

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Speaking is a crucial part of second and foreign language learning and teaching. It is an art of communication and one of four productive skills that mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners. According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real life situations. It is important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensively. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

The person who can use the acquired language in his/her real life situation that is known as proficient language learner. It is difficult to say that language proficiency can get easily because it required experience, training, exposure and practice. Language proficiency is an ability of an individual or group of learners to use and perform the language in his or their daily life. In this regard, Farhady et al., (1983, p.167) told “The language proficiency refers to the examiner’s ability in a particular area of competency in order to determine the extent to which they can function in a real language use situation.” Second or foreign language learners could not get complete level of language proficiency in second or foreign language as like the native language. According to Stern (1983, p.78), “Complete competence whatever its definition, is hardly ever reached by second language learners.” The

language proficiency level is measurable which is achieved in different ranges from zero to native like proficiency but in the cases of second language learners to get the native like proficiency is rare but one can have near native proficiency. The research deals with the proficiency level in the case of Doteli and Tharu learners while learning English language.

1.1.1 Doteli Dialect and its Varieties

Dialect is one of the varieties of the Nepali language spoken by most of the people in the Far-Western region of Nepal. It is mainly spoken in Seti and Mahakali zones. This dialect is supposed to be the oldest form of the 'Nepali Language' (Chataut, 2058, p.2). The history of Nepal records that Doteli dialect was earlier called 'Malla Language' in Sinjapuri (Nepal 2033). There are lots of sub- dialects under Doteli dialect for example; Dadeldhurai, Baitadeli, Darchulei, Bajhangi and so on.

The dialect which is spoken in Bajhang, Bajura and Achham is known as Orpashima dialect. Majhapashi dialect is spoken in Doti, Dadeldhura, Kailali and Kanchanpur districts. It has mainly four sub dialects; they are Doteli, Nirauli, Dedeldhureli and Durmakoti. The dialect which is spoken mostly in Baitadi and Darchula is called Parapashi. This dialect has sub- dialects as Baitadeli, Duheli Marmali. Lekmali, Chuhagadhi, Purchundeli, Melauli Talloshoradh and Malloshoradh

1.1.2 The Tharu Language

Tharu is one of the nationalities of Nepal and it is an ethnic group. Tharu caste is one of the marginalized groups of indigenous nationalities in Nepal. Most of the Tharu people speak their Tharu language as their mother tongue.

According to Census Report (2011), it is spoken by 5.86% of Nepalese as their mother tongue. It belongs to Indo Aryan Language family and is spoken in the twenty-two districts of Terai region of Nepal. Very few Tharu speaking people live in hill because Tharu are known as original inhabitant of the Terai. The majority of Tharu native speakers live in Dang, Banke, Bardiya, Kailali, Kanchanpur and Chitwan districts. Tharus speak more or less correctly in their original tone and intonation because of the influence of various north Indian languages such as Urdu, Hindi, Bhojapuri, Maithali and Bengali. The Tharu people have their own history, identity, cultural and language but the language does not have its own script so it uses Devanagari script. When we look of the Tharu language. It goes more than 300 years back.

The Tharu language which we generally think is not same in the different parts of the country. It is also affected by the geographical boundaries and adjustment with other language users. It is not exactly the same from one part of country to another from one place to another, from one society to another and from one person to another person from one as well. Because of geographical barriers there is variation in the Tharu language. The Tharu people in different parts of Nepal use different varieties of the Tharu language. Chaudhary(2008 p.10) says, “ there are mainly eight dialect of the Tharu language, they are: Morangia Dialect (spoken in Morang and Sunsari), Saptariya Dialect (spoken in Saptahari, Siraha,Udayapur, Jhapa,Morang and Sunsari), Mahotariya Dialect (spoken in Mahottari and Dhanusha), Chitwaniya Dialect (spoken in Chitwan and Nawalparasi),Dangaura and Deukharia Dialect (spoken in Dang ,Kapilbastu,Bardiya, Banke,Rupandehi, Surkhet,Kailali and kanchanpur),

Kathariya Dialect (spoken in Kailali) and Rana Dialect (spoken in Kailali and Kanchanpur districts).

Some of the Non – Tharu scholars have said that Tharus do not have their original language but it is not true, though because of influence of monolingual and bilingual community the Tharu language is influenced by its neighboring language but it is not dialect of other languages. Publications of different stories, dramas, dictionaries and novels in Tharu language like: Hamar Juni, Madhu,,and Man ke phool etc. show the originality of the Tharu language and culture. ‘Gochali’ published in 2028 BS was first newspaper in Tharu language. Only after 2046 BS many newspapers, dictionaries, films etc. were developed in the Tharu language.

1.2 Statements of Problem

English language is the foreign language for both ethnic groups viz. Doteli and Tharu. Doteli language is the native or first language for Doteli learners and Tharu language for Tharu learners. But there is similarity that Nepali language is the second language of both ethnic groups.

The cultural background, linguistic background, educational aspect, religious aspect, political aspect and economic aspect influence on the language learning proficiency of learners. It means it is claimed that ethnic group effects on language learning. Learner’s native language has played the influential role in English language learning. In the same case the Doteli and Tharu learners might be poorer in speaking skill than the Nepali native speakers because of the hindrances of their native language and cultural background in the English language.

Although, there were conducted a lot research works in the field of Speaking skill under the supervision of Tribhuvan University, but none of them are focused on two different ethnic groups and none of them are tried to find out the affect and role of ethnicity in language learning especially, in speaking proficiency but there has been interdependent relationship between ethnicity and speaking proficiency. That's why, it is important to find out the relationship between ethnic group and speaking proficiency, to explore what types of role is played by the ethnicity (linguistic, cultural, educational, political, and economic aspects) in speaking proficiency and to find out which ethnic group's native learners are more proficient in speaking skill, is the prime concern of this research work.

1.3 Objectives of the Study

The objectives of the study will be as follows:

- I. To identify and compare the English speaking proficiency of the Doteli and Tharu speakers of secondary level students.
- II. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of the study will be as follows:

- I. How is the speaking proficiency of secondary level Doteli learners?
- II. How is the speaking proficiency of secondary level Tharu learners?
- III. Which ethnic group's learners are more proficient in speaking skills?
- IV. What are the pedagogical implications of the study?

1.5 Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. In the same way, this study will give some insight into improving speaking skill. The English language teachers will be benefited from this study in the sense that it is related to promote one of the language skills, i.e. speaking. This study may help the students, experts, textbook designers, syllabus designers, textbook writers, material producers of auditory tasks to make improvement on it and implement in the schools. This study will be equally significant to those people who are interested to teach speaking skill but due to the lack of knowledge to handle different strategies in terms of students' linguistic background, cultural background, ethnical background, age, interest, level, they are being incapable. The findings and recommendations of this study will be beneficial to the persons who are directly and indirectly associated to linguistics and language teaching. It is expected that the research will have an input for the students, teachers, textbook writer and curriculum designers.

1.6 Delimitations of the Study

The study had been limited in the following ways:

- I. This study had been limited to the speaking proficiency of Tharu and Doteli secondary level learners.
- II. This research had been delimited to the 40 students from 4 different schools of Kanchanpur district.
- III. Out of 40 students 20 had been from Tharu and 20 from Doteli communities. From each school's 10 students had been selected 5 had been from Tharu and 5 from Doteli communities
- IV. Only secondary level students had been included in the study.
- V. Altogether 40 students had been participated in my research.

VI. The proficiency of the speaking had been found out only on the basis of grammatical accuracy, vocabulary, appropriacy and repairing strategies.

VII. The study had been delimited to primary data; collected by using test items.

1.7. Operational Definitions of Key Terms

Speaking Proficiency: The ability to express one's own ideas, thoughts, feelings, information and emotions accurately, fluently and confidently in a real language use situation.

Language Skills: Those basic skills which are used in daily human communication, e.g. listening, speaking, reading and writing

Speaking Skill: Primary productive language skill that produces the utterances for communication.

Dialect: It is variety of language because of geographical/regional and social reason.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Theoretical review gives the research strong authentic base for the presented research. The theoretical literature provides the researcher a strong knowledge based on to research area. Theoretical literature review plays crucial role to give theoretical base for the research. In my research, theoretical literature review can be illustrated on the following topics.

2.1.1 Teaching Language Skills

Language is the means of human communication system and skill is the ability of using this system for effective communication. So language skill refers to the way of using the language. Language skills are the basic skills of communication to make communication effective and purposeful.

Listening, speaking, reading and writing are four language skills. Learning a language means to be able to listen to the language, speak the language, read the language and writing the language. So learning a language means learning of these four skills. Listening and reading involve receiving messages and are therefore often referred to as the receptive skills. Speaking and writing on the other hand, involve language production and are therefore often referred to as the productive skills. In this regard, Harmer (2007, p. 265) states:

Teachers tend to talk about the way we use language in terms of four skills – reading, writing, speaking and listening. These are often

divided into two types. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves.

Teaching language skills means to make the students able in all skills: listening, speaking, reading and writing through teaching procedure. The language teachers have to teach all the skills simultaneously to make the learners more proficient in language skills and language also. In this way Harmer (ibid) states,

Clearly, therefore, if skill use is multi – layered in this way, it would make no sense to teach each skill in isolation. We will therefore, look at how input and output are connected in the classroom, how skills can be integrated, and how skill and language work are connected.

Very often, language users employ a combination of skills at the same time. Listening and speaking usually happen simultaneously or go hand by hand, and so do reading and writing. To make the effective and meaningful communication the communicators use the combined language skills. In this regard Eli Hinkel (2006, p.113) points out, “in meaningful communication, people employ incremental language skills not in isolation, but in tandem” (as cited in Harmer, 2007, p. 265). Without using these sorts of language skills human beings can't communicate to each other. After listening the language people can speak, and after reading people can write it means without listening impossible to speak and without reading also impossible to write a single sentence. That why all these language skills are interconnected to each other. By using only a single language skill, we couldn't

communicate to others. So learning language skill means learning of these four skills. When a child is born, he hears other people speak and then he tries to speak what he has heard. Then he goes to read and write. So, listening = speaking = reading = writing = is the natural and psychological way of language learning.

2.1.2 Speaking Skill

Speaking is the production of utterances for communication. We speak when we want to express our ideas, opinions, desires and to establish the social relationships. Speaking is equated with communicative competence itself. It produces the utterances to make the meaningful and effective communication and it has second position in its order of presentation. The main purpose of learning a second or foreign language is to communicate with the speakers of that language and communication is done through speaking. It is cleared by Ur (1996, p. 120) "...most foreign language learners are primarily interested in learning to speak." It means we can say that primarily language learning is learning to speak that's why speaking is the most important language skill, without speaking language may not exist. According to Ur (1996, p. 120), "Of course the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: ..." If a learner is proficient in speaking skill then he/she known as the proficient speaker, it means speaking is prime concern of the language. In this regard Ur (ibid) opines, "... people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing;..." The person who wants to be a proficient speaker in language he/she needs to use appropriate stress, intonation and tone; deals with pronunciation, grammar, vocabulary and fluency of the very

language by concerning on the particular context. Regarding this Harmer (2007, p.343) argues, “If students want to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech.” To be a good speaker he/she should be a good listener. After listening the speech of others he/she can imitate the pronunciation, suprasegmental features and fluency also. Correct pronunciation, correctly use of grammatical patterns, appropriate use of vocabulary and fluency may lead to become a proficient English language speaker.

2.1.3 Teaching Speaking

The main purpose of teaching language is to enhance all the language skills and all the aspects of that very language in the students through teaching learning activities. In the same way Sharma (2016, p. 232) says, “When our principal goal of teaching English or any foreign language is to develop communicative competence in our students, teaching of speaking to them is essential.” Through teaching learning activities, the teacher can develop the speaking skill in learners. According to Ur (1996, p. 120), “Classroom activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language course.” But it is difficult to determine what types of teaching learning activities are supportive and helpful to enhance the speaking skill, which are needed to implement in classroom. In this regard Ur (ibid), states “Yet it is difficult to design and administer such activities; more so, in many ways, than to do so for listening, reading or writing.” Further, he identifies four characteristics of a successful speaking activity: learner talk a lot, participation is even, motivation is high, and language is of an acceptable level.

Speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. In the particular ethnic group has the different meaning and pronunciation of a single word because of the influence of situation. In this regard Harmer (2007, p. 343) states,

Speakers of English – especially where it is a second language – will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges too.

However, learning speaking involves developing detailed knowledge about why, when and how to express intentions. So, it involves complex skills of communication and interaction such as asking questions, obtaining turns, using gesture, having pause, making interruptions, and so on. Speaking comes naturally to humans, but it is not a simple as it seems. It has a number of purposes and sub – skills. In this regard, Richards and Renandya (2002) view, “The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. Speaking is used for many different purposes, and each purpose involves different skills” (as cited in Sharma, 2016).

Thus, speaking is a complex skill since it is a network of skills including: pronouncing words and utterances with proper stress and intonation, making speech as accurate and fluent as possible, selecting and using appropriate forms according to context, and so on. Though it is complex, it is the most common, normal and extensively used means of communication. Such an important skill certainly needs better planning and teaching.

2.1.4 Speaking Proficiency

Speaking Proficiency refers to the ability to express one's own ideas, thoughts, and emotions without any difficulty in a real language use situation. Regarding this view Stern (1983, p. 78) argues, "the actual performance of given individual learner or groups of learners." Speaking proficiency is the ability of an individual to express his ideas and thoughts in his daily life situation. To be a proficient and competent speaker, the language learners need to be practised in pronunciation and use stress, intonation, tone and all the suprasegmental features of a language. According to Harmer (2007, p. 343), "if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech." In the field of foreign language, the native like proficiency is rare but one can have reached near the native like speaking proficiency. Regarding this view Stern (ibid) opines,

Proficiency ranges from zero to native like proficiency. The zero is not absolute because second language learners as speakers of at least one other language, his first language, knows language and how it functions. Complete competence whatever its definitions, is hardly ever reached by second language learners.

Second language learners or foreign language learners could not achieve native like proficiency in speaking skill because they may be influenced by their native language, their culture, religious beliefs, educational background and so on reasons are responsible. Students may get zero to native speaker like speaking proficiency. In the case of second and foreign language

learners, it is rare to get complete level of proficiency. To be a proficient speaker in English language they should use all suprasegmental features properly in their daily life.

2.1.5 The Role of First Language in Second Language Learning

The language which is acquired during early childhood starting before the age of about 3 years is first language (Sinha, Banerjee and Shastri; 2009). First language has different names such as, mother tongue, native language and primary language (Sinha et al. 2009). A second language acquisition is needed for education, employment and other purposes, and it is typically an official or social language i.e. English (Derakhshan and Karimi; 2015). As globalization and population movements are increasing, different cultures come into greater contact with each other, resulting in the need for communication between societies (Harmer and Blanc, 2000). Thus, being bilingual has become a vital aspect for becoming a successful professional, making bilingualism the main component in education. In fact, a bilingual person has more opportunities to obtain a better job and to have more achievements than a monolingual person. Therefore, elementary schools, high schools, and universities have to face the need for bilingualism by educating students who are able to work in these multicultural societies. If students receive bilingual education from their first years of school, the level of proficiency in the second language should increase. In fact, the more students are exposed to a new language, the easier they learn the target language due to brain development (Piaget and Inhelder, 1969).

There is substantial research that addresses the role of the first language in second language learning and instruction. Some studies point to the positive

effect of the first language on the learning environment. Schweers (1999) found that first language use in the classroom creates a comfortable environment, and therefore an environment that enhances learning. Consequently, the use of the first language is more useful at certain stages of development. The mother tongue is most useful at beginning and low levels, where L1 can be used to introduce major differences between L1 and L2. As students acquire more English, the use of the first language may be reduced, and the use of visual aids and body language as well. It is important that beginning learners of English are exposed to situations that require the use of the second language to develop their acquisition. However, some argue that teachers should avoid situations where students are forced to operate entirely in English (Friedlander, 1997). In fact, Vygotsky's theory stipulates that the development and learning of a child depends on the presence of mediating agents in the child's interaction with the environment. This interaction develops the zone of proximal development, which is the difference between what a learner can do without help and what he or she can do with help. In the language learning context, Vygotsky suggests that interaction with pairs in the first language increases the zone of proximal development (Kozulin, 2003). Studies have demonstrated that the use of the first language is seen as a natural psychological process in language development (Stern, as cited in Ghornbani, 2011). In fact, Ghornbani's (2011) findings are related to Vygotsky's theory because he suggested that during group activities, the first language is used to extend learners' zone of proximal development.

2.1.6 Transfer and Interference of First Language in Second Language

Second or foreign language learner uses first language knowledge and various strategies to facilitate their learning of target language (i.e. speaking, reading and writing). This phenomena is known as language transfer (Karim; 2010). Transfer occurs consciously as deliberate communication strategy, where there is a gap in the learners' knowledge; and unconsciously either because the correct form is known or because, although it has been learned, it has not been completely automatized (Benson; 2002). According to Chomsky's (1979) Universal Grammar theory, humans produce language through a deep structure that enables them to generate and transfer their own grammar to any other language (Lakshmanan; 1994). As people learn language, they develop certain skills. They naturally transfer the skills learned in the first language to the second language. O' Malley and Chamot (1990) define transfer as "the use of previous linguistic or prior skills to assist comprehension or production" (pg.120). This indicates that while speaking or writing in the second language, learners transfer their first language or skills. This transfer process may either support (positive transfer) or detract (negative transfer) from learning. Transfer can be facilitative; in an area where the two languages are identical.

There are two assumptions of contrastive analysis hypothesis: first the degree of differences between the two languages shows the degree of difficulty. Second, the degree of similarity shows the degree of simplicity. Therefore, if the two languages share more differences, it will be more difficult for learners and if the two languages have more similarities, it will be simpler for the learners (Hayati; 1998). The role of L1 in L2 acquisition, it was found that L1 has interference in L2. A lot of factors that cause

interference were considered such as the similarities and differences in the structures of two languages, background knowledge of the learners, ethnicity of learners, proficiency of learners on second language and the structures of consonants clusters in L1 and L2. In the same regard, Mayberry (2007) stated the determining factors in the success of acquisition of L1 and L2 is the age of L1 acquisition. It is of importance that the effects of age of L1 acquisition on both L1 and L2 outcome are apparent across levels of linguistic structure, namely; syntax, phonology and the lexicon. The results demonstrated that L1 acquisition bestows not only facilitate with the linguistic structure of the L1 but also the ability to learn linguistic in the L2 (pg. 537).

Almost all of the previous researchers believe that first language has interference in second language acquisition. For example, Karim and Nassaji (2013) investigated the first language transfer in L2, and they found that when second language learners use L2 then their L1 has an effect on their L2. Fatami, Sobhani and Abolhassan (2012) investigated the differences in consonant cluster orally in the first and second language, and pointed out if the structure of first and second language were different, learners have difficulty in L2 pronunciation because they faced to unfamiliar phonological rules.

2.1.7. Role of Ethnicity and Culture in Second Language Learning

Language, culture and ethnicity are essentially interconnected (Dumitraskovic; 2014, p. 252). Language is something that people do in their daily lives and something they use to express create and interpret meanings and establish and maintain social and interpersonal relationships.

This understanding of language sees language is not simply as a body of knowledge to be learnt, but as a social, cultural and ethnic practice in which to participate (Kramsch; 1993). It is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others (Dumitraskovic; 2014, p. 253).

Gunderson suitably describes language and ethnicity. "Language and ethnicity are inextricably linked, nothing comes from separating them because they have little or no meaning apart from each other. And English has become a world language, one that dominates business and science. In many respects it is hegemonic. To participate in the world economy and to get benefit from the advances of science, it is believed, one must know English" (Gunderson; 2000, p. 694). It is suggested that social class, ethnicity and culture can also affect on second language learning. This is due to a particular aspect such as financial matters, religious beliefs, family background and educational background. For instance, if a language learner does not have similar financial access, he will be somewhat left out or feel like an outsider to an extent. He will feel that he is not socially, culturally, and economically equal to his co-learners and that affects on the second language learning process. Another aspect of affecting on second language learning might be the personal abilities of the student. A personal ability is the competence to do something well. Those two factors can harm the students' sense of belonging to a particular community (ethnicity) and perhaps obstruct in their learning.

At the comparison of these two affecting factors as aforementioned with the affecting factors of Acculturation Model of Schumann (1978), we can get an interconnection to each other. To justify it, financial aspect, cultural aspect, religious beliefs and family background all are included under the social aspect as mentioned in Acculturation model and similarly, personal ability indicates here psychological aspect in that very model of Schumann.

Through these instances, we know that students' second language learning proficiency depends on their social and psychological aspect. If their native language and they are socially and psychologically close and interconnected to the second language then their second language learning process might be easier than the farther. So, ethnicity and culture plays the vital role in Second Language Learning process on the basis of Acculturation Model.

2.1.8. Role of Ethnicity in SLA for Speaking Proficiency

Nowadays acquiring speaking skill has become more compulsory, many parents encourage their children to learn this skill as second language but due to the influence of their first language and ethnicity they face the obstacles in speaking skill. However, by acquiring two languages these children tend to be influenced by their mother tongue and ethnicity in pronouncing sounds (Dornyei and Skehan; 2003). Through the phonological test in order to discover the children ability in speech sounds of different ethnicities and the result indicated different ability of every ethnicities. This cause by the way, the children were raised up and influenced of their ethnicity and mother tongue which could be improved via environment and parentese (Flege; 2004).

Gass and Selinker (2009, p. 7) show the distinction of ways of language learning between L1 and L2 as the, L1 acquisition is subconscious process and L2 is conscious process. Similarly, L1 acquired through spontaneous process but for L2 learning needs deliberate effort and formal study, so L1 acquisition process is easier than the L2. First one starts with first cry of child and second one starts with schooling. And first language learners have with no previous knowledge of language so it may influence in L2 learning and finally, L2 learners approach already knowing a language and influences and transfers his knowledge. Mayberry (2007, p. 540) also cleared it as ... second language learners may face more difficulties due to the L1 interference in L2. From these aforementioned definitions, in the context of Nepal, it can be summarized the view of Chataut (2001), that speaking proficiency of the students who belong to far-western part of Nepal is less proficient than the students of western part of Nepal in Nepali language because of their ethnicity and mother tongue. Especially in far-western development region, their speaking skill is influenced by their ethnic language, Doteli and Tharu, which are acquired from the days of their birth so that the sound system of these languages influence at the time of second language learning to the students of these ethnic groups but in western part of country their mother tongue is Nepali itself so it supports to learn second language Nepali. So if ethnic group, students and language socially and psychologically close to the target one then they can learn the second language with little bit easier way than the others which is the main slogan of the Acculturation Model (Schumann, 1978). So it can be said that students' mother tongue and ethnicity have closely influenced in second and foreign language learning either Nepali or English speaking skill also.

In the nutshell, ethnicity differences may influence the phonological aspect (speaking skill) of second language. This happens, because of the acquiring process itself taking into accounts on how the children raised up and this of cause refers to the family background which may differ from their ethnicity. As a matter of fact, every ethnicities have their own native language that the parents often encouraged their children to use to and this can be changed in order to improve speaking skill on second language.

2.1.9. Testing Speaking skill

Speaking a second language is probably the most difficult skill to test in that it involves combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing. Louma (2004) claimed that among the macro skills of language, it has been widely recognized that speaking particularly in the second or foreign language is the most difficult language skill to assess. One of the great difficulties in testing speaking is the assessment and it's scoring. By suggesting, Fulcher and Davidson (2007) argued that if possible, the speaking tasks should be recorded and scored from the tape. They (ibid) also claimed that aspects of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, content organization and vocabulary. Even though methods of testing speaking are not perfect, they are worth the efforts on teaching and classroom instruction. Similarly, Louma (2004) argues that the testing of pronunciation (segmental and suprasegmental), spoken grammar, spoken vocabulary and even sociolinguistic applications of speech all fall into the construct of speaking but largely require discrete test designs and measures. There should be used different sorts of testing designs for testing

speaking skill like formative, summative, placement, subjective and discrete tests.

2.1.10. Components Underlying Speaking Effectiveness

Language proficiency is not a unidimensional construct but a multifaceted modality, consisting of various levels of abilities and domains (Harrison, 1991, p.65). Hymes (1971) also assumes that L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships.

Building on Hymes's theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence which reflect the use of the linguistic system and the functional aspects of communication, respectively.

1. Grammatical Competence

Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency. Harrison (1991, p.14) argued that grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary and mechanics. With regards to speaking, the term mechanics refer to basic sounds of letters and syllables, pronunciation of words, intonation and stress.

2. Discourse Competence

In addition to grammatical competence, EFL learners must develop discourse competence, which is concerned with intersentential relationships.

In communicative, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse and to formulate representations of meaning from reference in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, indicate cause, contrast and emphasis Hughes (2003).

3. Sociolinguistic Competence

Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction and how to respond non-verbally according to the purpose of the talk. Therefore, "adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly" (Brown, 1994, p.283).

4. Strategic Competence

Strategic competence, which is "the way learners manipulate language in order to meet communicative goals" (Brown, 1994, p. 228). Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules (Berns, 1990). With reference to speaking, strategic competence refers to the ability to know when and how to terminate the conversation, how to keep a conversation going and how to clear up communication breakdown as well as comprehension problems.

2.1.11. Activities for Testing Speaking

While testing speaking ability, different skills like accuracy of pronunciation, fluency, appropriacy, flexibility, grammar, vocabulary and ease of speech are noticed. According to Ur (1996), the different test items or techniques to test the speaking ability of a learner are as follows:

1. Reading aloud

Many present day oral tests include a test of reading aloud. Here, the student is given a short time to glance through an extract before being required to read it aloud. Tests involving reading aloud are generally used to assess pronunciation. Alternatively, the students can be asked to retell a short story or incident.

2. Conversational exchanges

The testees are given a series of situations in which they have to make conversations. They may be provided model responses or they may be free to use whatever patterns they wish.

3. Pictures

Pictures, maps and diagrams can be used in oral production tests. Single pictures are useful for eliciting description and a series of pictures are used for comparison and narration. Advertisement, posters and strip cartoons can be used in this way for class tests.

4. Oral interview

Perhaps oral interview is the most common way for testing oral interaction. In in this technique, the examiner asks various questions to the students and

notices the accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and ease of speech. Again interview can be free or controlled.

5. Short talk (Verbal essay or monologue)

The testee is given a topic and asked to speak about it for two or three minutes.

6. Prepared talk (Oral presentation or prepared monologue)

The testee is asked to prepare a short talk on a given topic beforehand or shortly before the test, and then present it orally.

7. Group discussion

The examiner sets a task which demands discussion and may require the testees to take a decision. The problem-solving tasks and puzzles, consensus-seeking task etc. are suitable for group discussion. Not only group work, a problem-solving task may also involve pair work.

8. Role play

Students can be asked to play a role in a particular situation. Role play can be carried out by two students with the tester as an observer.

2.1.12. Marking Scheme (Grading System) for Secondary Level Testing

Usually, there would be an 'A' to 'F' grading. But in Nepal, it works a bit different. There are 9 grades in Secondary level education system of Nepal, which are A+, A, B+, B, C+, C, D+, D and E. A+ refers to 'outstanding', will be given to students scoring between 90 to 100. A to students scoring between 80 to 90. B+ to those scoring between 70 to 80. B to scores between 60 to 70, C+ to scores between 50 to 60 and C to scores between 40 to 50.

Likewise, D+ would be given to scores between 30 to 40. D would be given to scores between 20 to 30, and finally, E to scores between 1 to 20.

Similarly, A+ is identical to 4 GPA. A to 3.6, B+ to 3.2, B to 2.8, C+ to 2.4, C to 2.0, D+ to 1.6, D to 1.2 and E to 0.8.

2.1.13. Marking Scheme for Testing Speaking Skill in SEE Examination

Secondary level Education Examination (SEE) Board has provisioned for testing Speaking skill of SEE students as the following ways:

Note: Study the sheet carefully before you start speaking to your test-monitor.

General icebreaker questions to make the students feel comfortable. (Not used for marking). This task is for making the students feel comfortable and therefore ask some general questions on the topics familiar to the students. (Do not use this task for marking).

Task 1: This task includes 3 general questions carrying 1 mark each. Award marks considering the aspects such as pronunciation, fluency, stress and intonation, accuracy, appropriacy, vocabulary, etc. Answer varies from student to student.

Task 2: This task carries 4 marks. Award marks considering the aspects such: sentence structure, pronunciation, fluency, stress and intonation, accuracy, appropriacy, vocabulary, etc. Answer varies from student to student. Encourage the students to speak out at least 8 sentences.

Sample sentences:

a) The chart shows the average rainfall at Khumaltar during the Monsoon.

b) The vertical axis shows the rainfall in millimeters and the horizontal axis shows the months.

c) According to the chart, the average rain fall in June was 125.3 millimeters.

d) The highest rainfall was in the month of July. It was 281.4 millimeters.

e) The chart displays that the lowest rainfall was in September and it was 46.5 millimeter.

Task 3: This task has two questions carrying 2 marks each. Award marks considering the aspects such as: sentence structure, appropriateness of language function, pronunciation, fluency, stress and intonation, accuracy, choice of words etc. Answer varies from student to student. Encourage the students to speak out at least 2 sentences for each question.

Task 4: This task has different topics with 4 marks among them examinees should have to deliver short notes on at least 8 sentences on given topics. They can get one minute to think about that very topic before start.

Sample answer:

A. (a) You should take hot water. (b) Why don't you take water stream?

B. Now you are at Bhatbhateni Super Market. Go along this road to the north until you meet a junction. Turn right at the junction and go straight ahead until you reach Baluwatar. You will see a cross road there. Do not take turn at the cross road. Go straight ahead to the east until you meet a junction. Turn right at the junction and.....

Task 4: This task carries 4 marks. Award marks considering the aspects such as sentence structure, pronunciation, fluency, stress and intonation, accuracy, choice of words etc. Answer varies from student to student. Encourage the students to speak out at least 8 sentences.

Sample of Test Items for Testing Speaking Skill According to SEE Board

Total marks: 15

Type of test: Individual

Total time: 20 min.

Total questions: four sets

First question: Interview (total questions: 3, total marks: 3)

1) Interview questions (any three general questions like)

- a) What is your name?
- b) Where are you from?
- c) How many members are there in your family?
- d) What is your favourite subject?
- e.) What subject have you thought to read after SEE examination?

Second question: Picture describing (total pictures: 4, total marks: 4)

2) Look at the following pictures and describe them with past tense

Expected sentences: At least two sentences for one picture.

Third question: Prepared talk (total questions 2 with 4 marks)

3) a. What would you do if you were the Home Minister of government of Nepal at present?

b. suppose one of your friends says that he/she is suffering from common cold and asks you for some advices. What would you suggest him/her to do? Use at least two sentences.

Fourth question: Verbal essay (total questions 3 and 1 will be asked with 4 marks)

Speak out at least 8 sentences on the following topic

a) Games & sports, b) Village life, c) Earthquake

2.2 Review of Related Empirical Literature

A number of research studies have been carried out in speaking proficiency. This is the first research being carried out to find out the role of ethnic group in English speaking proficiency and to explore and compare the speaking proficiency of two different ethnic groups. Some research works reviewed as follows:

Devkota (2007) carried out a research entitled "Speaking Proficiency of Students from different Ethnic Groups." His objective was to compare the speaking proficiency of grade eight students in terms of ethnic groups. He used both randomly and purposively sampling procedures for selecting the study population and used different test items such as picture description, preparing conversation and general interview etc. for data collection. His findings showed that Brahmin-Hill students had the highest level of speaking proficiency and Kami students had the lowest level of speaking proficiency.

Paudel (2009) conducted a research on "An Analysis of Prepositions Errors Committed by Students from Different Ethnic Groups." He wanted to find out the errors made by different ethnic groups on grammatical items i.e. prepositions and also to compare the errors made by different ethnic groups on grammatical items. He used random sampling procedures as tools for

data collection. His findings showed that Chhetris and Newars students committed the highest number of errors whereas Hill Brahmin students committed the lowest number of errors.

Prashad (2011) carried out a research on "Vocabulary Learning Strategies used by Students from Various Ethnic Groups." He wanted to identify and compare the strategies used by students from various ethnic groups in learning vocabulary. He utilized both primary and secondary sources of data. The sample size of the study consisted of 50 students of grade 9 from government schools of Kathmandu district. He selected 5 ethnic groups Brahmin, Chhetri, Newar, Limbu and Tharu. A set of questionnaire were prepared in order to collect the data. The major findings of the study are, all ethnic group students used the strategies like watching English movies, guessing meaning by personal experience, asking with senior brothers and sisters and interacting with classmates. Chhetri students used more strategies in comparison to other students whereas, Tharu students were found to use less strategies than other group students in learning vocabulary. Likewise, Newar and Limbu students were found to use equal number of strategies to learn vocabulary.

Chaudhary (2012) carried out a research on "A comparative study on Forms of Ordering and Suggesting in English and Tharu language." Objectives of that research were to find out the forms of ordering and suggesting used in the Tharu language and to compare and contrast them with those of English terms. The data were collected from the 52 native speakers of Tharu language. The informants were selected from Suda and Shreepur V.D.C. in Kanchanpur district using snow – ball non – random sampling procedure. It was found that both English and Tharu speakers used informal forms with

junior family members, students, staffs, and intimate friends while ordering and suggesting. Tharu speakers ordered the neighbors and friends but English speakers requested them.

Glynn (2012) conducted a research work on "The Role of Ethnicity in the Foreign Language Classroom: Perspectives on African- American Students' Enrollment, Experiences, and Identity. The main objective of this study was to compare and contrast lower and upper level foreign language students' perceptions of foreign language study within two different school contexts in order to gain a better understanding of African- American students' enrollment and experiences. This study involved 79 students in total: 42 suburban students and 37 urban students. All 79 completed a questionnaire about their ethnic background, family, and previous and current experiences learning a language. 15 suburban and 32 urban students also participated in focus a group interviews, or individual interviews during which they were asked to describe their enrollment of African- American students in foreign language classes. Data analysis procedures included both a with-in case and a cross-case analysis of the questionnaire, focus group, and interview data from each school. Findings, reflected that teachers and fellow students harbored negative perceptions and stereotypes of African-American students, pointing to the pervasiveness of institutional and social racism in the students' schools and communities.

Tasama (2013) conducted a research work on "Teaching Speaking and Speaking Skill Assessment in a 10th Grade of a Public High School from Pereira." The purpose of this research was to describe how the process of teaching and assessment of the speaking skill is done in a 10th grade of a public high school from Pereira, taken into account the students' and

teachers' perceptions related to the instruction and learning of the speaking skill and the aspects that emerge in the research based on the exposure to the language given in the English classes. The objectives for the research were to describe how the process of teaching and assessing the speaking skill is developed by English teachers in a 10th grade of a public high school from Pereira. And to show the perceptions English teachers and learners have about the teaching and learning of the speaking skill. Data were gathered through four instruments such as videos, the observation, the interviews, and the questionnaires. Data were analyzed in order to answer the research questions: what does the exposure to English classes in public high school tell us about the way speaking is taught and assessed? And what are teachers' and learners' perceptions towards the teaching of speaking skill?

Boekesteijn (2015) conducted a research on "The Effects of Gender and Ethnicity on Language Use during Collegial Interaction: A Conversation Analysis." The main focus of this study was to investigate the possible differences in how the Black and Caucasian male and female participants' gender and ethnicity influence their language in conversation, and to examine if the representation of gender and ethnicity in a social in group influences the way social identifies are expressed through language use. In this case study, the conversation analysis comprises a sample of eight participants (four male and four female) who represented the Caucasian Dutch and the Black Dutch ethnicity. Each participant were classified into three samples on the basis of his or her sex and ethnicity. The method that was used in this study to investigate gender and ethnic differences in language use were based on linguistic strategies that had become standard objects of analysis for researchers examining conversation from the

perspective of language and gender. In this research, the method of conversation analysis was used, which entails those conversations were recorded, transcribed and analyzed for linguistic devices that, in turn, are categorized of assertive (male) or tentative (female) speech. As will become clear in the course of this study, the social variables gender and ethnicity do not only affect the way the participants perceive themselves, but also the way the participants express themselves and their social identities through language use.

Gudu (2015) conducted a research on "Teaching Speaking Skills in English Language using Classroom Activities in Secondary Level in Eldoret Municipality, Kenya." This study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypothesis which emphasize that learners acquire target language when they are motivated and involved actively in the learning process. The study adopts mixed method design and simple random sampling to select schools, students and English language teachers from national provincial and district schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to teach speaking skills were collected using questionnaires administered to teachers and students, direct observation during speaking skills lesson in from three classroom. Data collected was analyzed using descriptive statistics. The study found out that there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used during classroom discussion.

Although a number of researches have been carried out to find out speaking proficiency and speaking ability of students, none of the studies deal with two different ethnic groups to analyze and compare the speaking proficiency to each other. In the same way none of them deal with the role of particular ethnic group in speaking proficiency and did not focus on speaking proficiency of particular ethnic groups. Due to this reason the researcher hopes this study will be fresh research in the department.

2.3 Implications of the Study

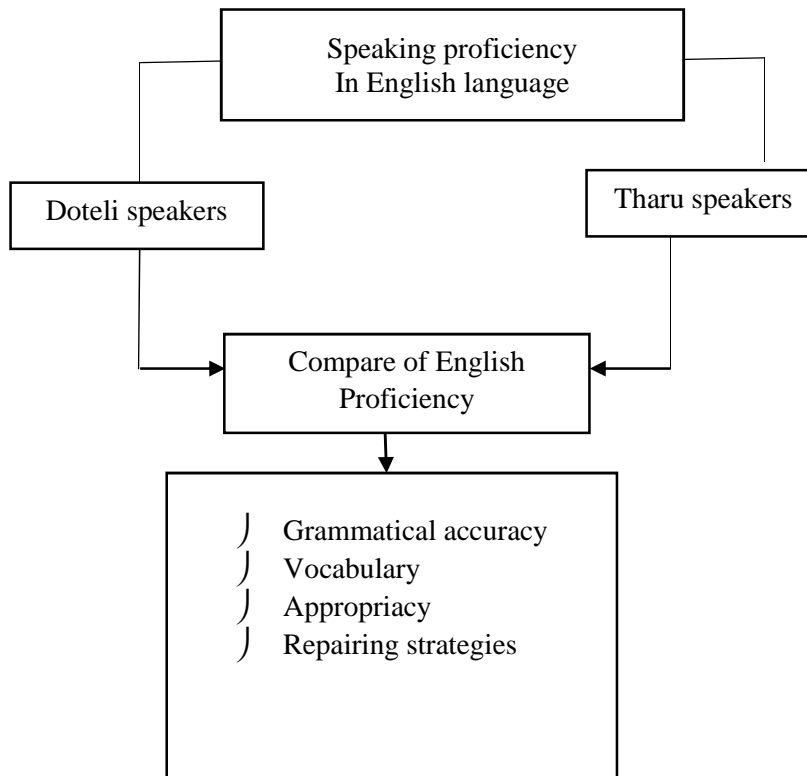
Above reviewed literature (theoretical & empirical) is similar and helpful for the proposed study. Researcher has taken lots of ideas and information about my research which will be more useful for his study based on procedure, methodology, sources of data, tools and so on. This review of the study obtained information from varieties of books, theses, and internet and so on. These entire sources helped him to bring clarity and focus on the research problems, challenges, improving methodology and contextualize the findings.

He has gone through different existing literature, different articles, journals and books. The literature which he has reviewed in this research proposal as like: Harmer (2007) and Ur (1996, 2005) provide him lots of ideas and information about theoretical knowledge of speaking proficiency which are more relevant for his study. Similarly, Chataut (2058) was helpful to define some terms regarding the Doteli dialect through the support of his book, Doteli Brihat Shabdakosh; as the same way Sharma, Saud and Stern were more helpful for me to take some ideas about the teaching learning and instruction strategies like dialect, language family, to define the operational

so these all literatures were helpful to get different ideas for my proposed study.

2.4 Conceptual Framework

Conceptual framework refers to the mental picture of the process what will be done in the research. In another word, conceptual framework is a theoretical mental image of the researcher towards proposed research.



Through this conceptual framework, the researcher had conducted this study to find out the English speaking proficiency of Doteli and Tharu speakers of secondary level students. To find out and compare of speaking proficiency of these two ethnic groups, researcher had compared the speaking proficiency of Doteli speakers and Tharu speakers in terms of grammatical accuracy, vocabulary and repairing strategy and appropriacy through test item which is prescribed by CDC.

CHAPTER THREE

METHOD AND PROCEDURE OF THE STUDY

3.1 Design and Method of the Study

Research is an inquiry for the knowledge through objective and systematic method of finding solution to a problem. There various types of research design for example experimental, survey, case study, ethnography, and so on among researcher has used survey research design. Generally, survey research conducted in a large number of population in order to find out public opinions on particular situation. It studies large population by selecting samples from given universe and makes generalizations. The survey research design is the most popular design on the educational research. It is large scale of research where huge population is required to be included in the research.

To achieve the objectives of the study, following methodologies selected in the research process. researcher followed the survey research design to find out the speaking proficiency of Doteli and Tharu native speakers of secondary level students. Population of my study was all the secondary level Doteli and Tharu native speakers of Kanchanpur district. Altogether 40 Doteli and Tharu native speakers of secondary level students of Sharada secondary school, Bhuwaneshwari secondary school, Rastriya secondary school and Ghatal secondary school were the sample of the study.

3.2 Population, Sample and Sampling Strategy

The population of the study was all the secondary level students of Kanchanpur district. Similarly, sample of population was 40 students of

Bedkot and Suklaphata municipality of Kanchanpur district. The purposive non random sampling procedure was applied.

3.3 Research Tools

Tools for data collection for my study was the test items (i.e. general interview, picture description, prepared talk and verbal essay)

3.4 Sources of Data

This study was based on primary and secondary sources.

3.5 Data Collection Procedure

The research is a planned deliberate work which had been accomplished by different procedural actions. The researcher had strong willing power to complete the research in any cost. In order to collect the data after the completion of the research tools. Researcher had visited the selected schools and had informed all about the research work to the head teachers of those schools through consent letter. After that he had consulted the English subject teachers and asked them about the status or level of students in learning English language. Then, he had gone to the class with the class teachers and informed the students and he had selected altogether 40 students from 4 schools of Kanchanpur district. 10 students had been selected from each schools and out of 10, 5 students were Tharu and rest of them were Doteli students. Test items were used to collect the data. Under the test item, first question was asked for general information like introduction of student, second question was asked to describe about the picture, and third question was prepared talk question where students were asked to narrate their opinions regarding the very conditions. Fourth

question was asked to speak out over the given topic for three to four minutes. And whole dialogue, conversation and interview with students were recorded, grammatical accuracy, vocabulary, appropriacy and repairing strategies were judged critically and finally marked on the basis of students' performance. After finishing the data collection procedure through test items he had collected the data and materials and thanked to the students, teachers and whole school administration for their kindful cooperation.

3.6 Data Analysis and Interpretation

The acquired data had been analyzed and interpreted with help of numerical terms percentage. The given responses were transcribed in mathematical items such as percentage and interpreted the results in comparison of mother tongue wise viz. Doteli and Tharu. .

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

Based on the collected data from primary and secondary sources, data was analyzed and results will be interpreted.

4.1 Data Analysis and Interpretation Procedure

The researcher collected all the required data of the students by using the test items and checked them according to the structures and patterns set for the students of SEE by the Curriculum Development Center, Sanothimi, Bhaktapur. And then the data were tabulated in terms of mother tongue.

Test item had four different questions, first question was general interview for three marks, second question was picture description for four marks, third question was prepared talk of four marks and last one was verbal essay question for four marks. Altogether 15 marks were given and students' proficiency in the speaking skill was evaluated accordingly. At that time he did not consider the minor mistakes of the subjective answers. And whole dialogue, conversation and interview had been recorded, grammar, vocabulary, fluency, accuracy, appropriacy and repairing strategies had been judged critically and finally marked on the basis of students' performance. The students who secured 0-5 were considered as poor, 6-10 were considered as good and 11-15 were considered as very good/excellent speaking proficiency. Then the collected data were analyzed and presented descriptively by using different statistical techniques. So, this chapter consists of one sub-chapter.

i) Mother Tongue Wise analysis of students' speaking proficiency.

4.1.1 Mother Tongue Wise Analysis

The main objective of this study is to find out and compare the speaking proficiency of Doteli and Tharu secondary level students. For this purpose four schools of Kanchanpur district were selected purposively. From each school, ten students of secondary level; five were Doteli speakers and rest of them were Tharu speakers using purposive non-random sampling procedure. Then, the researcher administered the test item which consisted of four types of questions. The answer sheets of the students were collected, recorded checked and judged on the basis of the language structures and patterns prescribed by grade ten curriculum. Therefore, this part describes mother tongue wise analysis of the students' speaking proficiency.

4.1.1.1 Total Proficiency of the Doteli Speakers in Grammar

Table No. 1

S-V Agreement	Tense Structure	Sentence Structure	Use of Article	Use of Parts of Speech	Total	%
2.5	3	2.4	2.5	2.5	12.9	64.5

The above table shows the total proficiency of the Doteli speakers in Grammatical Accuracy. Altogether they were asked seven different questions within different test items like: General Interview, Picture Description, Prepared Talk and Verbal Essay. By using that test item, researcher had collected the data for testing Grammatical Accuracy of Doteli speakers' on the basis of subject - verb agreement 2.5 marks were secured by

Doteli speakers out of 5 marks. 3 in tense structure, 2.4 in sentence structure, 2.5 in use of article and 2.5 in use of parts of speech. Thus, total grammatical proficiency of Doteli speaker is 12.9 marks or in percentage 64.5%. They have committed different sorts of mistakes in grammar like in picture description most of the students had asked to describe in past form but they had used present and future forms also for example: a boy is driving, a police catch him, similarly in next question i.e. prepared talk question, question was asked in past form of will but most of the students had given the answer in present form like; do, does, have etc.

4.1.1.2 Total Proficiency of the Doteli Speakers in Vocabulary

Table No. 2

Advanced Level		Higher Level		Medium Level		Lower Level		Total	%
No. of Words	Marks	No. of Words	Marks	No. of Words	Marks	No. of Words	Marks		
4	1	7	1.5	12	2.5	40	4	9	45

According to the above mentioned table the test item was divided into different seven questions. Among them, they had used different sorts of vocabulary items like: advanced level, higher level, medium level and lower level e.g. expand, horizon, ornament, wisdom, weapon, victory, and so on. Within that whole conversation, all the students had used different level's of vocabulary items. Similarly, Doteli speakers used 4 advanced words for 1

mark, 7 higher level words for 1.5 marks, 12 words of medium level for 2.5 and 40 for 4 marks and finally secured 9 marks out of 20 or in percentage 45.

4.1.1.3 Total Proficiency of the Doteli Speakers in Repairing strategy and Appropriacy

Table No. 3

Initiation of Conversation	Turn Taking	Correction Strategy	Body language	Ending of Conversation	Total	%
2.5	2	3	2.5	2.5	12.5	62.5

The above table shows the total proficiency of the Doteli Speakers in Repairing Strategy and Appropriacy. To find out the proficiency level of students of Doteli speakers' in repairing strategies, the researcher had classified it into five sub classes namely initiation of conversation and Doteli speakers had secured 2.5 marks, in turn taking 2 marks, in correction strategy they received 3 marks, in body language 2.5 and 2.5 for ending of conversation. And finally they secured 12.5 out of 20 and in percentage 62.5.

4.1.1.4 Total Proficiency of the Tharu Speakers in Grammatical Accuracy

Table No. 4

S-V Agreement	Tense Structure	Sentence Structure	Use of Article	Use of Parts of Speech	Total	%
2.5	2.8	2.4	2.2	2.5	12.4	62

The above table shows the total proficiency of the Tharu speakers in Grammatical Accuracy. To find out the grammatical accuracy all the questions of test item is classified into five subdivisions like subject and verb agreement, tense structure, sentence structure, use of article and use of parts of speech. Altogether, they didn't have good knowledge in grammar. They had committed mistakes like: a boy is driving, talking in mobile, police called him doesn't use it, old man is crossed, boy helps him, blind man have gave, I had done, the boy becomes very happy and so on. According to the table, Tharu speakers secured 2.5 marks in S-V agreement, 2.8 in tense structure, 2.4 in sentence structure, 2.2 in the use of article and 2.5 in use of parts of speech. And finally they got 12.4 marks and in percentage 62.

4.1.1.5 Total Proficiency of the Tharu Speakers in Vocabulary

Table No. 5

Advanced Level		Higher Level		Medium Level		Lower Level		Total	%
No. of Words	Marks	No. of Words	Marks	No. of Words	Marks	No. of Words	Marks		
4	1	6	1.5	15	3	35	3.5	9	45

According to this table, it shows the total proficiency of the Tharu speakers in vocabulary. To make easier this research work regarding the vocabulary level of Tharu speakers, researcher had classified it into four subdivisions like: advanced level, higher level, medium level and lower level. During the time of conversation with Tharu speakers they had used different sorts of vocabulary items like; enemies, victory, knowledge, wisdom, expand, ornament and so on. They had got 1 mark in advanced level words, 1.5 marks in higher level vocabulary, 3 in medium level of vocabulary items and 3.5 in lower level of vocabulary items. And altogether 9 marks had secured out of 20 and in percentage 45.

4.1.1.6 Total Proficiency of the Tharu Speakers in Repairing Strategy and Appropriacy

Table No. 6

Initiation of Conversation	Turn taking	Correction Strategy	Body language	Ending of Conversation	Total	%
2.5	2	2.6	2.1	2.6	11.8	59

The above table shows the total proficiency of the Tharu Speakers in Repairing strategy and appropriacy. To find out the proficiency level of Tharu speakers regarding the repairing strategies, the researcher had classified it into five subclasses like initiation of conversation, turn taking, correction strategy, body language and ending of conversation and they got 11.8 marks or 59%.

4.1.1.7 Total Proficiency of Doteli Speakers

Table No. 7

Grammatical Accuracy	%	Vocabulary	%	Repairing Strategy	%	Total	%
12.9	64.5	9	45	12.5	62.5	34.4	57.33

The aforementioned table shows the total proficiency of Doteli speakers in terms of grammatical accuracy, vocabulary and repairing strategy and appropriacy. Altogether the researcher had asked seven different questions

and all these questions were classified into general interview, picture description, prepared talk and verbal essay to find out the grammatical accuracy, vocabulary level and appropriacy and repairing strategies regarding the speaking skill of Doteli speakers. Regarding the total proficiency level of Doteli speakers in grammar they got 12.9 marks or 64.5%. In vocabulary items they got 9 marks out of 20 or 45% and 12.5 or 62.5 in repairing strategy and appropriacy. And finally they secured 34.4 marks out of 60 or 57.33%.

4.1.1.8 Total Proficiency of Tharu Speakers

Table No. 8

Grammatical Accuracy	%	Vocabulary	%	Repairing Strategy	%	Total	%
12.4	62	9	45	11.8	59	33.2	55.33

The above mentioned table shows the total proficiency of Tharu speakers in terms of grammatical accuracy, vocabulary and repairing strategy and appropriacy. Altogether the researcher had asked seven different questions from test item like: general interview, picture description, prepared talk and verbal essay to find out the grammatical accuracy, vocabulary level and repairing strategies and appropriacy regarding the speaking skill of Tharu speakers. Regarding the total proficiency level of Tharu speakers they got 12.4 marks or 62% in grammar, 9 marks or 45% in vocabulary items and they got 11.8 marks or 59% in repairing strategy and appropriacy. And finally altogether they got 33.2 marks or 55.33% out of 60.

4.1.1.9 Total Proficiency Comparison between Tharu and Doteli Speakers

Table No. 9

Doteli Speakers								Tharu Speakers							
G	%	V	%	R	%	T	%	G	%	V	%	R	%	T	%
12.	64.	9	4	12.	62.	34.	57.	12.	6	9	4	11.	5	33.	55.
9	5		5	5	5	4	33	4	2		5	8	9	20	33

The above table shows the total proficiency comparison between Tharu and Doteli speakers in terms of grammatical accuracy, vocabulary and repairing strategy and appropriacy. The researcher had asked seven different questions and all these seven questions were judged on the basis of grammatical accuracy, vocabulary items, appropriacy and repairing strategies of both communities' speakers i.e. Doteli and Tharu. According to the table, grammatical accuracy of Doteli speakers' was 12.9 or 64.5%, vocabulary proficiency of them was 9 or 45% and finally repairing strategy and appropriacy level of Doteli speakers' was 12.5 or 62.5%. And altogether they got 34.4 marks out of 60 or 57.33%. And similarly, Tharu speakers had got 12.4 marks 62% in grammatical accuracy, 9 mark or 45% in vocabulary

items and 11.8 marks or 59% in repairing strategy and appropriacy. And altogether they got 33.20 marks or 55.33%.

It shows that the speaking proficiency of Doteli speakers' is quite better than the Tharu speakers in terms of grammatical accuracy, vocabulary and repairing strategy. Through this above mentioned table Doteli speakers' speaking proficiency level was 57.33% which is quite better than the Tharu speakers' who had 55.33%. If we observed through item wise, the grammatical proficiency of Doteli speakers' was 64.5% and Tharu speakers' was 62%. It shows that the grammatical accuracy of Doteli speakers' is quite better than the Tharu. Similarly, vocabulary proficiency level of Doteli speakers' was 45% which is similar to Tharu speakers. And finally, proficiency level of Doteli speakers in repairing strategy and appropriacy was 62.5% and Tharu speakers had 59%, which is quite good proficiency level in comparison of Tharu speakers.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main aim of this study was to find out the English speaking proficiency of Doteli and Tharu speakers of secondary level students. For this purpose, researcher selected four government aided schools of Kanchanpur district and altogether forty students of Doteli and Tharu speakers of grade 9 and 10. The test item was administered to the students as an interview and conversation so as to suggest some pedagogical implications on the basis of the findings obtained from the whole analysis. Therefore, from the whole study the researcher found various finding, conclusion and recommendations which are mentioned in this section.

5.1 Findings

After analyzing and interpreting the data obtained, the following findings have been drawn:

- i) As a whole it was found that the total proficiency of the students was 56.33%. Therefore, their proficiency was proved as good.
- ii) In terms of grammatical proficiency of the students the study showed that the performance of the Doteli speakers was better than Tharu speakers. The first one had 64.5% and later one had 62% proficiency in grammatical proficiency.
- iii) In terms of vocabulary proficiency of the students the study showed that the performance level of Doteli and Tharu speakers was similar as 45%.

iv) Similarly, in terms of repairing strategy and appropriacy proficiency of the students the study showed that the performance of the Doteli speakers was better than the Tharu speakers. The Doteli speakers had 62.5% and 59% of Tharu speakers'.

v) Among on the basis of all three aspects (grammar, vocabulary and repairing strategy), it means total speaking proficiency of Doteli speakers showed better proficiency level in comparison of Tharu speakers. Doteli speakers had 57.33% and Tharu speakers had 55.33% proficiency.

5.2 Conclusions

While writing the thesis this section is as important as other sections from which we come to know about the conclusion of the whole study and some important tips for all who are involved in teaching field, course design and administration as well. The researcher had conducted the study in terms of grammatical accuracy, vocabulary and repairing strategy and appropriacy of Doteli and Tharu speakers' speaking proficiency. Among all three aspects of speaking proficiency of Doteli and Tharu speakers, Doteli and Tharu speakers performance level in vocabulary was showed same. And other remaining aspects like grammatical accuracy and repairing strategy and appropriacy were better of Doteli speakers than the Tharu speakers as 64.5% and 62%; 62.5% and 59% respectively. So it is showed that speaking proficiency of Doteli speakers is quite better than the Tharu speakers.

The cultural background, linguistic background, educational background, religious aspect, political aspect and economic aspect influence on the language learning proficiency of learners. It means it is claimed that

ethnicity effects on language learning. Learner's native language has played the influential role in English language learning. In the same case the Doteli and Tharu learners are poorer in speaking skill than the Nepali native speakers because of the hindrances of their native language and cultural background in the English language. In this research work the researcher had found out although both language groups are poorer in speaking skill but Tharu speakers are little bit poor in comparison of Doteli speakers because Tharu language belongs to Indo Aryan language family and Tharus speak more or less correctly in their original tone and intonation because of the influence of various North Indian languages such as Urdu, Hindi, Bhojpuri, Maithili, and Bengali. So their speaking skill is little bit poor than Doteli.

5.3 Recommendations

The following recommendations have been made on the basis of the findings obtained from the analysis.

- i) Concerned persons and authorities should launch effective programmes from which students will have access to speaking proficiency.
- ii) Students should be encouraged to apply different sort of repairing strategies, use grammatical aspects in proper way and make them advanced to use advanced level of vocabulary items.
- iii) Most of the students of all the sample schools did not have the clear concept about repairing strategy and proper use of vocabulary items. Therefore, their performance was found the weakest among all language items. For this, teachers should make them clear about this language item with simple introduction and examples.

iv) At the time of teaching, priority should be given to make students to enhance their well performance.

v) Tharu speakers were poor in speaking proficiency than Doteli speakers so Tharu speakers should be given different kind of opportunity and priority in comparison to other to improve their performance.

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Appendix I

Speaking Test Item for Students (According to SEE Board)

(Students' speaking grammatical accuracy, vocabulary, appropriacy and repairing strategies will be recorded, judged and marked on the basis of students' performance.)

Name of Student:

Roll

No.:

Name of School:

Grade:

1. General Interview (any three questions will be asked of 3 marks:

- a. What is your name?
- b. Where are you from?
- c. How many members are there in your family?
- d. What is your favourite subject?
- e. What subject have you thought to read after SEE examination?

2. Picture Description (total pictures will be 4 of 8 marks:

- a. Look at the following pictures and describe them with past tense.

(Pictures given in the Appendices)

3. Prepared talk (total 2 questions with 4 marks:

- a. What would you do if you were the Home Minister of government of Nepal at present?

- b. Suppose one of your friends says that he/she is suffering from common cold asks you for some advices. What would you suggest him/her to do? Use at least 2 sentences.

4. Verbal essay (total 3 questions 1 will be asked).

- a) Give a short speech on the following topics

- i) Discipline, ii) Education, iii) Value of Time

Appendix - II Sample Test Paper

Name of Student:

Roll No.:

Name of School:

Grade:

1. General Interview (any three questions will be asked of 3 marks)

a) What is your name?

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.....

b) Where are you from?

.....
.....

c) How many members are there in your family?

.....
.....

d) What is your favourite subject?

.....
.....

e) Which subject have you thought to read after SEE examination?

.....
.....

2. Picture Description (total 4 pictures of 4 marks).

a) Look at the pictures and describe them with past tense.

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3. Prepared Talk. (total 2 questions of 4 marks).

a) What would you do if you were the Home Minister of the government of Nepal at present?

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b) Suppose one of your friends says that he/she is suffering from common cold and asks you for some advices. What would you suggest him/her to do?

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4. Verbal Essay (total 3 questions and 1 will be asked).

a) Give a short speech on the following topics.

i) Discipline ii) Education iii) Value of Time

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APPENDIX- IV

Marking Scheme for Testing Speaking Proficiency according to S.E.E. Board

1) Marking Scheme for testing Grammatical Accuracy:

- i) Few noticeable errors of grammar - 5
- ii) Occasionally grammar errors do not obscure meaning - 4
- iii) Frequent errors occasionally obscure meaning -3
- iv) Grammar and word order makes comprehension difficult -2
- v) So ever errors in grammar speech unintelligible - 1

2) Marking Scheme for testing Vocabulary:

- i) Vocabulary that of native speaker -5
- ii) Sometime uses lexical inadequacies -4
- iii) Frequently wrong words inadequate vocabulary -3
- iv) Misuse of words in adequate vocabulary -2
- v) Vocabulary limitations so extreme conversation -1

3) Marking Repairing strategies and Fluency:

- i) Fluent and effortless with body language as native speaker -5
- ii) Speed of speech slightly affected language problem -4

iii) Speed and fluency are rather strongly affected by language problems -3

iv) Usually hesitant by language limitations -2

v) Speech is so halting and fragmentary to make conversation impossible -1

For Point Scale of Rank

Percentage	Grade	Performance Level
80-100	A	Excellent
60-79	B	Good
40-59	C	Average
20-39	D	Below Average
0-19	E	Poor