

**ROLE OF TARGET LANGUAGE EXPOSURE TO
ENHANCE LEARNING**

**A Thesis Submitted to
The Department of English Education
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**By
Santosha Kumar Mishra**

**Faculty of Education,
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2008**

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Date of Submission:**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Santosha Kumar Mishra has prepared this thesis entitled Role of Target Language Exposure to Enhance Learning under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Dr. Tirth Raj Khania
Professor
Department of English Education
Faculty of Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

Chairperson

Dr. Tirth Raj Khania (Guide)

Professor

Department of English Education

Member

.....
Department of English Education

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Member

Dr. Tirth Raj Khaniya (Guide)

Professor

Department of English Education

T.U., Kirtipur

Member

Date: 2065/8/29

Dedication

Dedicated to

*My father Late Madan Mohan Mishra and mother Savitree
Mishra whose unwavering love has always sustained and
motivated me.*

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Santosha Kumar Mishra

Date:

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November 25, 2008

Santosha Kumar Mishra

ABSTRACT

The present thesis entitled 'Role of Target Language Exposure to Enhance Learning' aims at finding out the role of target language exposure in learning reading and writing skills of the English language and the extent to which increment in target language exposure brings change in learner's reading and writing abilities. This research work is an attempt to see the importance of interactive learning environment and real life oriented learning activities and materials. The researcher conducted this experiment on grade nine students of a public school of Siraha district, where learners were from the Maithili language community. The tests were developed to collect data from the sampled population of forty students of grade nine. The Traxler Reading tests i.e. High School Reading Test and High School Writing Test were taken into account to write test items for measuring reading comprehension and writing ability of the students of Grade Nine. Pre-test was conducted using separate booklets for reading comprehension and for basic writing skills. Test items were developed to measure general comprehension, paragraph comprehension, reading advertisements, reading news articles, reading messages of condolence, message of congratulations, poetry, drama and dialogues; and writing of complete sentences, paragraphs, letters, advertisements, notices, and essays. The students were forty in number. They were divided into two equal groups, namely Group A i.e. Experimental group and Group B i.e. Control group on the basis of odd-even ranking of the individual scores of the pre-test. Both groups were taught forty minute per period for one month. But, experimental group was taught using supportive materials in addition to the materials recommended in their text book. The students of group A were exposed to extensively prepared reading and writing programs. To investigate the extent to

which extended teaching learning activities could affect learner's learning capacity, I provided them with extra home assignments based on the recommended reading and writing tasks of their text book. Group B i.e. control group was provided with learning tasks limited to their textbook only. Group B was taught without using any extra supportive materials and without extending the period of exposure through extended in class activities to out-of-class activities. After experimental teaching, a post-test was taken and the results were compared to see the degree to which increment in a target language exposure in terms of additional supportive materials and extended out-of-class activities could bring enhancement in their reading and writing capacities.

This thesis consists of four chapters. Chapter One is an introductory one, which includes the general background, objectives of the study, the literature reviewed, significance of the study. Chapter two includes the methodology adopted to carry out the research. Chapter three consists of the analysis and interpretation of data. Chapter four consists of the findings and recommendations of the study. It ends with a part- heading references and appendices.

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LIST OF ABBREVIATIONS AND SYMBOLS

e.g.	- For example
i.e.	- That is
TLE	- Target Language Exposure
SL	- Second Language
MT	- Mother tongue
Pre-T	- Pre-test
Post-T	- Post-Test
S	- Student
T	- Teacher
D	- Difference
D%	- Difference Percentage
M.O.	- Marks obtained
F.M.	- Full marks
FL	- Foreign language
CDC	- Curriculum Development Centre