speaking skill that is my concern to find out.

In the context of Nepal, education system is not good. In Terai region most of the boarding schools there is not English speaking rules so learners feel difficult to improve their English. Such problems also raised in the Tharu learners of my area. But another reason is the private sector receives more money from students they can't provide them more facilities, appropriate materials and enough trained teachers to improve their English. So the learners don't get more focus to improve their English language. Therefore my concern is to find out the problem of speaking of Tharu learners due to these reasons. Especially in my area Tharu learners have problems in speaking due to not fulfilling the requirement of these things. So my concern was to find out their problems for their further improvement in learning English language in my research.

The Tharu learners of Nepal belong to an ethnic group. All Tharu speakers don't have problem of articulation and production of words and sounds in their English. But most of the Tharu speakers have problem in speaking English. Environment also affects their learning to speak English who grow up in their own environment. Specially they have poor articulation of words and speak incorrect because of their own socio cultural lives. I want to say that the problem arise when the Tharu learners are brought up totally in their own culture and society. Socially and environmentally they are affected not only in the way they speak but also in their practical life. This interferes their speaking skills.

The Tharu learners have difficulty in pronouncing the words in English. Their own accent / tone is difficult to avoid. In order to bring change in the way they speak. Exposure is one that gives them more opportunities to learn English language by

writing and speaking. School is a great exposure to the Tharu learners. There they get chance to practice their English. The factors of their own society and culture interfere in their learning. Their occupation is also a hindrance in their learning because Tharus are totally engaged in agriculture. They don't get professional Knowledge about the world. Their world is narrow involving agriculture and house and village work. These aspects totally interfere in producing English words. Being a learner of Tharu society, I have found out that exposure improves speaking.

Research Questions

My research gives the answers of the following research questions.

1. What opportunities do the Tharu students have for the exposure to English language learning?
2. What exposures do Tharu learners of ELT follow to learn English?
3. How do the social factors bring problems in the Tharu learners' English speaking skills?

Rationale of the Study

I have observed that most of the Tharu learners speak English well. When I have collected data at that time I observed through their data and I found that the Tharu learners are not involved in language training and not getting acquainted with educated people in their lives.

I am also an ELT learner of Tharu community. When I entered Kathmandu University, I met with educated people who have good command of English, and trained teachers with different teaching techniques. I got to improve my language also. I got sufficient exposures not only from the English books and teachers' talk but also from the effective environment. I used more extra English patterns while

speaking and extra materials for improving my pronunciation. So the purpose of my study is to explore the benefit of exposures that helps the learners overcome their social and psychological problems.

In my research, I explain the values of exposures which will be appropriate for improving the pronunciation of the learners of the same community and bringing about a gradual change in them with regard to language learning. Socio-cultural and psychological interferences in learners are not permanent. They can be overcome if the learners adopt the means of exposures.

The significance of my study is considerably and helpful for learners, curriculum designers and teachers. The issues of my research are challengeable for ethnic learners in their learning process. The learners of ethnic group, curriculum designer, and the teachers of ethnic group will take the advantage from the implication of this work. From my research, the teachers will get different ideas and techniques for teaching. The curriculum designers get help to design curriculum understanding the drawbacks of the ethnic learners and the learners of the same community will get sufficient materials to develop their performance and learn language from my research.

Delimitation of Study

This research was limited to the speaking problem the Tharu learners face and the other aspects of English language learning and teaching were not considered.

Summary of the Chapter

In this chapter, I have discussed a general introduction of the study, the background of the Tharu community and the Tharu language. Introduction to exposures, issue statement, research questions, objectives, and rationale have also been discussed. It

ends with the delimitations of the study. This chapter gives clues of research to develop further chapters considering the issues of the first chapters.

CHAPTER II

LITERATURE REVIEW

Chapter Overview

This chapter deals with the issues such as definition of exposure; behaviorism and mentalism, introducing language skills, learning speaking skills, language acquisition, and learning and acquisition, Natural hypothesis, input hypothesis, learning and affective hypothesis, affective filter hypothesis and second language affecting factors. It ends with the gap I found. The main objective of this chapter is to interlink with the research issues in the context.

Setting for Literature Review

This research explores how the Tharu learners of EFL learn speaking English. I studied different books and other resources, related books on language learning exposures and language teaching. Learning English through exposures by the Tharu learners of EFL is my topic of research. I went through different books, articles to find the issues that come across in the theoretical part of the topic. It is important to know the theories of learning through exposures by the researcher before exploring the exposures of Tharu learners of EFL in learning speaking.

I set out for literature review keeping in mind the questions like: what is exposure? What are the exposures that Tharu learners of EFL get to learn to speak English? Are they benefited by those exposures and achievements? If not, are they in search of alternatives? Keeping such questions in my mind I visited Bhirkuti Book shop, Kathmandu University library (KU) at Balkumari, Central library at Tribhuvan

University (TU), Kirtipur, Nepal English Language Teachers' Association (NELTA) library and some book stalls such as Ekta books, and NCED library in Bhaktapur. I have collected written materials to address the research issues of my research questions.

Defining Exposure

The term “exposure” refers to the situation in which a language is learnt or acquired. It includes three elements i.e. time, place and language to which a learner is exposed to in the process of learning but input refers only to the language a learner is exposed to. Exposure gives opportunities to learners in listening, reading, speaking and writing but it plays vital role for learners in their tone change. Speaking a language fluently is one thing but speaking linguistically correct is another.

Therefore the exposure needs to be correct where the learners get opportunities to improve themselves in terms of stress, intonation and tone for producing the words. Through exposure the learners become a master of English language where every aspect of their speaking is scientifically correct without any problem in articulating words. Exposure increases self confidence, power and skills of learners to prove themselves as a good speaker of English language. The learners can face challenges irrespective of their cultural background.

Ur (1996) states, “Language skills are essential to have the learners for getting mastery of speaking skill” (p. 240).

Thornbury (1999 as cited in Sharma and Phyak, 2003) “A sound knowledge of grammar is essential if pupils are going to speak language creatively. Most of tones are interfered in learners as they have their own very complex grammar. The knowledge of grammar is inevitable for systematic analysis of language forms and develops accuracy” (p. 162).

Exposure provides awareness in improving learning skills or tone of learners. The learners of any community speak their mother tongue since childhood, so psychologically and socially their L2 gets affected. Consciously or unconsciously their own tone comes when they speak. Therefore the learners need more exposure to be able to speak English well. Through exposure the learners know the systematic rules and they get habituated to speak correctly. They practice according to the specific rules, communicate in correct English patterns and pronounce phonetically correct words of English. The learners become aware of how they speak.

Ellis (1992) says, “Exposure is essential for the input of language asserts that input serves as the data which the learner must see to determine the rules of the target language. Learners try to understand whatever language they hear and read also .They observe other speakers and notice various ways of expressing meaning and pronunciation” (p. 45).

Harmer (1991) mentions, “Two types of input finely tuned input and roughly tuned input. Finely tuned input is language which has been very precisely selected to be exactly of the students’ level for the purpose of conscious learning” (p. 56).

Harmer (1991) further believes, “Language which the students can more or less understand even though it is above their own productive level” (p. 41).

Above definition of linguists language is human, so it is not acquired naturally. It has an artificial rule or theories through which the learners get exposure to learn a language. Here, finely tuned input refers to the conscious language of learners in which they learn a set of target rules. On the other hand, roughly tuned refers to the learners’ less understanding in the production level. Many cultural reasons are responsible for producing roughly tuned input of language. Not only that they lack of target rules also.

Now in my research study I address the learning theories which provide exposure to the learners:

Behaviorism

According to behaviorism, the role of exposure is to determine linguistic concept. It refers to the amount of language exposed to duration and frequency. The role of imitation, repetition, reinforcement, memory, motivation is very significant in speaking English language learning. The learners get exposures to speak fluently and accurately.

Lightbown and Spada (2003) opine, “Children imitate the sounds and patterns which they hear around them and receive and receive positive reinforcement for doing so” (p. 9). If their environment encourages them what they have said they will continue to imitate and practice those sounds and patterns until they form habits of correct language. Language learning is practice based. If the learners learn certain structures then there will be less L1 interferences they can speak linguistically correct.

Ellis (1997) states, “Language learning is like any kind of learning in that it involves habit formation” (p. 3). Habits are formed when learners respond to stimuli in the environment; they are forced to remember for speaking. According to behaviorism, language learning totally refers to the performance of speakers. It is a deductive. The learners need patterns, rules, activity sheets, to speak as other people speak.

Imitation, practice, reinforcement and habit formation is important for learning a language. According to the behaviorists, all learning, whether verbal or non- verbal take place through the same underlying processes. Learners receive linguistic input from speakers in their environment and they form ‘associations’ between words and objects or events. These associations become stronger as experiences are repeated.

Learners receive encouragement for their correct imitations, and correct feedback on their errors. Because language development is viewed as the formation of habits, it is assumed that when learning a second language the learners start off with the habits formed in the first language and that these habits interfere with the new ones needed for the second language.

Mentalism

According to mentalists, exposure is the primary determinant to activate the language acquisition device of the children. The term 'exposure' according to mentalism means the amount of the language to which the learners are exposed to and the amount of time specified for language learning. Language learning is analytic, generative and creative.

Therefore, the role of exposure is very significant for learning language to the learners. Mentalist claims "A child learns any language through reasoning. He/she learns by making hypothesis on its rules. His/ her cognitive faculty enables him/her to analyze and know all the underlying structures of the language". As language is made of fixed sets of rules, he knows all the structures of the language by internalizing those rules. Chomsky (1959, as cited in Sharma & Phyak) "A child has the capacity of hypothesis testing so that s/he makes different abilities on different aspects of language" (p. 13). Sharma & Phyak (2006) say, "Mentalists view language acquisition is not same as learning other skills but it is something different. Language is a very complex phenomenon; to deal with it people have to use their mind, reason, logic and insight" (p. 12).

Ellis (2006) states, "The learners' grammar is transitional" (p. 33). The learners have mental grammar. They change their grammar from time to time by adding rules, deleting rules and restructuring the whole system. When the learners get

exposure, they generate their psychological and social thought in finite number of grammatical rules. The learners have knowledge when they get input of language and they create the number of words and sentences practically and theoretically.

Introducing Language Skills

Ur (1991) states four language skills: reading, listening, speaking and writing for improving language learning skill (p. 120). These four skills are inter-related, these four skills give greater exposure to bring accuracy and fluency in the learners' learning skill. The learners get linguistic proficiency in their speaking skills through these four skills. Through these four skills the learners get more exposure to speak correctly.

Tickoo (2003) states, "Learning a language means acquiring both its aural-oral and written modes; listening and speaking followed by reading and writing" (p. 239). It means four skills provide equal exposures to learning English language for learners. If the learners are trained theoretically and practically in acquiring language then the learner speaks English fluently and accurately because they have internalized deductive and inductive power of four skills (reading, writing, listening and speaking). He further states language as a network of systems: in each of its two modes spoken and written" (p. 239).

Regarding the linguists' argument English language includes sounds and their combination. Actually the learners benefit in language learning in terms of spoken and written skills. The learners acquire the systems of production language through written and spoken form. The written form internalizes the rules of producing language through transcription and spoken form brings fluency in practicing language. Therefore the learners get opportunities to learn speaking effectively through four skills because these four skills give equal exposures to the learners for

interacting. He reflects, “each main skills; reading, writing, listening and speaking must at some point receive separate attention, it is wrong pedagogy to the learners in total separation. It is important to remember that four skills grow best when they work together, each providing support and sustenance” (p. 239).

Listening and speaking skills are considered as primary language skills whereas reading and writing are secondary. Listening is the first and most important receptive skill. In order to be competent on all four skills the learner should get input. For the language learners, listening provides input. Language learning means something spoken which stresses the productive aspect of language. Language learning mainly refers to learning speaking. Reading is the third language skill in which messages are received through something written. The four language skills give sufficient exposure to the learners to bring great proficiency in their speaking.

Learning Speaking Skill

Speaking is a productive skill. The learners produce words after learning. Ur (1996) states, “All four skills (listening, speaking, reading and writing), speaking intuitively the most important people who knows a language are referred to as speakers’ of that language as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak” (p. 120).

The main aim of teaching language to the speakers of other language is to make them able to speak in that target language. The learners come from different cultural backgrounds, they have their own language. Their own language helps them to learn English language. Their own language helps to create concept on them to speak having greater proficiency.

Hymes (1972 cited in Sharma & Phyak) assumes, “L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of

interacting with others in different situations and relationship. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic and problematic language competent” (p. 218).

Learning speaking is a complex term for learners. The learners must be careful of correct pronunciation and focus on content. Focusing on content and pronunciation is necessary for improving speaking skill of learners.

There are two types of communicative activities or skills: pre-communicative skills and communicative skills. Pre-communicative activities consist of drills, imitation, and practice. The learners practice more patterns, in simple form and imitate the teachers. Communicative skills focus on content rather than form. This communicative skill improves learners' fluency (Littlewood, 1981).

Brown and Yule (1997) opine, “Spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with” (p.25). Language learning means production of language by non-native speakers. While learning language, the learners step in the production, perception and other difficult areas of speaking language along with pronunciations and forming words into sentences. One of the most difficult aspects of language learning for learners is the pronunciation where the teacher gives the sound of words and the learners imitate his/her speaking.

Brown and Yule (1997) states, “ The intention is, often, that the student should be able to ‘express himself’ in the target language, to cope with basic interactive skills like exchanging greeting and thanks and apologies and to express his ‘need’-request information, services” (p. 27). That is the way of interaction for learners for speaking English. Their spontaneous phrases come out to greet their

friends. Extra materials such as tape, radio, and recorded sounds also help in giving exposure to the learners to speak like native speakers.

Language Acquisition and Learning

The term 'acquisition' refers to the unconscious term and 'learning' refers to the conscious term in second language learning. Acquisition provides more exposure to learners to learn second language. Both acquisition and learning are the ways of developing ability in language skills.

Sharma & Phyak (2006) states, "Acquisition is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge" (p. 120). It develops familiarity with phonetic characteristics of the language as well as its structure and vocabulary and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values. Children communicate the words without knowing the meaning of that word but they talk. Sometimes unconsciously with the words come to when speak.

Acquisition and learning are similar term developing speaking skill of learners. According to Klein (1997) "Second language acquisition becomes another tool for communication alongside. The first language is typically acquired in social environment in which it is actually spoken" (p. 19). First language gives meaning, concept to communicate when using second language. Second language contrasts with the student's native language. This knowledge hopefully will produce the practical skills for understanding and speaking the language.

According to Ellis (1985) "Second language acquisition is used as a general term that semblances both untutored and tutored acquisition" (p. 5). A second language can be acquired in a variety of ways, at any age, for different purposes and

to varying degree. It means the learners learn language not only from the teacher but in mass and through environment and listening to others and ourselves also.

Lightbown and Spada (2003) involve Krashen's five hypotheses that provide more exposure to the learners of EFL and how they get exposures through these hypotheses.

The Natural Order Hypothesis

According to Krashen, the natural order hypothesis provides exposure to the learners for learning language in a natural way. Second language learners seem to acquire the features of the target language in predictable orders. The rules which are easiest to state are not necessarily the first to be acquired. According to his model, in short, a learner acquires the foreign language as he/ she acquires the first language is similar. As he justifies that the natural order is independent of the order in which rules have been learned in language classroom. His original evidence for this hypothesis came from the 'morpheme studies' in which learners' speech is examined for the accuracy of certain grammatical morphemes.

The Monitor Hypothesis

Krashen asserts that the monitor hypothesis claims that the learners may call upon learned knowledge to correct ourselves when they communicate. In second language learning conscious learning can function only as a monitor or editor that repairs the output of the acquired system in learners. According to Krashen, the learners have obtained focus more language they use their monitor to correct their utterances.

The Input Hypothesis

Krashen asserts that the learners acquire language in only one way by exposure to comprehensible input. As the input hypothesis contains forms and structures just beyond the learner's current level of competence in the language then both comprehension and acquisition take place. He acknowledges that some people who

are exposed to extensive comprehensible input don't achieve high level of proficiency in the second language. He retains his conviction that input is the source of acquisition. It provides exposures to the learners to acquire second language.

The Acquisition/ Learning Hypothesis

The learners learn foreign language through two ways; acquisition and learning process. He justifies 'acquisition' means natural study and learning means formal study. Acquisition and learning both are exposures for learners to learn the systems. 'Acquisition for Krashen, consists of the spontaneous process of rule internalization that results from natural language use, while learning 'consists of the development of conscious second language knowledge through formal study. He claims acquisition and learning both are interrelated for learners. The learners acquire second knowledge with the concept of acquisition.

The Affective Filter Hypothesis

The affective 'filter' is an imaginary barrier which prevents learners from acquiring language from the available input. The learners achieve exposure to acquire language through motives, needs, attitudes, and emotional states. 'Affect' refers to the motives, needs, attitudes and emotional states of learners. A learner who is tense, angry, anxious, or barred may 'filter out' input making it unavailable for acquisition. Thus, depending on the learner's state of mind, the filter limits what is noticed and what is acquired.

Factors Affecting Second Language Learning

Brown (1994) mentioned in Dhakal (2008) opine, "Second language learning is not just learning the language rather than learning its culture and society where the language exist" (p.130). It is very important to understand the culture of the society of which language we are learning. The language is closely interrelated with the living

styles, beliefs, ideas and customs of the related society. The culture is associated with language. So language learning means learning the culture of the society.

Some factors which are important that affect learner' learning are gender (Males use more exposures than girls to learn speaking.), culture (rote memorization) and attitudes and beliefs (there is a profound effects of exposures on learners choose where they choose to get knowledge).

The Gap I Noticed

I went through the books of different authors such as Ellis (1992), Ur (1991), Brown and Yule (1997), Tickoo (2003) and Harmer (2007). I found the learning exposure to speak English studying the views of these linguistics experts. The published books, journal, articles etc. about learning exposures helped me to go in deep and understand the theory and principle of learning English especially about speaking. However, it provides me with new insight about learning exposures addressing the queries I have had in my mind. The research thesis on “Exploring my identity as an English teacher and learner an auto-ethnographic journey” by Chaudhary (2009) provided me with some insights about learning exposures. It was a study on the individual Tharu learners as the minorities in Nepal but I study the community. From this research study I knew about some learning exposures which may not be true to all the Tharu learners. But it was his individual experiences that would not be appropriate to generalize in the whole Tharu community.

The thesis on “The strategies of Maithili learners of EFL in learning speaking also provided me with some insights about learning exposures of the Tharu learners of EFL. This thesis became helpful to me because Maithili is very close to the Tharu language. An article of “Tharu Culture” By Subhash Chaudhary gifted me with finding on learning exposure: like meta-cognitive, cognitive and social meditation.

These sources provided me with the differences and similarities of learning opportunities and exposures as well as classifications of the learning exposures. Finally, my research for the exposures of the Tharu learners of EFL in learning speaking doesn't get its goal even after the study of the works discussed in the above paragraphs.

From the review of literature, I found learning English language needs many exposures and efforts. Even in the field of teaching EFL learners many teaching methodologies are implemented. Through this literature review, I felt that teaching English language is one of the complex tasks for teachers because the teachers must not only implement teaching methodologies but also understand the misconception of learners' cultural background.

In order to further my literature review, I got ideas from some great ELT writers' books and through some researchers' Reports such as Chaudhary's (2009) whose thesis dealt with his own individual learning. He was also a learner of ELT from Tharu community, though his learning ideas may not match with the strategies of other learners of the Chaudhary community. The gap I found in his thesis is that he explored his individual learning while I focus on the community. Through other researcher's thesis such as from Subedi (2007) Mahato (2009) and Bist (2007), I got some appropriate issues, ideas and insight to develop my own research content effectively. Their theses are different from my thesis. I did not find any thesis done in Nepal on learning English through exposure related to the Tharu community. So I had problems finding materials effective issues and ideas to develop my literature review. But whatever I have done, I did it honestly and it will help ELT researcher and teacher in their teaching field of the same community.

Summary

This chapter deals with the review of various published literature of the related books, theses, articles and internet browsed articles. It discusses about the definition of exposures, language skills, learning speaking, learning and acquisition and second language affecting factors. It ends with the gap I have found during study of different books, articles and journals.

CHAPTER III

RESEARCH METHODOLOGY

Chapter Overview

The chapter starts with the definition of research where I discuss qualitative research and philosophical considerations for my study. To develop the study furthermore I have taken the support of ethnography approach which I discuss next. Participants and tools for the study are other very important aspects discussed in this chapter. Then I present data collection process and analysis and conclude with the ethical consideration.

Defining the Research

Research is a process through which a growing problem is solved. It provides methods of the stated issues which is later useful to a certain group of population.

Kumar (2006) says, “Research is one way to find answers to your questions” (p. 6). Research means queries that the researcher is expected to find out that they get through research.

Best and Kahn (2006) opine, “Research has been defined as the systematic and objective analysis and recording of controlled observation that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events” (p. 25). He further says “Research is the formal and systematic process of deductive –inductive analysis, leading to the development of theories” (p. 25).

Mouly (1978, as cited in Cohen, Manion & Morrison) expresses that “Research is the best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collections, analysis, and interpretations of data. It is a most important tool for advancing knowledge, for promoting progress, and for enabling man to relate more effectively to his environment, to accomplish his purposes, and to solve resolve his conflicts” (p. 45). Research is an equipment for solving a problem of a researcher as it begins with problem, questions and prepared data. Through prepared data the researcher interprets the solution of problem and new knowledge and facts through a group of population which helps him or her to reach within his or her purposes.

Black (1993) opines, “Educational research can be viewed as an endeavor to expand understanding of teaching/ learning situation” (p. 1). Research doesn’t look only at patterns but also behavior, interest of teacher, students and other participants and appropriate time only then effective learning takes place.

Jurs and William (2005) say, “Research is a process in order to enhance conducting research it would seem reasonable to make it as systematic possible” (p. 3). It means that research involves reason and conflicts about stated issues which makes research systematic. It searches a way to reach solutions through a systematic way. In an educational research, a researcher studies different aspects of students, teachers, and teaching patterns which makes a research reasonable and systematic. According to the nature of my topic I have chosen the qualitative approach and it is my interest as well.

Qualitative Research

Strauss and Corbin (1998) states, “Qualitative research, we mean any type of research that produces findings not arrived at by statistical procedures or other means of

qualification” (p. 11). It refers to research about person’s lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movement, cultural phenomena, and interactions between nations. They further say “Qualitative research” is confusing because it can mean different things to different people” (p. 11). Likewise my research addresses to the Tharus who come from different cultural backgrounds. Same things have been perceived in different ways as they have learnt the things based on their psyche. Therefore, there may arise confusion for teachers to understand the way of learning of learners.

Richards (2003) opines, “Qualitative research is that it is above all else a person-centered enterprise and therefore particularly appropriate to our work in the field of language teaching” (p. 9). Exactly my concern was to find out their internal feelings and conflicts in their learning. As English language teachers must have come across different kinds of problems in improving English speaking skill of their learners. As a language teacher must have an understanding of learners’ psychological views to teach them and to make them understand the lesson. Therefore, qualitative method was appropriate for my concern because I expressed my own personal feelings, how I had learnt the language myself and adding participants’ feelings in my research.

Richards (2002) say, “Qualitative research is multi method in focus, involving an interpretive naturalistic approach to its subject matter” (p. 10).

In my research, a qualitative method was used to address of research questions that require explanation or understanding of social phenomena and their contexts. It had been associated with the set of beliefs. It reflected the facts from participants what I inquired for my research. Social research was a difficult and perplexing task, whatever its focus and topic. One of its fascinations was that it required sensitivity to

issues on many different levels. We needed to think through our theoretical frameworks and assumptions. Actually it's difficult to find out social facts from learners. So as a researcher I had to understand the level of learners to take their sensitive views through on the issue practically and theoretically. Therefore I prepared an appropriate data collection tools involving research's words to require their views.

Above the different argument of researchers in qualitative research I studied things in the natural setting, attempting to make sense of things, or interpreted, phenomena in terms of the meaning the learners brought me in their learning speaking skill. Qualitative research involves the studied use and collection of variety of empirical materials- case study, personal experiences, introspection, life story, interviews, observation, historical interrelation and visual texts that describe routine and problematic moments and meaning in individual lives.

For data collection I used narratives and interviews. Through narrative tool I collected their lived experiences through their narration and the gap I found through interviews and the things I didn't find from narration I found from interviews.

I selected qualitative approach for my research because it drew the attention, feelings, emotion and whole behavior of participants. My research study was about humanistic or socio-culture therefore qualitative research gives me ideas, theory, process, and concept to find out the reality of individual's lives as far as their learning is concerned. It studied human actors in natural setting in the context of their ordinary and every day world. How did the Tharu learners learn English language? I captured their social and psychological views through this approach and found out their ways of learning views and the exposures that they got.

This approach helped me to reach within the concept of Tharu learners according to data collection tools in which the process of qualitative approach

involved to find out their realities. The issues which I explored in research questions and objectives about Tharu learners to draw the senses of my research studied having the processes of qualitative approach. This approach helped me to reach within the conclusion of my study solving the over all problems of my study.

Ethnographic Research

Denzin and Lincoln (2002) state, “Ethnographic research is representation or the problem of showing the realities of people”. The main theory governing my research was ethnography research. It sought to describe and understand the behavior of a particular social or cultural group. This research studied the members of the community in their natural setting. In this research I tried to see the things from the perspective of members of the group and required extended exposure in the field.

The main purpose of my conducting ethnographic research was to discover the life experiences of the Tharu learners’ own perspective which refers to emic views means the views of reality. Emic refers to the Tharu learners’ own views where their reality lies. Emic is as a cultural perspective of interpretation and categorization used by the group under study to conceptualize and encode the knowledge to guide their own views. Emic is the ethnographic interpretation depending on one’s view on the status of knowledge, the nature of truth and what one accepts as legitimate evidence (Denzin & Lincon, 2002).

Some problems are with me about English speaking skill. Realization of such inadequacy that I encountered the learners of my own area made me choose ethnographic strategy for my research. Especially I chose this method because as an insider I elicited emic views and perspectives of the problem.

Being an ethnographic researcher, I carried out my research being a learner of English in Siraha district in order to get the views of the learners and the problems

they encounter in their English speaking skill. In my learning period I concerned myself the problems in English speaking .Therefore I chose a small group which is required in a qualitative research. I talked to the learners of my own community about their learning speaking and about the exposures that they got. Therefore, the data collection tools such as narratives, interviews were able to bring out their lives experiences and the problems encountered while developing their English speaking skill.

Through the narrative tool I asked them to write their own narration. The queries my research got all the expected answers. Whatever was lacking, I found through interviews. I also got their personal views. Interviews helped me find the answers to the queries that narration didn't.

In my ethnographic research the role of addressing triple crisis played vital role for getting the findings through data collection tools. The last data collection tool, interviews provided expected inquiry of my research which the narrative didn't find the expected queries of my research then interviews tool provided the evidence of legitimate of findings in my research. Therefore the interviews tool addressed the role of triple crisis for finding of my research questions and objectives.

Philosophical Considerations

There are three philosophical considerations such as ontology, epistemology and axiology that play the role of lens to view the world of my research. My research methodology depends on subjectivism that believes in multiple realities. For this purpose I will discuss very briefly on the following points.

Ontological Consideration

Ontology concerns with reality of people. Different people have different realities, Ontology finds the nature of reality in people actually where it is in them. Richards

(2003) opines, “Ontology literally the science or study of being is concerned with the nature of reality” (p. 24). It finds out truth in the Tharu learners where they find. It means how the Tharu learners learn through what exposure they attract to get for learning purpose. For example, what ones find reality in their life, other may find differently due to social, cultural and environment effects.

Ontology finds out the reality of people through the interpretation of their views. It searches the real truth of their life’s experiences, learning individuality of the learners. Ontology assumes real existences of people towards viewing the world “how things really are”.

My research was subjective. Therefore my ontology looks to multiple realities in multiple groups of students. In order to find truth I used two different tools that help me how Tharu learners learnt to speak English and to what extent exposures needed them for learning speaking. Ontology finds out the reality of people according to interpretation of their views.

Reality is plural within the knower. As I believed in multiple realities, I got the learning experiences through the activities of the participants. So my respondents discussed and interacted in their own words. I extracted knowledge from their nature and analyzed them and constructed new knowledge from those individuals’ knowledge.

My respondents had their own experiences, feelings in their own words. Using interviews and narratives I extracted and analyzed their knowledge in this study. Through these data collection tools, I interpreted their understanding the nature of reality where their learning exists.

Epistemological Considerations

Richards (2003) opines, “Epistemology, the science or study of knowledge, refers to views we have about the nature of knowledge and the relationship between the knower and known” (p. 35). Epistemology refers to the nature of knowledge and the known knowledge of knower as how and from where, from whom and through what they get knowledge. Since my research was subjective so there arose multiple realities such as how do the learners learnt to speak and how exposures helped them to learn for speaking English. Whether they found exposures in school, from friends, teachers, film or radio or the BBC news or English patterns.

Epistemology searches the knowledge of learners how knowledge the learner perceives. The learners learn to speak through interaction. Therefore I used two data collection tools such as narrative and interview. Through those tools I found where they got exposures for speaking.

Creswell (2003) say, “Theory of knowledge in the theoretical perspective informs the research” (P. 181). Epistemology finds the learners’ learning truth from external and internal world and how they get knowledge. My interpretation from these tools (interviews and Narratives) I will generate the ideas to know about learning speaking learning in my research.

My respondents were in the natural setting, their sign and symbols everything else were recorded. Those respondents were recognized in the same for whether they had consensus or controversies. It means the learners were in the natural settings whether they were in school or home when I went to collect data. I found out from where my respondents received the knowledge. I got the view through interaction in natural settings. When I found their own ways of learning experiences from data collecting tools (interviews and narratives), then I expressed my own views which I

got studying different linguistics experts about learning speaking for giving appropriate suggestion to adopt appropriate exposures for their learning.

Axiological Consideration

Axiology is a science which concerns value and its wider sense in context of culture, social livings and individuals' life. Axiology refers to the values in learners' understanding the world views. The concept of value is especially subjective in my research which concerns with the views of multiple groups. So the values of a person appear in their social norms and it comes from the existence of learners through cultural livings.

In my research axiology is concerned with value and this value was described in terms of multiple realities by using interview and narrative tools. I found the multiple realities in my research through the interaction with person to person in their communication using narrative and interview tools. Through these tools the learners expressed their values where they got in their learning and I generated my findings through their data by interpreting facts.

Value of knowledge, the knowledge acquired will drive the actors with changed perceptions. In my study, organizing the knowledge of Tharu learners' learning English could change at the policy level or practical level to transfer the preferred skill. I got the value of my respondents in their own social context and from their understanding and how much they achieved as far as their learning was concerned. Using interviews and narrative I found their knowledge achieving skills and when I got the track of their learning exposures, I provided them direction and motivation for improving their skills in new ways.

Selection of My Participants

My participants in my research were from my own area (Lahan, Siraha). I had taken five participants from Appolo Secondary Boarding School and Little Star Secondary Boarding School. They were Tharus. Being a Tharu learner of EFL, I had chosen Tharu learners to find out how they learnt English language. My selected participants were of Grade 10. The Tharu learners faced the same problems in their speaking as problem as I faced. In my research study, I researched in terms of their English speaking problems. As I was a learner of ELT from Tharu community, I felt difficulty in speaking English language. Therefore this research provided advantage to the new learners of that area to improve their spoken English speaking.

I chose two private schools in Siraha among thirteen schools. Cohen, Holliday, & Schofield (1996, as cited in Cohen, Manion & Morrison) “There are two main methods of sampling: Random sampling or purposive sampling” (p. 99). My research strategy was qualitative so it was appropriate to use purposive sampling for my research. Through purposive sampling, I collected data effectively from selected participants. Qualitative research covers small numbers in size (Ritchie, Lewis & Elam, 2003).

Tools for Data Collection

Creswell (2003) states, “Qualitative data collection steps include setting the boundaries for the study collecting information through unstructured (or semi-structured) observation and interviews, and visual materials, as well as establishing the protocol for recording information” (p. 185). But I used other tools also for qualitative data collection such as narratives, and interviews. Through narrative tool I got information through learners in their own narration and the gap which I found in

their narration I found through interviews and the gap which I didn't find through narration I had found through interview tool.

Narrative tool was used to get experiences of their past learning. It also helped in finding what inferred in their speaking. Narrative tool found out their progress and problems in their learning. Therefore I felt it was appropriate to select other two tools for data collection for qualitative research. These tools became suitable for participants in expressing their own socio-cultural and psychological views.

Interview

Interview is a process which a researcher collects ideas from the participants. Open interview is one which helps me to find out the ideas of learners' real world, how the learners perceive world's views in real life situation and enable themselves to change in the nature of their knowledge. Having implication for improving for their further development I analyzed the learners' external and internal perceiving world openly, which exposures helped them for developing in their learning and through what they interact.

Creswell (2003) says, "Open ended interview introduces different sorts of questions and summaries basic ways in which you can structure your questioning in order to allow interviews to develop naturally, and it concludes by identifying a straightforward approach to evaluating your performance as an interviewer" (p. 48). I chose open-ended interviews among different types of interviews because it benefits for my qualitative research.

Silverman (1993) says, "Open-ended interviews study, respondents were encouraged to offer their definitions of particular activities. The findings of the study reflected the complexity of the attempt to explain the affects of social behavior of respondent" (p. 15). For finding the cause of their social behavior, the respondents

were described in terms of their background, occupation, economic condition through questions for finding social facts in their pronunciation /speaking skill. Open-ended interview has creative questions, subjective answers and guidelines for my respondents.

Cohen, Manion and Morrison (2002) opine, “In open- ended interviews the questions which don’t require the selection from a given range of responses- respondents can answer the questions in their own way and in their own words” (p. 170). In open-ended interviews, the questions are creative therefore the participants have to reply in their own words. It searches in-depth inquiry of research through the responses of participants.

In this interview, I did research no selected participants of selected areas. The participants were poor in English so they felt difficulty to answer my research questions. Therefore, I selected open-ended interview to find appropriate answers through them by looking at them through different angles. It means by using different methods. When I entered these selected schools, I was introduced to them and informed them about my work. I created a good environment for them so as to get appropriate answers of my research questions. Before interviewing them I explained the situation, the topic, and the questions of interview. I became responsible for considering the dynamics of situations, for example, how to keep the conversation going, how to motivate participants to discuss their feelings, thought and experiences in during the interviews.

Through open-ended interview, I asked the participant about their learning exposure and their present, past and future’s enhancement of their English language learning especially in regard to their speaking. Since open-ended interview involves creative questions, I got several views of participants with their own perspectives. I

asked them written questions In English, since I found out that they had problems through their narration then in order to get clear data I asked oral question in English. In order to find appropriate answers/ responses to my research, I asked them different questions regarding the exposures they adopted. The learners of Tharu community come from different economic, educational, and occupational circumstances, so their learning views are also different not similar to one another. Thus, open-ended interview captured the learners' subjective views which the learner gained through their lived experiences.

Narratives

I used narrative tool for data collection. I provided them questions to write their own narration I found facts about how they learnt to speak before and what type of exposure they needed to speak further. Best and Kahn (2008) say, "Narratives are used to study people's individual life stories. This form of inquiry brings a great deal of understanding and sensitivity between the researcher and the person(s) being studied" (p. 269). It is said that learning develops from experiential understanding of knowledge. The learners are members of the society who constitute and reconstitute the world of everyday life. They don't only get exposures through the context but also they get exposures from TV, radio, film and cassette or recorded voice and stories.

Narrative involves past experiences of learners how the learners get experiences of learning. I believe in multiple realities, therefore my research became reliable in the views of selected participants' perspective. I found their linguistics problems which they encountered while speaking English through their own narration.

Data Collection Process

For collecting primary data, I went to school. I asked for permission from the head teacher to collect data from students. I first explained to all the participants how they had to put forwards their views. When they faced difficulty, I helped them and made it easier for them. So they expressed their real feelings regarding different questions, stories, articles and audio-video records. I got my questions checked by our thesis supervisor (Gnawali) to see whether these prepared questions were appropriate for my research or not. With his advice and suggestions I took them to the field.

For collecting data, I used two tools interview and narrative. During interview, I asked questions face to face. If their answers were not clear, I asked them again and again until I was satisfied. For validity, I checked their real work. In case of narrative, I collected the data giving them questions to write about their own narration. When the participants faced difficulty while writing their own narration, I legitimated myself. In order to get the facts I expressed my own learning by the use of exposures. The participants became exited to recall their past learning to express in data listening to my life's learning experiences. When I cleared them about the given questions then they got the clues to express their own views with multiple examples. In this way, I collected the data.

The realities are expressed by my participants listening to my own realities. My participants expressed their life experiences by listening to my life experiences then they realized how they learnt English language. In this way I collected data by the help of narrative and interview.

Data Analysis Process

According to Creswell (2003) data can be analyzed in six steps. I adopted the six steps and analyzed my data. I present the process below.

Step-1

I collected the data and kept it one by one. Then I read all the collected data. I listened to the recorded voice and read the written answers of students for the narrative tools and interviews. After that I categorized these data into different names such as good, satisfactory, and poor.

Step-2

On the basis of the collected data I arranged them in order. At this stage, I coded the list and observed the next segment of the text.

Step-3

These ordered data were coded again. The codings were good, satisfactory, and poor again these coded data were analyzed. During collecting data, I read all the participants' data word by words and line by line in the beginning stage unless I didn't get the findings, I didn't stop coding system. Whose data gave few facts I positioned them in a level and asked them to write like this data but I didn't put it. When I got good data more than earlier data then I kept it in good position and asked all the participants to write like this way. I threw all the previous data in which the students didn't express their views appropriately and I put good data when they understood they expressed properly. I also stopped coding system. During the collecting time in this analysis process, coding concerns with organizing the collected data which is processed before proving the answers of the study.

Step-4

The categorized group of good, satisfactory and poor was again read. I generated codes for the description of people, place and events. Themes were categorized for analysis. Through this process I showed the relationship of minimized data.

Step-5

After reading, the level of data was saturated. The theme of the study was represented in qualitative approach with interviews and narratives. I wrote all the events in order, therefore I found new knowledge of the study.

Step-6

At this final stage, the data was interpreted on the basis of issue statement. I linked the findings with objectives and research questions. The meaning was drawn by observing my respondents' cultural lives or experiences.

The Triple Crisis

Denzin and Lincoln (2005) say, "Triple crisis of representation, legitimating and Praxis to minimize the crisis of qualitative research. The crisis is the turning point in the research which finds the research creative queries because it deals with conflict of study" (p. 766). In qualitative research it is the process of rethinking of such term as validity, generalizability and reliability. If the crisis is minimized, it gives effectiveness to the qualitative research. It enables a creative confidence to the researchers.

Representation

Representation refers to the relationship of knowledge and knower. My study was ethnography so I myself became a representative of my research for giving research query. My research found social facts as it is studied the members of the community. I believed in multiple realities therefore my research query became justifiable when I got the views of community's members. I chose the participants being an ELT learner of the same community because I had the social experiences of the same cultural. Denzin and Lincoln opine, "Representation of course, is always self-presentation" (p. 503).

Therefore my finding is reliable since the participants expressed in view through their answers. Krieger (1991, cited in Denzin & Lincoln) argues, “When we discuss others, we are always talking about ourselves” (p. 503).

In ethnography research, participant’s presence is directly concerned with the researcher self presence. I focused on social lived looking to the personal, concrete, and mundane details of experience as a window to understanding the relationships between individual and community. I collected my findings in a representative way. I asked them questions again and again until I was satisfied with what they were telling. Qualitative researchers directly capture live experiences. Such experience it is now argued is created in the social text written by the researchers (Denzin & Lincoln, 2002, p. 11). In ethnographic research, I found lives experiences involving the participants’ dialect, conversation in the natural settings. The community members expressed their real feelings, emotions and ideas in their natural setting.

The data collection tools such as interviews and narratives collected real facts of my research query from the participants. The views shared by the participants were the answers of my research query.

Legitimation

My study was about humanistic issue or socio-cultural issues, so it couldn’t be quantified. It was in the subjective form, so I chose qualitative approach and ethnography as strategy. Legitimacy searched the proof. For the findings of research query in a subjective way, I got the support of experienced teachers. The participants’ views I collected is a proof of my research. Being a learner of ELT, I considered myself as legitimacy. I also used my own experiences for getting the proof of my findings from participants. I looked at the views they expressed through different angles to get the facts. Unless I got fact findings of my research questions from

participants, I asked them questions again and again. Being a facilitator for them I helped them in their work. In order to interpret real facts of my participants, I used different methods, techniques and approaches for finding authentic data. I took photographs of my respondents and I have included the written work sheets in my research study.

I had selected tools such as narratives and interviews that helped me to find the real facts of the respondents. I used these tools in the school and outside of the school. I created a natural environment for the respondents to express their social facts by asking questions about their own experiences about their learning. I wanted to reveal their social causes in the term of their pronunciation. I really did my research work sincerely. I took the photographs of my respondents and I have included the written work sheets in my research study.

Praxis

Praxis refers to truth and values of my research work. It aims at achieving the knowledge of participants through different data collection tools and checks whether this knowledge works or not. But the data I collected from the participants were genuine and not the photocopies of others. The interpreted views of my respondents had social cultural values. Denzin & Lincoln (2002) say, "Praxis is the nexus between the representation and legitimacy of the research. To some extent praxis may deal with the notion of the theory-practice dualism and critical traditional" (p. 14). Praxis concerns the worth and values through the findings of representation and legitimacy crisis.

Praxis works as a method in research that provides theories to the researcher to construct findings. As a researcher, I needed to find the learners' values where they got their learning. So praxis gives the concept to me to find the real facts from

participants who expressed their real views through the data collection tools. Praxis concerns not only the value of learner, teachers, but also the value of researchers how they were prepared data collection tools, and how they expressed themselves in the field of research. Fact findings of research also depend upon the researchers prepared tools and his or her behavior.

Van (1990) points out, the notion of praxis as “thoughtful action: action full of thought and thoughtful of action (as cited in Luitel, 2003, p. 28). In educative context, Praxis refers to thoughtful action of teachers and educators their everyday realization of their work whether the realization may be past, present and future experiences. While interpreting the views of the learners, the teacher is also evaluated from the obtained facts as to how they were teaching and how the learners were receiving.

Praxis is a tool for discovering facts of learners, teachers’ teaching where their norms, ideology and values lie in their perceiving and contributing knowledge. I discovered the facts of research study then these.

Ethical Considerations

“Ethics, a branch of philosophy is the study of the moral behavior of humans in society. It has also been defined as the set of principles that govern the conduct of an individual or a group of persons, and as the study of morality or moral behavior” (McNabb as in cited Velasquez (2008, p. 15).

Ethic means morality of humans. It is a rich property of human beings. The human beings must have good behavior, work hard and be polite in any sector they work. Therefore, a researcher must have honesty, sincere behavior, hard work and politeness to gain respect from the participants. If the researcher bears such character, s/he is automatically is respected by participants, and they are open to the researcher. During my research period, I followed the given ethics.

- i. I revealed my identity and background.
- ii. I helped them in their work.
- iii. I encouraged them while they expressed their views every time.
- iv. I explained the purpose and procedure of research to the respondents.
- v. I fully respected the dignity, privacy and interests of the participants.

Summary

This chapter is a frame of my research. Based on this chapter I completed my work with the help of my participants. This chapter is the main part of my research.

Through this chapter I found the process to complete my research. I discussed data collection tools, data analysis process and concluded with the triple crises and ethical considerations.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Chapter Overviews

In this chapter, I analyzed the data collected through narrative and interviews, and inter-related them. It starts with analysis and interpretation of the data collected through narrative and interview with findings on learning speaking through exposures of the Tharu learners of EFL. The main focus of this chapter is to provide rational interpretation on findings of learning speaking exposures of the Tharu learners of EFL.

Theme 1: Exposure Used by the Tharu Learners of EFL in Learning Speaking

In this theme I will represent some exposure through which the Tharu learners learn to speak English language and which helped them to learn English language.

Translation

Translation is a traditional method of language learning. The learners adopt this method to write English language and speak English language translating one language to another. This method helps them to translate their own sentences into target language as discussed in Chapter Two. This method provides the learners grammatical rules, meanings of different vocabularies and pronunciation of different words. In this respect I will discuss how the Tharu learners improve their speaking English language and how do they get exposures to learn the same.

Brijesh gave emphasis on translation method in his current improvement of language learning. He discussed in his narrative about the different methods that he adopted to learn to speak English language but he put more emphasis on translation method. He revealed in his narration *“I applied the translation method of translating Nepali words to English words. I knew how to arrange the vocabulary that in making sentences. At first I framed sentences Nepali in my copy and I translated the sentences to English”*.

According to Brijesh, translation method is one essential method through which he learnt to speak fluently and write accurately. This method helped him very much in his language learning process. As he said, he first framed sentences in his own language and after that he translated them into Nepali language and then he translated it into English language. Through this method he developed his learning speaking English language. Swami and Verma (2000) say, “Translation is a piece of writing of speech that has been transited from a different language” (P. 78).

Through Brijesh’s expression, I understood that his speaking improved due to translation method. In the classroom, the teachers also taught him following the rules of English book. Therefore, he was habituated to follow this method from the beginning. The main clues or concept of speaking English language, he achieved from this method and with regular practices of translation method, he improved English language speaking. He follows translation method in writing too. Sharma and Phyak (2006) say, “Translation method includes deductive rules therefore the learner feel easy to learn English language”.

Brijesh felt easy to learn English language by using translation method because he felt easy to learn speaking English language through deductive method. It is the same case with me also. I also learnt to speak English language by using

translation method. But difference lies in our views that before I also accepted to this method as speaking improving tool. But when I read different linguistic experts' books, I knew that this method helps to learn English language. Therefore, I think BBC news, English movies and English songs helped the learners to improve their speaking skill. Therefore on the basis of this finding, this method is good for the Tharu learners to learn English language.

Bivek says, *"To learn English language I used extra materials to speak correct English"*. Bivek didn't depend only on translation method but he also searched extra materials for improving his speaking skill. He said that translation method gave him idea to write and to speak English language but accurate pronunciation of English words, he got from extra materials. He expressed in his narration that *"I used to listen and watch English programs, English news and songs on radio and TV and I got the idea how the native speakers speak"*.

He focused less on translation method for correct pronunciation of English but he gave more focus on T.V. listening to radio and other English programs for improving English language. He further said in his narration, *"While listening to radio and watching T.V. I used to focus on the speaking style and tone of the speaker on radio and T.V. From that, I learnt correct speaking skill, pronunciation and expression"*. On the basis of his statement, I understood that he got exposures from extra materials than translation method.

According to what he said, translation method gives basic skill of speaking and writing but correct pronunciation is provided by other materials. Therefore Bivek improved his spoken English by imitating the voice of English speaker on TV and radio. He learnt to speak fluently and accurately listening to the speeches of native

speakers and other materials. Therefore, he expressed TV, radio and other programs became for him as a learning method like translation method.

Richards and Rodgers (2002) say, “Grammar translation method often creates frustration for students, it makes few demands on teachers” (p. 6). According to Richards and Rodgers I got the demerits points of learning speaking through this method. This method is teacher centered therefore he ignored this method he felt uneasy to develop his speaking English language. That realization I also got while learning to speak English language using this method. This method forced me to memorize certain vocabularies and grammar rules which I found difficult and it didn’t help me to improve my English. According to Vivek and my life experiences if the Tharu learners accept this method accepting the way of speaking English language that will be a fault.

Discussion, analysis and interpretation of Ankita’s views. Ankita expressed in her narration *“I also used translation method to learn English language. When I started to write in English I knew what type of sentences that was and where I had to use to the accurate words, tenses. But I got frustrated with this method to improve my English speaking skill”*.

I found from Ankita’s data that she also gave more emphasis on translation method because I knew that at the beginning stage a learner has to follow the rules of English language. She expressed that this method helped her to write accurately and to speak fluently in English. She got exposure to translate any difficult sentences of her own language into English and now she can speak fluently. She proves herself by showing her writing. Richards and Rodgers (2002) say, “Grammar Translation method is a way of studying a language that approaches the language first through

detailed analysis of its grammar rules following by application of this knowledge to the task of translating sentences” (p. 5).

On the basis of translation method, Ankita understood English language. She had a lot of difficulties in writing than speaking. She learnt to speak correctly knowing the rules of the target language. She expressed “*Through the exposure, I came across all the rules as to how to form words and how to arrange them in sentences*”. She said that in translation method rules are given on how to form sentences. She understood where the subject, verb, and object should be put to give a meaningful sense to sentences. Therefore she felt easy to translate one language to another with the help of rules or structures. Harmer (2007) says, “Grammar can thus be partly seen as knowledge of what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can string to make chains of words” (p. 32).

She also has a negative attitude towards this method because she said that if a learner depends only on translation method a learner would not be able to produce creative sentences. This method includes memorizing grammar rules and vocabulary only little bit attention gives to speaking skill (Larsen-Freeman, 2003). She got only limited areas of exposure to improve her speaking skill. Therefore she searched an alternative to improve her speaking skill.

I also claim to this method even I learnt English language using this method. Through this method I got exposure only in reading and writing skills but very few exposures I got to improve speaking English language. On the basis of Ankita’s and my own life experiences, this method is not suitable to improve speaking English language for the Tharu learners even if it helps them to learn English language.

Discussion, analysis and interpretation of Rabina's views. She expressed in her narration "*I adopted translation of sentences. First of all I wrote Nepali sentences, and then I translated them into English language. For translation I also used many exposures. I used to learn the English meaning of Nepali words because if I didn't know the English meaning of Nepali words then it became very difficult to translate the language*".

Rabina also gives more emphasis on translation method for learning English language. This method also helped her very much. In current development of her learning speaking, this method helped her to translate her own words. For improving English language, she took the help of Nepali language. She understood the meaning of English sentences by translating into Nepali language. Sharma and Phyak (2006) say, "Translation method refers to the bilingual method, it helps the learners to make mind bilingual which is very useful in cognitive psychology to translate language one to another" (P. 102).

In the process of learning English, Rabina understood to how to translate her own sentences with the help of Nepali language. She understood grammatical rules and the sense of understanding the difficult words of English language with the help of Nepali language. Firstly she arranged the words into sentences in her own language. Then she translated it into Nepali language and then she translated it into English language. Therefore, her current improvement proves her that she got the exposures of speaking English language by translation method. Sharma and Phyak (2006) say, "Grammar translation method is precisely as its name suggests a focus on learning the rules of grammar and their application in translation passages from one into another" (P. 85).

In my view, translation method is one which helped Rabina to learn English language. Her attitude towards translation method is positive. But this method diminished her creativity in using new words when speaking English. Translation method involves deductive method. Looking at the improvement in her speaking English language, I understood why Tharu learners prefer to learn English language using translation method. It is because they find it easy to translate the sentences for speaking. As this method consists structures and vocabulary therefore they feel easy to memorize it and got exposures learning to speak English language according to the views of Larsen-Freeman. Rabina improved her English using translation method.

Discussion, analysis and interpretation of sarswati's views. Sarswati expressed her improvement of learning English in her narration *"I used translation method to learn English language. In this method, I labored hard to succeed in speaking correctly and writing correctly. Through this method, I learnt or memorized vocabulary and grammatical rules. I looked at the dictionary for finding the words' meaning of Nepali language and Tharu language to convert it into English language"*.

She expressed that she got exposures for learning English through this method. She justified that to translate the sentences of any language, a learner must have grammatical rules, structures of converting one language to another and must have an understanding of vocabulary and grammar rules.

She said that the translation method is deductive method which gave her a way to learn English language. She knew how to arrange the words grammatically correct sentences through this method. She has a command of English and Nepali vocabulary and she finds it easy to translate her sentences into English for speaking. She knew the rules of translating English from Nepali language and Tharu language. She knew the

meanings and sentences to translate English language from Tharu language as well Nepali language.

Through this method she memorized vocabulary and grammatical rules for improving English language .While translating sentences into English language she used dictionaries such as English to Nepali, English to Tharu and English to English for getting the meaning and its pronunciation. Sharma and Phyak (2006) say, “Translation method states vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization and searching for target language equivalents” (p. 85).

Hence, I understood from her learning outcome that she specially learnt to speak English language from translation method. The exposure she got from this method was excellent and her writing proved this. She has a positive attitude towards this method. She improved her English correctly through this method. Translation method reflects Grammar is taught deductively that is by presentation of rules and practiced through translation exercises therefore the learners feel easy to learn English language (Sharma & Phyak, 2006).

Translation method became an excellent method for Sarswati because she improved her English language by using this method. Being a learner of ELT from the same community I also used translation method for learning speaking English language. This method consists of memorizing grammar rules and vocabulary so that the learners feel easy to learn speaking English language related to the views of Sharma and Phyak (2006). Therefore on the basis of her improvement this method is fine for the Tharu learners to learn English language.

Memorizing Grammar Rules and Vocabulary

Memorizing grammar rules and vocabulary is also a very important concept or key to language learning and speaking skill which helps learners of Tharu community to understand English language. This exposure helped the Tharu learners to speak English language as chapter two. This exposure provides the Tharu learners memorizing concept of vocabulary and grammatical rule forming sentences for speaking. Memorizing grammar rules and vocabulary gives the learner rules, method and ideas to speak English language fluently. Through this exposure the learners learnt the ways of speaking and producing difficult words correctly.

I want to find out how the Tharu learners learnt to speak English language. Using this method of memorizing grammar rules and vocabulary and if it helped in improving their English language skill. Birjesh says, *“Actually, grammar rules help to gain accuracy in writing and learning vocabulary helps to pronounce any word correctly. This has improved my fluency, so I am emphasizing more on memorizing grammar rules and vocabulary”*.

Sarswati says, *“I put much emphasis on memorizing grammar rules and vocabulary to improve my pronunciation because these are the first exposures which help me to give actual pronunciation without these exposures, I would not have been able to speak one sentences of English language correctly and fluently”*.

Vivek says *“I give much more emphasis on memorizing grammatical rules and vocabulary because in the beginning I learnt to write sentences and pronounces those sentences with the help of grammatical rules and memorizing vocabulary. It helped me to improve my speaking skill”*.

Ankita says, *“Actually, I emphasis too much on memorizing grammar rules and vocabulary to improve my pronunciation. By memorizing, I knew the actual meaning and sense of pronunciation”*.

Rabina says, *“To improve my pronunciation, I put more emphasis on memorizing grammar rules and vocabulary. Actually for this, first of all I learnt all the grammatical rules and vocabulary so, as to improve my pronunciation as well as my English my English tone”*.

According to the views the participants expressed in the interview, the views of all the participants were similar. All the participants gave more priority on memorizing grammar rules and vocabulary to speak English correctly. This exposure helped the participants very much in improving speaking skill. According to all the participants, grammar rules helped them to gain accuracy in writing and learning vocabulary. It helped them to pronounce any difficult word correctly. It also helped learners to speak fluently.

All the participants shared their experiences about their learning speaking at their beginning stage. They learnt speaking English language by memorizing grammar rules and vocabulary. The sentences they memorized, they spoke fluently and accurately and didn't have hesitation and trembling voices. They had energetic voice. I also learnt to speak through this method; by memorizing grammar rules and vocabulary in my beginning stage and I also got exposure in my improving speaking skill. As Carter (2002) opines, “As beginning levels, strategies of rote memorization, bilingual translation and glossing can be vocabulary in learning, e.g. Phonetics and graph logical shapes and patterns of words” (p. 45). He again states, “Words have a central place in culture and learning words is seen by many as the main task, (obstacle) in learning another language (target language) (p. 47).

Hence, I found out that all the participants learnt correct English through memorizing method. Memorizing technique gave them confidence, power, encouragement and linguistics knowledge for speaking well. Hurford (2000) views, “The vocabulary of a language includes grammatical information about how the words got together to make sentences for instance by stating what part of speech a word belongs to (p. 87).

I found out their strength and weakness from their data. They got into the habit of writing the memorized words correctly. According to them memorizing method helped the learners to improve their English language only limited aspects. In this context Ellis (1996) as cited in Coady et, al 2003) mentioned in Dhakal (2008) state that even if the stages of vocabulary learning just described seem to be fixed it may be possible to improve speaking by improving the rate of production” (p. 90)

While collecting the facts from their data, Rabina’s narration supported me to discover their learning speaking skill. Rabina expressed “*Firstly rote learning also supported me a lot to learn English language. Some words were very difficult to speak. So, firstly I learnt the spelling of the words and also learnt how to write it. Then, I learnt the meaning of the words and how they were used in English language. I also learnt the pronunciation and tried to memorize it. Then, I was able to speak those words or sentences*”. Rabina improved her English through rote learning. Her argument refers to all the Tharu learners’ difficulty to speak English words coming from a multilingual community. Most of the words I also didn’t speak correctly that problems raised in my community’s learners that I found from Rabina’s expression.

Memorizing grammar rules and vocabulary gave participants positive experience to improve their own speaking skill in terms of pronunciation /speaking. They knew how to arrange the words into sentences for speaking English language

fluently and accurately with correct accent. The participants got confidence to speak English fluently due to memorizing of the sentences. And negative sense the participants got incorrect pronunciation in their creative aspect. This technique doesn't give exposures in learners' spontaneous talk.

Using English Dictionary

Dictionary is a book which gives meanings of words. The participants used dictionary for improving English in terms of pronunciation. If the learners of multiple groups had any problem with difficult words, then they looked into different dictionaries such as Tharu to English, Nepali to English and English to English for avoiding mistake while speaking English. The participants used dictionary while reading books, texts and other listening to media when they came across problems. The dictionary brought positive change in their spoken English. They got very essential improvement in their tone using dictionary. I will find out how the Tharu learners improved their English through use of a dictionary.

He expressed in his narration, *“In the process of improving my tone or pronunciation in a manner way. I used at first dictionary book to look the meanings and its pronunciation in dictionary and practicing to speak English I found little more changed in my speaking”*.

He expressed in his narration that he learnt to speak English language using dictionary. He said that when he came across any difficult words while reading books, he used a dictionary to find out their meaning and pronunciation. He said that he used English to English and Nepali to English dictionaries for getting correct speaking of English language.

Hence, Brijesh adopted dictionary for expressing correct pronunciation of difficult words in English then he looked at dictionary English to Nepali and got the

ways of speaking English in Nepali. Dictionary became an equipment or instrument for improving English language for him. As when he felt difficult while reading books, news, articles and listening communication media then he searched in dictionary for getting the meaning of difficult words and pronunciation. The learning of speaking with correct tone he achieved from dictionary. He used dictionary as a reference book for improving his speaking English language. Harmer (2007) says, "Reference dictionary is one where a student looks up a word to see what meaning it has how it is used and the way it is spelt and produced (p. 239).

Through his statement I understood that dictionary played a very important role in improving his English language. He got exposures for his speaking his speaking through dictionary because he used it whatever he came across problems while reading books, texts, newspapers and listening to English news. As he says "*I used a dictionary to look for meanings and pronunciation of words and practiced in my daily life and it showed in the way I spoke*".

As he used dictionary for searching the meaning and pronunciation of difficult words and he converted in his behavior for speaking English language. He struggled more to improve his tone by using dictionary. He relies on the dictionary because he has improved his speaking English language skill. Most of the Tharu learners get problems in speaking English language in terms of pronunciation, accuracy and fluency. They speak grammatically wrong English. According to Brijesh I knew that he used dictionaries for knowing the meanings and its pronunciations that promoted more exposures in learning speaking English language skill. Using dictionary is fine for the Tharu learners for improving their learning speaking English language in the terms of perception and production. Harmer (2006) says, "Indiscriminate dictionary

use often results in the kind of errors where the words have been selected for meaning intended” (p. 69).

From Brijesh’s views, the positive sense and negative sense stands in his improvement of speaking. He achieved more exposures for improving English language from dictionary. The same improvement I also got from dictionary in my learning speaking English language. Before I used dictionary and now I am also using dictionary for learning speaking purpose. Therefore using dictionary is very good exposure for the Tharu learners’ learning speaking skill. On the basis of findings this exposure is used by the Tharu learners’ learning speaking purpose.

Discussion, analysis and interpretation Sarswati says, *“I looked into the dictionary to find out pronunciation of words which I hadn’t read in my lesson or heard before. I became curious to make new sentences for speaking English correctly and learnt ideas to find out correct pronunciation for speaking English fluently. Dictionary became an equipment to open up my mind to speak any words correctly while speaking”*.

I knew from her data that while reading any English books or English newspaper or listening to English news from radio and TV, she compulsorily used dictionary for assistance. Dictionary became a great help to her for improving her English language. She says that dictionary helped her overcome her difficulty to pronounce simple to as well as difficult words in English.

Through Sarswati’s views, I knew that she also used dictionary when she came across new words. She has taken in a concept that dictionary is an instrument of language improvement because it gave her to know meaning of any difficult words and its pronunciations while reading any texts of books and newspaper. Harmer (2007) says, “Using dictionaries to check the meaning and its pronunciation of words

if they don't know" (p. 246). Again he (2006) says, "The fact that dictionaries contain such wealth information makes the learner ideal for use in multiple decisions" (p. 61).

What I understood about her learning speaking English is that she has accepted dictionary as an exposure which establishes her career building by improving her English language skill. She focused on overusing of dictionary for improving her English language skill. Harmer (2007) says, "The learners need to understand that if they overuse dictionaries when they should be listening they lose the benefit of hearing English spoken naturally and the opportunity this gives them to practice their listening skill (p. 246).

Hence, I came to know to her learning to speak English through her expressed narration. Her learning to speak English starts from the use of dictionary. She achieved more exposure of learning to speak English through dictionary. Therefore she gave more priority to dictionary. According to her, she improved her speaking/ pronunciation and accuracy of words' meanings from dictionary. That's why I say that dictionary is an useful exposure which helps the Tharu learners in every contexts. Through that they get help to improve their speaking skill.

I got the idea from Sarswati's views that dictionary helped the Tharu learners a lot in improving their speaking skill and knowing meanings of sentences. She expressed in her narration that without dictionary, the learners of Tharu community would have failed to speak English correctly. The learners of Tharu community learnt to pronounce the difficult words and know their meaning from different dictionaries such as Nepali to English and English to English.

I got substantiate my saying through Sarswati's statements. She says, "*To learn good pronunciation of English I used dictionary for finding meaning of difficult words' and their pronunciation most of the time because it was the best tool that I believed in*".

The positive factors are that Sarswati has too much faith in the dictionary. She got much help from dictionary at her beginning stage of learning and now she is habituated to look into the dictionary to find out the meaning of words and their pronunciation while reading books or any thing. Through dictionary she improved her English language. It became the best instrument for improving her speaking skill by getting the exposures for her perception and production. Now, she is habituated to read different dictionaries such as Oxford English Dictionary, Nepali to English dictionary and Thesaurus for improving her English speaking skill. Therefore according to my findings, what I found out from her is that using dictionary is very since it helps learners to give accurate pronunciation and meanings.

Discussion, analysis and interpretation of Vivek's views. Vivek also used dictionary while reading English books, English newspapers and English texts. Vivek also gave more priority to dictionaries since through that, he got more exposures to improve his English language. He has also accepted it as an essential equipment for improving his speaking skill. He says *"First I started reading English newspaper, books written in English language when I came across difficult words, I used to consult the dictionaries regarding the correct pronunciation and their use. The words I used to learn from the dictionary, I used them in my own sentences"*

Vivek said that while reading English books, newspaper and English texts, he found difficulty. He used these words while speaking English. He said that he used those in his daily life while talking to his friends in school also. Dictionary became an instrument for improving his English language skill. He took the help of dictionary while reading English books and any materials. Dictionary helped him to understand the meaning of different words. While reading the texts from English books he needed a dictionary in order to find out the pronunciation and meanings of words.

Therefore, I understood from Vivek's statement that he gave more priority and value to dictionary since he learnt speaking English language through dictionary. While reading books, texts and newspapers he used dictionary for finding the meaning and pronunciation of difficult words. Dictionary helped him to improve English language in terms of speaking skill and framing creative sentences for speaking in English. "Students use dictionaries to check the grammatical correctness of sentences" (sound's production, words' meaning), (Harmer, 2006).

He found both the positive and negative aspects of using a dictionary. The positive part of using a dictionary was that he learnt to speak English. Dictionary brought improvement and self-confidence in the way he spoke English. Vivek achieved more exposures from dictionary to improve his accent. The negative part of using a dictionary is that, he has become dependent on the dictionary whenever he comes across any difficult words. He doesn't like guessing their meanings and pronunciation. But comparatively he has achieved more exposure by using a dictionary to improve his English language skill.

Discussion, analysis and interpretation of Rabina's views. She says "*The best method that I adopted was "use of dictionary". When I came across new or difficult words, I used to look at the dictionary for help. Sometimes, I didn't understand the meanings of the words in English. Then I learnt the Nepali meaning of those words. I analyzed the grammatical rules or correct place of every word in my sentences. The position of every word had to be grammatically correct to make sense. When I was asked to write sentences, I first used to read them and then say them my own English tone. From dictionary, we don't learn or find only one meaning of the word but also find many meanings of single word including its synonyms, antonyms and so on. The*

use of dictionary helps us to know the pronunciation also. So dictionary played an important role for me to learn English language”

She improved her English language by using a dictionary. While she came across difficult words she used a dictionary. If she felt difficult to understand the meaning and pronunciation of words, she learnt those words’ meaning and pronunciation in Nepali and then she used while speaking. By using dictionary, she achieved more linguistics knowledge of English language. She developed her learning to speak English using dictionaries.

She learnt to speak English from dictionary .While reading English books, if she came across new words or difficult words, she consulted the dictionary for finding their meanings and their pronunciation. If she didn’t understand word meaning in English then she referred to Nepali to English dictionary in order to understand the meaning of words and learn their pronunciations/ speaking.

From the dictionary, she got an opportunity to learn the synonyms and antonyms of the words. By using the dictionary she improved her English language in different areas such as understanding the words’ meanings and their pronunciation and their correct uses. These areas promoted her more exposures for improving and developing English language skill. Harmer (2006) says, “Dictionary-based activities can be designed that require students to make decisions about a word’s spelling, its pronunciation, its meaning, its grammar, its collocations, its derivatives, style and connotations of the word and its frequency” (p. 65).

In this way, dictionary gave her more exposures for improving English language skill. Through dictionary she found a way to improve her speaking skill and to improve her tone. Due to use of dictionary she knew how to pronounce different words, their opposite words and other word too. She also knew to use it in her own

sentences for speaking. English dictionary opened up her the mind to use the correct tone while speaking. Harmer (2006) says, “The role of dictionaries in vocabularies learning has been reassessed. As sources of words and of information about they are unequalled” (p. 60).

Her argument supported me to find out that it is possible to learn to speak English language from dictionary. Rabina said, “I used dictionary to know or learn the correct pronunciation and meaning of words. The word that I learnt, I kept it in my mind and used it in my own language. Sometimes when I came across difficult words, I took help from teachers at school and when I was at home I used to consult the dictionary.” Therefore I understood from her expression that if she had any problems in school, she got help from the teachers and when she was at home, she used to look at the dictionary. She learnt speaking English with correct tone from dictionary.

She got more exposures from dictionary for speaking English fluently and accurately. She considered dictionary as a master for correcting pronunciation of any difficult words, from simple to hard. She has also the belief on dictionary as a problem solving equipment through that she learnt speaking English language. Rabina’s improvement is a proof that using dictionary is a useful exposure for the Tharu learners. If they use it they will improve their English language speaking skill.

Discussion, analysis and interpretation of Ankita’s views. Ankita says “*While reading a book I used a tape recorder to record my voice. After I finished reading, I listened to my voice. I paid attention to every single word. Consulting the dictionary, I improved my pronunciation and understood the meaning of new words*”.

I understood from Ankita’s lives that she recorded her voice to find out where she did wrong when she read English books. She corrected the wrong words herself looking at the dictionary. I understood from Ankita’s views that dictionary played an

important role to help her to pronounce the difficult words and their meanings.

Dictionary brought a positive change in her as far as improving English language was concerned. Now she can speak English language fluently and accurately. This I found from her writing and spoken English. Harmer (2006) says, “The better learner dictionaries also include advice for learners that is based on an analysis of typical learner errors” (p. 61).

I discovered from Ankita that she gave more priority to dictionary. Through dictionary she used exposures as books to read and tape recorder to record her voice, she used a dictionary as a problem solving machine. Through dictionary she learnt the meaning of unknown words and the right pronunciation of words. In this way, she improved her spoken English. Harmer (2007) says, “The fact that all good learners dictionaries use a standardized form of phonemic script means that further reinforcement can be provided by dictionary activities that focuses on pronunciation” (p. 86).

In Ankita’s case the positive aspect of dictionary is that it helped her to improve her learning speaking skill. Dictionary brought a positive change in the way she spoke. From the dictionary, she achieved more exposures on how to speak English language accurately and fluently. Ankita used dictionary so excessively that she could guess the meanings and pronunciations of words because of which her English language improved. In my view, Ankita’s improvement of English language proves that dictionary is a great medium to solve the problems of speaking English language. Therefore the Tharu learners must use this exposure for improving English language.

Interacting with Friends

Interaction here refers to the learners talking with one another. I will find out how the Tharu learners improved their English language skill through interaction.

Discussion, analysis and interpretation of Brijesh's views. He expressed in his narration about his learning to speak English "*I learnt something from my friends. At free time, I learnt from my friends we used to talk in English language, share one-another ideas and correct one-another mistakes. In this way, I also learned English speaking skill and improved my English a little more*".

From the above discussion I found that Brijesh learnt to speak English language from his class friends. He used his free time to talk with friends in English about his own feelings, about his sorrow and happiness. When he expressed difficult words, he and his friends corrected one-another difficulties by discussing with each-other. Joyce, Weil and Showers (1992) opines, "Interacting with one –another produces cognitive as well as social complexity, creating more intellectual activity that increases learning when contrast with solidarity study" (p. 31).

In his journey of learning to speak English correctly in the term of perception and production, what he discussed with his friends in English language helped him to improve his English speaking skill. While communicating with friends, he came across many new words that gave him more exposure to improve his English language. His perception and production also improved in speaking English language.

I discovered his learning speaking succeeded from talking in a topic their own. As he says, "*I adopted my friends as exposures since that helped me to know about the correct pronunciation and the correct way of saying. I always sat near by one of my friend who did not like me. Whenever I spoke she used to correct me in order to*

make fun of me. She pointed out that I had no knowledge of pronunciation, but I gained that knowledge through her corrections”.

His spoken English improved by discussing with his friends. His friends became a good exposure for improving his speaking skill. His perception and production in speaking English language improved by discussing mistakes and problems with his friends. His friends provided him exposure for improving his English language. He understood the words correctly when his friends corrected his English language speaking skill. Interaction as the informal talk or conversation can promote the exchange of ideas and opinions, which encourages developing speaking skill (Coffin, 2004).

I found positive aspects about his learning. He has given priority to his friends because with discussion with friends have proved to be fruitful. With the discussion with friends has been positive for him because I have also noticed improvement in him. Brijesh says, “My friends were around I shared my ideas, notions and feelings only in English and to improve my speaking skill”.

I found from his learning to speak English through interaction a positive aspect. I also improved my spoken English through interaction at KU. Therefore on the basis of his improvement, interaction also provides more exposures for Tharu learners in improving their English language. Through interaction, the Tharu learners discovered the way of speaking English language and its linguistics systems. Therefore, this exposure must be used by English teachers for speaking skill of Tharu learners.

Discussion, analysis and interpretation of Sarswati’s views. She says *“I talked more with friends while using the work sheets. I shared my knowledge with my friends in the work sheets. I gained more while discussing, I knew how to speak new words*

easily. Sharing each-other's views proved beneficial. Through this way, I learnt to speak English”.

Through her data, I found that Sarswati learnt English language through interaction. She talked more with friends in during such discussions her perception and production of English language developed. She said that she shared her knowledge with her friends in the work sheets. Through work sheets she learnt to speak English because she discussed a lot with her friends for improving her English. Therefore in her view, she had the perception and production of speaking English language and she was able to speak English language fluently and accurately.

I found from her statement that she learnt to speak correctly through works sheets. Work sheets played a vital role in improving her English speaking skill. She got an opportunity to create new words and talked to her pair in English. This checked her from making mistakes. I found that she learnt to speak English from work sheets as she got more exposures for improving her speaking skill. I came to know from her that the students are divided into pairs, individuals and groups for doing work and speaking among/between themselves helped her.

I found that work sheets helped her gain self confidence in speaking skill. “Groups are organized so that all the learners have opportunity of working and playing with each other rather than being with one particular group all the time. Some times the choice of activity will determine the membership of the group. As a result in a classroom the teacher, as a facilitator can provide the situation for negotiation of meaning between learners through speaking task involving pairs or small groups where the learners maximizes each learners’ opportunity to speak” (Lynch, 2001)

In this way, I found negative and positive aspects of learning speaking English language through interaction. She was interested to participate in group activities and

work sheets activities for improving her English language skill and she got improvement in terms of speaking skill. Like the same work sheets I also participated I also improved my English speaking skill. Therefore on the basis of findings, the English teacher must conduct interactions for improving English language skill of the Tharu learners because this tool helps the Tharu learners to improve their English speaking skill.

Discussion, analysis and interpretation of Vivek's views and Rabina's views. I presented their data to show how they improved their speaking English.

Vivek says *"I learnt speaking English fluently through communication with friends and by participating in speech debate and quiz competition."*

Rabina says *"Sometimes, school also gave me opportunities to take a part in programs like speech competition, and essay/story writing competition and so on. My English teacher organized grammar quiz. So that I learnt the meanings of words. Then I used it in my language and tried to improve my accent by talking with friends"*.

Vivek and Rabina expressed that they learnt English language through communication, speech, debate and quiz competition. They got chance to discuss with their friends how to speak English correctly. They practiced quite a lot before speaking in front of the public. They gained knowledge through discussion with friends and then they were able to speak fluently. Through these programs Vivek and Rabina improved their English speaking. They gained self confidence from these programs.

Their spoken English improved by participating in different programs. They got the clues of how to improve their language skill by giving their own views and listening to others' views. They got chance to analyze their spoken English in terms of pronunciation, accuracy and fluency. These debates and competition helped them to

speak English language skill correctly. By this they learnt to speak English language correctly. I had the same experience when I did my M.Ed. During that time I also got exposures in improving my speaking skill. Richards and Rodgers (2006) say, “Language always occurs as a medium of interaction between people for the achievement of specific goals and purpose” (p. 143).

I analyzed that Rabina’s and Vivek’s spoken English improved by participating different debates and competitions. They didn’t focus only on the content but also in the terms of pronunciation, accuracy and fluency. I feel that competition and debates develop the speaking skill of the Tharu learners because they promote exposures to the learners for improving their speaking skill. They give learners self confidence, accuracy and fluency as far as their speaking the language is concerned. I have realized that same words with me too. There these interaction tools help the Tharu learners in improving their speaking skill.

On the basis of findings, from Vivek and Rabina, I firmly believe that the Tharu learners learnt to speak English language through interaction. Since Rabina and Vivek improved their spoken English involving in such programs like debates and competitions. Therefore the Tharu learners must attend and participate in such programs for learning English language.

Discussion, analysis and interpretation of Ankita’s views. Ankita says “*I wrote dialogues myself and practiced them in front of my brother or my close friends. Not only dialogue but also wrote story, speech, debate. I used to speech in front of my teachers and class mates. I found that my spoken English was improving day by day*”.

According to Ankita’s data, she also learnt to speak English language through interaction. She herself wrote dialogues and she practiced speaking fluently and accurately. To overcome her hesitation, she used to speak in front of her brother. In

order to develop her speaking she used to take part like in telling competitions, story, speech competition, debate. While preparing for the debates she used to discuss with many friends about the topic and she learnt the way to speak. In this way she brought about an improvement in her English language.

Hence, I understood from Ankita's lived experience that she learnt more to speak English through interaction. In order to avoid the interference of her culture and to learn English speaking she prepared dialogues and discussed with her brothers and friends. In this way she got exposures for learning speaking English language. Especially she learnt to speak with the help of stories, debates, speeches and dialogues. Through these she achieved more exposure to speak fluently and accurately.

I analyzed her learning speaking through these debates and discussion and dialogue she got exposures in her learning speaking. These debates and her creating dialogues developed her speaking capacity. She became able to speak English language fluently and accurately. She became able to avoid social and psychological affects and she got development in her learning speaking English language skill.

On the basis of these findings I understood that the Tharu learners improved their speaking skill through interaction involving in different debates and competitions as Ankita and I did. These competitions help the Tharu learners to correct their spoken English discussing with others, friends and seniors' guidance. How I and Ankita got improvement in learning speaking skill. These debate contexts interact the Tharu learners to correct their speaking skill discussing with each other's view and having seniors' guideline.

Watching Television and English Movies

Watching television and English movies is another exposure through which Tharu learners learnt to speak English fluently and accurately avoiding the interference of their mother tongue. Watching television and English movies brought positive changes in the way they spoke English. These exposures helped the Tharu learners very much in improving their accent. The learners need an exposure to copy the correct way. Through these exposures the Tharu learners copy the tone and pronunciation of native learners and trained speakers of television.

Discussion, analysis and interpretation of Brijesh's views. Brijesh says *"During free time, I used to watch English movies because I like them very much. I liked the way actors speak. Since I was also interested to learn the language, I was listened to their words carefully and learned them. After that I practiced speaking like them. I used to perform and say the dialogues in front of the mirror"*.

From what Brijesh said, I understood that he learnt speaking English by watching English movies and television. He was interested to hear the voice of actors and actress and he also noted the words he liked to practice speaking with friends. Through this way which words are important he used for speaking in his daily life and tried to bring out same tone as movies actors and actresses. He felt easy to copy the words spoken by actors and actress in his speaking. Learning through television though is very good for pronunciation because the learner can actually hear the words spoke as they should be (Sharma & Phyak, 2006). He said that he wrote conversations or dialogues and practiced them in front of the mirror. That helped him in learning speaking English language.

I came to know that it can be found difficult to avoid the cultural interference in his tone because it was obvious in the way he spoke. English movies helped him to

copy the styles of native speakers and spoke like them. He spent his time watching movies at home from (10 pm to 4 am). Therefore these exposures such as watching movies and television helped him to avoid the interference of his mother tongue and helped him to improve his spoken English.

I analyzed that he became successful in speaking English correctly by watching movies and television. These exposures were like real life situations. He imagined himself in the same condition as the native speaker and practiced his English. As a learner of ELT from the same community, I also adopted the same method of watching movies and television as a tool to improve my English. I also got the same improvement in my spoken English. Therefore I believe that the Tharu learners can get exposures for learning English as Brijesh. On the basis of the findings I can say that watching movies and television can help the learners improve their English speaking skill.

According to Brijesh, I can say that Tharu learners can learn to speak by entertaining way. As Brijesh learnt to speak English language being very interested and he got exposures in his learning speaking. As a learner of ELT from the same community I also used to watch English movies and television to learn speaking English language. I found it easy to copy important vocabulary and new words and looking at actors I also used to get encouraged to speak like them. In this way, I got exposures during my learning period. Therefore watching movies and television is one of the best exposures for the Tharu learners to learn speaking English language. Harmer (2006) says, "There are many good reasons for encouraging students to watch while listen. In the first place, they get to see 'language in use'. This allows them to see a whole lots of paralinguistic behavior. For example, they can see how intonation matches facial expression and what gestures accompany" (p. 308).

Discussion, analysis and interpretation of Saraswati's views. Saraswati says, "I adopted media as an *exposure to improve my English. I watched English movies listened to English songs because I found them very interesting. I listened to the dialogues spoken by the television characters intently. I enjoyed that. I practices pronouncing the words like the speakers. While watching movies I came across some words which were difficult to understand. I noted them and looked into the dictionary to see their pronunciation and its meanings then I understood the whole sentences*".

I understood from Sarswati's words that she adopted media to help her improve her English. She watched English movies and listened to English songs to speak correctly. She was very much impressed by English movies and songs because through them she achieved more exposures to learn to speak English language. Watching movies she learnt most of the dialogues of film and she practiced them. If she came across new words, then she looked into the dictionary to find the meanings of words and their pronunciation/ speaking. This exposure became a language improving instrument for her. More clearly, media more completely and consistently all senses are stimulated the greater the presence, clearly presentation of both visual and audio stimuli is a key importance .Which gives the way of speaking to the learners (Fontan, 2002).

I discovered that she learnt to speak English correct tone by watching English movies and English television channels. She copied the words which she liked spoken by actors and actresses. Watching English movies she found out how native speakers speak. Through English movies and television channels she learnt dialogues and she used a dictionary for finding out their meanings and pronunciations. She worked hard by using these exposures to improve her spoken English. These exposures provided her entertainment and at the same time it also improved her language. Learning

through television can expand the grammar and pronunciation horizons of the speaker dramatically. (Sharma & Pyak, 2006).

Hence, Saraswati improved to a large extent using these exposures. She got the ideas and style of speaking. She achieved the linguistics knowledge without reading a language book. She directly copied the correct way of speaking English from the media and she revealed this in her narration. I found that she didn't give much emphasis to look at the dictionary in order to search for correct pronunciation because she heard the characters of movies speaking correctly. Instead Saraswati found it easy to copy them. Thus she became successful in speaking English language fluently and accurately.

On the basis of the findings, if the Tharu learners watch English movies and television they learn dialogue, or vocabulary as Sarswati did. I also have the same kind of experience to watch English movies and television to learn sentences and vocabulary. This exposure really helped me. Therefore I can say that this exposure is perfect for the Tharu learners to improve their English.

Discussion, analysis and interpretation of Vivek's views. He says "*While watching English movies or news or listening to English songs, I found several common words whose pronunciation were different than the way I spoke. I knew many words and learnt their pronunciations also*".

Vivek also puts forward his views that by watching English movies he learnt to speak English correctly. Watching English movies and news and listening to English songs he came across several familiar words but they were pronounced differently. These exposures become a learning tool for him. He also gave more priority to these exposures for improving English speaking skill.

According to Vivek he is a learner from a multilingual community. Therefore he has too many problems in speaking correctly due to his own social influence. He used different course books, other books and others materials to improve his speaking skill. But he improved his speaking English language with the help of English movies, listening to English songs and news. Through these exposures he got English speaking environment around him. In his own environment he got very less exposures. Therefore he provided more emphasis on them.

I found that the emphasis given by Vivek on television to learn the way of speaking English language is correct according to the views of Fontan (2002). Vivek realized the paralinguistic behavior of native speakers, actors and actress how they speak. That experience I found from Vivek. He got exposures to improve his speaking English realizing the feelings, emotion and intonation of native speakers.

I interpreted that his English language improved by watching English movies, news or listening to English songs. He directly copied native speakers and he spoke the similar way. He learnt many new words as well. While listening news, songs and watching movies he focused more on pronunciation and like them he practiced to speak.

On the basis of the findings, I realized in a live of Brijesh, he improved his English speaking with the help of these exposures. I have also been through the same experience from my own lived experiences while learning English language. Therefore, I come to the conclusion that listening to news, songs and watching movies of the target language provides the learners good exposure.

Discussion, analysis interpretation of Rabina's views. Rabina says, "*The other means that I adopted to improve English was "Television". Watching television gave me some clues to improve my accent/ tone. I listened to the way the actors spoke and*

copied them. He learnt different types of words what actors and actress spoke. Sometimes I used to talk to my friends and asked them to comment on my English. They really supported me and gave me advices”.

Looking through her data I understood that Rabina tried to improve her speaking skill by watching English movies. She got the ideas on how to speak English language correctly. When she listened to the voice of other English speaker on television, she also tried to speak linguistically correct like them. She practiced speaking with her friends and they guided her. This was the way she got exposures to improve her English speaking skill. I found that through her. She got linguistics knowledge from television in order to improve her speaking skill. She also learnt the style of speaking correctly by listening to the voice of native speakers carefully.

She has problems in speaking English correctly. Therefore these exposures she used to avoid bad influence and she got the clues for improving speaking skill linguistically correct. Watching film in which the sound track is in English helps to improve one’s own comprehension of the spoken language (Sharma and Phyak, 2006).

I analyzed that she is very positive about learning speaking English language through these exposures. She said that it was also a very important tool that helped the learners to improve their speaking skill. The learners learn to speak linguistically correct and very fluently. I also hold this true because I also used English movies and television for learning speaking purpose. I spoke with my friends whatever I learnt from the English movies and television. My friends commented on my English and gave me feedbacks. In this way I improved my English.

According to Rabina, this exposure is perfect for the Tharu learners for learning speaking English language. Rabina and I learnt speaking skill by using these

exposure. Ankita, another respondent also has positive feeling about learning speaking English language through these exposures. She didn't use these exposures but she feels that it is an important tool that can help the learners to improve their speaking skill. She further said the learners learn to speak linguistically correct language very fluently. They also learn the correct style of speaking English. Therefore I also agree that watching movies and television is a learning tool that promotes exposures to the Tharu learners in improving their English speaking skill.

Environment

Environment is a very important exposure for Tharu learners because it plays a vital role in the improving of their learning speaking English language. Through environment the learners also get knowledge in understanding and speaking the language. Environment helps the learners understood the negative and positive aspects of learning the language.

Lightbown and Spada (2003) say, "For Chomsky, Language acquisition is very similar; the environment makes a basic contribution-in this case, the availability people who speak to the child. The child or rather the child's biological endowment will do the rest (P. 15)". A child acquires the language in which community, race and tradition they live in and it automatically interferences when they speak English language. This kind of cases has been found in the participants through their data. It shows they are affected or got negative interference in their English language because of their environment.

According to chapter two it provides knowledge especially in their speaking skill. If environment is appropriate or educated then the performance of learners is very good. We don't find any confusion in their language. They speak very well and correctly. While learning a second language, the learners need an appropriate

environment where they can develop their proficiency in speaking English language. The learners depend on language institutes, school, and appropriate places to learn certain English patterns. I will find out what role environment played to improve English language of my participants.

Through this research I will find out how the Tharu learners learnt to improve their English language and how they got motivated to learn English language through the environment. I will also find out whether this exposure helped them to improve their language. I will do so by reading their data.

Discussion, analysis and interpretation of Brijesh view. Brijesh says *“Actually English speaking environment, English speakers and good teachers were the factors that helped me to learn the grammar rules and vocabulary of English and it also helped me improve my pronunciation, accuracy and fluency. Thus, I can say that environment is an appropriate factor to improve my speaking”*.

Brijesh expressed that the learning of a learner depends upon their environment. If the environment is good then automatically the learners learn good English. They don't have any problems in their speaking skill. In order to improve the accent of Tharu learners, there must be a good English environment, English language speakers and good teachers in the environment. These promote exposure to the Tharu learners for improving their English language.

Brijesh's views regarding environment is correct. As a learner needs the help of teacher, the strict rule of environment for speaking English language. The environment he lives is not really good therefore he focused the environment of school where he improved his vocabulary and speaking skill. There he studied grammatical rules from English books and he talked with friends and teachers in English language. Which helped him in improving his English language. Elben and

Elben as cited in Newpane (2008) say, “An exposure is an event consisting of content at a boundary between human and the contact and the environment of a specified contamination concentrations for a specified interval of time” (p.242)

I understood that if he had got speaking English speaking environment, good English teachers and teaching methods his English would have improved. He didn't find such exposures in his community. Therefore he claims that he finds inferiority himself as far as speaking English is concerned. He found the environment to improve his English language at school.

I found out that environment plays an important role for the Tharu learners to learn the grammatical rules and vocabulary and school provides that environment. Brijesh grew up in an environment where most people were uneducated. Therefore he learnt the language of the same environment. In spite of that he practiced speaking English. I discovered that his English language has been greatly influenced by the environment. But the school provided him with the right kind of environment to improve his English pronunciation, accuracy and fluency. He spent around seven hours in school where he found English speaking environment met English language speakers and good teachers who provided him practical knowledge of speaking English.

He focused more to the environment for improving the tone of speaker. As he improved his speaking English language from the environment of school not the environment of his lives. The English language which he expressed and the meaning of vocabulary and its pronunciation he learnt from school's environment. He improved his vocabulary and speaking English language from school's environment as not the environment of his lifestyle. Behaviorism claim “Language acquisition is mainly based on nature, i.e. environment” (Pokhrel & Guragai, 2005, p. 7)

From Brijesh's life experience, I realized that this exposure is perfect for the Tharu learners in improving their English language. A learner of ELT from the same community I also faced the similar problems while learning English language. I adopted the environment of certain places for improving English language purpose. Today I am able to speak English due to the influence of the environment. I don't have problems in speaking English language. Therefore the Tharu learners should adopt this exposure for improving their English language.

Discussion, analysis and interpretation of Sarswati's views. Sarswati says, *"In order to avoid bad influence on my tone I changed my place. I shifted near to the market areas where could come in contact with educated people. While I heard them speak I could find out the difference in the way they spoke and in the way I did. I also took help from radio, television and English movies"*.

I understood that Sarswati changed her place of living to learn English and to avoid bad influence on her accent. She shifted to market area where it was easy to come in contact with educated people in compared to the village she lived in. She gave more priority to the environment. She adopted other exposures such as radio, television and English movies which brought positive change in her speaking.

Hence, I knew that she is from multiple groups therefore she has influence of their own community in her language which she is removed changing the environment that became a key to open her mind for improving English language. In the environment she talked every day with educated people this brought a change in her speaking English language skill.

I discovered that the area she shifted to was suitable for improving her English language. She got chance to speak to educated people and she realized the difference between her and them. She learnt the correct words. Sometimes, she also watched

English film, television and radio (BBC News) to improve her English speaking skill. And this helped her. Littlewood (1998) says, “First if we assume now a learner is well motivated to learn a second language, another important influence on the proficiency he achieves will be the quality of the learning opportunities which the environment offers” (p. 57).

Sarawati gave me an idea about the positive and negative aspects of learning speaking English language through environment. The positive aspect is that shifting to better place brought on improvement in the way she spoke English the negative aspect is that she had continued living in her own environment, then she would not have improved her that English language. So good environment brought a positive change in her English language and the problems she faced were due to her own environment prior to shifting to the new place.

For justification about learning speaking English language through environment, Lightbown and Spada (2005) say, “Jim showed very rapid acquisition of the structures of English once he began to interact with an adult on a basis. The fact that he had failed to acquire language normally prior to this experience suggest the problem lay in the environment not on child” (p. 25). Sarawati had also failed to improve her English language due to very less exposure from her environment but the new environment helped her. Therefore problems lay in the environment and not on her.

From Sarawati’s data I also realized being a learner of ELT from the same community, as how my English language improved after I came to ktm and got involved in KU for studying. It has improved to a great extent. Therefore this exposure is very suitable for the Tharu learners.

Discussion, analysis and interpretation of Vivek's views. Vivek says, *"Environment is an important factor in improving my English. I hear, see and watch the behavior of others educated people in the environment to learn the style of speaking English. So when I came across an environment of English communication or people interacting in English then all my attention gets diverted towards it"*.

I found from Vivek's life experience that environment played a vital role for learning to speak in English language since he got more exposures from it. He expressed that he heard others' speaking, watched them and learnt the style of speaking English language. He learnt to speak English with the correct accent from the environment. But he was not happy in the environment he lived. He needed better environment for improving his English language. He feels if he had English speakers around him, he would be able to talk any time on any topic and he wouldn't have linguistics problems. Exposures of this kind definitely help him to improve his speaking English language time to time in his speaking English language. Lightbown and Spada (2003) say, "Fortunately for the learner, the learning environment rarely puts the pressure on them to speak when they are not really in speaking condition" (p. 33).

I found from his data that if he got an appropriate environment of English communication then his pronunciation/speaking, accuracy and fluency while speaking English would improve. I understood from him that environment is a such factor which brings a positive change in a learners' perception, production and vision as far as learning English is concerned. He gave more priority to environment for improving speaking skill. I found out that environment changed his way of thinking and confidence showed in his speaking.

Hence, I knew from Vivek that he got appropriate environment of English communication and interaction. But he was dissatisfied so he searched alternatives. As he imagined more than present improvement if he got English speaking environment and interaction more the tone which came from him was correct. He also needs such environment but he didn't have. The environment in which he lived is Tharu community therefore in his speaking English language Tharu tone comes. To avoid such tone he wanted English speaking environment and interaction. But he didn't get that exposures in his own environment therefore his tone becomes weak.

In my view, he is very much positive about environment since environment he got a chance to improve his English language. While going through his narration I found that the improvement of his English speaking skill was due to the environment of his studying place where he met educated people, English speaking friends and got other materials as well. I agreed with him as I also learnt to speak English language from certain environment. For improving English language, Littlewood (1998) says, "The opportunities that exist for using the second language, the emotional climate of the learning situations, the type of language to which the learner is exposed and the effects of formal instruction" (p. 57).

Having the clues of his learning speaking English language through environment I also give priority to environment because being a learner of the same community I have also the problems of speaking English language properly due to not having an appropriate environment. I also face problems in the areas of pronunciation, accuracy fluency and grammar. While collecting data I found that most of the Tharu learners had problems in their speaking English language due to lack of appropriate environment. Their claims were the same as that of Vivek. I feel that the learners' first school is their family and community and second school is place of

formal learning. Therefore, on the basis of finding his comment is that if the Tharu learners family's members and community's members follow to education then their thinking and feelings came out changes and their speaking skill will improve.

Discussion, analysis and interpretation of Rabina views. She says "*Obviously, the right environment is an appropriate factor to improve my speaking skill because a child spends their childhood at home and home is their first school of children. That's why they can speak that language they hear*".

I found from Rabina's data that she believes that the learners speak the language of the family they are born in and that language becomes their own language. In a family if all the members speak English then we also hear the same and speak correctly. Therefore I agree with Rabina's argument being a learner of the same community that environment brings a positive change in our English language speaking skill.

Rabina accepts the fact that the learners' first school is their home. If their home's environment is good then the children get positive environment. Children's language learning starts from home rather than school. If the family's members are educated then children quickly learn their native language. Since they already know the first and second languages, while growing in their family, then learning English language becomes easy and very quick with the exposures from school and home.

Reading her whole narration I came to know her parents are educated and this current data also supports me to find out the ways of learning English language from the environment. She got more exposures from her parents to learn English language. She learnt speaking English language at the beginning stage due to her environment at home. She used English language from time to time while talking with her family members. Since she came from an educated family her English was good.

The more exposure in her speaking English language she got from her family's environment. Family's environment supported her more to improve her speaking skill. In her narration we find (Theme 1) she has mentioned that she used to say dialogues, story and talk with her brother, sister and parents in English. Therefore her family's environment supported her to gain exposure in improving her English speaking skill. Benton (1981) opines, "The language of the school is more important than the language of the home" (P. 5).

Through Rabina's data I understood how multilingual learners get affected by their first language. Her language has been affected due to her mother tongue. But due to having good environment from her family I didn't find problems in the way she spoke. She spoke linguistically correct sentences. Therefore I think Tharu learners' speaking problems can be avoided if the Tharu society follows education. From Rabina I understood that the environment of a family is a very important and good exposure for the learners to learn English in a view of Benton (1981). Therefore in order to improve English language of the Tharu learners, their family members must also be educated.

Discussion, analysis and interpretation of Ankita's views. She says, *"Environment is the factor which has direct relation with human and if I got good and proper environment of English language automatically I will be able to correct my pronunciation"*.

I found from her data that environment is an important factor which directly affects the learners' learning English language skill. I got the clues from Ankita that environment is an appropriate factor to improve one's speaking skill because the language of learners is entirely affected by the environment. They are inter-related. She is socially and psychologically affected due to her lifestyle. She read many

English grammar books for improving her speaking skill. We find this in her data in theme 2. But the language she learnt in the environment in which she grew up is set in her mind. It interferes while speaking English language. It automatically comes while speaking English language. Therefore she is affected psychologically and socially as far as speaking English language is concerned.

Psychological and social environment also had negative interference in her English language. Though she had linguistics knowledge of speaking English language as she had studied English speaking course books but while speaking, she faced problems. Her mother tongue permanently set up in her mind unconsciously came in the way she spoke. Through the environment she learnt to speak English language. She gained linguistics knowledge. She practices speaking in English often she can correct herself but the accent she learnt in the environment in which she grew up automatically comes while speaking English language. Therefore the environment in which she grew up creates problems but the environment in which she studied helps her to improve her English language skill. Phokhrel & Guragai (2005) say, “Language learning is product of experienced based and environment affects all of us” (p. 7).

I analyzed from Ankita’s expression about environment as she expressed her own feelings how a learner achieve the affects of their own environment. The development of learning speaking enhances according to environment. As I found according to her even the multiple group of learners achieved more linguistics knowledge to bring correct speaking English language they gain proficiency in their improving speaking skill studying different English books discussing with friends and teachers but the language first they learnt ,and heard it goes away from their mind.

The environment in which she lived didn't help her in learning English language. She got less exposure. She said that if she got good and appropriate environment she would be able to correct her English language herself. The environment she grew up has multi languages. Therefore her mother tongue is set in her mind. I came to know from her that she worked hard to improve her English language by reading different English books and extra materials but she wasn't that successful because of the environment she grew up.

I agree with Ankita's views since I also went through the same problems. Being a learner of ELT from the same community I also read so many English language books and other materials but psychologically and socially the language which is set up in my mind can't be removed but I have linguistics knowledge to correct my mistakes while speaking English language.

Therefore, on the basis of the findings, I can say that environment plays an important role in language learning. The Tharu learners may get linguistic knowledge from books and other resources and may be able to correct their own mistakes also but the accent they have acquired from their own environment consciously or unconsciously creeps in while speaking English.

Guideline of Teachers for Improving Speaking Skill

Teachers are an exposure for learners. The learners achieve knowledge about learning language from English teachers who guide them. As mentioned in chapter two, this exposure motivates the learners to follow the guidance which are needed for them in their learning process. Getting the real inspiration from the teacher the learners become curious to use different types of materials such as course books and other books.

Through this research I will find out to what extent The Tharu learners need the guidelines of teachers in improving their English language. How the Tharu learners are motivated by English teachers, what advice the English teacher give them and whether their guidelines are suitable for them?

Discussion, analysis and interpretation of Brijesh views. He said *“I need special guidelines from my English teacher. They should provide or suggest me not to adopt only theoretical aspect of English book but also adopt extra materials. They should tell me to watch English movies, join language institute and be the company of native speakers so that I can improve my pronunciation or speaking”*.

Sarwati said in her interviews *“I want guidelines from my English teacher. They should suggest me not to apply only theoretical methods of books but also practical methods such as participation in class activities and listening to English programs, news and also listening to the native speakers”*.

Vivek says in his interviews *“I need such type of qualified English teachers and experienced teachers who can give me ideas to adopt not only theoretical knowledge of English books but also how to improve my English. They must advise me to adopt extra materials such as listening to BBC news and watching English films and listening to native speakers’ voice to improve my pronunciation.*

Rabina says in the interview, *“The guidelines from English teacher should be about my weakness regarding my pronunciation so that I can eradicate the cause of weakness and also about the use of extra materials to improve my pronunciation”*.

Ankita expressed in interview, *“I want a good guideline from a well trained teacher to adopt English practice book, dictionary and many communication media to improve my English pronunciation.*

Discussion, analysis and interpretation of Brijesh, Sarswati, Vivek, Rabina and Ankita's views. The data I found from them is similar to each-other; every participant expressed the same views about the guideline of teacher about their learning English. I got the points from them that they don't like to study only the theoretical parts of English book but also want to use extra materials. In order to improve their weakness of speaking English they need special guidelines of English teacher. They want the English teacher to suggest them to participate in different programs, listen to BBC News from the BBC channel and radio and to adopt different extra English language books which helps them to speak English language fluently. They need trained teachers who advised them not to follow only theoretical aspect of English books but also to adopt extra material to bring fluency and accuracy in their speaking English language skill.

I found the participants their belief stand in English teachers' guideline to which materials they give priority, felt suitable to use these materials for developing their speaking English language skill purpose. Larsen-Freeman (2007) reflects, "The teacher is like an orchestra, leader, directing and controlling the language behavior of his or her students. The teacher becomes a facilitator, director, helper, instructor and guide for learners who controls the overcoming problems and motivate them to look progressing their career, performance and proficiency of their speaking in English" (p. 45).

Hence, I felt that their weakness aspect is that they are from multi lingual society. Therefore it's difficult to avoid their speaking problems only with the help of the school's environment. So if the English teacher provides them suggestions to adopt other materials that they could use any time and any place, then they can become fluent and accurate speakers. They are dissatisfied with some English

teachers who advised them about developing their English language because they failed in bringing fluency and accuracy to their English language. The participants needed to use communicative type of materials inspired by teachers' advice and they lacked such type of trained English teachers.

Therefore I found from their views that their learning speaking depends on the materials guided by English teachers. Using the extra materials they practiced to speak in English anytime in any place with their friends. These exposures helped them overcome their difficulties in the terms of speaking/ pronunciation, accuracy and fluency. Richards and Rodgers (2006) say, "Materials will focus on the communicative abilities of interpretation, expression and negotiation" (P. 30).

In my view, I think the exposure they need from English teacher is appropriate for improving their English speaking using entertainment from different programs, are visual or audio. Being a learner of ELT from the same community I was also guided by our own English teacher Gnwali, for learning English and I got exposure from him. They need the suggestions for improving their speaking skill from English teachers because they believe that if they get such guidelines then they will follow the guidelines of English teacher for learning English. According to their findings I also agree to give the priority to this exposure because English language is improved with communicative method with communicative materials.

Through this method the learners are interested to practice and they are pleased to use communicative materials for speaking practices. This realization I got being a learner of ELT from the same community. Therefore I also learnt to improve my English language using communicative material following the advice of Laxman Gnwali. Therefore this exposure is perfect for the English language of Tharu learners. If they are motivated to follow this type of materials guided by English teachers they

will be able to overcome the negative interferences of the mother tongue while speaking English language and learning will become successful. According to Brown and Yule (1997) say, “A teacher should be a role, model, and a facilitator and path finder to the learners in communicative language class (p. 23).

School

School is also an exposure for learners. Through that the learners achieve improvement in their spoken skill. As discussed in chapter two this exposure also provides them the methods of speaking skill. Through this I will find out how the Tharu learners learn to speak English language, how they improve their speaking skill and to what extent they are satisfied by using this exposure. Through this exposure the learners know how to be disciplined, to be under rules and regulation.

Sarswati says, *“I was very much impressed by the environment of my school that I encouraged myself to speak English with my friends and English teachers. I suggested the Head teacher of school to tell all the students to speak in English whether they spoke correctly or incorrectly and gradually the school’s environment became strict and I improved my English language”*.

I found that she got exposure from school to learn speaking English language. She talked in English with her friends and teachers. Due to the practice of speaking English language, she improved her tone. I found from her data that she also requested to the teachers to ask all the students to speak in English language .Due to that she got speaking environment around her and school’s environment also became strict. It became an instrument for improving her speaking skill. The school’s environment promoted her more exposure. Learning in a school which uses English as the medium of instruction is almost like immersion. If the classes which is taught in English, the students can just go back to the native language and still think in that

language from school, for the learners one of the better ways to speak English if the medium of instruction is in the English language, the learners achieves exposures in speaking English language (Tickoo, 2003).

In her improving speaking English language, the school's environment played a vital role. The learning of speaking English language, she acquired from school's environment. Due to the strict rule of school all the students and teachers had to communicate in English language. Through these communications she achieved more exposure in improving her speaking English language. Their communication psychologically impressed her mind to change the concept of speaking English language that improvement I found in speaking skill. Due to the regular communication with friends and teachers she got improvement in her English language.

I interpreted the sense from Sarswati's expression that she learnt to speak English language by talking with her friends and teachers in school. She was interested to talk with her friends on any topic she liked. And she also learnt to speak English due to the school's environment because according to her suggestion the English teachers also became strict and forced everyone in the school to speak in English and spoken English improved.

The problem of speaking English language, the Tharu learners faced in Nepal due to the unmanaged systems of school. I discovered these from Saraswati's data. Such problems of speaking in English, I found in many Tharu learners while collecting data. But I became clear from Saraswati's data how important the environment of school is for developing speaking skill of the Tharu learners. Therefore according to the findings, all the schools of Nepal must work in a system

and have the English as the medium of instruction. Then the multilingual learners won't have to get problems in fluency and accuracy while speaking English language.

Discussion, analysis and interpretation of Brijesh's views. He says, "*School created the basic environment needed for me as a learner. In school, I mostly adopted teacher as the main exposure. Teacher was speaker for me. When the teacher spoke on any topic or described any subject, I listened very carefully and when confused, I used to ask questions and clear my doubts. After the school, I used to think about the topic that was taught by the teacher in the classroom more seriously. I converted the teacher's dialogues into my own sentences. Then I used to try to write myself and I get them checked by the teacher. After the correction I used to speak the dialogues in my own way. By these four activities i.e. listening, reading, writing and speaking I overcome my difficulty. I was able to improve my English.*

I found from Brijesh's data that he learnt to speak English from school. In School he took the teacher as an exposure. By the help of teacher he learnt to speak. He listened very carefully the voice of his English teacher while he taught the subject matter. He concentrated on the voice of English teacher when he was spoken. Following the four skills of English language and considering the voice of the English teacher, he translated the taught content in his own language. He again translated it into English language for speaking and he asked the teacher to correct him. In this way he learnt to speak English language from his English teacher from school.

I interpreted that his learning started from school. His learning to speak English developed since school considering the teacher's voice. In school, he listened very carefully to the voice of his teacher and he imitated to speak about the content of teaching matters like him. In this way his learning improved whenever he got confused he consulted the teacher and corrected himself. In school he focused more

on teachers' teaching and his spoken English. The four skills of English language gave him more exposures for learning English language. He got exposure through teachers' voices and from his own writing practices. In school the teachers teaching is powerful instrument it can be hearing this from students and students improve their learning language having the proficiency by teachers' talk (Street & Temperley, 2006).

Hence, I analyzed that in order to learn English language Brijesh had only a school as an exposure from where he achieved knowledge about speaking English. He learnt to speak English with the knowledge from the English teachers, their teaching and his own created environment and his own writing practices. He acquired knowledge and cleared his confusions and went ahead with the help of his English teacher from school.

On the basis of findings I can say that, Brijesh gave more priority to teachers in school for learning English language. Since he got exposures for his learning speaking with the help of language teachers in school. I also learnt to speak English language with the help of my English teachers from school. When I had any confusion, I also cleared it with my teacher but according to Brijesh I found that learners rely on teachers in school.

Discussion, analysis and interpretation of Vivek, Rabina and Ankita's views.

Vivek says, *"From my school I got the environment of English speaking. I used to speak in English with my teachers and friends. I used to take advice from teachers on using English words and pronunciation as well as the accent. I participated in group activities in class and in different competitions like poetry, debate, speech, drama and spelling competitions from where I learnt the correct speaking style and tone"*.

Rabina says, “My school really supported me to improve my tone. Teachers tried their best to make my English good. Whenever I faced difficulty in English then they always supported me. They always helped me to learn correctly. I listened to the tone of my teacher and then I also tried to speak like him/her. Sometimes, school also provided me chances to take part in some programs like speech contest, essay writing competitions and so on. My English teachers also organized quiz context on vocabulary and grammar. So I learnt the meaning of words I used them in my language and I tried to improve my pronunciation/ speaking by talking with teachers and friends”.

Ankita says, “School also helped me in many things like encouraging me to participate in extra activities like delivering speech in English, competing in debate and other such activities. The teacher encouraged me to speak in English and I spoke English whatever I knew. During class hours I used to see the sentences in line by line and asked questions whenever I got confusion. In this way, it brought improvement in my language.

I found similar views from Saswati, Vivek, Rabina and Ankita’s data. They share similar experiences regarding learning English language from School. They have taken the teachers and the different literary competitions of school as main exposures to improve their English language. They gave more emphasis to teachers’ teaching methodologies, their suggestions and advice and participating in different literary programs for developing their English speaking skill. Therefore I found from them that school is the main exposure through which they learnt to speak English language with correctly. Tickoo (2003) says, “School is a good barometer of both language use and social values and their approach to teaching national language or languages” (p. 240). The learners learnt some cultural values as well.

Hence, I interpreted from their learning that their English improved from school's environment and the systems. Participating in different programs helped them to become confident to speak in English language. It also helped them to overcome their fear and interferences of their mother tongue. For participating in the programs they discussed among their friends and this helped them to speak fluently and accurately. And they also got advices from their English teachers on how to do well.

The support of teachers, different programs and school's system encouraged them to learn English. Among these three participants, I got a little different view from Ankita. While the teacher taught she went to line by line in the book and wherever she got difficulty, she discussed with the teacher to clear her confusion. In this way I discovered that they learnt to speak in English from school. I have understood that the school belongs to a system of education. Students are taught by teachers same cultural knowledge in English medium. They discussed matters in English language. In this way they improve their English language. A school receives state support and or belongings to a system of education, in school, there teaches the same culture differently (Sapkota & Gnawali, 2006).

In my view, they are very pleased with the environment of the school as they have learnt to speak English. Their learning to speak English language improved from school. School became the main exposure for improving their speaking skill. Following all the rules and regulations of school, they improved their speaking skill in terms of fluency and accuracy. I also agreed with their views because the learners of Tharu community have only one main exposure and that is school from where they get knowledge in understanding and speaking English. They have positive attitude towards their school.

Excessive Use of Mother Tongue

Excessive use of mother tongue is an exposure for Tharu learners. Through this exposure they learn to speak in English. As mentioned in chapter two, this exposure also gives them a way to speak English language correctly. Little wood (1998) says, “The second language learner is likely to feel that everything he learns. As the learners of multiple groups frequently use their own language while learning English language, they take the help of their own language. The exposure helped them to improve their English language getting the ideas from using their own language.

Discussion, analysis and interpretation of Brijesh, Sarswati, Vivek, Rabina and Ankita’s views.

Brijesh says, *“When I was living in the village. I used to spend my time working or playing games with my friends. I expressed my feelings, ideas and views in Tharu language. Due to more priority to Tharu language given by me, it has left a bad impact in my English speaking skill. I first learnt English language from my own Tharu community. I was made to translate Tharu language into English”*.

Sarswati says, *“While speaking English, I often face problems no matters how much I labor hard. When I began to write correctly to some extent, I spoke most of the words incorrectly with interferences from my own language since I have been habituated. Therefore the problems arise regarding fluency and accuracy”*.

Vivek says, *“I am from the Tharu community. My mother tongue is Tharu language. So while speaking, it sounds like Tharu tone. My mother tongue Tharu language has been a practical part for me. I have been brought up listening to Tharu language. I played, spoke, laughed and studied in Tharu language since my early childhood. Therefore, the accent of Tharu language has been set in my tongue and in my mind.*

Rabina says, *“As my mother tongue is Tharu language. I always learnt to speak in Tharu language at home. I learnt the English language for the first time at school. So, at school I had to talk in English and at home I had to talk in Tharu language. Due to such circumstances my English language was affected by my mother’s tongue. Whenever I wanted to translate my mother tongue into English language, then naturally I didn’t speak it in English”*.

I got the findings from all the participants that they learnt speaking English using their own language. They achieved exposures for speaking English language with the help of their own mother tongue. Since they got exposure from their own language, they are habituated to bring their own tone consciously or unconsciously while speaking English language in terms of accuracy and fluency.

I found out that while speaking English language they got negative interference due to their own language. Brijesh claimed that sharing his feelings with his friends in his community in his mother tongue was a method of learning English language. Sarswati also claimed that her mother tongue helped her in learning English. Therefore Tharu accent automatically comes while speaking.

They objected about the interference of their own tone in English language. Which they learnt to speak with the help of their own language and they also exchanged their ideas, feelings and discussed about the subject matters in their own language. They didn’t use much of English since there were no English speakers. Therefore they are speaking poor English. Excessive use of mother tongue became an exposure for Tharu learners while learning English but it also affected the tone of the Tharu speakers. They are linguistically poor also. In classes where all or number of the learners shared the same mother tongue in their own language, they may tend to use it because it is easier because it feels unnatural to speak to one another in a

foreign language and they feel less 'exposed' if they are speaking their mother tongue they lose their fluency and accuracy in the term of speaking (Ur, 1999).

The five participants shared their experiences of learning English with the help of excessive use of mother tongue. When they talked in their own mother tongue, they got more satisfaction in their understanding of subject matters. All participants used this exposure for improving their speaking skill. I found that their own language became an equipment for developing their speaking skill. They understood grammatical rules, meanings of vocabulary in their own language and then they made up their sense to make English sentences for speaking but most of the time they liked to discuss matters in their own language. Therefore they have habit of speaking in their own tone while speaking English.

Tove Skutnabb-Kangas (2003) says, "The mother tongue can also be defined as the language one identifies with, a social psychological definition, the language through which in the process of socialization one has acquired the norms and value systems of one's group" (p. 15). Again he justifies "The mother tongue can also be defined as the language a person knows best" (p. 14). I found that participants learnt to speak English language with the help of their mother tongue. According to linguistics I have discovered that English is the professional language, and there are many areas within their own discipline which says that the learners learn English language with the help of their mother tongue.

In this way, I understood from them that their own mother tongue became an inseparable part of their learning process. They also tried to avoid their own tone using different exposures but they failed to produce the correct sound of every word. Therefore I got the points that appropriate exposures support the learners to learn

correctly but unconsciously they speak differently or incorrectly due to their from day to day life experiences. But they learnt to speak English using this exposure.

Theme 2: Strategies Followed by the Tharu Learners to Learn English

The strategies used by Tharu learners refers to the exposures they used in their real life to learn English language. The Tharu learners used exposures which helped them to learn to speak English fluently and accurately. As mentioned in chapter two the strategies teach them a method to speak English language. The learners followed these strategies inside the classroom and outside of the classroom too. I will find out how they achieved success in English language using the strategies.

Discussion, analysis and interpretation of Brijesh's views. He says *"I had also adopted my personal strategies like the use of radio, television, dictionary books etc. I was so interested in listening to radio. While listening to the news, I preferred hearing the English news from the radio. I listened carefully and paid attention to the way it was delivered. I also improved my tone by listening to it. At the time of difficulty, I used a dictionary to find how the word was pronounced. By doing this, I corrected myself changed my concept regarding the pronunciation of words.*

I found from Brijesh's data that he used a radio, television and dictionary and language institute as the learning strategies. He expressed that with their help he learnt to speak English language correctly. I found from him that he listened English news from the radio he watched television to watch English movies and other programs. He used a dictionary for searching the meanings and improved his English language.

Through these strategies he achieved linguistics exposures for improving his English language. Using these strategies as a learning tool he got the ideas and learnt the style of the speaking English language. He was able to improve himself in the terms of speaking English language. He needed a help from teachers also. So he

joined a language institute where he learnt to write correct grammatical sentences and methods of speaking correctly.

I understood that the strategies used by Brijesh were not bad since followed these strategies, he improved his speaking skill. He overcame his difficulties which were due to the interference of his own mother tongue. His excessive use of these exposures helped him improve his speaking skill. Through these strategies he learnt English language and got fluency and accuracy in his speaking skill. He used a radio, television, and dictionary and also joined a language institute for improving his speaking skill in the terms of fluency and accuracy. This asserts that compensatory strategies are used for speaking. It is known as a form of communication strategies. One must follow the language learning strategies (Cohen, 1998).

Learning speaking English through these strategies has positive aspects. He improved his performance. He got the ability to speak without fear and hesitation. He achieved self confidence and courage to speak due to the linguistics knowledge. The similar experience also I have. I also used these strategies when I was inspired by reading some linguistics experts' views during my learning phase. At that time I used it and improved my speaking skill to some extents.

Discussion, analysis and interpretation of Sarswati's views. She expressed *“School was the main exposure for improving my English language where I talked with my friends and teachers in English language. TV, English newspaper and dictionary helped me to bring change in the way I speak English. While listening to English programs, BBC news and reading English news, I came across difficult words to pronounce and could understand their meanings. I searched for their pronunciations and meanings in the dictionary. Through BBC news I learnt the way*

of speaking English language. These exposures specially helped me to speak English in the correct tone”.

I understood from Sarswati’s strategies that she focused more on school as where she talked with her friends and teachers in English. The practice of talking every day she improved her speaking skill. She also used other strategies such as radio, reading English news, TV and dictionary for learning English. She improved her speaking skill using these strategies.

I interpreted that she learnt to speak English language from TV, reading newspaper, listening to news and using a dictionary. When she came across difficult words while reading and listening, she consulted a dictionary for finding the meaning and pronunciation of those words. These strategies became an equipment for helping her speak English language. Her English improved with the knowledge from the strategies that she followed. This gives focus on these types of learning strategies and says that compensatory strategies like guessing from the context in listening and reading using synonyms, “talking around” the missing words to aid speaking (Oxford, 2003) mentioned in Bist (2009).

Sarswati worked hard to be good in English language. Her adopted strategies helped her building her career and made her confident. She used these strategies and she got advantage and enhanced her linguistics knowledge. I found out that exposure from teachers, friends, TV, radio and dictionary helped her in improvement her English language. She listened to the different English programs in the radio paying attention to speaking style of the speakers. She copied them English and became able to speak with the correct tone. These strategies provided her knowledge of speaking English.

Discussion, analysis and interpretation of Vivek's views. He expressed "*I chose school's environment, teacher's teaching methods watching to the radio, reading books, newspaper and dictionary as the learning strategies from my school I got the environment of English speaking. I used to speak in English with my teachers. I involved myself in group activities and participated in different poetry, debates speech, drama and spelling competitions from where I learnt the correct speaking style and tone. I listened to the English programs, English songs on the radio. I watched English news and English films on television. I read several English books, newspapers, grammar books and dictionary to improve my reading and speaking English skill. Similarly, I used English language to speak in my family and among friends with the focus on the correct English tone*".

I found out that he adopted the school, English books, newspaper, radio, TV., grammar books and dictionary as strategies to improve his English accurately and fluently. He gave more focus on school environment and its systems and its rules and regulation of school. He participated in different programs such as essay/ story writing competitions and English poetry writing competition, drama competition in school from where he got exposures for improving his speaking skill. The other strategies such as radio, TV, and English books also provided him knowledge about speaking English with the correct tone. He focused more on school environment for learning speaking English language. Cognitive strategies enable the learners to manipulate the language materials in direct ways like reasoning analysis, note taking, summarizing, synthesizing, outlining, reorganizing information to develop strong scheme (knowledge structures and sounds formally)(Oxford, 2003) mentioned in Bist (2007).

I analyzed that through these strategies he labored hard to bring change in the way he spoke English. He listened to the English news and other programs from radio and watched English movies of native speakers. Through these strategies he realized the ways a speaker express his/her emotions according to the context. He found it easy to copy the same tone of the native speakers. In this way he got more exposure for improving his English language. He used meta-cognitive strategies preview a concept or principle in anticipation of a learning activity; deciding in advance to attend to specific aspects of input; rehearsing linguistic components which will be required for an upcoming language task' self monitoring of progress" (p. 91).

I interpreted that he learnt the ways to speak English through these strategies. I got improvement in his learning speaking through his expression. He was interested to learn speaking English language from the environment of the school systems, radio, TV, and other English books. These strategies helped him very much to improve his speaking skill. He learnt the methods, approaches and techniques of using these strategies to improve his speaking skill.

The strategies he followed increased positive attitude in him. He got improvement in his English language. These strategies became more useful for changing Vivek's speaking tone.

In my view, these learning strategies gave him knowledge for his perception and production. He used these strategies to bring accuracy and fluency in his speaking skill. He got linguistics knowledge by studying different English books and using radio and TV. Therefore there is no doubt that using these strategies he learnt to speak English correctly. Therefore on the basis of the findings these strategies must be followed by the Tharu learners in order to improve their English language. These

strategies will help to remove the interferences of Tharu language while speaking English language. Therefore these strategies are useful for learning English language.

Discussion, analysis and interpretation of Rabina's views. She expressed *"To improve my tone I adopted many exposures. First of all I learnt the correct pronunciation of words by using a dictionary. After I learnt the pronunciation I learnt to speak English language through translation method. Then I focused to improve my tone. The best exposure was school which helped me to learn English language and to improve my tone. Sometimes, whenever I came across difficult words and I didn't know their pronunciation if I was not able to pronounce it correctly, then teachers helped and supported me a lot to improve my pronunciations well as the tone of my English language. Besides this, I also used to recorder my voice and listened which became really very effective to improve my tone. I used to see Hollywood films to speak like the actors and actresses. Sometimes, I also used to talk to myself by standing in front of the mirror"*.

I found from her data that the strategies she used were the translation method for speaking skill. She also learnt to speak from the school's environment, teachers' advice, tape recorder, radio, TV, and different English books. With the help of those strategies she improved her speaking skill. She focused more on translation method and using tape recorder and English books that provided her exposure for improving her speaking skill. Using translation method and with the advice of her teacher she got the clues for improving her speaking skill. Through the tape recorder she found her own mistakes which she corrected herself. She got knowledge about speaking English following these learning strategies.

Hence, I interpreted that she found it easy to learn speaking English with the correct tone following these strategies. To learn speaking English, she used these

strategies such as dictionary, translation method, tape recorder and advice of teachers and their voice. Using these strategies she got exposures in terms of pronunciation/speaking, accuracy and fluency. She used a dictionary in every steps of her learning process while reading English books, listening to English news, watching English movies, and other programs from BBC channel. She used social strategy. She had problems in speaking skill and she improved it by using these strategies.

Ellis (2007) says, “Cognitive strategies states analysis, synthesis or transformation of materials. An example is recombination, which involves constructing a meaningful sentence by recombining known elements of the L2 in a new way. He further says socials strategies concern the ways in which learners choose to interact with other speakers. An example is “questioning for clarification” (p. 77). Again he says meta-cognitive strategies states learners’ planning, monitoring and evaluating learning. An example “selective attention” where the learner makes a conscious decision to attend to particular aspects of the input” (p. 77).

I analyzed that the learners always believed what a senior person said was correct. I found out that Rabina’s incorrect way of speaking English language was corrected by her English teacher. With the advice of her English teacher she improved her speaking English language skill. She recorded her voice herself in the tape recorder. She listened to it and corrected the wrong words herself. She watched Hollywood movies and imitated the native speakers the actors and actresses. In this way the strategies promoted her linguistics knowledge of speaking English language.

On the basis of the findings from Rabina’s experience of her learning English language, I can say that she got success to a large extent using these strategies. There is no doubt that her learning got enhanced by following these strategies. She got positive attitude in her perception and production in speaking English language. She

became able in speaking with the correct tone using these strategies and she got the idea of speaking linguistically correct also. Therefore being a learner of ELT from the same community I also realized that these learning strategies are very useful for the Tharu learners for improving speaking English language and helped them to avoid the interferences of their mother tongue. I also used these strategies when I was studying in MEd for improving English language and I became successful.

Discussion, analysis and interpretation of Ankita's views. She says

“Television, Oxford, Dictionary, different grammar books, newspaper, English speaking course book like Repidex English to Nepali and many other resources helped me to speak or improve my English. It helped me because most of the words that I didn't know how to pronounce, and Nepali meanings for those words were in those books. Different grammar books helped me to make interesting sentences. When my father brought a television, I always watch English movies channels. I read newspapers which helped me know different words. Specially my Repidex English speaking course helped me more to do more practice in speaking course and gave me more knowledge about speaking skill”.

I found from Ankita's data that she used a television, Oxford Dictionary, grammar books, newspaper, and English speaking course book for improving her speaking skill. She focused more on English books, different grammar books, newspaper, English speaking course book like Rapidex but she used Rapidex English book more in which the content of the book is written in English as well as Nepali language. Therefore she found it easy to learn speaking English language. She understood the meanings of English sentences as they were given in Nepali too. She used the other strategies such as television and newspaper to improve her English language but she excessively used English language books through which she got the

maximum exposures for learning English language. She got the linguistics knowledge to frame sentences for speaking English fluently and accurately. She got the ideas of speaking from English books.

Hence, I interpreted that her speaking took place with the help of different English books, movies and newspapers. She got exposures from these English books, grammar books, newspapers and movies. Adopting these strategies helped her to achieve linguistics knowledge. On English language and this improved her speaking skill in the terms of accuracy and fluency. English books became an equipment to open up her mind to learn speaking skill.

I found among all the strategies she focused more on Rapidex because she found that Nepali sentences had been translated into English which helped her understood better. She got exposures through cognitive strategies and meta-cognitive strategies for learning English language. Troike (2006) says, “Cognitive strategies make use of direct analysis or synthesis of linguistic materials. And further he says “Meta-cognitive strategies attempt to regulate language learning by planning and monitoring” (p. 92).

According to Ankita I can say that she got learning exposure in her perception and production of English language using different English books newspapers and movies. For framing sentences, she got the grammatical knowledge from English books. Therefore she focused more on grammar books from her learning I understood that English books played a vital role in giving the sense of perception and production of English language skill. With the help of those learning strategies her perception and production in speaking English language developed linguistically in a proper way. I didn't find any doubt about her improvement in speaking English language.

Theme: 3 Factors Affecting Tharu Learners' Practices in English Speaking

This refers to the factors which create problems for Tharu learners speaking English language. The Tharu learners suffer from cultural, social and environmental factors that create problems especially in their speaking skill. They worked hard using different types of exposures in order to have fluency and accuracy in their spoken English. The learners adopted exposures to overcome their difficulties in speaking English language but they failed in their endeavor in the terms of accuracy and fluency. This happens due to the lack of correct speaking environment and influence of social lives. The learners show these problems in their speaking skill consciously or unconsciously. I tried to find out how these factors affect them and what type of exposures they use in order to avoid these problems from their speaking English.

Brijesh expressed in his narration *“I felt to use English words in front of my friends in my village. In my village most people are uneducated mostly engaged in agricultural activities. All the people of there speak in their own mother tongue and I did too. Because I felt shy to use English language in front of the local people lest they would tease me. I wasn't sure whether their heart would accept this foreign language. The inhibitions in using English language forced me to speak in my Tharu language but this Tharu language was a hindrance in learning my English language for me”*.

I found from Brijesh's data that the factors that affected his learning English was the environment of his own community and his every day life. The other problem was not having pedagogical environment in his community. He could not practice speaking English and he spoke his own language. Due to this reason he was not able to improve his English language. He was reluctant to practice English speaking

because he was unsure of how his community would react to it. His inhibition was the main reason that prevented him from speaking English language.

I discovered that the factors that affected his speaking English language was his own environment and the conservative attitude of the people and his shyness. The environmental and social factors created problems in his learning English language. Due to these reasons he stopped speaking English language. If he had got pedagogical environment in his community, he could have easily developed his English language in terms of accuracy and fluency. Valdes (2006) says, “Culture is to bring the students to the realization that the target culture may have a system of values that differs from their own” (p. 191).

I interpreted that he tried learning to speak English using different exposures such as listening to English news, watching English movies and different programs on BBC channel that created an English speaking environment around him. This we find in his data mentioned under Theme: 2. In order to avoid problems in his English, he used different exposures but he failed to improve his English language. He feels that if his community’s people were educated and spoke English then he would get the right kind of exposure and his English would improve.

According to Brijesh I can say that the factors like his own society and environment caused him problems in learning to speak English language. If he had got a good environment his speaking would have been correct. If he had educated people around him who had standard occupations then his tone would be finely tuned not rough. Two types of input finely tuned input and roughly tuned input. Here, finely tuned input refers to the conscious language of learners in which they learn a set of target rules and on the other hand roughly tuned refers to the learners’ less

understanding production level. Due to many cultural reasons they have so they produce roughly tuned of input of language (Harmer, 1991).

Therefore on the basis of his findings, I discovered that the people of Tharu community must be educated. Then only the learners will get a good exposure and English language will improve. As for improving speaking English language practices the Tharu learners' attitude must be positive. Then only they can speak proper English. As being a learner of ELT from the same community I also remember my past learning. I didn't have a good speaking skill due to my involvement in my own community. The socio cultural and environmental factors affected my speaking. I found less exposure for my speaking practices, therefore I still have problems in speaking English. I strongly feel that for improving speaking practices of the Tharu learners, their environment must be changed pedagogically.

Vivek expressed, *“Being a Tharu my speaking tone automatically sounded because Tharu language was the first language I spoke. Due to my family and surrounding environment, naturally I was habituated of doing regular activities in Tharu style. From my early childhood I had been brought up in a Tharu community, speaking in Tharu language as well as thinking in Tharu language. I got this habit because of my family's environment and social environment. But this habit became a problematic matter while learning to speak English”*.

Sarswati expressed, *“In my journey of English language learning, I got much affected by my family environment and social environment. I am a learner from a multilingual community. Therefore I had my own language to talk with my family and other with the people of my own community. I spoke English language till the time I left school at 4 o'clock. I was very much affected by my family's environment and social environment. Though I talked in English language some of words spoken by me*

were incorrect. I know that most of the English speakers also speak some of the words incorrectly but they know the correct articulation of words. In my community, the Tharu learners' habits are formed from their childhood as they spend more time with their family and the members of their community”

Rabina expressed, “As I belonged to a Tharu family, all the members of my family used Tharu language as a mother tongue and spoke the same in the Tharu society also. I was not supported much in my society to speak English. They used rough language and living with them the tone of my language also got affected. When I used to speak English in my family or society, they teased me. I was not aspired to stay in that undeveloped society. If my family or society belonged to a good environment, they would have been more interested and supportive. If my society and family had a good knowledge about speaking English, then I would have also become good in English and my tone would have improved with their help.

Ankita expressed “In our society there were people who spoke multi language. Most of the people spoke Tharu, Mathili and other languages. I knew that environment not only affected learning English language but it also affected our thoughts which could be an obstacle in speaking English. If the people of any society and family speak one language, then most of the people would speak that language.

If my family and society's environment had been better from the beginning regarding speaking English then would have also known this language from childhood and needn't have to practice much. In this way, the family environment and social environment affected my English speaking”.

I found from the data of Sarswati, Vivek, Rabina and Ankita that they shared the same views, regarding the factors affecting their English speaking practice. I found that social environment and their own lives created problems in speaking

English language. I found from them that their community people didn't support them to speak in English. They used their own language therefore they were also compelled to speak in Tharu language leaving back English language.

I found that Their English language speaking was affected psychologically, socially and environmentally. They felt that if their living environment had been conducive, then their English tone would sound correct. They expressed their feelings and emotions regarding how they felt when they were not able to speak English language in their home and with their people of their community. Their speaking practices became less due to having less exposure. I found that they only got chance to speak in English at school but when they left school, they again used their own language while talking in their community.

I found from Vivek, Rabina and Ankita's data that their family's members, community and activities of day to day life were a hindrance in practicing speaking English. Therefore their learning speaking English language practices became less and they became unable to produce correct speaking English language. Valdes (1986) says, "A positive attitude is seen as a boon to any learning situation, and comprehension of people's behavior, patterns and their underlying values clearly gives a more positive attitude to the learners who is trying to learn that language (p. 3).

I found out that the exposures adopted by Vivek, Rabina, Sarswati and Ankita to improve their English language were different types of English books, TV, radio and communication media. These exposures were also used to overcome the negative factors affecting their English language skill which we find mentioned in theme: 2. But they were dissatisfied with these exposures as they needed the development of their community and family members. Then only their speaking practices would

improve. I found that their culture was also one of the factors affecting their learning because they are mostly their culture involved in and other works. Valdes (2006) says, “The degree of formality of a language surely affects thought, just surely as it is affected by culture, and just as affects culture”. (p. 3).

On the basis of the findings, I understood that their learning to speak started from the environment they grew up. From the environment the learners build up their thoughts and ideas.

I found they had expectation from the environment and that it must be appropriate for developing the learners’ concept and speaking. They suffered due to the environmental factors. The difficulties of speaking English language were due to the lack of pedagogical areas in their surroundings. Therefore they couldn’t speak English fluently and accurately. They didn’t get a chance to develop English language but they were made to speak other language accepted by their community and their family members forced them, too. Valdes (2006) says, “The learners are guided to recognition of the culture base of their own attitudes and behavior, they are really to consider others in a more favorable light” (p. 2).

I found from them that in order to solve the problems of learning to speak English language the environment must be made congenial and the concept of people changed. If their environment changes then automatically they won’t have problems in learning to speak English language. Therefore in their environment should have educated people, and they should change their occupation too. Then the learners of the Tharu community will benefit as far as learning speaking English language is concerned. As I am also a learner of ELT from the same back ground, the factors they revealed through their data have been a hindrance for me as well. Therefore on the basis of these findings, for improving speaking English language of the Tharu

learners, the concept of community people must be developed socially, psychologically and environmentally.

Theme: 4 Reasons of Tharu Learners' Poor Speaking English

The learners express the reasons of their weakness in speaking English language. They blame the school environment and their way of living for their poor English. I will find out how the Tharu learners have poor English and what type of exposures they need to improve their English language.

Discussion, analysis and interpretation of Brijesh's views. He expressed, *"I used to spend most of my time working in the field with different low persons. I had to go to give food to them. While doing I used to talk to them. They were uneducated due to which they spoke only rough words. They used to abuse one another. Regular action of coming and going to the field made me learn rough words.*

My school was my first learning home. There I met many friends like me who wanted to work hard to study but the problems was that the school did not provide us qualified and trained teachers. The teacher I got, had incorrect tone and the same reflected on me. Looking at the school management, it was clear that this school was not suitable for the students. The school had rules and regulation but the students followed them only when there was a teacher around and in the absence of the teachers, there was only noise".

I found from Brijesh's data why his English is poor. The first reason was his own occupation where he interacted with lower class people or workers. There he talked with them in their own language and the second reason was his school's management. In school there were only unqualified and untrained teachers and improper class division. Due to these reasons he became poor in speaking English language. For learning speaking English, neither he got help from his own

environment nor from the school's environment. But a second language learner like him needed a proper environment for learning to speak English language related to the views of Lightbown and Spada (2003)

In his own environment, he spoke with lower class people who worked in his field. He talked to them in his own language and not in English language. Therefore this made him speak English less fluently and accurately. And at school he had unqualified and untrained teacher who didn't teach him using communicative method for improving his English language. The teachers themselves had incorrect pronunciations of English language therefore he learnt the same. Here he got less exposure from the school environment as well as his own environment. Which resulted in poor English?

The exposures he got from his own social work and domestic work that is farming, is not congenial for developing his speaking skill. From there, he only spoilt his English by learning their rough words. And from school, he didn't get practical teaching with different activities which could have developed his speaking English language. The teachers he got had incorrect speaking/ pronunciation therefore his perception and production didn't develop and he became weak in speaking English. Chomsky(1959) justifies the logical problem refers to the fact that the learner come to know more about the structure of their language than they could reasonably be expected to learn on the basis of sample of language which they hear (cited in Lightbown & Spada, 2003).

In my view , I got the reason of his speaking English language from his birth place and school where he got opportunities to enhance his speaking English language there he got less English speakers, untrained English teachers and improper environment of speaking English language. Therefore he became poor in speaking

English language. I got his learning speaking began forward if he got good English teachers, appropriate class divisions. I got the demerits of learning speaking English language from his studying place and his lives. Chomsky justifies the learners successfully master the basic structure of second language in a variety of conditions. The learners achieve different level of vocabulary, creativity, social race and so on but virtually all achieve the mastery of the structure spoken around him (Lightbown & Spada, 2003).

I also have similar experience like that of Brijesh. I also got less exposure from my own environment as well as from school environment, therefore my English became poor. Therefore the Tharu learners are not able to speak good English due to not having their own environment good and nor the school environment good.

Discussion, analysis, and interpretation of Sarswati's views. *She expressed "I am learner from a multilingual community. So pronouncing English words was difficult. I could not pronounce new words correctly. The teacher taught lesson through a lecture method and the learning became teacher centered.*

If the teacher had adopted different techniques to teach the learners, we would have been creative and our English become more fluent and accurate than expected. Our teacher taught us exam oriented lessons not developing the four skills. We were never encouraged to be creative and have good pronunciation".

I found from Sarswati's data that she blamed the teacher's teaching method. I found from her that teacher didn't teach her using the techniques of developing speaking skill but they focused on exam oriented teaching. They taught her through lecture method and didn't focus on learner centered method. Therefore she had difficulties to develop speaking English language skill. They didn't involve her in activities through which she could have learnt to speak English and the subject matter.

I found from her views that she became poor in speaking English language due to not having practical classes and the teacher focusing on exam oriented teaching, having less interaction and untrained English teachers who focused only on writing. Due to these reasons she got very less exposure of English language and she became poor in speaking English.

I found out that she was poor in English through her expressions. She didn't get opportunities from teacher to improve her English language. Due to non-practical teaching methods, she couldn't learn the ways of speaking English language. The teacher explained less but focused more on writing and memorizing method. Due to these reasons her perception and production didn't get exposure in improving her English language. The teacher's exam oriented teaching method made her frustrated and poor in English.

Hence, I interpreted that the faulty teaching technique was responsible for her poor English because she could speak out the content of lesson fluently and accurately if she memorized. But she couldn't give creative answers. I found from her that, lecture method of teaching and only focusing on writing method doesn't make the learners creative. Rather, it makes the learners dull as far as speaking skill is concerned. Sarswati couldn't improve her English following such type of teaching methods. The lecture method of teaching creates frustration in learning speaking because of the lack of familiarities with the language. It seeks to transmit to the student's knowledge about the language its functioning and grammatical structure with its irregularities, its contrast with students' language (Sharma & Phyak, 2006).

Sarswati was dissatisfied with the teachers' exam oriented teaching method and lecture method of teaching. Through this method she didn't gain the knowledge about speaking English language and neither had she deeply understood the contents

of the lesson because without interaction she forgot every word of the lesson. She just understood superficially the contents of the lesson. Because of this her English was poor. Therefore I found from her that as far as Tharu learners are concerned the teaching method should be very practical. I also have the same experience during my learning phase. When I was in school, I learnt to speak by memorizing the words and through this method, I studied and I passed the exams with good marks. But this method didn't develop my spoken English. When I reached college this method didn't work as I failed to speak English language. Sarswati had the same problem. These methods provided her negative exposure.

Discussion, analysis and interpretation of Vivek's views. Vivek expressed *“My school environment was not so good because of some untrained teachers, lack of good management, large number of students and lack of discipline. The school environment got affected by these. So the school must have trained teacher to control all the students, the division of classes or sections must be done in a proper way and discipline should be maintained in the school.*

There were no rules of speaking English at school. All the students spoke in languages other than English. Besides this, trained teachers were not provided to the students, due to which classes were out of control and the teaching didn't become effective as well. The materials which were needed to teach English language were not provided”.

I found from Vivek's data that he gave more importance to school environment and system, trained English teachers, proper class division and use of English language by the students to improve English. Due to the lack of the above mentioned things, he became poor in speaking English. He didn't get proper exposure

for learning English language. There was no interaction in English among students and teachers.

I interpreted that his learning wouldn't have been affected if he had got trained English teachers, English speakers in school and outside of school and if students' needs had been addressed by the school. I found from that his exposure was the school only but in the school, there were no rules of speaking English language. Trained English teachers were not available the students used languages other than English. He didn't get chance to practice the developing of his speaking English language skill. He got very less exposures in his speaking English language from school. Due to these reasons he was unable to improve his English speaking skill. Mentalist argues that language is as natural part in the development of human being as the growth of the body. Given the right environment, that is, exposure to speech the learners acquire language correctly (Sharma & Phyak, 2006).

According to him, I feel that he had problems of speaking English language due to school. I knew from him that the school didn't have strict rules and regulations to compel the learners to speak in English language because of which the learners used languages they liked. Due to that reasons Vivek became poor in speaking English language skill. Chomsky says, "Environmental differences associated with some variation in the rate of acquisition" (cite in Lightbown & Spada, 2003, p. 17).

In my view, the solution of improving the English of the Tharu learners lies with the school, it became a main exposure for Tharu learners. If the school systems, environment and rules and regulation improved, then the Tharu learners will develop their English language in terms of speaking /pronunciation, accuracy and fluency. According to Vivek the Tharu learners learn speaking English mainly from school. Therefore the school's management, system, and environment must be appropriate

and the English teachers must be trained. Then the Tharu learners can speak good English.

I am also a learner of the same community. I studied in a government school. There were no good English teachers, proper class divisions and English speaking Environment. Therefore I was weak in speaking English language. My English language couldn't improve due to the school's unsystematic environment. Vivek also had the same experience. On the basis of the findings all schools must recruit trained English teachers, have appropriate class divisions and English speaking rules. Then all the Tharu learners will be able to speak correct English language.

Discussion, analysis, and interpretation of Rabina's views. She expressed, *"I come from a Tharu and belong to a Tharu family. That's why I feel shy. I tried to learn English myself and speak in my family and society. But when I spoke they had negative attitudes towards me due to their ignorance. The people of my community said they were knowledgeable and always tried to put me down. My community had problems about me speaking in English language.*

I used different English practice books and tried to do the activities given there, when I spoke English, I felt hesitation. I wondered whether I was speaking grammatically correct sentences. I faced different and they were due to my shyness or lack of practice. There were so many rules which I couldn't memorize. That's why I felt difficult when I spoke.

I found out that reasons for her poor English was due to the lack of practice, lack of pedagogical environment and own weakness, that being a learner from multilingual society. She had hesitation, fear and shyness since she had no practice of speaking English language. She got very less exposure and she found that the people

had negative attitude towards English language. To improve her English she used different English language books but she was not happy with this exposure.

I found her poor in grammar, accuracy and fluency. The sentences which she memorized from the books were grammatically correct. She lacked practice of speaking English due to social and psychological and cultural environment. The negative attitude of the people of the community she lived in prevented her from speaking English language. Valdes (1986) says, “Cultural shock emerges as the individual feels the intrusion of more and more cultural differences into his or her own image of self and security” (p. 36).

As I analyzed that due to mistakes she made while speaking English language, the negative attitude of people and her shyness to speak with educated people prevented her from expressing her feelings in English in her community. These factors were responsible for her poor English. She became poor in pronouncing words correctly and fluently. I went through similar experience while learning to speak English. Due to my shyness and the negative attitude of my own community people, I stopped speaking English and I spoke other languages. Today I lacked confidence to speak in English. I got the reasons from Rabina that the Tharu learners are poor in speaking English language since they are dominated psychologically and socially.

Therefore, in my view, the exposures she adopted helped her improve her English but she was dissatisfied. She wanted other suitable exposure that could help her. Her cultural influence and less practice of speaking English language decreased her fluency and accuracy. The English language books helped her to improve her English to some extent. But according to the findings, the Tharu community must have positive attitude towards English language, then only the Tharu learners will have courage and confidence to speak English language correctly.

Discussion, analysis and interpretation of Ankita's views. She expressed, *“People felt shy to speak English language in our community. If one tried to speak English, he/she was made fun of. So these things affected me, too. I couldn't speak English with my friends in my community because of shyness and inhibition”*.

I found the reasons of Ankita's poor English from her data. She lacked practice and did not have a pedagogical environment. Due to these reasons, she automatically became poor in English. She said that if any one spoke in English in her community then the people would take it negatively and label them as an over smart person. Her own socio-cultural factors were responsible for her being poor speakers of English language.

I found that Ankita couldn't improve her English language due to shyness and the conservative attitude of her community people. She found uncooperative people in her community because of which she practice speaking English and she failed to speak correct and fluent English.

Through her data, Ankita revealed the problems faced by all the Tharu learners while speaking English. They were affected psychologically, socially and environmentally in terms of accuracy and fluency. They did not have the exposures for her perception and production. Psychological, social and environmental reasons are the main reasons that made her weak in speaking English language and the same applies with me too. Littlewood (1998) says, “In an environment Where learners feel anxious or insecure, there are likely to be psychological barriers to communication; Also, if anxiety rises above a certain level, it is an obstacles to the learning process” (p. 58).

According to Ankita, the Tharu learners get the reasons in speaking English language due to their own social, psychological and environmental aspects. On the

basis of the findings, the Tharu learners achieve the exposure for their learning to speak English language from social, Psychological and environmental areas. If these areas are good then they have good speaking skill. Her data supported me to find the reasons of other Tharu learners' poor English too. She said, "The reason why most of the Tharu speakers can not speak English correctly is that they have less exposures and their own socio-culture is a hindrance. The Tharu learners are from multi-lingual community, so even when they try to speak fluently, they have problems with pronunciation since they lack exposures of correct pronunciation of English". I understood that her own community is responsible for the poor English of Tharu learners.

Theme: 5 Areas of Difficulties in Learning Speaking of Tharu Learners.

Under this theme I am going to discuss about the areas of Tharu learners' difficulties in speaking English language. I found the areas of difficulty in learning English by the Tharu learners from the selected participants, and most of them focused on the grammar of English language. And I will find out the exposures they used and whether they were satisfied with those exposures and what else would they need to improve their English language.

Discussion, analysis and interpretation of Brijesh's view and Sarswati's view.

Brijesh expressed in the interview, "*Especially whenever I try to speak English language or write an essay on any topic, I am not able to pronounce the words correctly and write grammatical correct sentences. So, I feel difficulties in terms of pronunciation, accuracy and fluency*".

Sarswati expressed her views in the interview as "*While speaking, I faced many difficulties such as pronouncing words correctly and speaking fluently*".

From the above discussion I understood that they face difficulty in the areas of pronunciation/speaking, accuracy and fluency. I found the areas and reasons of difficulties in learning English similar from both the participants. As being a learner of the same community I realized their problems while collecting data. I understood that since they are learner from multilingual community, they had to face the areas of difficulties to speak in English language.

In his interview, Brijesh expressed, *“Actually I especially had problems in terms of pronunciation, accuracy and fluency. Because of negative interferences of my mother tongue, I had such problems. I came from the Tharu community where most people are uneducated. I faced problems due to less importance given to read English much focus on writing only, less interaction, no listening and speaking practices in the class room, explanation oriented study and lack of English speaking environment. These factors affected me negatively in terms of pronunciation/ speaking, accuracy and fluency”*.

From his data, I understood that there were many factors affecting his learning. He lived in a community with less educated people. He was one of the learners of Tharu community. In the classroom he didn't get to do much interaction, didn't have listening/speaking practices and he got explanation oriented study. On top of that there was a lack of English environment these factors caused him difficulties in pronunciation/ speaking, accuracy and fluency.

I interpreted from Brijesh's data that he had poor English language due to the interference his own mother tongue and the schools' non practical teaching. His own culture created problems in his learning English language and for improving his speaking skill. He didn't get proper exposures from school. As second language learner needs a certain environment for learning English language which he didn't

get. Harmer (1991) believes, “Language which the students can more or less understand even though it is above their own productive level” (p. 41).

I found from Sarswati’s data that she faced difficulties in the area of speaking such as in pronunciation, accuracy and fluency. While speaking English language, accuracy and fluency and pronunciation created problems in her speaking skill and she became less confident to speak English language fluently and accurately. Grammatical problems were the major difficulties she faced while speaking English.

In the interview she expressed, *“I usually got comments from my English teacher regarding my accuracy and pronunciation. I pronounced the written words usually because it was the advice of the teacher. I also read aloud the sentences written by me. I wrote a lot but there were many grammatical mistakes. Even the English teacher found it difficult to check my papers”*.

I found from her narration the difficulties she faced while learning to speak English language. Though she tried writing, she made so many mistakes that even to her English teacher found it difficult to check her written work. She made grammatical mistakes. The teacher asked her to correct her grammatical mistakes. The teacher asked her to correct her grammatical mistakes through her assessment. The teacher’s feedback improved her English pronunciation and fluency. In learning speaking, Brown and Yule (1997) say, “grammatical accuracy and vocabulary can be assessed quite adequately, it seems in the written mode” (p. 102).

Brijesh and Sarswati expressed the same difficulties in the areas of speaking English language but they had their own reasons for facing such difficulties. The exposures they got helped them improve their English but they weren’t satisfied. I understood from their views that if they got more exposures, they may have good English and didn’t have to face the difficulties in speaking English.

Discussion, analysis and interpretation of Vivek's views. He said in his interview *"While speaking English, I felt difficulty in pronouncing the words and understanding their meanings. The words I memorized and the words I read everyday, I could speak easily with the correct pronunciation but new words created a problem for me since I found difficult to pronounce them. So I feel difficulty in the areas of pronunciation while speaking English language"*.

I found that he focused on memorizing the words since he could pronounce the words correctly but he had problems pronouncing the new words. I found from his data that he made grammatical mistakes also. There were the areas of difficulties he faced while speaking English language. Saud (2003) says, "Pronunciation is the word is spoken" (p. 139).

I analyzed that his spoken English improved by following the memorizing system but this system also brought frustration in him. He was unable to improve all the areas of speaking English language by following the memorizing system. This system didn't enhance his creativity. The memorizing system helped him only limited areas. Being a learner from the same community I also encountered the same difficulties while learning to speak English by memorizing words and sentences. Therefore, on the basis of the findings I feel that this system is not an appropriate system for the Tharu learners for improving their English language. Vivek himself was dissatisfied with this memorizing system.

According to Vivek, I can say that the Tharu learners learnt to speak English language correctly by memorizing but only in the rate of production. As Vivek got exposures for learning English language only in limited areas. He failed to improve in all the areas of speaking English language. As a learner of ELT from the same community I also failed to improve in all the areas of speaking English language by

using memorizing system though I had used this system at the beginning stage of my learning. After I joined KU, I never followed this system. Therefore on the basis of the findings, memorizing system can not provide the exposures to the Tharu learners in all the areas of speaking English language. Sharma and Phyak (2006) say, “Memorizing system emphasizes structure and vocabulary practice doesn’t automatically develop speaking ability of the students. Few numbers of hours available for speaking is not enough to develop speaking habit of the learners” (p. 217).

Discussion, analysis and interpretation of Rabina’s and Ankita’s views.

Rabina said in the interview “*While pronouncing the words, the difficulties that I faced were difficult words which I was unable to pronounce correctly*”.

Ankita expressed, “*While pronouncing the words I faced many difficulties in the pronunciation because in the beginning I didn’t know to pronounce the words*”.

I found the areas of difficulty Ankita and Rabina faced in English language was the pronunciation. Ankita and Rabina, both referred they excessively got difficulty in pronunciation while speaking difficult words. Their tone and intonation didn’t match. Therefore Ankita and Rabina were unable to pronounce the difficult words of English language.

I analyzed that the area of difficulty for them was the pronunciation. They felt difficult to pronounce difficult words. Since they were from a multilingual community, their own mother tongue also brought negative interferences in their English. Being a learner of ELT from the same community I also went through the same experience I faced difficulties due to the interference of while pronouncing English words. The same case I found with Ankita and Rabina also. They faced difficulties to pronounce the difficult words being a learner from a multilingual

community. Harmer (2006) says, “That words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners (multilingual)” (p. 27).

On the basis of the findings, Ankita and Rabina focused on the difficulties raised in terms of pronunciation. Like me, they are from the Tharu community, therefore speaking English language comes in the third position. First they acquire their own language and then Nepali language. After that with the help of their own language as well as Nepali language, they learnt the English language. Due to this they achieve very less exposure to learn English language hence the difficulties in pronunciation.

Theme: 6 Classroom Practices in Learners of Tharu Learners.

Under this theme, I will discuss what kinds of classroom practices Tharu learners have in their English classroom. The methods, the English teachers use to bring fluency and accuracy in their speaking skill and the languages the English teacher uses to teach them will also be discussed. I will also find out whether the Tharu learners are happy with their English teachers’ teaching methods, techniques and approaches. I will discuss to what extent the Tharu learners are satisfied with the teaching methods of their English teacher in their improving their English language and if they are not I will find the alternatives according to their data.

Discussion, analysis and interpretation of Brijesh’s views. He expressed “*The teacher taught us in a traditional method. While teaching the teacher transcribed all the English words to Nepali language. The teacher explained the English in Nepali language. It was a regular practice in the class. The students were habituated to understand the lesson by translating in Nepali only. When they had to speak about the lesson, they first thought in their own language and then in Nepali language and after*

that they translated that thought in English language for speaking. The teacher used rote learning for students. They used make them write the answers of all the lessons and asked to memorize them. The classroom practice was totally teacher centered. The students were never encountered to use their creative power”.

I found from Brijesh’s data that the classroom practices done by the English teacher were traditional method and translation method. I found out that the English teacher used Nepali language to teach English and sometimes he used any other language of his choice. The English teacher enforced memorizing system on the learners in the classroom. The students also depended on the Nepali language for understanding the lessons and for speaking English language. Therefore Brijesh didn’t get enough exposure and he became weak in English.

As I found that in order to make the learners able to speak English language, the English teacher taught them in English and then explained the content or the lesson in Nepali. The teacher gave them the concept of speaking English language by using Nepali language. I found the classroom practice totally teacher centered and not learner centered. I found that the teacher used rote learning method for students. The teacher made the learners to memorize sentences for speaking English language. Therefore the learners got exposures in their speaking skill with the help of two exposures that view is related to Sharma and Phyak (2006).

From his data, I found how he learnt to speak English. He understood the lesson explained in Nepali language and he stored that knowledge in his mind. He then used it to speak in English language. Following the regular practice of teachers’ teaching he became habituated to understand the contents of the lesson by translating only. But I found from him that he was not satisfied of learning English language that way. Therefore he searched for alternative for developing his speaking skill.

I analyzed that the classroom practice was done by English teacher with traditional method made him difficult to learn English language in the areas of speaking. He found it difficult to develop his spoken English with this type of classroom practices of the English teacher. He got into the habit of speaking English language by translating the sentences. He found the classroom practices totally teacher centered so his English language didn't develop in terms of fluency and pronunciation/ speaking. He was psychologically affected to follow this method to learn English language. Sharma and Phyak (2006) say, "The grammar translation method is often criticized as a dull, dry, and ineffective teaching method devoid of theoretical justification. The method focuses on translating grammatical forms, memorizing vocabulary learning rules, and studying conjugation. Its focus on accuracy but not in fluency" (p. 83).

The classroom practices what he got from English teacher he felt very difficult to develop his speaking English language following the traditional type of classroom practices. I think the classroom practices always must be learner centered then only the learners can learn the ways of speaking English language with correct tone. As a learner of ELT from the same community I went through the similar experience. My English teacher also used to teach us English by translating into Nepali. And psychologically I also got influenced to follow this method while speaking English language. Like him before speaking I translated the sentences into English and then I spoke. Therefore this type of classroom practices made the Tharu learners weak in English language and unable to speak English language fluently and accurately.

Discussion, analysis and interpretation of Sarswati's views. She expressed "*I became fluent in speaking through the teachers' teaching activities. The teachers gave us different activity sheets and divided all the students to do the work in groups. One*

student from each group presented the work given in the activity sheets in front of the whole class. The teacher asked the students to learn the important lesson. I practiced by memorizing. In this way I improved my English to some extent”.

I understood from Sarswati's data that the classroom activities given by the English teacher were very practical. I discovered at the end of the lesson, the English teacher encouraged her to participate in different activities given in the sheets. She expressed her feelings in English language. I found that the teacher used communicative method that was totally learner centered. She improved her English by expressing her feelings, ideas and themes in front of the class. She discussed with her friends in English and made maximum use of activity sheets. In this way she improved her English language.

I interpreted that she learnt speaking English language through the classroom practices. The English teachers organized the classroom activities in a very practical way. They focused on learner centered teaching and not teacher centered teaching. She discussed with her friends and teacher when she had difficulties regarding English language. Due to these classroom practices she improved her English language in terms of pronunciation/speaking, accuracy and fluency. Being a learner of ELT from the same community I also agree that this type of classroom practices really help the learners because I also had similar experiences conducted by Gnawali in M. Ed. Classes. Through this type of classroom practices, I also learnt to speak English language more than before because I felt easy to learn English language using communicative method. Therefore she developed her English language with the communicative classroom practices done by the English teacher.

Sarswati is very happy following this type of classroom practices done by the English teacher. As she felt easy to develop her speaking skill. The exposure she got

from the classroom practices that brought a positive attitude in her. Therefore, on the basis of the findings this type of classroom practices must be used in schools in Nepal. Multilingual learners get exposures for learning English language. The Tharu learners are able to overcome the difficulties and they get exposures for learning English language. Therefore communicative teaching method is perfect for the Tharu learners to learn speaking English language. Richards and Jack (2001) says, “Communicative language teaching directs the learners “The target linguistics system will be learned best through the process of struggling to communicate” (p. 156).

Discussion, analysis and interpretation of Vivek’s views. He says “*The teacher teaches me by lecturing. So it is not appropriate to improve my speaking because I can not clear my confusions. So it becomes difficult to improve my language and speaking skill. I was not satisfied with previous teachers’ teaching methods and English patterns as I was not getting appropriate suggestions or guideline for improving my English. I think the teachers should be experienced, trained in teaching and have experiences and quality to guide the learners. They should be able to advise the learners to adopt extra materials for improving speaking skill and not only depend on theoretical aspect of English books*”.

I said that his teacher used a lecture method while teaching which he was very dissatisfied with. There were no classroom activities that he could participate in and he was never able to clear his confusion because the teacher didn’t have good knowledge about English language. Vivek faced difficulty improving his English through the classroom practice of lecture method. I found from him that he needed very practical classroom practices given by experienced and trained teachers who would guide him not only to adopt the course book but also to adopt extra material for developing English language.

I interpreted his learning speaking couldn't develop through lecture method but the teaching method which he expressed is very practical with the help of that he feels easy to learn speaking English. As I found if he got learner centered classroom practices by trained English teachers he may learn the ways of speaking English language accurately and fluently. Through lecture method I found only the areas of difficulties in his speaking English language, I didn't find in him learning speaking English language. He is very frustrated with this type of classroom practices for developing his speaking English language. Sharma and Phyak (2006) "Lecture technique in foreign language teaching has been often criticized because of its nature of teacher-centeredness. Students are passive listeners in this technique" (p. 112).

Being a learner of ELT from the same community I also had similar problems while learning English when I was in school and college because this type of classroom practices created more problems. Through lecture method teaching I couldn't learn speaking English language. Therefore for improving English language of the Tharu learners the classroom practices of lecture method must be avoided by English teacher as far as possible.

According to Vivek, I can say that the communicative classroom practice which he used for learning English language is excellent for improving the speaking skill of the Tharu learners. I got this type of classroom practices in MEd and improved my speaking skill to great extent. With the communicative teaching method the learners feel themselves as a monitor, director to correct their English language according to the Richards and Rodgers. I got similar views from Vivek towards this method.

From the findings, I understood that the classroom practices should be very practical, the learners themselves should be encouraged to express their views and

learnt the ways of speaking English language. The participants had a negative attitude towards lecture method but very positive regarding communicative method. Therefore the lecture method of teaching must be avoided as it doesn't help improve the English language in Tharu learners. Sharma and Pyak (2006) "Lecturing is against the principle of learning by doing. He further say "It spoons-feeds the students without developing their power of reasoning (p. 112).

Discussion, analysis and interpretation of Rabina's views. She said in her interview, *"Actually teachers involved me in many activities such as speech contest, debate competition, writing skills and also in dialogue writing in the classroom relating to the lesson"*

I found from Rabina's data that the classroom practice is very practical. The English teacher involved her in different activities for improving her English language. In order to improve their English, the teacher made all the learners participate in different activities and contests in the relating to the lesson. The classroom practices helped Rabina to learn the speaking skill. I understood that her English improved by participating in the speech contest, debate competition, writing skills and dialogue writing contest in the classroom. I didn't find any other reasons. I found her satisfied about her learning to some extent I could see improvement in her spoken English.

I interpreted that she learnt to speak English due to the real communicative classroom practices done by the English teacher. According to her, the classroom, after finishing the lessons the teacher made her to participate in such activity for developing her speaking skill. This type of classroom practices was done by the English teacher for improving the English language of the learners. I found from Rabina's improvement that communicative activities helped the learners. She found a

platform for speaking English language. She monitored her speaking herself and had it done by her friends and teachers as well. I understood this type of classroom practice is suitable for improving the learners' English since it is totally learner centered teaching. Sharma and Phyak (2006) say, "Free communicative activities should allow for genuine information exchange. The new function should be an integral part of the speaking activity, but should not be focus so that attention is shifted away from the function (and its linguistics exponents) to a genuine exchange of messages students" (p. 193).

A learner of ELT from the same community I also participated in similar activities organized by Gnawali in the classroom when I was studying in M.ed. I also participated in those activities in the classroom and I learnt to speak English language. I got self confidence and encouragement to learn English language. Rabina and I got the same kind of improvement from these classroom practices. Therefore, on the basis of the findings, The Tharu learners must participate to learn English in these types of activities.

In my view, Rabina learnt to speak following the classroom practices. She had positive attitude. She has become creative and can speak words correctly and fluently. She doesn't hesitate nor fears to speak. She has self-confidence to speak in English. Therefore, on the basis of the findings, the English teacher must use this types of activities for developing English language skill of the Tharu learners in their classroom while teaching.

Discussion, analysis and interpretation of Ankita's views. She said in her interview, "*The teacher taught us English, Nepali to English like in a government school, so I wasn't satisfied with my teacher. I want to perfect, well trained and experienced teacher who can teach well.*"

I found that she learnt speaking English language with the help of classroom practices. The main exposure is classroom practices for improving the speaking skill of the learners. If the classroom practices are not appropriate for developing the learners' speaking skill then the learners can never improve their speaking skill. I understood this from Ankita's experience. The English teacher taught them in a private boarding school in the same way the learners are taught in a government school. Therefore she was unable to develop her speaking skill with such type of classroom practices.

Hence, I interpreted that Ankita can learn well with a perfect well trained teacher who teaches her with different methods and techniques. But she wasn't taught using techniques and methods by her English teacher in her classroom. Hence she is poor in English.

I analyzed that she had to face many difficulties to learn English language due to inappropriate and non-practical teaching methods of the English teacher. Therefore in order to improve her speaking skill she needs a perfect, well trained and experienced teacher who gives her very practical classroom practices.

A learner of ELT from the same community I also felt very difficult to learn speaking English language when I was studying in a government school. The English teacher taught English subject in Nepali medium therefore I felt very difficult to learn speaking English language. In a boarding school Ankita faced the same problems in her learning speaking English language, the English teacher taught her in Nepali medium therefore she felt difficult to learn speaking English language. She became unable to speak English language fluently and accurately due to the inappropriate teaching method and Nepali language.

Therefore, on the basis of the findings this type of teaching method mustn't be used by the English teachers because the Tharu learners never get exposures for learning speaking English language. Like Ankita, Sharma and Pyak (2006) says, "Translation interferences the process of thinking and learning. He further says "Too much emphasis on grammatical accuracy hinders fluency and correct pronunciation can not be acquired" (p. 83).

On the basis of the findings I understood that Ankita had a negative attitude towards such type of non practical teaching method followed by the English teacher. Therefore the learners' understanding and speaking depends on the teachers' teaching method. If the teachers' teaching method is good, then the learners don't feel difficult to learn the ways of speaking English language. Ankita and I faced similar kind of difficulties regarding learning English language due to the classroom practices of the English teacher and his teaching method. Therefore, the English teacher must use English language in the classroom and technical teaching method for developing English language of the Tharu learners. If the teacher uses appropriate methods and give guidelines to the learners, then the learners will automatically develop themselves and their English language.

CHAPTER V

FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter provides the answers of my research questions of my study. It is the key part where summary of the analysis of narratives and interviews are given. Along with the findings it also presents the conclusions and implications.

Findings

I have derived findings based on the research questions and objectives of my research questions. This findings will help to the Tharu learners to adopt exposures for learning to speaking English language.

1. Among the selected participants, all the participants followed cognitive exposure such as reading English book, reading news paper and articles, listening to English news and other programs and using dictionary. All the learners gave priority to social meditation exposures such as in interacting with friends.
2. Tharu learners gave much emphasis on cognitive exposures such as in memorizing grammar rules, vocabulary and sentences for speaking English language.
3. School was the only place of opportunity for Tharu learners of EFL to learning speaking English language.
4. I found two participants enrolling in a language institute for improving English speaking skill while three other participants though gave priority to it accepting as an improving instrument didn't get opportunity to enroll themselves in one.

5. All the participants were found to be interested to adopt extra materials according to the advice of English teacher. Classroom teaching was done using translation method. Therefore the learners were found to be dissatisfied. They couldn't improve their English language properly due to this reason.
6. Some learners claimed that their teachers taught them in a technical way and while others claimed that they were taught in a non technical way. In spite of that they also had problems in improving their English since all the teachers used languages other than English while teaching.
7. I found that the participants had problems in grammar, pronunciation, accuracy and fluency while speaking English language.
8. Tharu learners have problems in speaking English language due to the lack of English speaking environment, no listening/ speaking practices in the classroom, no exposure to correct English environment. The Tharu learners focus much on writing only, less interaction in and out of classroom and examination oriented study.
9. Untrained English teachers, unmanaged school's rules and regulations also hindered them from improving their English language.
10. Especially the Tharu learners' own cultural environment created problems in their learning practices. They have been socially, psychologically and environmentally affected as far as learning English is concerned.
11. Tharu learners of ELT were not satisfied with their strategies of learning English language. So they are in search of alternatives.
12. I found that they were focused more the improvement of their own community's people pedagogically more than adopting other exposures for learning speaking skill.

13. I found that they learnt to speak English language by using translation method, memorizing vocabulary and grammar rules and using dictionary but they also preferred watching English movies, listening to English songs and interacting with peers for learning purpose.
14. All the participants believed that they needed the guidance of English teachers for learning English language.
15. I found that their mother tongue had a negative interference in the way they spoke. It affected accuracy, fluency and pronunciation. The vast difference between the two languages create hindrance to the learners.
16. I found the teachers' teaching method should be communicative and not a traditional one. All the participants claimed that they were taught in a traditional way which did not help in any way. On the basis of findings, I present the following conclusions.

Conclusions

I have derived conclusions on the basis of the findings and research questions and objective of research study. I present the following conclusions.

1. From the findings I come to the conclusion that Tharu learners use highly cognitive strategies and to some extent they used social meditation strategies (e.g. self monitoring, analyzing and organizing) as they lack these strategies.
 2. I also come to the conclusion that the Tharu learners use the exposures to learn grammar rules, and vocabulary and they used translation method to improve their English language. But they also showed dissatisfaction regarding these exposures since they did not help them much in improving their English language.
- Classroom observation showed dissatisfaction that translating into mother tongue or other languages are the main way of teaching in English Tharu community.

3. They commit major mistakes in terms of grammar, pronunciation and fluency.
4. I came to the conclusion that they preferred to focus more on extra exposures (like trained teacher, practical as well communicative teaching method, radio, TV, newspaper and English speaking environment in school).
5. There are many factors which hamper their learning speaking the target language. Tharu learners have to face many challenges. They lack English speaking environment. They follow inappropriate pedagogy in their learning place and exposure to real English is very less.
6. Due to the above lacking, they are in search of alternatives. They need enough opportunities to practice English language.
7. In school they participated in different programs like debates, Quiz contest, and dictation. They also considered teachers' voices as a learning tool for learning speaking English language. This proved beneficial for the learners.
8. In school they copy the style of native speakers from TV and radio. They also used the dictionary. By listening to the radio and watching TV they achieve exposures to improve their speaking skill.
9. I come to the conclusion that the Tharu learners are affected socially, psychologically and environmentally as far as learning English is concerned. They become unable to speak correct English language due to their own mother tongue interference.
10. I conclude they also claim that their occupation and ways of living are a hindrance spoilt to learning English as they speak their own language
11. I found that they are dissatisfied with the speaking materials they use.

12. I understand that they are very frustrated with their English teachers' teaching methods and their speaking/ pronunciation as well since the Tharu learners get very less exposures for themselves.
13. I found that all the participants used the learning strategies such as dictionary, watching movies and television and reading newspaper for learning speaking purpose and they got exposures for their improving speaking skill.
14. I understood that they give the priority to their mother tongue because they learnt speaking their mother tongues. By using their mother tongue they have good understanding but it has negative interferences for their speaking skill.
15. I came to the conclusion that if the Tharu learners got experienced and trained English teachers who can provide them appropriate guidance and suitable materials for improving their speaking skill, then they may not have problems.

Implications

Based on the above findings and conclusions, I would like to present the following implications that are pertinent to help the Tharu learners of English in improving their exposure opportunities.

1. Tharu learners of English need to get grammar and vocabulary teaching with communicative method than memorization techniques. Communicative method helps them to guess creatively in a proper way from the context. Therefore, I think it will be better if the English teachers apply communicative method while teaching vocabulary and grammar. The Tharu learners can improve the way of speaking English.
2. The findings of the present study show teachers' lack of knowledge and expertise in the use of communicative method and activities. The Tharu learners are expected to get knowledge from teachers' teaching and his

guidance. Therefore the teachers need to be trained. If they apply their trained knowledge to the learners then they can improve their English.

3. The learners could learn if they are involved themselves in the classroom interaction. To improve their speaking they are required to involve in various activities such as in group works, spelling context, debate writing dictation, telling story, delivery of speech. Their learning will be fruitful if the Tharu learners get to use language games, jokes, riddles, songs and variety of supplementary materials provided by teachers.
4. To provide opportunities for students to speak, the teachers are expected to create situations for the maximum use of English in the classroom. The learners need to participate in communicative activities with communicative method employed by teachers. In this way, the practice of using GTM needs to be avoided.
5. In the school, text books oriented education helped the Tharu learners but they didn't improve their speaking. The findings of the present study have given the implication that the Tharu learners need to gain sufficient exposures provided by teachers. For this, they need to use English language as medium of instruction and the teachers should apply other sources of exposures such as recording the voice of native and non-native speaking speaker. It will be helpful to improve their speaking. In order to improve English it will be better if teachers and students limit in the use of other languages.
6. In the context of Nepal, the Tharu learners have problems to speak English and they are in search of alternatives. Therefore, the implications have given strategies that can be applied to improve their speaking skill. Therefore, my suggestion for English teachers is to apply the learners' concerned strategy.

My Learning from Research

This was my first time of writing an academic research paper in my life. I was worried before selecting a research topic. After I selected an appropriate research, I faced difficulty in reading the contents for the background. I wondered what data collection tools I would use that would help me to collect appropriate findings related to research's objectives and research questions. I also thought about how to conduct the research in the selected areas.

While working on the research, I labored hard. I focused on to getting the correct information for the research study from the selected participants. I convinced them and explained the selected questions of data collection tool when I went to the field. I spent many sleepless nights for getting the facts. I not only used Nepali and English language but I used my own Tharu language also because my research study is a qualitative ethnography research and my selected participants were from my own cultural background. My research study is about my own cultural study that relates to English language study in terms of speaking English language. I also became a representative for collecting the facts from the participants. In order to get the findings for my research study I made a plan then I encouraged them to express their difficulties in learning English language in my own language since they found it more comfortable. I also gave emphasis to APA design.

In my research study I used narratives and interviews as tools for data collection to help me to get the facts. With these tools I went to collect data to schools and also to their home. I created friendly/congenial environment for the people of the community and the teachers of the schools. From the narratives I got more findings for my research study from the participants and that also within a month. I threw away the data of the fifteen days because I didn't find anything relevant to my research

study. Then I got worried. I used several types of methods and examples to explain the questions to the selected participants how they expressed their views and feelings easily. Within the next fifteen days they answered all the inquiries of my research study. I used interviews to find out the gaps in the narratives I took face to face interview of the participants and this completed my findings.

While collecting data I felt that research work is a real challenge. I had to respect their feelings and understand their characters to become their ethno-friends. At first, the participants felt ashamed to express their views. To some extent, I had to share my feelings about my learning to them. Without being close to them it would have been very impossible to get proper data for my research study. Being a researcher, I managed my times according to that of the participants since they had domestic work or daily duties to attend to. Due to this I had health problem also because for many days I had to rush to their homes and sometimes to their schools for collecting data empty stomach. I didn't get time to eat food properly and many nights, I didn't get proper sleep. Therefore I became ill during my research journey but I got the best qualitative data from the selected participants with their ethnographic feelings. I did labor hard since it was my duty. My familiarity with the participants grew and they were very co-operative. All the participants respected me and I also loved them and helped them while they faced difficulties to express their feelings.

Summary

In this chapter I presented the findings, conclusions and implications of the research study. I derived the findings from the narrative and interview tools of the participants. After that I presented the conclusion. Finally, I have presented the applications of this research and ideas for further research, too. I have ended this chapter by sharing my experience through out the research work.

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APPENDICES

Interviews Questions

1. What exposures did you use to learn speaking English? How well did they help you to learn?
2. How much emphasis did you put on memorizing grammar rules and vocabulary to improve your pronunciation?
3. What is your expectation from the teachers, teaching patterns, teaching materials of English to help you to speak correctly?
4. What are the difficulties that you have faced while pronouncing the words?
5. What exposures do you feel suitable to improve your pronunciation?
6. How does the teacher teach you English? Are you satisfied with your teacher's previous teaching methods, English patterns and their guideline? If not you think what type of English teacher would be best for you and guide for appropriate ways of learning speaking English?
7. How does the teacher involve you in doing activity works for improving English?
8. Why cannot most of the Tharu speakers speak English language correctly even when they try?
9. How do you say environment is an appropriate factor to improve your speaking skill?
10. Do you want to say what type of guideline you need to improve your English pronunciation, accuracy and fluency?
11. How much do you trust in English language training, school and English teachers and their teaching methods, ideas, approaches and techniques and extra English patterns for improving your English speaking?
12. What expectation do you have from yourself for improving your speaking skill?
13. How do you believe environment bring positive change in your pronunciation of English language speaking skill?

14. Do you feel the words come from you is different especially in your tone? Which materials do you use more for improving your pronunciation of English language?
15. Do you depend only in English patterns or extra materials such as in T.V. radio, BBC news for improving your pronunciation?
16. What do you suggest to the Tharu learners of EFL in terms of improving speaking skill?

Narrative questions

1. Write your own experiences particularly about learning English speaking skill.
2. What opportunities did you get to improve your speaking English? Write an experience from the first time you started learning it. You can write in English/ Nepali/ Tharu language.
3. Write an experience of your speaking English. How did you get the exposure? Was it through rote learning, grammatical rules and use of dictionary?
4. How did you improve your tone through your extra materials?
5. Write an experience of how you learnt to speak English accurately through teacher's teaching activities, classroom management system and English books?
6. Write about how your family's environment and social environment affected your speaking. You also describe the tools which helps you to change your speaking skill.
7. Write an experience on how the school's environment and language training centre brought positive change in your tone improvement.
8. What were the strategies you adopted to avoid the bad impact of mother tongue on your spoken English? How did they help you?
9. Are you satisfied with the exposures you got to learn English and its achievement of your past adopted materials? If not, you explore yourself which place, teaching materials, what type of teacher and environment would provide you with appropriate exposures of tone improvement.
10. Tell me about exposure that you adopted to learn English and why it becomes effective for you?
11. What were the weaknesses you perceived in your English language speaking? How did you improve them?

12. How did you get exposures to learn English in your initial stage? Which method did you use to learn English language?
13. How did you get good pronunciation of English language? What were the strategies you used for achieving knowledge for improving your tone?
14. How did you learn English language through your own language? Express your own experience in detail.
15. How did you remove the bad effects from your own tone? What were the materials you used to avoid the problems?
16. Write your experience on learning speaking English. How much group work interaction was activated by you for improving your pronunciation of English?
17. Write an experience of your English speaking. How did you think you had problems in speaking English and why did you have these problems?
18. Write an experience of your English learning. How much do you focus on speaking and listening practices to improve speaking English?