

**The Role of Exposure in Enhancing Speaking Skill at Basic Level:
The Case of a Community School**

**A Thesis Submitted to Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Anu Rai**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2024**

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Recommendation for Acceptance

This is certified that **Ms. Anu Rai** has prepared this study entitled **The Role of Exposure in Enhancing Speaking Skill at Basic Level: The Case of a Community School** under my guidance and supervision.

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Declaration

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

Date: 21-07-2024

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Anu Rai

Dedication

This thesis is dedicated

to

My parents, teachers and friends who always inspired me to be a better version of myself.

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First of all, I would like to extend my special thanks to my thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head of English Education Department, T.U. Kirtipur for providing me with his valuable time, ideas, suggestions and significant guidance in different stages of writing.

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Anu Rai

Abstract

This study is entitled **The Role of Exposure in Enhancing Speaking Skill at Basic Level: The Case of a Community School**. The main objectives of this study were to find out the role of exposure in developing speaking skill and to explore the ways to provide exposure to the students in enhancing speaking skill in Basic level students. This study followed survey research design with open-ended questionnaire and semi-structured interviews as tools to collect the data. The participants of this study were the students of Grade six, seven and eight of Shree Bhotang Devi Secondary School, Bhotang, Sindhupalchok. The students were selected using simple random sampling strategy. The data from the students were analyzed quantitatively and descriptively. The findings showed that the exposure played a role in enhancing the speaking skill by developing their vocabulary and pronunciation. After getting the exposure, students were able to speak in English with their teachers and friends more comfortably. The study also revealed that the students enhanced their speaking skills by watching movies, surfing the internet, listening to radio, reading books, reading magazines, and reading newspapers. Furthermore, the exposures to speaking opportunities significantly enhanced students' academic performance, vocabulary, self-confidence and motivation. So, it has been proved that exposure has a constructive role in developing speaking skill in students.

This thesis includes five chapters. The chapter one contains background, statement of problem, objectives, research questions, significance of the study, delimitations of the study, and delimitations of key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implications of review and conceptual framework. Similarly, chapter three contains design and method of the study, research tools and techniques, population and sampling strategy, data collection and procedures and ethical consideration. Likewise, chapter four deals with analysis of data and interpretation of the result. Finally, chapter five contains conclusion and recommendations. At the end, references and appendices are provided.

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Chapter I

Introduction

This chapter consists of background of the study, statement of the problem, significance of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms. This study is an exposure in speaking. Exposure refers to the contact that the learner has with the language that they are trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom. No matter how students choose to get more exposure, it is important to do so if they want to learn a new language.

Background of the Study

Language is a means of communication and a medium to share ideas, emotions, opinions and experiences with one another. Language is what the members of a particular society speak (Wardough, 1998). Only a language is not enough for this diversified universe. But everyone believes that there should be a common language. Language is taken as common symbol (verbal and non-verbal) used by specific community to exchange their ideas and enhance mutual understanding. Among various languages in the world, English has been recognized as widely and commonly used language to make possible the concept of global village. English has been playing greater role in international trade, technology, education, entertainment and many other aspects of social life. The UNO has included English as an official language to make ease for the international communication.

Furthermore, the term “Language acquisition” is always related to the mother tongue acquisition of a child. Second language acquisition is learning a second language after a first language is already established. Many times this happens when a child speaks a language other than English goes to school for the first time. Children have an easier time learning a second language, but anyone can learn a new language at any age. Since English has evolved as a lingua franca, learning English language has become indispensable, especially in the country like Nepal. In such context, learners of English as a Second language encounter many barriers in acquiring the language due to the lack of adequate exposure to English language. Intensive exposures to English language to such learners prove language acquisition easier and faster.

Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn Karshen(2010) . As an illustration, a learner studying in a country where English is spoken as a first language has a lot of exposure and obviously has more opportunities to learn. Whereas, in countries like India or China, where the mother tongue is used widely for internal communication, there is less exposure to the target language, thus making second language acquisition a complex process. Thus, inside the classroom, one of the most central roles of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts. As a qualified speaker of the language, the teachers can give practical examples of language, in addition to applying technological input from television, cassettes, video, web sites, books, and magazines in and outside of the classroom for intense exposure to the language. The study conducted by Matushevych, et.al. (2017) on the impact of first and second language exposure on learning second language constructions, shows that higher cumulative amount of target language exposure leads to higher proficiency. Exposure is given by using different resources. In this regard, Lili and Yanlong (2005) assess, for example, that news style on newspapers, television, magazines and radios are good writing models for it encompasses narration, exposition and argumentation. They also assert that media in the form of news presentation and gathering observe the standard rules in English grammar. Therefore, exposure to these medium allows students to get inputs on good writing techniques. Also they add that constant reading of newspapers and magazines expands learners' vocabulary.

However, Harper & De Jong (2004) argue that language exposure is not enough to attain language competency. They cite that older students require a good grasp of abstract ideas and complex lexical structures that maybe best learned through textbooks and traditional classroom discussions. Magno, et. al. (2009) study on the level of English language exposure of Taiwanese students, suggest that the more exposure to English enables them to facilitate the language better. This was concluded after the findings showed that Taiwanese student participants in the Philippines have higher level of English exposure than the Taiwanese respondents in Taiwan. These samples were administered with a checklist for English language exposure to measure the frequency of the samples contact with the targeted language.

Statement of the Problem

This study is emphasized on the role of exposure in English language learning. My study has examined the role of exposure in developing speaking skill. It is difficult for the learners to learn the English language without the role of exposure because exposure gives opportunity to learn in better way. The exposure to language best facilitates language learning to the students, so the researcher will recommend that students should be continually exposed to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers daily to encourage the learners. Exposure is a type of publicity that the learners receive the ways of learning the language. The candidates get an enormous amount of exposure in the media as well.

There has been increased research interest in the role of exposure to enhance the speaking skill, but all the previous research was not convincing to the researcher. My research helps the students to develop speaking skills that would be useful in their future careers and personal lives. Further, the exposure to a language aids in learning correct pronunciation, speaking skills, understanding grammar and structure. Additionally, exposure helps learning an English language, as it provides the opportunity to hear and see the language. Therefore, the studies are relatively rare in the field of exposure to acquire the speaking skills and the researcher tries to find the research gap in the previous research and tries to unravel the role of exposure that makes the learners learn better.

Objectives of the Study

The study aimed to explore the various roles of exposure in learning speaking skill. The following were the objectives of this study:

-) To find the role of exposure in developing speaking skill.
-) To explore the ways to provide exposure to the students in speaking skill.

Research Questions

The following research questions were used in the study:

-) What role does exposure play in English speaking skill?
-) How exposures explore the students Speaking Skill?

Significance of the Study

The finding of the study provides valuable information about the role of exposure. It also studies the sort of changes that happen to acquire the English language to the learners due to exposure. The findings may be useful for formulation of developmental policy and its implications inside the classroom. This study provides current trends of exposure like watching English movies and programs, using internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers on a daily basis to encourage. It may be a supportive document for making planning and conducting further programs. The study tries to evaluate the contribution of exposure. It also focuses on finding how most of the learners learn English through the different medium of getting exposure. On the other hand, it might be helpful to understand the students' participation in different classroom activities. More importantly, the research work is useful to teachers and students for the guidance of English speaking skill.

Delimitations of the Study

This study covers only the role of exposure to enhance the speaking skill at Shree Bhotang Devi Secondary School, which is in Panchpokhari Thangpal Rural Municipality, Sindhupalchok district. Therefore, the comparison of this study with other area might not be fully relevant due to the limited time and financial factors; rather a small study area was selected. However, the research was oriented towards the best outcome possible of such studies. Basically, this study was based on primary sources, so the mistakes of choosing samples and interviewing with wrong persons were the delimitation of this study. Moreover, secondary data was used from reports or published by different researchers too. So, the conclusion of this study may not be a special application for particular places and geography. The time constraint and cost constraint were the main delimitation of the study. Finally, the Human resource, theoretical and methodological constraints were other delimitations of the study.

Operational Definitions of the Key Terms

The following key terms were used in my study so; the operational meanings of the terms are mentioned below.

Exposure

Learning of English speaking skills through different sources such as: learning from matching movie, learning from interaction from friends, teachers and family, learning through dialogue and learning through homework and so no.

Speaking Skill

Respondents' ability to speak or communicate verbally in English language

Basic Level

School from grade one to eight where the researcher collected the data for the study.

English Language Teacher

English language teacher in this study refers to the teacher who teaches in that school where the researcher conducted her study.

Role

In this study the role refers to the changes seen in students speaking after providing exposure.

Chapter II

Review of Related Literature and Conceptual Framework

A literature review is a comprehensive analysis of scholarly sources, often incorporated into a thesis, dissertation, or research paper, to contextualize the relevant work with existing knowledge. In this section, it consists of Theoretical Review, Empirical Review, Implication of Review and Conceptual Framework.

Review of Related Theoretical Literature

The theoretical literature is a theory that can be applied to interpret and understand information in my study. It provides the foundation to find out the area of problem. This review encompasses different theories to find the role of exposure to enhance English speaking skill.

Interactionist Theory

The Interactionist theory refers that language exists for the purpose of communication and can only be learnt in the context of interaction with adults and children. It stresses the importance of the environment and culture in which the language is being learned. Interactionist acknowledges the presence of innate biological mechanisms but emphasize the critical role of social interactions (Arnett & Jensen, 2017; Levine & Munsch 2018). Lev Vygotsky is the most well-known Interactionist theorist and provided a theoretical framework for other Interactionist to further develop theories of language acquisition (Vygotsky, 1978). Chomsky focused on innate mechanisms of language acquisition such as the idea of a language acquisition device (LAD), Bruner proposed the language acquisition support system (LASS) in opposition to Chomsky (Bakhurst & Shanker, 2001). The LASS (Language Acquisition Support System) refers to the social and cultural experiences that support and encourage language acquisition. This includes child-directed language exposure (Parentese, dialogic reading, etc.,) as well as the various activities children engage in while also receiving exposure to language.

The Interactionist theory combines ideas from sociology and biology to explain how language is developed. According to this theory, children learn language out of a desire to communicate with the world around them. Language emerges from, and is dependent upon, social interaction. The Interactionist approach claims that if our language ability develops out

of a desire to communicate, then language is dependent upon whom we want to communicate with. This means the environment you grow up in will heavily affect how well and how quickly you learn to talk. For example, infants being raised by only their mother are more likely to learn the word “mama”, and less likely to develop “dada”. Among the first words we learn are ways to demand attention or food. If you’ve ever tried to learn a new language, you may recognize this theory’s influence. Language classes often teach commonly used vocabulary and phrases first, and then focus on building conversations rather than simple rote memorization. Even when we expand our vocabulary in our native language, we remember the words we use the most. (Buitrago, Psycholinguistics Primer, 2020)

It’s important to keep in mind that theories of language acquisition are just ideas created by researchers to explain their observations. How accurate these theories are to the real world is debatable. Language acquisition is a complicated process influenced by the genetics of an individual as well as the environment they live in. Language is the primary method of human communication, but there are also other ways to communicate without the use of language. When asked to define language we tend to think of a verbal and written system in which certain sounds and symbols come together in a specific way to convey meaning. Language in its most complex form is unique to humans, although some animals have been found to have basic communication patterns. Languages often have verbal and written components, but how do we classify them into different modules is a matter of concern.

Enhancement of Speaking Skill from Out-of-School Exposure

Wilde, Brysbaert & Eyckmans (2018) conducted the study in Learning English through out-of-school exposure. The study examined the level of English proficiency children can obtain through out-of-school exposure in informal contexts prior to English classroom instruction. Language learning was investigated in 780 Dutch-speaking children (aged 10–12), who were tested on their English receptive vocabulary knowledge, and speaking skill. The study found that the beneficial types of input were gaming, use of social media and speaking. These input types are interactive and multimodal and they involve language production. Another study (Gonzalez Fernandez & Schmitt, 2015), conducted with adult Spanish learners of English also investigated the relationship between knowledge of certain collocations and learners’ engagement with English through different media (reading, watching films, television, video, listening to music, social networking) and found significant

positive correlations between nearly all types of exposure (except for listening) and the results on a collocation test.

Kuppens (2010) investigated the effects of exposure through different media on children's L2 acquisition. She investigated the effects of different types of media exposure on children's translation skills (English Dutch, Dutch-English) before the start of formal English instruction. Although the scope of this study is limited because it used a test that only looked at children's knowledge of a few (English and Dutch) very common expressions (e.g; I love you, watch out), it is often cited for being the first to reveal that children benefit from watching subtitled English television programs and movies.

Enhancement of Speaking Skill from Inside School Exposure

Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. Inside the classroom, the learners can learn English language through teachers and friends. The central role of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts, and from different speakers. As a qualified speaker of the language, the teachers can give practical examples of language ;moreover, they can apply natural input from television, cassettes, video, web sites, books, and magazines.

Yang &M. C.(2019) examined the impact of classroom interaction on the development of speaking skills among students. It investigates how different types of interaction such as pair work, group discussions, and role-plays affect students' speaking fluency, accuracy, and overall communicative competence. The study was conducted in both qualitative and quantitative methods to assess the effectiveness of these interactive activities in improving speaking skills. The findings reveal that frequent participation in structured interactive activities leads to significant gains in fluency and accuracy, boosts student confidence, and enhances communicative competence and also the study emphasizes the importance of creating a supportive and collaborative classroom environment to maximize the benefits of interactive learning.

Brown & Larson(2018) studied on the effectiveness of classroom strategies designed to enhance oral communication skills among English as a Foreign Language (EFL) learners. It focuses on specific strategies such as debates, role-plays, and collaborative projects,

assessing their impact on students' speaking abilities. The study found that these strategies significantly improve students' fluency, accuracy, and confidence in speaking.

Exposure to First and Second Language (L1 and L2)

First language is normally regarded as a “native language” or “mother tongue” and is generally defined as the language that is “acquired during early childhood” (Saville-Troike 2006, p.4). In the case of bilingual children, two or several languages will be classified as first languages. A second language is a language learned after the first language(s). As with L1, the term L2 may include just one, or indeed several languages, “even though it may actually be the third, fourth or tenth to be acquired.” (Saville-Troike 2006, p.2). Rod Ellis underlines an important difference between the acquisition of a first language and a second language by stating that L2 learners bring an enormous amount of knowledge to the task of learning an English language.

Conversely to L1 acquirers they have already learned (at least) one language. The already existing linguistic knowledge in the mind of the native speakers will affect their understanding of linguistic concepts of the L2, which results in a learning process that is necessarily different from that of a first language. In addition, being older than children learning their native language, L2 learners “possess general knowledge about the world which they can draw on to help them understand L2 input” (Ellis 2002, p.5).

It should be realized that exposure to the second or foreign language (L2) is crucial in improving the first language acquisition. Kennedy (1973) explained that a learner who starts on acquiring L1 is generally exposed to an affluent linguistic environment, comprises of a variety of complicated lexical and grammatical items, many of them are beyond the learner’s understanding. Moreover, Kennedy clarified that the amount of exposure to the L2 learner attains in class is less than the amount the learner obtains in acquiring the L1. Therefore, L2 learners are naturally part-time learner. Despite the insufficient time learner is exposed to the L2, how the time is spent is also significant. As an alternative of having an affluent linguistic environment, the L2 learner is regularly exposed to select lexical, phonological, syntactical, and thematic items. However, it is the teacher who determines the order of the presentation of these items to the learner.

Role of Exposure in Speaking Skill

Exposure to English speaking skill plays an essential role in language learning, where the learners can learn language easily, and more successfully. Basically, exposure to language to a speaking skill is considered successful when the learner can produce the language since learning can take place anywhere and in any time. If the learners only focus on the classroom activities, they will not acquire the second or foreign language properly. Many learners learn English inside the classroom but if they do not get the chance to practice it outside the classroom, they will not learn it appropriately. It should be emphasized that exposure can directly improve a target language so language proficiency may be a result of social interaction with speakers of the target language (Peregoy&Boyle, 2005). Nevertheless, insufficient exposure to target language can be influenced by the learner's anxiety, mainly in speaking and writing. For instance, a learner studying in a country where English is spoken as a first language has a lot of exposure consequently, more chances to acquire the language.

Significance of Exposure

Exposure is the key to acquiring a new language or the target language and to retain what the learners already know. The exposure helps the learner to learn the correct pronunciation of words, to understand grammar and to be a fluent speaker. When the learners are exposed to the language, they get an opportunity to learn the target language.

The study discovered that learners must be exposed to a target language as much as possible to acquire it. Learners must be actively involved in learning the target language to succeed. The exposure to a new language and plenty of practice are both important factors in English speaking skill. Without exposure, it is difficult to learn a new language. This is because the learners must be exposed to the language in order to learn it. Practice is also important because it helps us to improve our ability to use the new language.

Characteristics of Exposure in English Language Learning

Zoubi (2018) states that exposure to English language is something learners run into in their everyday life. Learners recognize when they are being taught when they are at school, and they may concentrate on what the teacher is presenting. But when they sit on their computers at home, watching a film or playing a game, they might learn words and phrases

and use them in real life situations. This is called incidental learning (d'Ydewalle & Bruycker (2007).

The characteristics of exposure to language is to make the learners to learn the target language effectively that they are attempting to learn inside the classroom, one of the most central roles of the exposure is to provide learners with sufficient chances to practice the target language in a variety of contexts, and from different mediums. Moreover, they can learn from television, cassettes, video, web sites, books, and magazines. Mainly, language exposure in general, refers to contact outside the classroom. Benson (2001) defined the outside-of-class language exposure term as, "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning." The forms of outside classroom language exposure can include listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers, using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers.

The characteristics of exposure are as follows:

Vocabulary Acquisition. Regular exposure to the target language significantly enhances vocabulary learning, which is essential for effective communication. Nation (2013) explains that "repeated exposure to vocabulary in diverse contexts leads to better retention and the ability to use new words in speaking" (p. 124).

Pronunciation and Intonation Improvement. Exposure to authentic spoken language provides crucial models for pronunciation and intonation, helping learners to speak more naturally and clearly. Murcia, Brinton & Goodwin (2010) emphasize that "continued exposure to authentic spoken language is essential for learners to refine their pronunciation and develop appropriate intonation" (p. 38).

Listening Comprehension and Interactive Skills. Exposure to spoken language enhances listening skills, which are foundational for effective interaction in conversations. Krashen (1985) asserts that "comprehensible input through exposure is critical for developing both listening comprehension and the ability to engage in spoken interaction" (p. 2).

Cultural Awareness and Contextual Understanding. Exposure to language within its cultural context is crucial for understanding how language is used in various social situations, leading to more appropriate and effective communication. Gass & Selinker (2008) note that "exposure to the target language culture provides learners with the contextual knowledge needed to use language appropriately in various social situations" (p. 205).

Fluency and Confidence. Continuous exposure to the target language, especially in interactive settings, fosters fluency and builds confidence in speaking. Thornbury (2005) states that "regular exposure to spoken language, particularly through interaction, is key to developing fluency and confidence in speaking" (p. 89).

Speaking in English

Previous studies approve that a person without acquiring enough amount of language through practicing and adjust the components of speaking such as fluency, accuracy and meaning of vocabulary in different context. Asher (2003) supported the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills, he stated that when students speak, their speaking provide evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

Characteristics of Speaking in English

Fluency, accuracy, and dichotomy are exchangeable appear when concept of teaching speaking skills addressed directly from teachers. Solcova (2011) cited Segalowitz (2003) defined the term "fluency" is "an ability in the second language to produce or comprehend utterances smoothly". This definition is interesting because it clearly shows that concept, fluency and accuracy, are closely knit together. Technically speaking, the term fluency is a hyperemia because to be fluent means not only to "produce utterances smoothly and rapidly" but also accurately. According to Thornbury (2005) pointed out that learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clause. To gain accuracy in term of vocabulary means to select suitable context. Learners who can use the word in different context to get more than one meaning that can master language properly.

Moreover, Thornbury declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. Basically, speaking skills is seen as productive a skill which is the most important skills to evaluate learners' proficiency in the target language. Rababah (2005) indicated to that there are many factors that cause difficulties in speaking English among EFL students. Some of these factors belong to learners such as the teaching strategies, the curriculum and the environment. Definitely, many students impoverished the vocabulary to construct a meaningful utterance; as a result, they cannot go further on conversation according to exact situations. Otherwise, if inadequate strategic competence and communication competence can act other reason that encountered learners to interact effectively and lively using their own language even in incomplete utterances. In addition, Krieger (2005) stated there is lack of intrinsic motivation from part of the student in an EFL setting towards language learning, due to, the fact that learners do not use English in their real lives. This situation could reduce the effectiveness of the teaching and learning process and it can cause EFL learners not to see English language as a real need.

Furthermore, Ur (2000) argued that there were four main problems in getting students speak in the foreign language in the classroom. The first one is the student's inhibition to participate in class because of the feeling of shyness, fear, stress and anxiety. The second problem is when students do not find how to express themselves, or they keep silent because the class topic is not interesting for them. The third one is that to consider is low or uneven participation; this problem is related to group with large class where students do not have enough time to talk or sometimes the group has someone who dominates the discussion. The last problem is the mother tongue outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Students borrow words from their native language for their lack of the target language vocabulary which might contribute to make classes not engaging enough to a weaken learners' motivation.

Aspects Affecting English Speaking Skills

Tuan & Mai (2015) conducted study on Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. They explained that in order to help students overcome problems in learning speaking skills. It is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (e.g. time pressure, planning, standard of performance and amount of support), effective factors (e.g. motivation,

confidence, and anxiety), listening ability and feedback during speaking activities. Moreover, to encourage and motivate student to feel successful when speak English, those teachers should adopt activities that enhance all of them taking risks by more and more participation during practice speaking skills activities. And also those teachers should avoid setting up such activities too long or too complicated when implement speaking skills activities, it is better to begin from simple to more complicated, and teachers think carefully about individuals' differences, also teachers should make sure that all students have willingness for each activity and have sufficient ideas and vocabulary to complete the task immediately and enjoy each activity, and about students' fear teacher can allay this fear by given to them formative assessment (assessment for learning) and feedback rather than summative assessment and feedback (Tanveer, 2007). Bygate (1991) argued that in favour of attaining a communicative purpose through speaking, knowledge of the language and skills in using this knowledge are carefully considered. Bygate also pointed out four crucial ways of promoting: simplifying structures, ellipsis, formulaic, expression, and using fillers and hesitation devices.

On the other hand, generally, a speaker carried out utterances used what mentioned to make different meaning through different contexts. Bygate (2009) identified the skills for communicating, the typical models for arranging utterances, and negotiation skills understanding and attaining communicative goal. In contrast, Brown (1991) stated micro-skills are very important. First, that was importance of focusing on both the forms language and the functions of language. Second, the pieces of language should have grabbed attention of others. Furthermore, he mentioned small skills of speaking such as allophonic variants; producing English patterns, words in stressed and unstressed positions rhythmic structure, expressing a concrete meaning is not-the- same grammatical forms; using cohesive devices in utterances; accomplishing appropriately communicative functions according to the context. Therefore, speaking skills really meant communication, and furthermore, speaking skills appears as using language effectively, appropriately, fluency and accurately to exchange knowledge, information, and ideas between people.

Types of Exposure

English language exposure leads to better improvement in expressing themselves and more efficient speakers. Exposure refers to the time a learner spends in contacting the target language. The contact may be formal, informal, verbal, or written, and the learner may be passive or active. For example, English language exposure happens when a learner involves a

conversation with colleagues, friends, family members, and classmates, whenever they read in the target language, and even when they have a passive role in a place or an environment when the target language is spoken. Chiswick & Miller (1998). describe exposure as the characteristics of learning and “learning by doing”, which affect acquiring and learning the fluency of the second language. Exposure to these prompts facilitates English language skills (Magno, Lajom, & De Carvalho Filho, 2011). According to previous studies, exposure to the target language is an environmental factor that boosts learning language proficiency (Ji Zhang, & Nisbett, 2004; JIA, 2003; Kim & Margolis, 2000). JIA (2003). discovers that learning language proficiency enhances as the learners are more involved in a second language environment.

The exposure refers to the interaction with teachers, friends and family, and reading books, reading magazine, watching television, listening to music, playing English puzzle game and using social media (Lightbown, P.M. & Spada 2009). Media can be a supportive means for language development because it can function as a motivational source and means for language learning and acquisition. Media forms such as chatting and seeking information on the internet increase exposure to English because these forms of media are mostly communicated in English. There is no doubt that English is an international language, besides globalization has made it much more significant than before. Now, media, because of globalization, is available via different means and ways such as television, internet, and radio. English speaking countries have made media a part of daily social life around the world, particularly, through films, and televisions programs. Much research has been devoted to the importance of reading in language acquisition. Researchers agree that reading contributes to contextual word learning (Ford-Connors & Paratore, 2015, for a review of the evidence). However, it is also becoming clear that this type of input is very limited when it comes to children learning a new language in informal settings (see below). Other studies have looked at learning words from watching films. Two studies by Ydewalle and Van de Poel (1999) and Koolstra and Beentjes (1999) showed that children can learn vocabulary through watching a short, subtitled movie. In a more recent study by Peters and Webb (2018) adults were shown a single full-length television program and again contextual learning of vocabulary occurred.

Ryu (2013) states that playing computer games can lead to language learning in different ways. Learners can pick up words and phrases from the game through repeated exposure to this language during gaming. Furthermore, when playing massively multiplayer

online games (MMOGs), learners practice the language through interaction with native or more fluent peers as they often use (audio)chat functions with players who are on their team to discuss their gaming strategies and approach (Ryu, 2013; Peterson, 2010). These collaborative and repeated practices can lead to language learning. The opportunities for social interaction and authentic communication (e.g., via audio chat) were also reported as being beneficial for language learning in a study by Rama, Black, Van Es and Warschauer (2012). Social media provide similar conditions for language learning as they provide ample opportunities for interaction in the social network and users can all actively and creatively engage with the content (e.g., through tagging and commenting) (Zourou, 2012).

Review of Related Empirical Literature

An empirical review is a piece of writing based on a study that was done purely for the purpose of publishing it. The review of related literature is a crucial part of the thesis as it provides essential ideas for the study. It is necessary for the researcher to gain knowledge and ideas for the study. Some of the studies related to exposure and English speaking can be presented as:

Mallillin, (2016) studied on “Exposure to English and Level Proficiency of International Foundation Program Students in Gulf College. The study uses the quantitative research and descriptive correlation to measure the level of exposure and level of proficiency of the respondents. The hypothesis of the study was identifying of error skills and correct usage skills and the level of exposure to English in terms of number of years in studying English and exposure to reading English materials, exposure to English media is significant. And the finding of the study was studying English and exposure to reading materials is high and another finding was there insignificant relationship between the level of exposure to English and level of English proficiency in terms of listening skills, reading skills, writing skills, identifying of errors skills and correct usage.

Similarly, Gökcan & Çobano lu Aktan(2019), conducted research on title “Development of Exposure to English Scale and Investigation of Exposure Effect to Achievement.”, which was conducted in Turkey. The purpose of this study is to develop a scale to measure Exposure to English and to investigate the effect of language exposure to language achievement. It also examined effect of exposure to English on the students’ scores received from writing in English, speaking in English and the total score (grammar,

vocabulary, reading and listening scores). It was found that exposure to English has a significant effect on all of the three variables. Exposure to English explained the variance of the speaking variable most, while that effect is the least for the writing variable.

Jabarani (2019), carried out the research on “Intensive Exposure to English Language as a Requisite for Language Acquisition.” The key purpose of this research is to insist on the necessity of intensive exposure to English language especially in ESL classrooms to facilitate swift language acquisition. This proposal is based on an experiment conducted with 40 Engineering students randomly chosen from the department of Computer Science and Engineering at Aalim Muhammed Salegh College of Engineering, Chennai, India. The outcome of this experiment was: Firstly, intensive exposure to English language had a great impact on students in acquiring the basics of the language in comparison to the previous batch students, who, though greatly interested, still could not make it due to the lack of intense exposure. Secondly, there is a significant association between intensive exposure to language and developing the four basic language skills, i.e., Listening, Speaking, Reading and Writing which in turn results in swift acquisition. Lastly, it is recommended that students should continually be exposed to the English language even outside the ESL classroom through home assignments like watching English movies, listening to radio, reading English books, newspapers, magazines, and practicing English language with native speakers on a daily basis using mobile applications to encourage and improve the fluency as well as proficiency in acquiring English language. It

Likewise, Munaz, (2021) has done research on “How do differences in exposure affect English language learning? A comparison of teenagers in two learning environments in Spain.” The purpose of the study was to investigate whether potential differences in the weight of out of school and in-school learning environments affect the acquisition of L2 English by teenagers in two geographical contexts, more and less English-rich, and with less and more linguistic distance to English, respectively. Participants were two groups of 14-15-year-olds, from Denmark and Spain. Language measures included a listening comprehension test, met linguistic knowledge test, and a grammaticality judgment test. Data about out-of-classroom exposure was elicited via a questionnaire. The study showed the Danish group attained a significantly higher level in all language tests except for the meta linguistic knowledge test. Furthermore, the Danish group engaged longer in out-of-school activities although the preference for some activities over others was similar in the two groups; and the

types of associations between out-of-school activities and language measures were different between the two groups. These results suggested that the potential influence of out-of-school activities on different language aspects is related to the particular context in which the L2 is learned and to the language proficiency of the learner.

Jahrani & Listia, (2023). has done research on “The Impact of Exposure on Second Language Acquisition in South Kalimantan, Indonesia.” The objective of this research is to determine the impact of exposure on second language acquisition. This research found that exposure can get when they watch television, listen to a song, play games, or scroll through social media and they are exposed to English and this exposure can affect their second language acquisition. This research found that exposure had a positive impact on second language acquisition and it is necessary for learning and mastering a second language.

Implications of the Review for the Study

Literature review is a form of document analysis which guides the researcher to find the objectives and findings. Therefore, my major concern in the literature review was to examine and evaluate what has been studied before about the topic. The different research works, both theoretical and empirical mentioned above helped me to conduct this study and to find out the objectives of research, declare research questions, methodology, and research design. The theoretical and empirical reviews play a vital role for the accomplishment of this research. The review work provides insight to identify the research problem, formulate research questions, select appropriate methodologies (research design and tools) and it gives an idea in developing the creative conceptual framework related to the study and other important aspects of research. That is to say that it helps researchers to bring clarity and focus on research problems, methodology and findings.

I also highly benefited from the review of the literature to bring clarity and focus on my research problems, to improve my methodologies, to expand the horizon of my knowledge related to my research area. And I was able to contextualize the findings after analyzing the collected data. To be specific, it made me informed about the role of exposure in English language acquisition. Similarly, the review of empirical literature helped me to develop the appropriate methodology.

Conceptual Framework

After reviewing the related literatures, the researcher has presented the following conceptual framework of the study. A conceptual framework is essential for making the theory and key constructs, variables, relationships of causal effects. The mentioned conceptual framework helped in language acquisition such as amount of practice that comprise the sub topics like Inside the school, Interaction with Friends and Teachers, Question Answers, Listening English Dialogues, Reading English Books and Feedback. The subtopics include outside school practice, social interaction, watching English shows, listening to English songs, and homework.

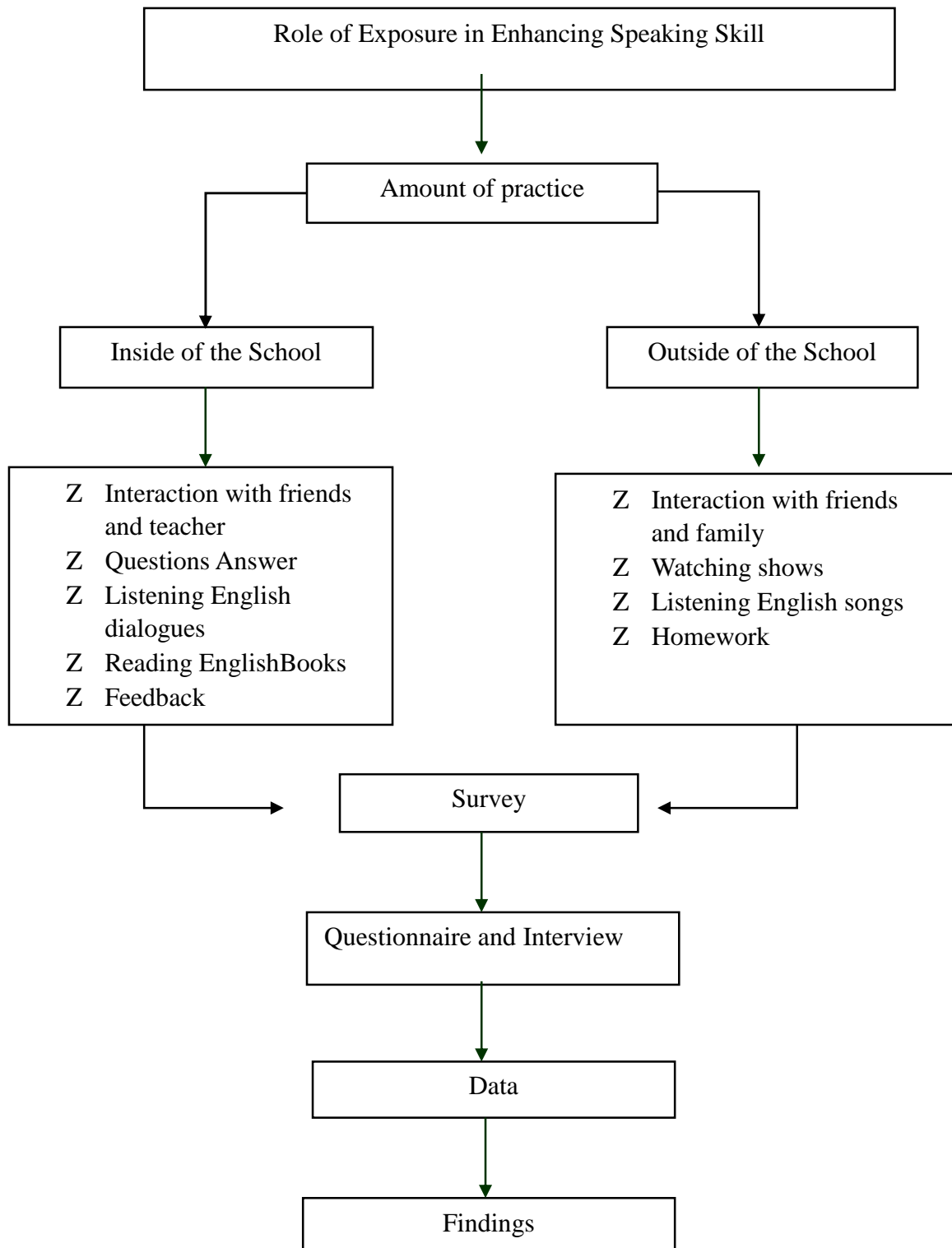


Figure: The Role of Exposure in Enhancing Speaking Skill at Basic Level:

The Case of a Community School

Chapter III

Methods and Procedures of the Study

Methodology in research is the systematic method to resolve a research problem through data gathering using various techniques, providing an interpretation of data gathered and drawing conclusions about the research data. It consists of Design and Method of the Study, Source of Data, population and sampling Strategy, Research Tools and Techniques, Data Collection Procedures, Data Analysis and Interpretation Procedures and Ethical Considerations

Design and Method of the Study

The types of research methods used in this research were survey design. This study focused on the role of exposure to enhance the speaking skill. On the other hand, the researcher used quantitative research design to obtain complete and accurate information for the study. The method was adopted carefully with well planning. The researcher precisely defined the research and study topic. Moreover, survey research is most accurate, unbiased, designing methods for the collection of data, selection of the sample, data collection, processing and reporting the results in this research.

Survey. A survey is a method of gathering information using relevant questions from a sample of people with the aim of understanding populations as a whole. Surveys provide a critical source of data and insights for everyone engaged in the information economy, from businesses to media, to government and academics. Therefore, the researcher applied face to face survey method to collect the data. It is a survey method that allows interviewers to communicate with respondents directly. This survey method allows for the investigation of complex issues as interviewers can comprehensively explain questions, ask interviewees to expand on answers, and allow non-verbal cues such as body language to be identified. According to Groves, & Singer, (2010). The following are the steps and procedures of survey design:

- Step 1: Identify research goals and objectives
- Step 2: Define the population and sample and participant
- Step 3: Decide on the type of survey method to use
- Step 4: Design and write questions
- Step 5: Distribute the survey and gather responses

Step 6: Analyze the collected data

Step 7: Create a report based on survey results

These survey method steps and procedures provide a general framework for conducting research. However, specific details and requirements may vary based on research context and objectives.

In this study, quantitative data was collected and analysis was done to meet the objectives of the study. There were different models to find out the role of exposure to enhance the speaking skill, but the survey model was helpful to find the scientific findings. The primary data was used for the study with the help of interview and closed ended questionnaires. The data was collected using the primary data sources, and then analyzed.

Sources of Data

To accomplish the research work, the researcher needs both the primary and secondary sources of data. The sources of data used in my study included primary and secondary sources.

In the process of reviewing theoretical literature, I had gone through different books, articles and journals. Similarly, I had reviewed much empirical literature which was very similar to my study. After reviewing the literature, I found some implication for the completion of my study.

Primary Sources of Data

Primary sources of data refer to the first hand data gathered by the researcher. Therefore, I selected 105 respondents from Shree Bhotang Devi Secondary School of Sindhupalchok district. I collected the data through interviews, and closed ended questionnaires. For the interview I selected two teachers from community school. In order to complete closed ended questionnaires, I distributed the questionnaires and asked them to fill up it.

Secondary Sources of Data

Secondary sources of data mean the data collected by someone else earlier using primary sources. I read different journals, articles, books, websites, and theses as secondary sources of data. These sources of data were helpful to complete my research work effectively.

Population and Sampling Strategy

The present research work was conducted in the Bhotang Devi Secondary School at Panchpokhari Thangpal Rural Municipality. It is in Sindhupalchok district in Bagmati province. The students of grade 6, 7 and 8 in the same School were taken as the whole population. The sources for the secondary data were organizational records and reports. This village administrator was established in the year 2073 along with the restructuring of the state. Jugal in the east, Rasuwa and Langtang National Park in the north, Helambu Rural Municipality in the west and Melamchi Municipality in the south.

Grade	Population	Sample Size	Sampling Procedure
6	60	35	Simple random sampling method
7	38	35	Simple random sampling method
8	57	35	Simple random sampling method
Total	155	105	

Furthermore, the above table shows the detail information of sample size in the school. The total students enrolled in class 6, 7 and 8 within the selected school were 155. The researcher took a sample of 105 students that was carefully chosen through a simple random sampling method. This approach was adopted to ensure a diverse and unbiased representation, allowing for meaningful insights into the broader population's attitudes and needs regarding speaking practice in education. The researcher selected the sample based on the researcher's judgment and purposeful basis. The participants were selected on the basis of study's purpose.

Introduction of Research Site

A school is regarded as a temple of learning. It is also considered as a teaching institution for students. There are mainly two types of schools in Nepal are broadly categorized into institutional and community school.

Shree Bhotang Devi Secondary School which is named from Goddess Bhotang Devi; established in 2021 B.S. It is situated at Panchpokhari Thangpal Rural Municipality, Bagmati Province, Sindhupalchok. Jugal is in the east, Langtang national Park in the north, Helambu Rural Municipality in the west and Melamchi Municipality in the south. According to the principal of this school, the buildings were constructed with the help of HELP (Helambu Education Livelihood Partnership) and MENDO foundation. They denoted one crore and twenty-six lakhs to construct it. There are altogether 19 teachers and around 370 students. It runs from ECD to grade ten.

Research Tools and Techniques

The semi-structure d interview and closed-ended questionnaire were used to collect the data and there were altogether one hundred and five respondents for questionnaire and two respondents for interview. It was effective tool to collect the data from the respondents of lower secondary level.

Questionnaire. A questionnaire is a list of questions or items used to gather data from respondents. It is popular in research method for fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes. This tool is particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions. The use of open and closed research questions enables researchers to obtain both qualitative and quantitative data, resulting in more comprehensive results. Therefore, the researcher also applied questionnaire method to collect information for the present research. The researcher used questionnaire method to collect the relevant and authentic data for the research.

Interview. An interview is a qualitative data collection method where the researcher asks participants questions to gather detailed and in-depth information about their experiences, opinions, or knowledge on a specific topic. Interviews can be structured (with a set of predetermined questions), semi-structured (with a guide but allowing for flexibility), or

unstructured (more conversational and open-ended). This method helps researchers explore complex issues and gain insights that might not be captured through other methods. The researcher adopted semi-structured interview to collect the data.

Data Collection Procedures

In this section, the research was concerned the systematic procedure of data analysis of collected data. For the collection of data, I visited Panchpokhari Thangpal Rural Municipality, Sindhupalchok. I established a good relationship with the principal and requested the lower secondary level English teachers to provide information. First of all, the researcher explained about the task and the researcher observed the students' activities. Furthermore, the researcher did a survey on them. The systematically collected data was analyzed by using appropriate methods. The qualitative data was used and collected data was presented descriptively. The collected data was then interpreted in brief to find the conclusion of the research.

Data Analysis and Interpretation Procedures

In the course of this research, a quantitative method was employed to analyze the collected data. This method facilitated the numerical examination of the collected data, allowing for the presentation of findings in the form of table and statistical representations.

Ethical Considerations

Ethical consideration is one of the most essential parts of any research work. Every researcher should be aware of it while conducting all sorts of studies. The researcher may have various ethical considerations while doing any kind of research. Hence, the research is a challenging task; the researcher has to follow all the required ethical suggestions while undertaking any kind of research. Therefore, I followed all the ethical considerations during my study. I was conscious and faithful regarding my respondents in terms of their personalities, weakness, and their ethics. For this at first, I was taken approval from the Department of English Education, Tribhuvan University and research guidance committee along with the objectives, the methodology and expected outcomes. I followed all necessary steps and make proper use of the given materials in my research study. Research is also a matter of confidentiality. It is one of the most important parts of any research. In order to maintain confidentiality, the researcher followed all the ethical considerations. I told the

respondents about the purpose of the study and got permission from the respondents before conducting research and maintained privacy, ethics, trustworthiness, objectivity, openness, and so on in my study.

Chapter IV

Analysis and Interpretation of the Results

To make the gathered data meaningful, data was analyzed in line with the set of objectives. The collected data was analyzed and presented in the current work. After analyzing the data, the researcher mentioned all the information as the findings of the study. Basically, the researcher analyzed the information and coded it in systematic manner. In this chapter, all information collected from the field was tabulated, analysed and interpreted as per the objectives of the study. The researcher collected the data from the field by using self-made questionnaires, interview schedule and survey design.

Time for the Practice of Speaking in English

As we know speaking fluently requires much more practice. It requires continuous speaking practice to give best results come when the students communicate verbally with people with fluent English speaking habit. The students need to have to work really hard to achieve good results. The students were found using appropriate words while speaking even though they were not fluent but the exposure made them to speak better than the previous situation. The researcher had listed some of the habits the students followed in order to speak English fluently in a day to day process.

The participations were asked to respond to the question, ‘How much time do you practice English per day?’ Their responses are presented in the table below:

Table 1

Time for the Practice of Speaking in English

G	S	P	PTBExp.(Per Day)	PTBExp. (Per Day)
6	35	23	30 minutes	70 minutes
7	35	21	40 minutes	80 minutes
8	35	19	60 minutes	90 minutes
Total	105	63	2 hours, 10 min	4 hours

The table indicates that the practiced time before exposure in out of 105 students, only 63 students spent 2 hours and 10 minutes their time on improving speaking skills and rest of the respondents didn't practice at all. As the researcher, took 35 samples from each class. There were 23 students who practiced for 30 minutes in a day. Similarly, 21 students

practiced for 40 minutes and 19 students practiced for 60 minutes every day respectively to enhance the speaking skills. After exposure given by the researcher, the students of Grade 6 spent 70 minutes, students of Grade 7 spent 80 minutes and students of Grade 8 spent 90 minutes. Respondents of Grade 8 practiced English more than the students of Grade 7 and 6. Similarly, the student of Grade 6 practiced less. According to the result, out of 24 hours the average practiced time of the respondents before exposure was only 2 hours and 10 minutes and after exposure was 4 hours which are progressive.

Role of Exposure to Enhance the Speaking Skill

Exposure to speaking opportunities has a significant impact on students' academic performance. It helps to improve their speaking skills, vocabulary mastery, self-confidence, and motivation. However, some students may face challenges in practicing English speaking outside of the classroom, which can hinder their progress. The students of grade 6, 7 and 8 were benefitted from the exposure they got during the school time or out of school time. The exposure played positive role to enhance the student's speaking capability.

Practice of Exposure inside the School

Exposure can be given both inside and outside the school. The following activities were done inside the school in order to improve speaking skill of the students.

Table 2

Activities done by the Students inside the School

SN	Activities done inside the classroom
1	Interaction with Friends & Teachers
2	Question & Answer
3	Listening English Dialogues
4	Reading English Books
5	Feedback

The table shows the different activities done by the respondents inside the classroom, including interactions with friends and teachers, question and answer, listening to English dialogues, reading English books and Feedback. The responses are presented table-wise below.

Exposure Through Interaction with Friends and Teachers

The strong relationships with teachers can dramatically enhance students' level of motivation and therefore promote learning. Students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior in the school. If teachers become friends and mentors, they can be role models and the students get proper advice for their speaking guidance. The participations were asked to respond to the question, 'Does your teacher speak English with you in class? Do you interact in the classroom with your friends and teachers?' Their responses are presented in the table below:

Table 3

Exposure through Interaction with Friends and Teachers

G	Std.	S	IFTB Exp.	%	IFTA Exp.	%	R
6	60	35	14	40	20	57.14	Changed
7	38	35	12	34	17	48.57	Changed
8	57	35	10	29	14	40	Changed
Total	155	105	36	34.33	50	48.57	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, IFTB Exp. = Interaction with Friend and Teachers before Exposure, % = Percentage, IFTA Exp. = Interaction with Friends and Teachers after Exposure, R = Result)

On the basis of questionnaires made by the researcher, it was found that out of 105 students 40% of students from grade six were good at interaction with friends and teachers in English language. Similarly, it was found that (34%) students from grade 7 interacted with friends and teachers to enhance the speaking skill and were active during teaching learning process. Only very few (29%) students from grade 8 were good at proper use of English language while speaking. Meanwhile, the students were able to demonstrate their speaking skills as per the instruction of the researcher. Some of the students were very poor to produce speaking skill. These instructors help the students to talk on Face book and are incredible in guiding inside and outside the classroom. Taking it to the consideration, the researcher helped the students to interact with the teachers and motivated to communicate more and more with their friends and teachers. After exposure, it was that out of 105 students 57.14% of students from grade six were good at interaction with friends and teachers in English language. Similarly, 48.57% students from grade 7 and 40% students from grade 8 interacted with friends and teachers to enhance the speaking skill and were active during teaching learning process. The respondents of Grade 8 interact less than respondents of Grade 6 and 7, whereas, the respondents of Grade 6 are more interactive with their friends and teachers. According to the result, the average of interaction with friends and teachers before exposure was 34.33% and after exposure it was 48.57 which were progressive.

Question Answer

Asking question and answer are important to keep a conversation going on, but asking questions is an art. Speaking English confidently is an important goal for many students but the students hesitate and afraid of making mistakes or embarrassing. Sometimes mistakes are unavoidable, like any other skill, the students can improve spoken English if they practice regularly and follow simple techniques inside and outside the school. The following question was asked to the respondents:

Does your teacher encourage asking questions?

Do you ask question in English?

The following results have been derived from the respondents, which are shown below in the table.

Table 4

Question Answer

G	Std.	S	PQRB Exp.	%	PQRAExp.	%	R
6	60	35	15	43	20	57.14	Changed
7	38	35	13	37	17	48.57	Changed
8	57	35	8	23	12	34.28	Changed
Total	155	105	36	34.33	49	46.65	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, PQRB Exp. = Practiced Question and Answer before Exposure, % = Percentage, PQRA Exp. = Practiced Question and Answer after Exposure, R = Result)

The data shows that 43% of grade 6 students were reluctant to ask questions to teachers, followed by 37% from grade 7 and 23% from grade 8 which is very low. Similarly, the researcher used interactive questions to make the classroom more lively and interesting, asking interesting questions about the students' city, earliest memories, favorite cuisine, game, and color. The students were engaged in the question answer session, with some changes in their speaking skills, making the session fruitful and effective. After exposure, it was that out of 105 students 57.14% of students from grade six were good at asking question answers in English language. Similarly, 48.57% students from grade 7 and 34.28% students from grade 8 asked question answer to enhance the speaking skill and were active during teaching learning process. The respondents of Grade 8 interact less than respondents of Grade 6 and 7, whereas, the respondents of Grade 6 are more interactive with their teachers. According to the result, the average of interaction with teachers before exposure was 34.33% and after exposure it was 46.65% which were progressive.

Listening English Dialogues

The students were benefitted by conversation and dialog, library resources and web links that helped practice speaking skills. The lecture and long form of information such as radio and news stories and audio books were found very useful to the students for developing speaking skills. These resources also played as a role of exposure to enhance the speaking skills.

The participations were asked to respond to the question, 'do you listen English dialogues?' Their responses are presented in the table below:

Table 5

Listening English Dialogues

G	Std.	S	DPB Exp.	%	DPA Exp.	%	R
6	60	35	19	54.28	22	62.85	Changed
7	38	35	23	65.71	25	71.42	Changed
8	57	35	21	60	25	71.42	Changed
Total	155	105	36	34.33	50	48.57	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, DPB Exp. = Dialogue Practiced before Exposure, % = Percentage, DPRA Exp. = Dialogue Practiced after Exposure, R = Result)

The table 5, indicates the practice of English dialogue to improve the speaking skills. The data shows that 54.28% of students from grade 6 practiced for English dialogue whereas, 65.71% of students from grade 7 were involved in the same activities. Similarly, 60% of students from grade 8 were capable to practice for English dialogue. The researcher provided the students real life scenarios about introducing themselves, and activities they did at their home and going shopping. The researcher also let them role play using verbal and non-verbal communication with a focus on communicating and delivering a message, not correctness. After got the exposure, 62.85% of students from grade six were started to listen dialogue English language. Similarly, 71.42% students from grade 7 and 71.42% students from grade 8 listened English dialogue to enhance the speaking skill and were active during teaching learning process. The respondents of Grade 7 and 8 listened more English dialogues than respondents of Grade 6, whereas, the respondents of Grade 6 were less listened English dialogue interactive with their teachers. According to the result, the averages of listening

English dialogue before exposure were 60% and after exposure it was 68.36% which were progressive.

Reading English Books

Learning and speaking English has become much more important nowadays. It is about reaching our personal goals or skyrocket career opportunities. Since, it is an international language and used in our daily life. It can help us communicate better and express ourselves to the world. Learning a language is comparatively easier if the students engaged themselves in reading books. To know the actual data respondents were asked to respond to the questions, 'Do you read extra English books at your school?' 'Do you read English story books?' Their responses were presented below:

Table 6

Reading English Books

G	Std.	S	REBB Exp.	%	REBA Exp.	%	R
6	60	35	15	42.85	18	51.42	Changed
7	38	35	13	37.14	15	42.85	Changed
8	57	35	17	48.57	20	57.14	Changed
Total	155	105	45	43	53	50.47	Changed

(G = Grade of the Respondents, Std. = Student, S = Sample, REBB Exp. = Reading English Books before Exposure, % = Percentage, REBA Exp. = Reading English Books after Exposure, R = Result)

The table demonstrates the number of students spending their time on reading English books to improve the speaking skills. The data shows that 42.85% of students from grade 6 were involved reading English books. Similarly, 37.14% of students from grade 7 were involved in the same activities. Additionally, 48.57% of students from grade 8 were found reading English books for the improvement of speaking skills. The data shows that the students need to use a variety of approaches to reading practice, depending on whether the students are working on listening, speaking, reading and writing to get proper exposure. Therefore, the researcher developed a conceptual framework for the research to enhance speaking skills through exposure to English by reading books. The students can read something online, and social media helps them to connect and communicate with native an English speaker which is really good. After the exposure, 51.42% of students from grade six

were started to read English books. Similarly, 42.85% students from grade 7 and 57.14% students from grade 8 read English books respectively. This crucial aspect that is often overlooked is the positive impact on reading books can have on spoken English language proficiency. This can help in test preparation as well as to enhance the student's general English speaking abilities. As a result, the average of reading English books were 43% and after exposure were 50.47% which is positive.

Feedback

Feedback is information about reactions or criticism, a person's performance of a task which is used as a basis for improvement. It is helpful information that is given to someone to say what can be done to improve a performance in particular field. Furthermore, feedback can help to identify areas of weakness and can be useful to improve language skills. For instance, if the students struggle with pronunciation or grammar, the teacher or language instructor can provide some tips with feedback on the specific areas the students need to work on. Therefore, the researcher encouraged and motivated the students. They were provided some feedback and were encouraged to keep going and motivated. When the students received positive feedback, they felt good about their progress and were more likely to continue practicing. On the other hand, constructive feedback was given to them, so that they were able to improve the areas wherever needed. The researcher asked the following questions to the respondents to find out the result, 'Does your teacher give feedback?' and 'Do you do any progress after your feedback?' Their responses were presented in the table below:

Table 7

Feedback

Grade	Students	Sample	Feedback	Progress	Percent
					(Feedback)
6	60	35	35	25	71.42
7	38	35	35	29	82.85
8	57	35	35	31	88.57
Total	155	105	105	91	Average =87

The data in table 7 shows, that feedback significantly improved students' speaking skills. Out of 155 students, 35 were sampled for feedback in each class. The results showed that 71.42% of grade 6 students saw a positive change in their performance, while 82.85% of

students from grade 7 in the same category saw an improvement. Additionally, 88.57% of students from grade 8 found improvement in speaking skills. The data supports the importance of feedback in teaching and learning activities, as it helps reduce errors, close knowledge gaps, and enhance skill acquisition. However, students must use feedback to reach their full potential.

Practice of Exposure Outside the School

Similarly, this study examined the practice of exposure outside the classroom. The researcher used various strategies and exercises to teach speaking to students of different levels which was combined easily in heterogeneous classroom of the study area.

Table 8

Activities done by the Students outside the School

SN	Activities
1	Interaction with Friends and Family
2	Watching English Shows
3	Listening English Songs
4	Homework

The table 8 shows the different activities done by the respondents inside the classroom, including interactions with friends and family, watching English shows, listening English shows, listening English songs and homework.

Interaction with Friends and Family

Interaction with Friends and Family is also one of the exposures. Interactions with classroom friends may be an important contributor to first and second language development. In classrooms, the researcher assessed the relationship between oral language skills and classroom social networks. Language improvement was strongest among friends with moderate differences in language proficiency, regardless of whether students were first or second language learners. These results underline the importance of positive social relations at school for language learning broadly.

The results showed that children nominated significantly same language peers as best friend, who were separated for part of the day based on home language, selected language

best friends than did second graders, who spent the whole day together with classmates. The present study examined the role of home language and school climate in children's friend preferences and peer liking. The researcher asked the following questions to the respondents to find out the result, 'Do you interact in English with your friends and teachers at your home? Their responses were presented in the table below:

Table 9

Interaction with Friends and Family

G	Std.	S	IFFB Exp.	%	IFFA Exp.	%	R
6	60	35	15	42.85	20	57.14	Changed
7	38	35	19	54.28	23	65.71	Changed
8	57	35	23	65.72	26	74.28	Changed
Total	155	105	57	54.28	69	65.71	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, IFFB Exp. = Interaction with Friends and Family before Exposure, % = Percentage, IFFA Exp. = Interaction with Friends and Family after Exposure, R = Result)

In the table 9 shows that, out of 105 respondents, 57 students were found well practicing how to enhance the speaking skill. Among them 15(42.85%) students were from grade 6, 23(65.72%) students were from grade 8 and 19(54.28%) students were from grade 7. They were found well practicing outside the classroom properly. They used to talk on messenger, Face book and other social media sites. Similarly, they also communicate with parents, elder brothers and sisters in English language. However, rest of the students could not communicate with other people outside. There were lacks of exposures to the students. The researcher found that interaction with friends and family improves speaking skills and learning. Additionally, the interaction with friends and family help the students to do better academically. The present result also shows that the students who were interactive during study with a friends and family members were better than those who didn't. Therefore, the researcher at this stage helped learning the vocabulary, communication skills and grammar. The researcher found still limitation and helped them to communicate. The researcher provided the students real life scenarios about introducing themselves, and activities they did at their home and going shopping. The researcher also let them do role play using verbal and non-verbal communication with a focus on communicating and delivering a message. After the exposure given by the researcher, 57.14% students of grade 6 started interaction with

friends and teachers. Similarly, 65.71% of grade 7 and 74.28% of grade 8 interact with friends and family. As a result, the average of interaction with friends and teacher before exposure were 54.28% and after exposure the interaction with friends and family were 65.71% which had positive impact of exposure.

Watching English Movies

Watching English movies helps in improving speaking skills by exposing students to natural and authentic language, helping them with pronunciation, vocabulary, and listening comprehension. Additionally, movies offer visual cues that aid in understanding context and non-verbal communication, enhancing comprehension and interpretation skills. The researcher also sketched conceptual framework regarding how watching english movies enhance improving speaking skills.

The participations were asked to respond to the question, ‘Do you watch English movies at home?’ Their responses are presented in the table below:

Table 10

Watching English Movies

G	Std.	S	WEMB Exp.	%	WEMA Exp.	%	R
6	60	35	14	40	16	45.71	Changed
7	38	35	21	60	25	71.42	Changed
8	57	35	23	65.71	26	74.28	Changed
Total	155	105	58	55.23	67	63.8	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, WEMB Exp. = Watching English Movie before Exposure, % = Percentage, WEMA Exp. = Watching English Movie after Exposure, R = Result)

The table 10 shows that, only 40% (14) students from grade 6 and 60 % (21) students from grade 7 found watching English movies. Similarly, 65.71% (23) students from grade 8 were also found watching English movies. The data shows that the higher class students were more interested watching English movies whereas, the junior class students were least interested watching English movies. The researcher asked the respondents to watching English movies helps in improving speaking skills by exposing students to natural and authentic language, helping them with pronunciation, vocabulary, and listening

comprehension. After exposure, 45.71% the students of grade 6, 71.42% from grade 7 and 74.28% from students of grade 8 respectively. As a result, the averages of watching English movie before exposure were 55.23% and after exposure there were 63.8% which had positive impact of exposure.

Listening English Songs

Learners with varying styles can use English songs to improve listening skills. While learners connect to the sounds, visual and the learners enjoy music videos, and kinesthetic learners connect to the rhythm. Some students even learn best while moving to the beat. Like reading and watching movies, music is a good source of words and phrases that the students might not otherwise hear. The more students are exposed to new vocabulary, the easier it is to understand in context. Learning English language sparks all the senses, as well as our creative side. Therefore, it's helpful to try and think of new techniques that the students can use to learn English language. The participations were asked to respond to the question, 'Do you listen to English songs?' Their responses are presented in the table below:

Table 11

Listening English Songs

G	Std.	S	LESB Exp.	%	LESA Exp.	%	R
6	60	35	14	40	20	57.14	Changed
7	38	35	25	71.42	30	85.71	Changed
8	57	35	28	80	32	91.42	Changed
Total	155	105	67	43	82	50.47	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, LESB Exp. = Listening English Song before Exposure, % = Percentage, LESEA Exp. = Listening English Song after Exposure, R = Result)

On the basis of questionnaires made by the researcher, it was found only 40% (14) students from grade 6 and 71.42 % (25) students from grade 7 were found listening English songs. Similarly, 80% (28) were also found listening English songs. The data shows that students of Grade 7 and 8 were more interested listening English songs whereas, the students of grade 6 were least interested listening English songs. After exposure, 57.14% of students from grade 6 found that listening English Songs. Similarly, 85.71% of students from grade 7 and 91.42% of students from grade 8 listened English Song. In conclusion, listening English

songs helps in improving speaking skills by exposing students to natural and authentic language, helping them with pronunciation, vocabulary, and listening comprehension. Additionally, songs offer understanding context and non-verbal communication, enhancing comprehension and interpretation skills.

As a result, the averages of listening English songs before exposure were 43% and after exposure there were 50.47% which had positive impact of exposure.

Homework

Homework is formally mandated as a tool for boosting educational quality in the schools, and remains in common practice in academic institutions. School work assigned and completed outside of school hours is benefitted to the students. Numerous studies have shown that regular homework has a hand in improving student performance and connecting students to their learning. Similarly, homework observation and participation can help parents understand their children's academic strengths and weaknesses, and even identify possible learning difficulties.

Overall, the parents' involvement in their children's homework can improve in classroom performance and achievement.

The participations were asked to respond to the question, 'Do you do your homework regularly?' Their responses are presented in the table below:

Table 12

Homework performance

G	Std.	S	HB Exp.	%	HA Exp.	%	R
6	60	35	25	71.42	30	85.7	Changed
7	38	35	29	82.85	32	91.42	Changed
8	57	35	28	80	33	94.28	Changed
Total	155	105	67	78.09	95	90.47	Changed

(G = Grade of the respondents, Std. = Student, S = Sample, HB Exp. = Homework before Exposure, % = Percentage, HA Exp. = Homework after Exposure, R = Result)

On the basis of questionnaires made by the researcher, it was found 71.42% (25) of the total students from grade 6 had done their homework. Similarly, it was found that 82.85%

(29) of the total students had done their homework from grade 7. Meanwhile, 80% (28) of the total students did their homework from grade 8. After exposure, 85.7% students had done their homework from grade 6 and 91.42% from grade 7 and 94.28% from grade 8. However, homework is a traditional requirement in education but has become contentious among students. As a result, the averages of doing homework before exposure were 78.9% and after exposure there were 90.47% which had positive impact of exposure.

Table 13

Activities done by the Students inside the School

SN	A	S	BExp. (%)	AExp. (%)
1	Interaction with Friends & Teachers	105	34.33	48.57
2	Question & Answer	105	34.33	46.67
3	Listening English Dialogues	105	60.00	68.56
4	Reading English Books	105	43.00	50.47
5	Feedback	105	87.00	87.00

(SN = Serial Number, A = Activities, S = Sample, BExp.(%) = Before Exposure in Percentage, AExp. (%) = After Exposure in Percentage, R = Result)

The table provides a summary of the activities, including interactions with friends and teachers, question and answer, listening to English dialogues, reading English books and Feedback. The data provides information about activities done by students inside the school by whole respondents. The data shows that the majority of students were involved in Feedback given by the teachers which comprised 87%. Similarly, the second highest favourite exposures for the students were Listening English Dialogues which comprised 68.56%. The data provides information about Listening English Dialogues by whole respondents. Meanwhile, 50.47% of total students involved in reading English books. Additionally, the data shows that, with a total of 105 activities 48.57% students took part in interaction with friends and teachers, and 46.67 took part in question answer. The equal number of students liked to engage in these types of exposures.

Table 14

Activities done by the Students outside the School

SN	A	S	BExp. (%)	AExp. (%)
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1	Interaction with Friends & Family	105	54.28	65.71
2	Watching English Shows	105	55.23	63.8
3	Listening English Songs	105	63.80	78.09
4	Homework	105	63.80	90.87

(SN = Serial Number, A = Activities, S = Sample, BExp.(%) = Before Exposure in Percentage, AExp. (%) = After Exposure in Percentage, R = Result)

The table provides a summary of the activities, including interactions with friends and teachers, question and answer, listening to English dialogues, and reading English books. The data provides information about activities done by students outside the school by whole respondents. These activities were performed by the students outside the school. The data shows that the majority of students were involved in homework which is comprised 90.87%. Similarly, the second highest favourite exposures for the students listening English Songs which comprised 78.09%. Meanwhile, 65.71% were interaction with friends and family. Additionally, the least students involved in watching English shows which is 63.8%.

Teachers' Views on Exposure

Beside Questionnaire I had used interview guidelines. During the interview I asked teachers about the role of exposure and their ways to provide exposure. Responding to the question, teachers shared different views. In this regard,

T1 said:

Exposure plays a significant role in enhancing English speaking skills. Regular interaction with the language through listening to native speakers, engaging in conversations, and consuming English media helps improve vocabulary, pronunciation, and fluency. The more you are exposed to English in various contexts, the more comfortable and proficient you become in using the language.

T2:

Exposure do play enhance be it an in individual English or lot of role to communication skills any other language.

The above excerpts show that exposure is crucial for enhancing English speaking skills. Regular interactions with native speakers, engaging in conversations, and consuming English media improve vocabulary, pronunciation, and fluency. The more varied the exposure, the more comfortable and proficient one becomes in using the language.

Role of Exposure

During the data collection about the role of exposure the respondents stated differently. Some of their views are as follows:

T1:

Personally feel the key to enhance one's English speaking via exposure. It lets you come out of your comfort zone of learning and really gets you exposed to a new environment where we tend to learn how to pronounce a certain word or comprehend it better. Exposure also makes you learn you through observation.

T2:

Exposure to English can significantly enhance your speaking skills, but it's not the only factor. Regular practice, active engagement, and feedback are also crucial. For example, listening to native speakers, practicing speaking with others, and actively using the language in various contexts can all contribute to improvement. The quality and type of exposure, such as conversational practice versus passive listening, also play a role in how effectively your speaking skills develop.

The above excerpts show that while exposure to English is vital for enhancing speaking skills by immersing you in real-life contexts and improving pronunciation and comprehension, it is most effective when combined with regular practice, active engagement, and constructive feedback. The interplay between active use of the language, such as conversing with others, and passive exposure, such as listening to native speakers, ensures a more comprehensive development of speaking skills. Thus, a balanced approach that integrates these elements will yield the best results in mastering English speaking.

Enhancement of Speaking through English Materials

English materials generally refer to resources used to learn, teach, or practice the English language. These can include textbooks, workbooks, grammar guides, vocabulary lists, audio recordings, and interactive tools. Students used in various settings, such as classrooms, language labs, or self-study environments, to improve skills in speaking. Improving their English speaking skills involves a combination of practice, exposure, and targeted exercises.

The respondents stated their views as:

T1:

Definitely Yes! It helps us to be more imaginative and creative. I believe the more we tend to practice speaking in English the more our brain and tongue get trained to it. If one needs to improve their English speaking fluency the he or she needs to retrain their tongue which trains our memory.

T2:

Yes, engaging with English materials can significantly enhance English speaking skills. Reading books, watching movies, and listening to English dialogue, interaction

with friends and teachers expose you to different vocabularies, idiomatic expressions, and pronunciation patterns. This exposure can help improve your comprehension and speaking abilities. Additionally, practicing speaking with others and using new vocabulary in conversation solidifies your learning and boosts your confidence.

The above excerpts show that improving English speaking skills involves both engaging with English materials and regular practice. Exposure through reading, watching movies, and interacting with others introduces new vocabulary, idiomatic expressions, and pronunciation patterns. To enhance fluency, consistent practice trains your tongue and memory, solidifying learning and boosting confidence. Combining these methods effectively develops both comprehension and speaking abilities.

Type of Exposure

According to the respondents, they stated that the types of exposure mean:

T1:

There is no such thumb rule to enhance an individual's speaking skills. It is a collaborative approach or rather I would say a holistic approach to inculcate all the 4 languages skills. But an early start of phonics classes which will be a value aided to practice speaking in English where a child makes an effort to pronounce the word rather than the word that's that is trained in our mind.

T2:

To enhance English speaking, a variety of exposure types can be highly beneficial such as regular speaking with native or fluent speakers helps improve fluency and pronunciation. Listening to English media, engaging with English films, podcasts, and news programs enhances understanding of natural speech patterns and vocabulary.

The above excerpts show that improving English speaking skills requires a holistic approach that integrates all four language skills: listening, speaking, reading, and writing. Early phonics classes can help children with pronunciation by focusing on the effort to articulate words. Additionally, regular interaction with fluent speakers and exposure to English media such as films, podcasts, and news programs can enhance fluency, pronunciation, and comprehension of natural speech patterns and vocabulary.

Role of Reading book in Speaking

Responding to the question the respondents said that:

T1:

Like mentioned earlier, if you have mastered the skill of phonics then reading will be the easiest. And as we talk about exposure, reading aloud is a great way to practice the skill where we get immersed in ourselves and listening to the sounds of the words as we read helps us to hear our mistakes and that will make us aware to improve it. Henceforth, reading English books enhances our vocabulary, increases one's knowledge become analytical and critical thinkers, get inspired from someone's work and developing the habit of reading itself refines our mental health where one can reduce their stress, improve focus etc. Last but not the least it's a great way to improve their communication skills, acquire new information, and build new horizon and perspectives.

T2:

Reading English books can significantly enhance English speaking skills in several ways such as; vocabulary expansion, understanding sentence structure and improved pronunciation.

Vocabulary Expansion: Exposure to new words and phrases in context helps you build a richer vocabulary, which we can use in conversations.

Understanding Sentence Structure: Reading helps you grasp how sentences are constructed, which improves your ability to formulate sentences while speaking.

Improved Pronunciation: Reading aloud allows you to practice pronunciation and intonation, which can make your speech sound more natural.

Increased Comprehension: Familiarity with different writing styles and contexts can improve your listening comprehension, making it easier to understand and respond during conversations.

Exposures to the English language through media, technology, and at home enable the students to develop and hone their speaking skills which they used in their English class and eventually helped them in understanding their English lessons. In conclusion, exposure to

English is a vital tool for improving communication skills, vocabulary, and overall well-being, by incorporating various materials and techniques, students can develop a holistic approach to language learning. Additionally, , improving spoken English requires dedication, practice, reflection, listening, reading, phone conversations, and recording one's voice. By following these techniques, language students can enhance their speaking skills and improve their overall communication skills.

Discussions and Findings

The findings show that out of 105 students, 63 students spent 2 hours and 10 minutes their time on improving their speaking skills, with 23 students of grade 6 were found practicing for 70 minutes daily. Similarly, 21 students of grade 7 students practiced for 80 minutes, and 19 students of grade 8 practiced for 90 minutes daily. Similarly, the table 2 presented the different activities done by the respondents inside the school. Such as, interactions with friends and teachers, question answer, listening English dialogues, reading English books and feedback. Such activities are done enhance their speaking skill.

On the basis of questionnaire made by the researcher on table 3, the researcher found that before exposure 40% and after exposure 57.14% of grade six students were proficient in English language interaction with friends and teachers, while before exposure 34% and after exposure 48.57% of grade 7 students were active in teaching and learning English. Before exposure only 29% and after exposure 40% were proficient in proper English language usage while speaking. The students demonstrated their speaking skills according to the researcher's instructions, with some struggling. The classroom session was effective and fruitful, with the researcher providing assistance in the speaking module.

In the table 4, the study revealed that before exposure 23% and after exposure 34.28% of grade 8, before exposure 37% and after exposure 48.57% from grade 7 and before exposure 43% and after exposure 57.14% from grade 6. Students were hesitant to ask questions to teachers. The researcher used interactive questions to make the classroom more interesting, asking about students' city, earliest memories, favorite cuisine, game, and color. This engagement led to improved speaking skills, making the session fruitful and effective.

The table 5 indicates the practice of English dialogue to improve the speaking skills. The data shows that before exposure 54.28% after exposure 63.85% of students from grade 6 practiced for English dialogue. Similarly, before exposure 65.71% and after exposure 71.42%

of students from grade 7 were involved in the same activities and before exposure 60% and after exposure 71.42% of students from grade 8 were capable to practice for English dialogue.

The table 6 shows that before exposure 42.85% and after exposure 51.42% of grade 6 students read English books to improve their speaking skills, while before exposure 37.14% and after exposure 42.85% of grade 7 engaged in the same activities. Additionally, before exposure 48.57% and after exposure 57.14% read English books to improve speaking skills. The data suggests that students need to use various reading practice methods, including listening, speaking, reading, and writing, to ensure proper exposure.

In the table 7, the study found that feedback significantly improved students' speaking skills. Out of 155 students, 35 were sampled for feedback in each class. The results showed that 71.42% of grade 6 students saw a positive change in their performance, while 82.85% of grade 7 students in the same category saw an improvement. Additionally, 88.57% of grade 8 students found improvement in speaking skills. The data supports the importance of feedback in teaching and learning activities, as it helps reduce errors, close knowledge gaps, and enhance skill acquisition.

In the table 8, presented the different activities done by the respondents outside the school. Such as, interactions with friends and family, watching English shows, listening English songs and homework. In the table 9, out of 105 respondents, 57 students were found to be well practicing to enhance their speaking skills. Of these, before exposure 42.85% and after exposure 57.14% and after exposure were from grade 6, before exposure 54.28% and after exposure 65.71% were from grade 7, and before exposure 65.71% and after exposure 74.28% were from grade 8. They were found to be proficient in social media and communicating with parents and elder siblings in English. However, the remaining students struggled with communication outside the classroom due to lack of exposure. The researcher found that interaction with friends and family improved speaking skills and academic performance. The researcher provided real-life scenarios, role play, and visual aids to help students improve their vocabulary, communication skills, and grammar. The students were surprised by their ability to communicate with a few words, which was easily implemented in speaking activities outside the school. Overall, the researcher's approach helped students improve their speaking skills and academic performance.

In the table 10, the study reveals that before exposure only 40% and after exposure 45.71% of grade 6 students and before exposure 60% and after exposure 71.42% of grade 7 students were interested in watching English movies. Meanwhile, before exposure 65.71% and after exposure 74.28% of grade 8 students were also interested. The data indicates that watching English movies enhances speaking skills by exposing students to natural language, improving pronunciation, vocabulary, and listening comprehension. Additionally, movies provide visual cues that aid in understanding context and non-verbal communication, enhancing comprehension and interpretation skills.

In the table 11, the researcher observed that before exposure only 40% and after exposure 57.14% of grade 6 students and before exposure 71.42% and after exposure 85.71% of grade 7 students were interested in listening to English songs, while before exposure 80% and after exposure 91.42% of grade 8 students were also interested. The data suggests that listening to English songs improves speaking skills by exposing students to natural language, improving pronunciation, vocabulary, and listening comprehension. Additionally, songs enhance understanding of context and non-verbal communication, enhancing comprehension and interpretation skills.

In the table 12, the researcher observed before exposure that 71.42% (25) and after exposure 85.7% (30) of grade 6 students completed their homework, before exposure 82.85% (29) and after exposure 91.42% (32) from grade 7, and before exposure 80% (28) and after exposure 94.28% (33) from grade 8. Homework is a traditional requirement in education, but it has become contentious among students. Some believe it is essential, while others argue it could be better spent elsewhere. Examining both arguments can help determine the necessity of homework.

The table 13, summarizes various activities students' engagement within the school premises, including interaction with friends and teachers, question and answer, listening to English dialogues, reading English books, and feedback. The majority of students (87%) participated in feedback from teachers; while listening to English dialogues (68.56%) were the second highest favorite exposure. (50.47%) students participated in Reading English books. Out of 105 activities, 48.57% of students participated in interaction with friends and teachers, and 46.67% of students participated in question answering, with the same number of students enjoying these types of exposures.

In the table 14, the data summarizes activities performed by students outside school, including interactions with friends and family, watching English shows, listening to English songs, and homework. The majority of students were involved in homework performance and listening English songs which comprised 90.87% and 78.09%, with data 63.8% watching English shows being the third highest favorite exposure. Additionally, 65.71% of students engaged in interaction with friends and family.

According to data gathered from the interview, exposure played a crucial role in enhancing one's English speaking skills and communication abilities. It allows individuals to step out of their comfort zone and learn through different sources such as books, movies, English dialogue, interaction with friends and teachers. Exposures to the English language through media, technology, and at home enable the students to develop and hone their speaking skills which they used in their English class and eventually helped them in understanding their English lessons. The language students often aim to improve their speaking skills when learning, they should commit to practicing often and with various people, including with their family and community members. Listening and reading can also help them to develop speaking vocabulary.

Chapter V

Conclusions and Recommendation

This is the final chapter. It presents the conclusions of the study derived from the findings of the study and some recommendations related to the policy, practice and further research level applications.

Conclusions

Language exposure plays a significant role to enhance in speaking skills. Therefore, it is essential to provide children with a rich language environment from an early age to promote their speaking skill. Exposure to language from an early age is crucial for speaking development. Language skills are essential for communication, social interaction, and academic success. Children who are exposed to a rich language environment have better language skills than those who are not. This exposure also enhances their memory and attention span, which are important skills for developing speaking.

Exposure to various English-speaking environments, students demonstrate a marked improvement in their ability to communicate in English with a diverse range of individuals, including teachers, friends, and family members. Students have reported that they have significantly enhanced their speaking skills through a variety of activities and resources. For instance, engaging with films and television programs not only provides entertainment but also exposes them to different accents, vocabulary, and pronunciation. Additionally, listening to the radio has proven beneficial, as it allows students to tune into native speakers and learn pronunciation, intonation, and everyday language usage in a dynamic context. Reading materials such as books, magazines, and newspapers contributes substantially to their vocabulary expansion and comprehension abilities. These diverse resources provide a well-rounded exposure to the language, enabling students to grasp good score in speaking text and developing speaking skill.

In the classroom, teachers should play a central role in providing learners with sufficient exposure to practice the target language in various contexts. Teachers can provide practical examples and apply technological input from various sources, such as television, cassettes, video, web sites, books, and magazines. However, some argue that language exposure alone is not enough to attain language competency. Older students require a good grasp of abstract ideas and complex lexical structures, which may best be learned through

textbooks and traditional classroom discussions. Magno et al. (2009) found that more exposure to English enables students to develop better writing skills and vocabulary. Overall, the exposure to speaking opportunities significantly enhances students' academic performance, vocabulary mastery, self-confidence, and motivation. Grade 6, 7, and 8 students benefitted from school and outdoor exposure, with actual performance and participation figures shown in the table.

Recommendations

The recommendations are categorized into suggestions for policymakers, practitioners and further researchers.

Policy Related

- i. Schools should support in their development of clear and cohesive school wide language policies and in their decisions to teach language minority students in their native languages. Adopt only those testing and other educational policies which support a school's language policy, particularly if that policy involves native language instruction.
- ii. The paradigm shift should be focus on the provision of opportunities to learn English language. School should have all of the resources needed, through the provision of superior programming that is long enough to offer sufficient support for English acquisition and native language development, superb instruction, high-quality materials in the language(s) of instruction, ample funding, and other necessary features.
- iii. An over-reliance on standardized tests should allow for the use of multiple measures of student achievement in addition to the tests (e.g. an array of samples of student work, grades, classroom performance, teacher recommendations) when assessing a student. Redesign the accountability system to also include district, school, and classroom-based measures of student performance. Permit portfolios or other performance assessments which yield more accurate results with regard to ELLs than traditional assessments.
- iv. ELLs should be include into accountability systems in ways that are valid, appropriate, and fair for this student population and develop assessments with ELL students in mind from the outset, rather than trying to include them as an

afterthought into assessments developed for native English speakers. These assessments should be in English and students' native languages, and designed to determine content knowledge and language development separately. Assessments should offer information that is helpful to teachers, for example in identifying areas for future instruction.

- v. The measurement should allow for the progress rather than simply of outcomes on high-stakes exams, by showing annual growth in exam scores as well as performance in relation to a set bar for achievement, particularly on English exams.
- vi. Exam translations should be provided in all languages spoken by ELLs in high school. Provide clear guidance to schools on how and when translations should be used. In specific, students should receive English and native language versions so that they can use both during the exam session. And, permit students to respond in both languages. Ensure that exam translations are accurate.
- vii. Minority languages should count. Performance by ELLs on language arts exams that are in their native language, such as the Chinese Regents or Spanish Regents should count within the accountability system. Much like English Regents exams for native English speakers, these exams display important literacy skills in a student's native language.

Practice Related

- i. School should wide language policies that are consistent and cohesive, which support the desires of the community the school serves. A school's language policy should be used to establish coherent language programming for which language learning is consistent and diversity is regarded as a resource.
- ii. Schools should be able to support native language instruction to develop the students' English fluency.
- iii. The educators should need to address exam skills in their instruction, given the realities of high-stakes testing, tests should not drive instruction for ELLs.
- iv. The research on the effective education of ELLs should set high expectations for ELLs to strive to pass the English; it is pedagogically unsound to place beginning level ESL students in daily English.

- v. Teachers must have the space for instruction that goes beyond test preparation to center the English instruction they receive on these tests.
- vi. Bilingual teachers should match their language(s) of instruction to the language(s) in which students will be tested, to yield valid scores on the tests that count. How current policies catch bilingual teachers in a difficult bind with regard to language alternation, the demands of the tests should also be balanced with other demands such as the knowledge required of students' futures.

Further Research Related

On the basis of findings of this study, the researcher has recommended the following subject areas for further study:

- i. Similar types of study can be undertaken in national level by taking large sample.
- ii. Comparison of different exposures can be carried out.
- iii. Comparison of different linguistic background caste/ethnic groups, rural and urban areas can be undertaken.

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Appendix I
Interview Schedule for Teachers

Dear Sir/Madam,

This interview guideline has been conducted to carry out the research entitled The Role of Exposure in Enhancing Speaking Skill at Basic Level: The Case of a Community School. This research is carried out under the supervision of Dr. Gopal Prasad Pandey, Reader and head of Department of English Education, Tribhuvan University, Kirtipur. The researcher expects kind and factual information from you, which the given information won't use besides than doing this study.

Please, I would like to request you to be real and practical during interview and provide true data.

Name of the Teacher:

Qualification:

School's Name:

Teaching Years:

Designation:

- i. In your opinion, does exposure have role to enhance English speaking?
.....
- ii. What roles does exposure have to enhance English speaking?
.....
- iii. Do you think reading English books, listening English dialogue, interactions with friends and teachers enhance English speaking?
.....
- iv. Do the students use English materials? Which materials often they use?
.....
- v. In your perception, which types of exposure help more to enhance English speaking?
.....
- vi. To what extent reading English books enhance English speaking?
.....

Appendix II

Close Ended Questionnaires for Students before Exposure

Tick (✓) the best options below:

- i. Does your teacher speak English with you in class?
a. Yes b. No
- ii. Does your teacher speak English out of class?
a. Yes b. No
- iii. Do you interact in the classroom with the teacher?
a. Yes b. No
- iv. Do you watch English movies at home?
a. Yes b. No
- v. How often do you read English stories and newspapers at your home?
a. Yes b. No
- vi. Do you chat in English with your friends?
a. Yes b. No
- vii. Do you play English word games at home?
a. Yes b. No
- viii. Do you read English magazines?
a. Yes b. No
- ix. Does your teacher encourage students to ask questions?
a. Yes b. No
- x. Do you listen English songs?
a. Yes b. No
- xi. Do you watch Television shows in English?
a. Yes b. No
- xii. Do you listen English dialogues and podcasts?
a. Yes b. No
- xiii. Do you interact in English with your friends and family at your home?
a. Yes b. No
- xiv. Do you watch English movies at your home?
a. Yes b. No
- xv. Do you do your English homework regularly?
a. Yes b. No

xvi. Does your teacher give feedback?

- a. Yes b. No

xvii. Do you get any progress after getting feedback?

- a. Yes b. No

xviii. Do you ask question in English?

- a. Yes b. No

xix. Do you read extra English books at school?

- a. Yes b. No

Appendix III

Close Ended Questionnaires for Students after Exposure

Tick (☑) the best options below:

- i. Does your teacher speak English with you in class?
 - a. Yes
 - b. No
- ii. Does your teacher speak English out of class?
 - a. Yes
 - b. No
- iii. Do you interact in the classroom with the teacher?
 - a. Yes
 - b. No
- iv. Do you watch English movies at home?
 - a. Yes
 - b. No
- v. How often do you read English stories and newspapers at your home?
 - a. Yes
 - b. No
- vi. Do you chat in English with your friends?
 - a. Yes
 - b. No
- vii. Do you play English word games at home?
 - a. Yes
 - b. No
- viii. Do you read English magazines?
 - a. Yes
 - b. No
- ix. Does your teacher encourage students to ask questions?
 - a. Yes
 - b. No
- x. Do you listen English songs?
 - a. Yes
 - b. No
- xi. Do you watch Television shows in English?
 - a. Yes
 - b. No
- xii. Do you listen English dialogues and podcasts?
 - a. Yes
 - b. No
- xiii. Do you interact in English with your friends and family at your home?
 - a. Yes
 - b. No
- xiv. Do you watch English movies at your home?
 - a. Yes
 - b. No
- xv. Do you do your English homework regularly?
 - a. Yes
 - b. No

xvi. Does your teacher give feedback?

- a. Yes b. No

xvii. Do you get any progress after getting feedback?

- a. Yes b. No

xviii. Do you ask question in English?

- a. Yes b. No

xix. Do you read extra English books at school?

- a. Yes b. No