

Participation of Dalit Students in Learning English

A Thesis Submitted to the Department of English Education
in partial fulfillment for the Master of Education in English

Submitted by
Dipa Kumari Nepali

Faculty of Education
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2024

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Declaration

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

Date: 05/02/2024

Dipa Kumari Nepali

Recommendation for Acceptance

This is to certify that **Ms. Dipa Kumari Nepali** has prepared this thesis entitled **Participation of Dalit Students in Learning English** under my guidance and supervision.

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Dedication

Dedicated

to

*My parents, elder brother Mr. Sowrup Raj Nepali, and Mrs. little sister
Mamata Nepali who have always been the part of my scholarship,
achievements and bolster me forward to reach the target as to
my educational voyage.*

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Dipa Kumari Nepali

Abstract

This thesis entitled "**Participation of Dalit Students in Learning English**" was carried out aiming to find out the participation of Dalit students in English Classroom and was conducted to identify the challenges faced by Dalit students in learning English in the classroom. I used quantitative research design as a method to carry out the research. I adopted the survey research design and set of questionnaires (open ended and close ended) items tools for data collection. The population of the study included all Dalit students from secondary level who were studying in the Janasewa Secondary School Panga Kirtipur and Kirtipur Secondary School Nagau Kirtipur. The study of the population sample was forty Dalit students and three teachers from different secondary school level. After analysis, and interpretation of the raw data, the study was found that Dalit students had remarkable participated in learning English classroom. The study showed that the challenges faced by Dalit students were caste-based discrimination, illiteracy family background and poor economic backgrounds which were directly affected them as psychological. Likewise, other factors such as economic, educational status of parents and attitude were affected in learning English. Those challenges were also the causes of poor performance in English. The study was also found that there was not family English environment. The study showed that the poor family background made them negative impact on their study.

This thesis consists of five chapters. Chapter one is introductory part which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two has included the review of the related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. Similarly, chapter three encapsulates methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, analysis and interpretation procedures. Similarly, chapter four comprises of analysis and interpretation of result, and summary of findings. In the same way, chapter five covers conclusions, and recommendations. Recommendation includes; policy, practice and further research related areas. Finally, the references and appendices were included.

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Chapter 1

Introduction

This study is entitled with "Participation of Dalit Students in Learning English". This chapter consists of the background of the study, statement of the problem, objective of the study, hypothesis of the study, research questions, significance of the study, delimitations of the study, and operational definition of key terms respectively.

Background of Study

Language plays a very pivotal role in connecting human beings. People convey their opinion, emotion, and feeling through language. Language is needed by humans in every walk of life to communicate with one another which is used for personal, social, official and academic purpose and considered as a bridge of the human connection nationally and internationally. Generally, among many languages, the English language is used as lingua franca and it is commonly known as standard language across the world. Language is a network of human communication (J.Ke, 2007). Because of Language, people are connected one to another globally. People can get and share information using Language.

According to census 2021(Central Bureau Statistics (CBS), 2078), there are 124 Languages and 142 castes and ethnic groups. The total population of Nepal is 26.5 million with annual growth rate of 0.95 per annum. Among them, top ten mother tongue speakers are as follow: Nepali (44.86%), Maithali (10.05%), Bhojpuri (6.24%), Tharu (5.88%), Tamang (4.88%), Bajjika (3.89%), Abadhi (2.96%), Newar (2.96%), Magar (2.78%), Doteli (1.7%) (CBS, 2021). The data from the National Population and Housing Census of 2021, 102561 (0.35%) Nepalese people speak English as a second language. In the context of Nepal, the people read the English language as a compulsory subject matter from class one to master level. Nepal is a country having multiethnic, multilingual, multi-religious and multicultural backgrounds. So, it is known as the country full of diversity. Among many castes of people, Dalit is a kind of community regarded as backward community socially, economically, educationally, politically and so on. According to the National Dalit Commission (NDC), the Dalit community is defined as “the community by virtue of atrocities of caste-based discrimination and untouchability. Dalit are most backward

from social, economic, educational, and political fields. They also are deprived of human dignity and social justice.

Although, languages are sources of knowledge and icons of identity, the majority of indigenous languages are spoken in Nepal. Nepal is based on a caste system so Dalit community has been victimized because of the caste system. They have been deprived of access to the state until now. They don't have educational access compared to the other communities.

Statement of the Problem

Participation of the Dalit students is the way of involving in learning activities in the classroom. Available data show that Dalit students are minimum in number than no-Dalit students in learning English classroom. Dalit students have several problems such as low socio-economic status, lack of awareness, illiteracy family environment, land less, lack of educational instrumentation materials, parents' attitudes, lack of opportunity, lack of support from government and implementation gap, limited access to quality school, caste discrimination, physical and psychological harassment, lack of role model, gap of information, cultural factors and individually different etc are responsible for difficulty in learning English among Dalit students. Due to above factors, there is not proper environment for Dalit students in order to participate in learning English classroom. Cause of many factors, Dalit community doesn't have enough money to send their children in the boarding school (B K, 2016). This research analyzed the English learning of Dalit students on the basis of home environment-related variables such as parents' education, language, family income, parents' occupation, time for study, and parental support to do homework. Most of the Dalit students leave the class incomplete and fail in examinations showed a higher rate of dropout. Their poverty, culture, and low level of awareness have played a role of learning English. Lack of educational awareness of their parents have main problem to learning English.

We can say that there are different kinds of obstacles and difficulties faced by Dalit students in learning English. So that, I will analyze this condition of Dalit students through the research study entitled on "Participation of Dalit students in Learning English".

Objectives of the Study

The objectives of this study were as follows:

- To find out the participation of Dalit students in learning English classrooms.
- To identify the challenges faced by Dalit students in learning English classroom.

Research Questions

The study tried to find out the answers to the following research questions:

- Why did Dalit students interest to participate in learning English classrooms?
- What were the challenges faced by Dalit students in learning English classroom?

Significance of the Study

The main purpose of this study is to find out the participation of Dalit students in learning English. It will be relevant to those people who want to know about that participation of Dalit student in learning English classroom. It will be significant in the sense that it will provide wider information about organizing the language contents in accordance with the needs of the learners. This research will be appropriately helpful for the students, teachers, textbook writers, syllabus designers and methodologists to select the relevant materials for the course. Simultaneously, related stakeholders will be informed about that what kinds of factors affects to the Dalit students in learning English.

This study will be benefitted for those people who are directly and indirectly engaged in the field of the teaching and learning. Especially, this study will be more useful for those teachers who have been teaching English to the Dalit students. This study will also help to add something new in the existing knowledge of them who are related to the field of language teaching and learning activities. Moreover, observing the current educational practice that will help to reform the educational policies to bring in mainstream of educational access to Dalit students finding the main reason to be less participation in educational access. Similarly, different NGOs and INGOs will frame their projects and programs to uplift and solve Dalit students' problems in learning English.

Delimitations of the Study

The study was limited to the followings:

- The area of the study for Dalit Students of secondary level was limited in the Kathmandu district, Kirtipur.
- The focus of the study was only on the participation of Dalit students in learning English classroom.
- The tools of data collection were questionnaires (open ended and close ended)

Operational Definition of the Key Terms

Dalit. The communities by virtue of atrocities of caste-based discrimination and untouchability, are most backward in socio-economic, educational, political, and religious fields and are most in living deprived every an opportunities from the state who don't have human dignity, self-esteem, right, and social justice in the Nepalese societies. Dalit commonly known as untouchable community should face caste-based discrimination in the society whenever the go out of their home in the every single day. They are treated as untouchables and are of occupational caste. In this study area, Kami, Sarki, and Damai were taken as Dalit.

Participation. To be involved in an activity.

Learning. The process of acquiring new understanding, behavior, skills, values, attitude, preference and knowledge.

Chapter 2

Review of Related Literature and Theoretical Framework

This part of the study was consisted of a review of the theoretical literature, a review of the empirical literature, the implication of the review for the study, and a conceptual framework for the study.

Theoretical Literature

The study of this chapter was carried out on the basis of theoretical review of the empirical literature, the implication of the review, and the conceptual framework of the study.

Current Scenario of English Language in Nepal

Nepal is a beautiful country with lots of diversity in various aspects. Geographically, Nepal is a tiny landlocked country that extends over an area of 54600 square miles between the southern, eastern, and western parts of India and the northern part of China. There are 4 ecological zones, high mountains, hills, valleys, and low plains. About 25 million people live in this land, which presents a rare example of human socio-cultural, and biodiversity.

According to Census (2021), there are 124 languages in Nepal and these all languages are spoken by different indigenous groups of people within a small tract of land. There are ten major languages according to the latest census. Some languages are on the verge of extinction due to varied cultural and religious traditions. Learning and teaching situations are also varied due to geographical variations. In spite of the varied situations, there is a great role of English since it is the language used in the world.

English is the world's most widely used language. It is the language of international business and academic conferences, diplomacy, and sports. It is one of the six official languages of UNO which plays a vital role in international communication. English has become an indispensable vehicle for the transmission of modern civilization into the nation. It is the passport through which one can visit the whole world and one who knows English can enjoy the advantages of being a world citizen. Crystal, in this regard, mentions that more than two-thirds of the world's

Scientists write in English. English in the case of correspondence also has already occupied about three-quarters of the entire correspondence all over the world. This indicates the domination of the English language in male writing. Eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English. And it has also got local-level examples of the same theme simply available everywhere.

Thus, the English language has been inevitable in the present context. In Nepal, it is taken as a foreign and lingua frank. The beginning of English in Nepal is closely connected with the rise of the Rana regime. The formal beginning of English teaching was started when Jung Bahadur Rana established Darbar School in 1910 B. S. Since then, it has been introduced right from grade four to the Mater's level. Now, in public Schools, it is taught as a compulsory subject from grade one to bachelor level but in the case of private schools it is introduced from the very beginning; i.e., nursery level.

Thus, Learning English has become indispensable since it has a great role in the modern world. In spite of its importance, mentioning the actual ELT situation of Nepal, on the other hand, is not satisfactory at all in the sense that a typical educational environment would be one where the teachers have large classes of around 50-60 students if not more. This will make it very difficult for the students to hear the teacher speak or for the teacher to hear the students. Often all the classroom contains are the bare necessities like the blackboard, and furniture fixed on the ground making it impossible to move for group work or make space for games and role plays, which are essential parts of the Communicative Language Approach (CLA). Texts are printed on cheap paper which sometimes makes photographs look blurred and uninteresting. Even in urban areas, lack of electricity affects the students who sit far away from the blackboards or teachers from playing the tapes for teaching listening skills. These are some of the factors that deter teachers from using the communicative approach.

Inclusive Education in Nepal

The inclusive education movement has been endorsed internationally by UNESCO's Salamanca Statement (UNESCO, 1994) and reflects the United Nations global strategy of Education for All (Farrell, 2004). Recently, inclusion in education

is recognized as a basic human right and foundation for a more equal society (European Agency for Development in Special Needs Education, 2012). Inclusive education is coined as inclusive education and viewed as an approach to secure the right to education of children by promoting the educational system. The main purpose of inclusive education is to reduce exclusion in education by ensuring the participation of excluded children.

Because of different social and contextual views, there is no universally accepted definition of inclusive education. Inclusive education has been conceptualized in many different ways; the idea of inclusion within the educational framework is frequently attached to the concepts of mainstreaming, diversity management, learning environments, school cultures, inclusive schools, and equal educational opportunities (Westwood, 2013). Inclusive education is mostly concentrated on special needs education because marginalized discourse has a very significant role in the development of inclusive education. Nowadays, inclusive education does not only refer to children with marginalization groups, but it also includes all children with or without marginalized groups who have some barrier to learning and participation.

Lipskey and Gartner (1997) said that inclusive education is not a special education but the convergence of the need to restructure the public education system to meet the need of a changing society. Similarly, Forlin (2005) viewed inclusive education as much broader than simply inviting children with marginalized people into mainstream classrooms and mentioned that it is a means of extending educational opportunities to marginalized children who are still unable to attend school. Broadly, inclusive education is an innovation of educational development that resulted from continuous international debates to reform the education system.

According to Farrell (2004) Inclusion education can be understood in three ways as a) the social inclusion and education of children presently excluded b) the inclusion of pupils currently in mainstream school, and c) the balance of pupils in mainstream and special schools. It means inclusive education is about both access and participation. It represents the concern of whole school reform. It is focused on the effective delivery of quality education to all students and demands equal opportunities

for all students whatever their age, ethnicity, attainment, or background (Farrell, 2004).

UNESCO (2009) defined inclusive education as a process of strengthening the capacity of the education system to reach out to all learners. UNESCO has developed a framework of inclusive education on the basis of fundamental principles of inclusive which is very relevant to develop an inclusive education system.

The Government of Nepal has adopted inclusive education as a main policy for providing children with marginalized opportunities for learning and overall development. Building on the effort made since 2022 B. S. The government has now implemented inclusive education in the education sector in general and school education, in particular, using various policy tools. Primarily, the government ratified many international and regional conventions regarding education including the Salamanca Declaration (1994). As these international instruments appealed to all party members to make domestic legal and policy provisions for improving universal access to education, Nepal has focused on a developed policy with specific reference to inclusive education. The Government has adopted different legal and policy instruments to address the current issues and problems regarding access, participation, and opportunities to education.

The constitution of Nepal strongly protects human rights on the grounds of religion, race, caste, sex place of birth, and marginalization. The constitution also ensured the right to education for all without any discrimination. Article 31 of the Constitution of Nepal mentioned that; a) every citizen shall have the right of access to basic education b) each citizen shall have the right to compulsory and free basic education up to the secondary level c) the physically paired and citizens who are economically very poor shall have the right to free higher education as provided for in law d) the visually impaired shall have the right to free education with the medium of brail script and citizens with hearing impairment and speech impairment shall have the right to free education with the use of sign language e) every community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided by law. Similarly, Article 39 ensured the right of children by stating that

every child shall have the right to education, a healthy family, and the state (Government of Nepal, 2072 B.S.)

Another policy of the Ministry of Education- Consolidate Strategy, 2014- has committed to strengthening equity across all levels and sub sectors within the school education sector in Nepal. It has realized that inclusive education enables one to achieve quality of life and contributes to establishing an equitable and inclusive society that values diversity. The prime objectives of the strategy were set as; a) achieving equity in access, identifying the most marginalized groups of learners that have so far remained unable to access education and thereby able to overcome their barriers in accessing education b) strengthening of equity in participation, retention and inclusion, identifying learners that are currently dropping out of education and addressing their specific barriers both school and non-school based, and c) strengthening the equity in learning outcomes reducing inequitable learning outcomes and addressing root causes of these discrepancies through targeted intervention focused on removal barriers for learners and catering specific needs (Ministry of Education, 2014).

Nepal's development plans have also underscored the need for inclusive education in schools in particular and kept certain plans and programs to materialize its ideals in the classroom. The Tenth Plan (2002-2007) at the first time introduced the term inclusive/ integrated education. The plan has aimed to increase the access of education and envisioned the strategy of inclusive and integrated education system according to the concept of special education. The plan had a target of increasing access to education of children with special learning needs. Therefore, the succeeding plans were committed to the extension of equal access in all levels and to develop an inclusive and equitable education system. Continuing the provision of the previous plans, the ongoing 14th two-year plan (2073/74-2075/76 B.S) continued the target program to increase the access of poor, marginalized and disabled people to education and aimed to expand the open, alternative, residential and special education across the country. This plan has clearly mentioned the inclusive education as core strategy to ensure quality and equitable education. It has made the special provision for marginal and deprived community (National Planning Commission, 2016).

Nepal's current inclusive education policy largely focuses on providing maximum support for marginalized children with marginalization in order to succeed in mainstream schools. The current policy-Inclusive Education Policy for Persons with marginalize group such as Dalit, Janajati, Muslim, and Disabilities 2073- has acknowledged the constitutional right of every child- including those with some marginalized groups- for quality education (Ministry of Education, 2073 B.S.). Prior to promulgating this policy, the government was implementing special Education Policy 2053 which had an exclusive focus on providing, care support and opportunity for education for marginalized children. Considering the fact that special education is inadequate for marginalizing children to adjust in this complex society, this has ensured free education for all marginalized children, best on the functional assessment of their needs, tailor- made curriculum, text book, learning and assessment materials. The policy has made a provision of Inclusive Education Council in order to ensure the right of education for marginalized children as well as to make timely revision of inclusive education policy in the country.

The current inclusive education policy for marginalized people aims to provide opportunities for formal, non-formal, open, distance and continuous learning. The existing scattered provision of providing scholarship to the disabled children will be mainstreamed using a 'one-door' policy. The curricular and assessment materials will be adapted in an accessible format. The educational institution will have an inclusive culture removing biases and barriers for disabled sustainable and eco-friendly way of learning skills for their livelihood. A partnership approach will be adopted whereby the government will work with non-government and private sectors to create opportunities for learning for marginalized people. The policy has also a provision for a policy coordination committee at the center and appropriate structure for inclusive education at both provincial and local level. Creating inclusive education minimum enabling conditions, the current policy overall aims to make inclusive education a real transformative reform approach in the education sector in general school sector in particular.

The ongoing School Sector Development Program (2016-2023) has also included inclusive education as a main policy to strengthen "the institutional capacity to provide inclusive education for children with marginalize and special needs and establishing partnership with non-state actors and other relevant line ministries to

respond to the needs of children with complex or server marginalized groups" (Ministry of Education, 2015, p.32). SSDP aims to update and regularly collect data on the types and prevalence of marginalization and their level of severity, updating teacher training to include special education and addressing the social stigma associated with marginalized groups. With the aim of equipping teachers with adequate knowledge and skill, SSDP aims to introduce a compulsory inclusive education module in pre-service programs associated with marginalized groups. With the aim of equipping teachers with adequate knowledge and skill, SSDP aims to introduce a compulsory inclusive education module in pre-service programs to provide basis knowledge and skills on (i) the needs and marginalized group of children with special needs, (ii) child-centered pedagogical methods and (iii) active and participative learning techniques, instructional accommodation and activity differentiation. As part of institutional capacity development SSDP also has endorsed a policy to scale up the development of skills on inclusive education and children with special needs at the national levels for DOE, NCED and CDC and at district levels for DEOs and assessment center coordinators, supported by relevant academic institutions.

Second Language Acquisition (SLA)

SLA is the process of learning another language in addition to the native language. Second language acquisition simply refers to addition of a language which is not one's native language. It is an additional language after they have acquired their mother tongue. So, SLA is different from language acquisition. According to Red Ellis (1985), "SLA refers to subconscious or conscious process by which a language other than the mother tongue is learned in a natural or tutored setting." Similarly, Grass and Selinker (1994), "SLA refers to the process of learning another language after the native language has been learnt sometimes; the term refers to the learning of a third or fourth language." Cook (1991) state that "SLA is the acquisition of a language in addition to the mother tongue." Mitchell and Myles (1998), "SLA refers to the learning of any level, provided only that the learning of the second language takes place sometimes later that the acquisition of the first language." Dulay, Burt, and Krashen (1982), "SLA is the process of learning another language after the foundations of the first language." In Nepal, more people use English as a second

language whenever they use facebook, viber, instgram, twitter and so on. Sum up, English is commonly used as a second language across Nepal.

Major Affecting Factors of Language Learning

SLA is highly complex and challenging and is not only influenced and determined by the linguistic components of the second language; but it is also highly influenced by linguistic factors (non-language factors) such as personality, aptitude, motivation, age, affect, social distance, learning style, etc. Non-language factors are directly associated with the success or failure of achieving competency in a second language. There are some non-language factors.

Affect: Affect is the psychological factor, which refers to the feeling of the emotion of a person towards something. Gass and Selinker (2009, p, 398) have defined affect in language learning as "feelings or emotional reactions about language, about the people who speak that language, or about the culture where that language is spoken." This definition has pointed out the three aspects of a second language on which the second language learners react or show their feelings.

Social Distance: Language is used in communication with other people, we cannot ignore the social aspect of using a second language. The language learning process is a social process where learners interact with L2 speakers, other students, or L2 teachers. Through such social interaction, the learner acquires competency in the language.

Aptitude: Aptitude refers to the specific ability for language learning which learners are hypothesized to possess. Ellis (1994, P. 494) said that aptitude refers to the capability that involves a special propensity for learning an L2. In the sense of language, learning aptitude refers to one's ability to acquire a second language. In this regard, Carroll (1981) conceded: Aptitude as a concept corresponds to the notion that in approaching a particular learning task or program, the individual may be thought of as processing some current state of the capability of learning that task-if the individual is motivated, and has the opportunity of doing. So, the capability is presumed to develop on some combination of more or less enduring characteristics of the individual (quoted in Rai, 2000, p. 103).

Age Difference: Age is the psychological variable that determines second language acquisition. In this sense, Gass and Selinker (2009, p. 405) have stated that children are better language learners than adults, in the sense that young children typically can gain mastery of a second language, whereas an adult cannot. This view is supported by the critical period Hypothesis (CPH).

Motivation: Motivation refers to the internal drive that encourages somebody to perform certain actions in a particular situation. Holt (2001) defined motivation as the learner's orientation with regard to the goal of learning a second language. Gardner and Lambert (1972, and Ellis, 1985, p. 117) have defined motivation. Motivation is one of the most important factors to a successful SLA.

Personality and Learning Style: Both personality and learning style is the result of psychology. Personality is considered a very important category of an individual difference since individuals are often judged on the basis of their personality. "Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same, from the basis of our prediction, concerning his future behavior" (Wright et al., as cited in Shackelton and Fletcher, 1994, p. 46 in Paudel, 2010, p. 5). It is also regarded as referring to stable internal factors or traits which underline consistent individual differences in behavior.

Learning Strategies: Learning strategy is a person's approach to learning and using information. Students use learning strategies to help them understand information and solve problems. Learning strategies are attempts to develop linguistic and sociolinguistic competence in the target language. In this connection, (Richards et al., 1985 p. 209) stated that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better them understand, learn or remember new information." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

Importance of English Language in Nepal

In our country Nepal, English is an important language. In the chain of defining language, Richards et al. (1999, p. 196) defines language as "the system of

human communication which consists of the structural arrangement of sounds (or their written representation) into larger units, i.e. morpheme, words, sentences, utterances". A vast increase has been seen in the number of pupils in English medium schools. The world is rapidly being globalized and becoming a global village. In this regard, Crystal (2002, p. 1) says, "a particular variety or level of speech/writing may also be regarded as a language". People speak many languages in this world. To reduce such communication barriers we have to express our thoughts with a common language. English is playing a major role in many sectors like education, medicine, engineering, and business. There are many reasons that make English the most important language in the world. It has gained the status of an international language or lingua franca.

In the same regard, of Brown (2001, p.48) suggests 'interaction lies at the heart of communication'. It has become the lingua Franca of many people of the world and is no more limited to only Englishmen. In the same vein, Sheddon (2003) states, as a global language, it is obvious that English plays an important role in international interaction. Most jobs in the world require one to have a good command of the English language. The job interviews for the international level require you to be perfect and fluent in English. Knowing English is also a must-know to using the internet. The medium of instruction in science, engineering, medicine, and technical institutes in the universities of Nepal is exclusively English.

Although the majority of people in Nepal speak Nepali, it is enough for "establishing effective channels of communication with the rest of the world" (Malla, 1977, p.12).

Malla (1977, p. 16) mentioned that English is used as a "library language-language to have an access to textbooks, lectures, and journals...on the one hand, as a language to express one's thoughts and ideas in written and academic exercise on the other."

Khaniya (1990) expressed the use of English for educational and occupational purposes. In a recent study by Shrestha (2008), English teaching in Nepal has been viewed from the perspectives of English for specific purposes and English for academic purposes. The urgent need for English learning has added a further

dimension with a growing number of English medium schools across the nation (Bhattarai & Gautam, 2005).

The majority of parents like to send their children to English-speaking schools. Those students who did not have a chance to go to English-speaking schools prefer joining language institutes to increase their level of English proficiency. Not only high school graduates but also college graduates prefer improving their level of English to pursue either higher study in abroad or to start a job in foreign setting.

The Role of Interaction in the L2 Classroom

Long's Interaction Hypothesis (1985, 1996) outlines the crucial role of L2 interaction in the acquisition language agrees with Krashen in that comprehensible input (i+1) is necessary for L2 acquisition. However, he focuses more on the question of how input can be made comprehensible. He argues that modified interaction is the necessary mechanism for making input comprehensible. What learners need is not necessarily a simplification of the input, but rather an opportunity to interact with other speakers, working together to reach mutual comprehension is also known as negotiation of meaning.

Interaction allows the opportunity for negotiation of meaning and negotiation of meaning assists them in L2 acquisition. According to Pica (1994, Cited in Ellis, 2003), opportunities to negotiate meaning assist L2 learners in the following three principal ways:

- First, as Long and others have claimed, they help learners to obtain comprehensible input. Negotiation facilitates comprehension and comprehension facilitates acquisition.
- Second, negotiation provides learners with feedback on their own use of the L2. Learners get feedback and assessment in producing their comprehensible output.

Finally, negotiation prompts learners to adjust, manipulate and modify their own output.

In this way, interaction helps learners to make both input and output meaningful and comprehensible. During the interaction, the negotiation of meaning

takes place when speakers make attempts to clarify the things they are sharing. Ellis (2003) explains the roles of interaction in L2 acquisition in the following way:

The Interaction Hypothesis suggests a number of ways in which interaction can contribute to language acquisition. In general terms, it posits that the more opportunities for negotiation (meaning and content) there is the more likely acquisition is. More specifically, it suggests: (1) that when international modifications lead to comprehensible input via the decomposition and segmenting of input, acquisition is facilitated ; (2) that when learners are pushed to reformulate their own utterances, the acquisition is promoted, (p. 80).

Interaction class creates an active class where all students share their own views on specific subject matters. It makes students collaborate with each other. Interaction class develops students' personalities and interaction abilities making them confident.

Principle of Interaction Language Teaching and Learning

Inter subjectivity is different from the theory of the subject and object of the binary opposition between the two, which put forward a new view of classroom interaction about the reform of classroom teaching. The author has summarized and come to the conclusion that inter-subjectivity classrooms should follow at least the following principles:

A. The principle of democracy, equality, and interaction only when the teachers and students are willing to be democratic and be a subject and regard each other as the subject, the relationship between teachers and students become the relationship of inter-subjectivity and the relationship of democracy. (Hao Wenwu, 2009) That is to say, both teachers and students have accepted the idea of democracy and are willing to respect each other. With this atmosphere, can inter-subjectivity education be gradually established? Equality and democracy between teachers and students, between students, is the basic principle of classroom interaction. In this interaction, the teacher cannot impose their will on the students, cannot force students to comply with the specification that they don't approve of, and students also should not think of themselves as the education customers, the educated consumer, ask for too much of the teacher, and not even respect the teacher.

B. Listening and understanding If only there is equality and democracy in interaction, but in the interaction, the two sides have no mutual understanding and have not developed the habit of listening, interaction, also, may lead to self-interaction or talking to oneself, or even become a negative resist. That the teachers are required to understand the students, are to meet the needs of students in cognition and emotion, Students also should understand the teacher in the need of occupation and emotion, rather than the teacher speaking with fever and assurance, the student being absent-minded. This is typical performance of the lack of understanding of each other; the teachers ignore students' needs and students overlook the teachers' feelings. There is almost no interaction in teaching, at least there is no positive interaction. The habit of listening means mutual understanding, and mutual respect. It is not easy to do this, which needs long-term effort. For example, students can listen to the teacher's wonderful speech, but it is difficult for the teacher to listen to the student's answering intermittently and inaccurately, Let alone request the students to listen to a poor student's ambiguous statement.

C. Dialogue Gregory Bates said, "The social environment and the way of the transmission of information play a leading and decisive role in the process of teaching and learning, rather than teaching content" (Bauman, 2002). Constructivist thinks that knowledge is the unity of objective reflection and subjective construction is the result of cognitive subject's active choice, processing and creation to the stimulation. Educators in the new world must turn their attention from the teaching material and the educational content to the education mode. Teachers should communicate with students and students should communicate with students democratically and equally through language. This is a two-way, dynamic generating process of dialogue, rather than teachers explaining strictly on the basis of the teaching plan. Without sincere dialogue, there is no equal interaction; there is no democracy, let alone mutual understanding between the two sides.

D. Reaching a consensus as the goal Classroom interaction doesn't mean uninterrupted dialogue and negotiation, but the two sides of the interaction with an open mind get out of the original "narrow" horizon fusion, and reach a new consensus on the new horizon, which is on a higher level.

Constructivism

Constructivism is a new school of thought. Jean Piaget and Lev Vygotsky, names often associated with constructivism, are not by any means new to the scene of language studies. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256). Constructivism's central idea is that human learning is constructed and that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995). Learning is a social activity it is something we do together, in interaction with each other, rather than an abstract concept (Dewey, 1938). For example, Vygotsky (1978), believed that community plays a central role in the process of "making meaning." For Vygotsky, the environment in which children grow up will influence how they think and what they think.

Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge. For example, Vygostky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners co-construct knowledge.

Each individual learner has a distinctive point of view, based on existing knowledge and values. This means that the same lesson, teaching or activity may result in different learning by each pupil, as their subjective interpretations differ. This principle appears to contradict the view that knowledge is socially constructed. Fox (2001, p. 30) argues (a) that although individuals have their own personal history of learning, nevertheless they can share in common knowledge, and (b) that although education is a social process, powerfully influenced by cultural factors, nevertheless cultures are made up of sub-cultures, even to the point of being composed of sub-cultures of one. Cultures and their knowledge base are constantly in a process of change and the knowledge stored by individuals is not a rigid copy of some socially constructed template. In learning a culture, each child changes that culture.

The constructivist theory posits that knowledge can only exist within the human mind and that it does not have to match any real-world reality (Driscoll, 2000). Learners will be constantly trying to develop their own individual mental model of the

real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will therefore construct their own interpretation of reality.

Cognitive constructivism is based on the work of Jean Piaget; social constructivism is based on the work of Lev Vygotsky, and radical constructivism. According to the DSI Teaching and Resource Center (2015, p. 5): Cognitive constructivism states knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development. Cognitive teaching methods aim to assist students in assimilating new information to existing knowledge and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information.

According to social constructivism learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978, p. 57) who suggested that, the notion of radical constructivism was developed by Ernst von Glasersfeld (1974) and states that all knowledge is constructed rather than perceived through senses.

Learners construct new knowledge on the foundations of their existing knowledge. However, radical constructivism states that the knowledge individuals create tells us nothing about reality, and only helps us to function in our environment. Thus, knowledge is invented not discovered. The humanly constructed reality is time being modified and interacting to fit ontological reality, although it can never give a 'true picture' of it, (Ernest, 1994, p. 8).

Educational Ratio of Dalit in Nepal

Nepal has an overall literacy rate of 76.3% percent with male 48.87% and female 51.13 %. The literacy rate of male and female is 83.6 percent and 69.4percent (Census, 2021). According to the Census 2021 (Central Bureau of Statistics) the literacy rate of the country's total population aged 5 years and above is 76.2 %. In the overall literacy rate was 65.9 %, while male literacy rate was 75.1% compared to female literacy rate 57.4 %. The target population (28.7%) of the total literate

population have completed primary level (class 1 to 5) of Education, similarly, 19.9 % of the total population have completed lower secondary level (6 to 8), followed by 9.5% who completed SLC (or equivalent). Likewise, 19.5% have completed higher levels (above SLC equivalent) of Education.

According to the Social Inclusive Survey 2018 revealed that the literacy rate of the Hill Dalit is 67.8 % and Madheshi Dalit is 42.6% while the national literacy rate is 71% in Nepal (Gurung et al., 2018). It means that the Dalit from Tarai have comparatively lower literacy rate than Dalit because of lack of awareness, extreme poverty and caste based discrimination. The government of Nepal has described literacy as the ability to read and write simple Nepali language. The data from the GoN Flash Report (2022) presents the ratio of Dalit children in the secondary level (grade 9 to 12) is 10.40%. The data from the Website of Science Direct, The latest publicly data for the ratio of Dalit student in primary level (1 to 5) is 19.20%. The ratio of the Dalit student in lower secondary level (6 to 8) is 16.40%. The ratio of the Dalit students in secondary level (9 to 10) is 13.40%. Net enrolment ratio of Dalit in higher secondary level (11 to 12) is 10.40%. Net enrolment ratio of Dalit in Bachelor's level is 7.27% and Dalit education of master's level is 3.39% (Regular Article of Gandharba and Pant, 2023).

There are different national and international educational policies for backward communities as a national major agenda in the context of Nepal. Education plays a very important role making it accessible to all children in the Education sector bringing mainstream of Education who are deprived from Education. There is a slogan that is announced: Education for All (EFA) is the slogan of the modern world. The Jomteim conference (1990) made provision for developing "the framework of action" to meet the basic learning needs by adopting the word declaration on education for all.

It is believed that education is the only gateway from which any Dalit can go forward in the society. Different studies on education have educated people, no matter where he or she is from; have been highly honored and accepted positively in every sector. In the case of Dalit in Nepal, the perception of the caste discrimination system, mostly educated people are against the caste discrimination and untouchability which has no scientific causes (Koirala et al., 1996).

Consequently, the upper caste people in the society put them in segregation and servitude situations because they are afraid that Dalit would revolt against their activities in the society once educated and learnt everything (Paudel et al., 2006).

Educational Legal Provision for Dalit in Nepal

There are elaborated educational legal provisions for Dalit in Nepal, such as;

Education Act, 2028 and Education Regulations, 2059: To develop the manpower required for national development. The Government of Nepal has issued the Education Act, 2028 BS and the Education Regulations, 2059 BS. This Act has been mentioned in relation to ECD, primary schools, basic education, secondary education, special education, inclusive education. Under this, it is mentioned that the institutional school should provide free scholarship to the needy, disabled, women, Dalit or Janajati students as prescribed so that at least 10 percent of the total number of students enrolled in the school is not reduced. Moreover, 9 % reservation quota is allocated in the competition of teacher selection conducted by TSC.

Compulsory and Free Education Relations Act, 2075: This Act has been formulated to ensure easy and equitable access and continuity of education for all and to make education universal, competent and quality of education. The Act provides that no one shall be discriminated against on the grounds of education, any citizen shall have equal access to quality education and financially deprived, disabled and Dalit citizens shall have the right to free higher education.

Technical Education and Vocational Training Council Act and Rules: Technical Education and Vocational Training Council Act, 2045 to establish and arrange Technical Education and Vocational Training Council for the purpose of systematically arranging technical education and vocational training to produce basic and intermediate level technical manpower. Rules, 2051 and Diploma and Certificate Level Entrance Examination Operation, Scholarship Distribution and Admission Guidelines, 2074 are being implemented. This Act has been amended on 2075/11/19 and the Rules have been amended on 2072/3/28 for the third time and the Directive has been amended for the last time in 2077 BS. There is a legal provision to establish a Technical Education and Vocational Training Council under the chairmanship of the Minister of Education, Science and Technology or the Minister of State for

streamlining and standardization technical education and vocational training and for maintaining coordination among various agencies providing such training and for determining and certifying skills. Although there is no legal provision regarding inclusion in the Act and Rules, the directive seems to have made legal provision regarding educational reservation and scholarship. The council has provided scholarships, classified scholarships and subsistence scholarships in all programs at the diploma / certificate level. In addition to this, scholarships have also been arranged for the students studying at the Technical School Leaving Certificate (TSLC) level in the programs run by the affiliated organizations affiliated to the council. Under the Target Group Scholarship, the target group Nepali citizens who have passed the entrance examination from government or community schools of Nepal and the technical entrance examination from the affiliated educational institutes of Tribhuvan University or similar have been mentioned. And there is a legal provision to provide 2 percent scholarship to former Kamaiya/Haliya. In addition to this, provision has been made to provide subsistence scholarship at the rate of Rs.5,000 (five thousand) as monthly for 2 pre-Kamaiya or Haliya members, for 6 Dalit members and for 2 Dalit women members.

Scholarship Act, 2021 and Code, 2060: In the preamble of the Act, this Act has been issued to make legal provision regarding the scholarships to be given by the Government of Nepal or through the Government of Nepal. This Act was last amended on 2072/11/13. Article (3a) of the Act, states that among the scholarships received by the Government of Nepal, the destitute, women, persons with disabilities, Janajati and Dalit and persons from remote areas will be protected as prescribed. Out of the people who have studied in the community school, the person who has been openly recommended by the concerned village or municipality due to poverty and there is a legal provision that the examination of scholarships is considered as destitute and as prescribed by the Ministry.

According to the provisions of the same regulations, 45 percent of the scholarships received by the Government of Nepal have been reserved and the percentage has been maintained 100 percent for admission from community schools. Five percent reservation has been made for Dalit students who have passed the examination.

Institutional School Scholarship Details Procedure, 2074: The Constitution of Nepal has placed the management of secondary education under the jurisdiction of the local level and the Local Government Operation Act, 2074 BS has placed the provision of scholarships under the jurisdiction of the local level. The latest amendment to the Education Act, 2028 BS has brought classes eleven and twelve within the structure of secondary education.

This procedure has been issued to manage the scholarships provided by the institutional schools. According to the working procedure, 10 percent quota of the total students enrolled in the current academic session should be set aside for scholarships for the destitute, poor, persons with disabilities, women, Dalit, Janajati, children injured in the movement and Madhesh movement, missing and martyred families and 5 percent of the quota for Dalit community. There is a legal provision to ensure.

School Scholarship Management Directive, 2074: This guideline has been issued to distribute all types of scholarships to the target groups in a systematic and transparent manner. The guideline mentions eleven different types of scholarships to be distributed at school level. Under Dalit Scholarship, Rs. 400 per person per year for basic education (grades 1 to 8) and Rs. 500 (Rs. 500) per person per year for secondary education (grades 9 to 10) will be provided. There is a provision that the scholarship money distributed to the students cannot be spent for any other purpose and if it is spent, legal action will be taken as per the Education Act and Education Regulations.

The constitution of Nepal-2015: The new constitution of Nepal – 2015 has guaranteed right against untouchability and caste discrimination as fundamental right as stated in the article No. 24 and has declared caste discrimination as a punishable crime. According to Lamichhane, B. and Dhakal, K. D. (2016), the clause-1 of article no. 24 has declared, "no person shall be treated with any kind of untouchability or discrimination in any private or public place on grounds of caste, ethnicity, origin, community, occupation, or physical condition". Similarly, the clause-4 of article no. 24 states as "there shall not be any racial discrimination in the workplace by indulging in untouchability".

Likewise, the clause-2 of article no. 31 has guaranteed the right to education as "every citizen shall have the right to free education from the state up to the secondary level".

Similarly, the clause-2 of article no. 40 clearly states about the right of Dalit in education as "the provision of free education with scholarships shall be made for Dalit students from the primary to higher level of education as provided for in law. Special provision shall be made in law for Dalit to pursue higher education in technical and professional subjects".

Likewise, clause-1 of article no-42 has guaranteed the right to social justice for Dalit who are also economically, socially, socially and educationally backward, to participate in the state mechanism on the basis of proportional inclusive principles.

Laws: The Education Act and regulation has guaranteed free education and free of cost textbooks by the government. Section 11(O) and 16 (D) of the Education Act 1971 (2028 BS) reads as follows (8th/9th Amendment 2007): 11(O) Provision for scholarship can be made:

Regarding the free education along with scholarship, it's not an effective implementation because of careless observation of the stakeholders. Those all scholarships provisions have been used for private teachers' salaries. Free education is limited only in provision. Scholarship is not accessible to indigenous students.

Empirical Literature

In order to study the new research requires the knowledge of previous background that supported to find out that gap among the different previous studies. This review mainly included the previous thesis, books and journal, different sources used to cite literature also those different studies had been carried out related to this area but no research had been done regarding the Participation of Dalit students in learning English.

Rajak (2015) conducted her study with the entitled "Quot; Voicing unheard: An Examination of the school Experiences of Nepali Dalit students." The prime objectives of her research work was to examine the impact of and relationship of several factors that shaped the school experiences of Nepalese Dalit students. For the

study, she used qualitative research method and utilized interviews as the primary tool for collecting valid data. She selected 61 Nepali Dalit students getting oral consent from the students, parents and school principals to conduct interviews. All the interviews were performed using Nepali language to facilitate students smoothly. She managed students' selection from different districts namely Sindhupalchok, Lalitpur and Nawalparasi. The students were from 5- 10 grades, with 10- 16 years old. Among 32 were boys and 29 were girls. While summarizing her findings, she found that the experiences of Dalit students were shaped by family educational background, economic status and neighborhood effects. Through a close analysis, she concluded that these factors interacted powerfully to mold and influenced Dalit students' school experiences. She stated that if students were from the educated, well socio- economic family and civilized neighborhood, they had positive attitudes toward school and learning English as well. They had broadened perspectives and critical thinking. Moreover, they were aware of the opportunities and different career paths that open up with a better education in the days to come.

Khanal (2015) carried out his research entitled "The Quest for Educational Inclusion in Nepal: A Study of Factors Limiting the Schooling of Dalit Children" aiming to investigate the inclusive educational trend in Nepal for marginal and disadvantaged groups predominantly Dalit children. He adopted qualitative research method and survey research design. He used interviews, observations, questionnaires, and documentaries of different sources as data collection tools. He selected students from grades 6- 10, aged 10-17 and above from different geographical regions randomly to analyze the case of inclusion in education. From his critical scrutiny, he concluded that although a number of policies regarding inclusive education were formulated in Nepal, marginalized groups were not experiencing them in practice. Dalit students were still suffering from discriminatory behavior of the community even at school. Dalit students had to face so many problems which were created externally by policy and the community. As there was a mismatch between government policy and practice. The fruit of inclusive education had not been for Dalit children indeed.

B. K. (2016) carried out the research entitled "Role of Socio-economic Status of Dalit Students Learning the English Language". The main objective of his study was to explore the problems of Dalit students and the effect of Socio-economic family

background of Dalit students. The sample of the study was 40 students from 10 communities' school, 30 parents from 10 different communities and 10 teachers from 10 different communities school. He used a purposive non-random sampling procedure to sample the population. He used both questionnaire and interview as the tools for data collection. The finding of his study was the socio-economic status of Dali Students' effect in their learning English.

Upadhyay, (2016) carried out the research entitled "Factors Affecting Accessibility of Dalit Students in English Teaching and Learning." The main objective of his study was to identify the affecting factors in the accessibility of Dalit students in ELT/ELL. The sample of the study was the 20 lower secondary and secondary level's Dalit students and 10 English Teachers in the Doti district. He used a purposive non-random sampling procedure to sample the population. He used questionnaires as tools for data collection. The finding of the study was policy makers should formulate a policy that encourages stakeholders to increase the presence of Dalit students in ELT/ ELL. The respondents had suggested some ways as awareness programs should be increased in society, untouchability should be discouraged, Dalit students should equally behave in the school environment, teachers and parents should observe and supervise their progress, and local governments should focus on consultation and interaction with concerned stakeholders.

B. K. (2017) carried out the research entitled "Attitudes of Dalit Students towards Learning the English Language." The main objective of his study was to find out the attitudes of Dalit students towards the English language, to identify the challenges faced by Dalit students in learning English, to find out the correlation between family background of Dalit students' and learning English and to suggest some pedagogical implications. The sample of the study was 21 students from 3 different schools, 3 teachers from 3 different schools, and 6 parents from 3 different communities. He used purposive non-random sampling in his study. He used questionnaires and semi-structured interviews as the tool for data collection. The finding of his study was the attitude of Dalit students towards learning the English language.

Bishwakarma (2022) carried out the research entitled "Impact of Home Environment in English Learning of Dalit Students." The main objective of his study was to identify the English language learning environment of Dalit students and found

out the major factors which influenced learning English of Dalit students at home. The sample of the study was five Dalit students of secondary level from Shree Siddha Ne. Ra. Secondary school Malarani-1 Arghakhachi. He adopted the qualitative research method and purposive non-random sampling. He used observation and interviews with open-ended questionnaires as the tool for data collection. The finding of this study was the impact of the home environment on the English learning of Dalit students.

However, from the above-given reviews, it can be concluded that their many records work on the achievement of the students and participation of Dalit students in learning English related to different elements. Many researchers found that there were many elements such as economics, home environment, teaching-learning processing, and motivation that influenced in learning English. From the above reviews, I found that the participation of Dalit students were strongly participated in learning English in the classroom.

Implications of the Review of the Study

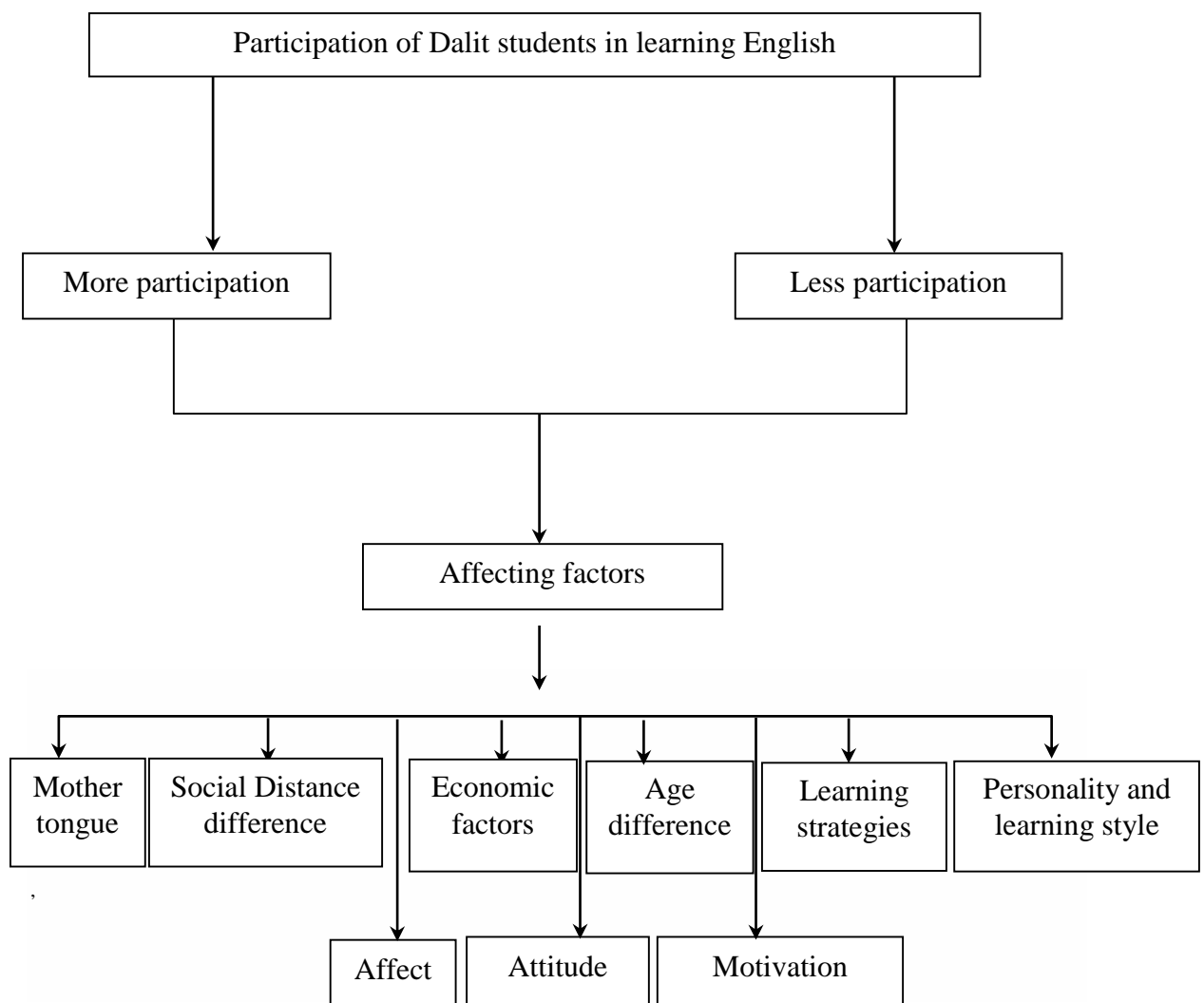
A literature review gave more information in order to find out what already happened in previous research. Those all researches were related with my study. All previous research studies were supported me for research study. Those literature reviews made me easy to find out the reality of the study however the present research work was different than previous research works. It provided the researcher or author and the audience with a general image of the existing knowledge on the topic under question. This entire source supported to make research celerity and focused on the research problems, improves methodology, and contextualizes the findings. Literature reviews were important as a research tool.

I reviewed the study of Rajak (2015) which conducted with the entitled "Quot; Voicing unheard: An Examination of the school Experiences of Nepali Dalit students." Likewise, Khanal (2015) carried out his research entitled "The Quest for Educational Inclusion in Nepal: A Study of Factors Limiting the Schooling of Dalit Children." Similarly, B.K. (2016) carried out the research entitled "Role of Socio-economic Status of Dalit Students Learning the English Language". Upadhyay (2016) carried out the research entitled "Factors Affecting Accessibility of Dalit Students in English Language Teaching and Learning." B. K. (2017) carried out the research entitled "Attitudes of Dalit Students towards Learning the English Language." Bishwakarma (2022), carried out the research entitled "Impact of Home

Environment in English Learning of Dalit Students." Those all literature reviews helped me to study the frame of the research topic and supported me to gain crucial theoretical as well as empirical knowledge to make authentic research work.

After reviewing the relevancy literatures, I collected lots of ideas in case of the conducting the research. I collected many information through the previous literature reviews related to the survey research design from different reviews in the case of Dalit in the educational sector. So, I followed the same, i.e. survey research design. I used questionnaires as a tool for data collection. These some of the reviews of the literatures were implicated in my research study. It made me very easy to find out the main problems of the related issues and it supported me to make this study very effective and meaningful.

Conceptual Framework



Chapter 3

Methodology and Procedure of the Study

The following methodology was adopted to fulfill the above mentioned objectives of the study.

Design and Method of the Study

The research topic itself revealed the nature of the research to be undertaken. It adopted the survey research design. A survey commonly known as a data collection tool for carrying out survey research. According to Rosier (1988), in education survey research involves with information collection from group members of students, teachers or other persons who has associated with educational process and analysis the information to illuminate the important educational issues. According to Pinsonneault and Kraemer (1993) a survey as a “means for gathering information about the characteristics, actions, or opinions of a large group of people” (p.77).

Sample surveys are typically conducted to estimate the distribution of characteristics in a population. (Dillman, 2000:9). At the root of the sample survey research is the discipline of statistics. The ultimate goal of sample survey research is to allow researchers to generalize about a large population by studying only a small portion of that population. (Rea and Parker, (2005: xii, 4). The steps of the survey are presented by Nunan (1992, p. 160) as below:

- 1) Define the objectives
- 2) Identify target population
- 3) Literature review
- 4) Detrimental sample
- 5) Identify survey instrument
- 6) Design survey procedure
- 7) Identify analytical procedure
- 8) Determine reporting procedure

However, above given survey steps were used for the data collection several area of the research study for social, political to sociology, education to linguistics inquiry. The main objective of the survey supports to find out the beliefs, opinions,

behaviors and attitude of different professional people basis on the certain issues which was very relevance to my study as subjectively.

Population, Sample and Sampling Procedures

In my study, there were only Dalit student from Kathmandu district Kirtipur who were studying at the secondary level. I selected forty Dalit students and three teachers from Janasewa Secondary School Panga, Kirtipur, Kathmandu and Kirtipur Secondary School Kirtipur, Kathmandu for population sample. In this research study, a non-random sampling procedure was used to select the institutions and respondents.

Data collection tools and Techniques

In order to collect data, I used questionnaires (open ended and close ended) questions as tools.

Data Collection Procedures

For the data collecting, after the determination of prerequisites, I visited Janasewa Secondary School of Kirtipur of Kathmandu district, and Kirtipur Secondary School Kirtipur, Kathmandu. Then, I established rapport with the authority (Head Teacher and SMC). After getting permission, I caught up with the Dalit students and distributed questionnaires to the Dalit students and teachers to collect data.

Data Analysis and Interpretation Procedures

Quantitative data was analyzed in a meticulous way, which was presented through tables or statistical computation.

Chapter 4

Analysis and Interpretation of Data

In this chapter, I presented the analysis and interpretation of data which was collected from the data sampling. However, raw data were interpreted and analyzed as quantitatively and qualitatively. According to their nature, the qualitative data were descriptively interpreted and analyzed in the narrative form. Likewise, the quantitative data were interpreted and analyzed in simple statistical tools such as measures of frequency and percentile. So that, data in frequency tabulation, cross tabulation, and diagrams were interpreted by their needs and natures. Here, all adopted data were interpreted and analyzed on the basis of analysis.

Analysis from obtained data on Participation of Dalit Students

I collected the data using questionnaires which were related with a close-ended five Likert scales were analyzed as below.

Participation of Dalit Students in Learning English

In this section, I found the Participation of Dalit students in Learning English in the classrooms.

Table

Participation of Dalit Students in Learning English

S.N	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning English						
1.	The English will help me in the future.	25	13	2	0	0
2.	My English base is built up from my family background.	0	11	12	15	2
3.	I often face some problems in learning English due to my caste.	1	3	7	10	19
4.	Dalit students have an interest to participate in ELT classroom.	18	14	7	1	0

5.	Non-Dalit students support Dalit students in learning English.	17	13	4	3	3
6.	I want to learn English merely to pass the exam.	6	7	6	9	12
Economic Background						
7.	I don't have the lack of money to buy books, copy and pen.	5	9	13	6	7
8.	Dalit students get scholarships every year for the study.	9	14	1	9	7
9.	I don't have any economic problems.	6	11	11	8	4
10.	My parents can spend lots of money for my studies.	20	12	5	1	2
11.	Dalit students drop out the school because of economic problems.	5	19	7	5	4
Social Impact						
12.	Dalit children are compelled to follow their parent's occupations.	3	12	8	4	13
13.	My parents are extremely focused on how make my English better.	12	21	5	2	0
14,	I felt caste-based discrimination in my society as well as at school.	5	12	7	8	8
15.	Caste-based discrimination still exists in my society.	14	16	4	1	5
16.	I am encouraged to learn English by my family, friends, and society.	13	13	10	3	1

Manner of Teacher and Friend						
17.	My English teacher highly encourages me to learn English.	14	17	5	3	1
18.	I get an equal opportunity like other students to interact in the classroom.	15	21	1	2	1
19.	My classmates are co-operative.	18	19	2	0	1
20.	No one misbehaves to me at school on the basis of my caste.	12	18	7	1	2
21.	I can freely interact with my teacher and friend in ELT class without any hesitation.	16	16	3	4	1
22.	Participation of Dalit students in learning English.	14	9	7	10	0

Sources by: Data collected from field study 2023

Summary of above tables are discussed as below:

Learning English. Under the table, it was based on the Learning English. I tried to find out about the learning English in the classroom of Dalit students. In this section, there are six (1 to 6) statements are used to find out that English will support in their future or not, how the English background of their family had, what kind of problem they had been facing in learning English due to caste, whether they were interested to learn English or not, Non-Dalit students did support or not while Dalit student learned English and they wanted to learn English to pass the exam only. Likewise, all statements were included in order to find out how Dalit student learned English in the classroom that consisted in this section. All statements were described as respectively as follow:

Statement no. 1, it showed that 62.5% (25) of the students strongly agreed that English would help in their future, 32.5% (13) of the students agreed that English would help in their future, as 5% (2) of the students were in neutral. In the same way, students (Dalit students) were strongly disagreed and disagreed regarding this statement. It showed that most of the students 95% (38) were positive toward this statement. It showed that larger number of the students were positive to learn English.

They were extremely agreed that English would help in their career that's why they were learning English to make their bright career.

Statement no. 2, on this statement, I found that no students respond strongly agreed that they were learning English from their family background, 27.5% (11) of the students agreed that they were learning English from their family background, and 30% (12) of students were neutral. Similarly, 37.5% (15) of the students disagreed that they were learning English from their family background, and 5% (2) students strongly disagreed. It showed that most of the students 42.5% (17) were not in favor of this statement and 27.5% (11) students were positive toward this statement. It showed that Dalit students did not have English environment in their family that's why they were not begun their English journey from family environment.

Statement no. 3, on this statement, 2.5% (1) of the students strongly agreed about that they faced some problems in learning the English due to their caste and 7.5% (3) of the students agreed. Likewise, 17.5% (7) of the students were neutral. In the same way, 25% (10) of the students disagreed that they didn't have problems in learning English because of their caste and 47.5% (19) of the students strongly disagreed that they faced problems in learning English due to their caste. It showed that the majority of the students 72.5% (29) were in against of this statement and 10% (4) of the student were in favor of this statement. It means that Dalit students did not have a problem learning English due to their caste except for a few of them.

Statement no. 4, I found that 45% (18) of the students strongly agreed that they kept an interest to participate in English Learning Classroom and 35% (14) of the students kept an interest to participate in English classes. Similarly, 17.5% (7) of the students were neutral. 2.5% (1) of the students disagreed. In the same way, no students respond strongly disagreed. It means that larger number of the students 80% (32) were positive in this statement. It showed that most of Dalit students kept an interest to participate in English classrooms except a few (1) of the students. They were not regular and punctual as well.

Statement no. 5, I found that 42.5% (17) of the students strongly agreed that they were supported by non-Dalit students to learn English and 32.5% (13) of the students were agreed that they were supported by Non-Dalit students to learn English. In the same way, 10% (4) of the students responded neutral. Likewise, 7.5% (3) of the

students were disagreed and 7.5% (3) of the students were strongly disagreed in case of this issue. It showed the greater number of the students 75% (30) were in favor of this statement and 15% (6) of the students disagree. It means that Dalit students were supported by non-Dalit students to learn English in the classroom. They were learning English making their bright career.

Statement no. 6, on this statement, I found that 15% (6) of the students strongly agreed whether they want to learn English to pass the exam and 17.5% (7) of the students were a that they wanted to learn English to pass the exam Similarly 15% (6) of the students were in neutral in this statement. In this way, 30% (12) of the students strongly disagreed that they were in against of this statement and 22.5% (9) students disagreed in this statement. It showed that the almost all students 52.5% (21) were in against of this statement and 32.5% (13) of the students were in favor of this statement. It means that Dalit students did not learn English for just pass the exam. So, they were interested to learn English to do additional things also upcoming days.

Economic Background: Under the table, this section was related with the economic background of the Dalit students. There were five (7 to 11) statements. Those all statements were focused on that they didn't have the lack of money to buy books, copy and pen or they had, Dalit students got scholarships every year for their study or not, they didn't have any economic problems or they had, their parents could not spend lots of money for their study or could, Dalit students dropped out the school because of their economic problems or not. Those all statements were the ways of finding economic background of the Dalit student in this section. All statements were described as respectively as follow:

Statement no. 7, on this statement, I found that 10 % (4) of the students strongly agreed about that they didn't have lack of money to buy books, copy and pen and 20% (8) of the students agreed that he didn't have the lack of money to buy books, copy and pens. In the same way, 40% (14) of the student responds neutral. Similarly, 17.5% (7) students were disagreed in this statement and 17.5% (7) students were strongly disagreed to this statement. It showed that almost all students 32.5% (13) were neutral of this statement. Likewise, 35% (14) of the students agreed and 32.5% (13) of the students disagreed. As a result, it inferred that Dalit students were neither agree nor disagreed in this statement.

Statement no. 8, it showed that 22.5% (9) of the students were strongly agreed whether they got scholarships every year for their study and 35% (14) of the students agreed that they got scholarships every year for their study. Likewise, 2.5% of students responded neutral. Similarly, 22.5% (9) of the students responded disagree and 17.5% (7) of the students strongly disagreed to the statement. It showed that almost all students 57.5% (23) agreed of this statement and 40% (16) of the students disagree with this statement. It was inferred that they get scholarships every year for their study.

Statement no. 9, I found that 15% (6) of the students strongly agreed about that they didn't have any economic problems and 27.5% (11) of students agreed that they didn't have any economic problems. In this way, 27.5% (11) of students responded in neutral in this statement. Similarly, 20% (8) of students disagreed with this statement and 10% of the students were strongly disagreed on this statement. It showed that the some of the students 42.5% (17) were positive in this statement and 30% (12) of the students were not in favor of this statement. It means that few of the Dalit students didn't have any economic problems.

Statement no. 10, it showed that 50% (20) of the students were strongly agreed about that their parents could spend money on their studies and 30% (12) of the students agreed that their parents could spend money on their studies. Likewise, 12.5% (5) of the students responded neutral. Likewise, 2.5% (1) of the students responded disagree and 5% (2) of the students strongly disagreed to the statement. It showed that a greater number of the students 80% (32) were in favor of the statement and 7.5% (3) of the students disagreed with this statement. It was inferred that almost their parents could spend lots of money on their studies but some Dalit parents couldn't spend money on their children's study due to poor economic conditions.

Statement no. 11, it showed that 12.5% (5) of the students were strongly agreed about that they dropped out the school because of their economic problem and 47.5% (19) of the students agreed that Dalit students dropped out the school because of their economic problems. In this way, 17.5% (7) of the students responded neutral. Similarly, 12.5% (5) of the students responded disagree and 10% (4) of the students were strongly disagreed on this statement. It means that most of the students 60% (24) agreed on this statement and 22.5% (9) of students were disagreed. It showed that

Dalit students dropped out the school along with English classes because of their poor economical family condition. They had to do work to earn money for their survival.

Social Impact. Under the table, I tried to find out that social impact how made the Dalit student affected in their study. This section was concerned with Social Impact how it was impacted to Dalit students on their learning English. In this section, there were five (12 to 16) statements. Those statements were, Dalit children were compelled to follow their parent's occupations or not, their parents were extremely focused on how made their English better or not, Dalit students felt caste discrimination in their society and at the school or not, Caste base- discrimination still existed in their society or not, and they were encouraged learning English by their family, friends, as well as society or not. Those all statements were about the social impact in this section three which were described as respectively as follow:

Statement no. 12, on this statement, I found that 7.5% (3) of the students strongly agreed about that they were obliged to follow their parent's occupation and 30% (12) of the students agreed. They were obliged to follow their parents' occupation. In this way, 20% (8) of the students responded in neutral. Similarly, 10% (4) of the students disagreed with the statement and 32.5% (13) of the students strongly disagreed with this statement. It showed that a greater number of the students 42.5% (17) are in against of this statement and 37.5% (15) of the students agreed with the statement. It showed that Dalit students didn't interest to follow their parent's traditional occupation. They did not have positive thought towards their parents' traditional occupation.

Statement no. 13, I found that 30% (12) of the students strongly agreed that their parents were extremely focused on that how could make their better in English, and 52.5% (21) of the students agreed that their parents were extremely focused on that how could make their better in English. In this way, 12.5% (5) of the students responded in neutral. Similarly, 5% (2) of the students disagreed with this statement and no students respond in strongly disagreed with this statement. It showed that a greater number of the students 82.5% (33) were in favor of this statement and 5% (2) of the students disagreed. It means that Dalit Parents extremely wanted to focus on that how could make better their children's English Language. Some Dalit parents didn't want to focus on that how could make better their children's English.

Statement no. 14, it showed that 12.5% (5) of the students were strongly agreed about that they felt caste discrimination in society as well as at school and 30% (12) of the students agreed they felt caste discrimination in society as well as at school. In this way, 17.5% (7) of the students responded in neutral. Similarly, 20% (8) of the students disagreed with this statement and 20% (8) of the students strongly disagreed with this statement. It showed that a greater number of students 42.5% (17) were in favor of this statement. It means that caste discrimination did not eliminate which existed in the school and society.

Statement no. 15, I found that 35% (14) of the students strongly agreed about that caste-based discrimination still existed in the society and 40% (16) of the students agreed caste-based discrimination still existed in our society. In this way, 10% (4) of the students responded in neutral. Similarly, 2.5% (1) of the students disagreed with the statement and 12.5% (5) of the students strongly disagreed with this statement. It showed that a greater number of the students 75% (30) were in favor of this statement. It showed that caste discrimination did not eradicate from the society. It still existed in the society.

Statement no. 16, I showed that 32.5% (13) of the students were strongly agreed about that they encouraged learning English by their family, friends, as well as society and 32.5% (13) of the students agreed that they were encouraged learning English by their family, friends, as well as society. In this way, 25% (10) of the students respond in neutral. Likewise, 7.5% (3) of the students disagreed with this statement and 2.5% (1) of the students strongly disagreed with this statement. It inferred that a greater number of the students 65% (26) were in favor of this statement and 9.5% (4) of the students disagreed. It showed that Dalit students were inspired learning English by their family, friends as well as society and some of the Dalit students were discouraged as well.

Manner of Teacher and Friend. Under the table, I tried to find out that manner of teacher and friend how they did behave with Dalit students in the classroom. There were six (17 to 22) statements finding the manner of teacher and friend how they did behave with Dalit students such as, their English teacher highly encouraged them to learn English or not, they got an equal opportunity like other students to interact in the classroom or not, their classmates were co-operative or not, no one

misbehaved to them at the school on the basis of their caste or not, and they could freely interact with their teacher and friend in ELT class without any hesitation or not, and Participation of Dalit students in learning English as well those statements were used for the research study in this section as a tool. All statements were described as respectively as follow:

Statement no. 17, I found that 35% (14) of the students strongly agreed about that their English teacher highly encouraged to Dalit students to learn English, and 42.5% (17) of the students agreed that their English teacher highly encouraged to Dalit Students to learn English. In this way, 12.5% (5) of the students responded in neutral. Similarly, 7.5% (3) of the students disagreed with this statement and 2.5% (5) of the students strongly disagreed with the statement. It showed a greater number of the students 77.5% (31) were in favor of this statement and 10% (4) of the students disagreed on this statement. It showed that Dalit students were encouraged by their English teacher to learn English.

Statement no. 18, it showed that 37.5% (15) of the students were strongly agreed about that they were got an equal opportunity like other students to interact in classroom and 52.5% (21) of the students agreed that their got an equal opportunity like other students to interact in the classroom. In this way, 2.5% (1) of the students responded in neutral. Similarly, 5% (2) of the students disagreed with this statement and 2.5% (1) of the students strongly disagreed with this statement. It showed that most all students 77.5% (31) were in favor of this statement and 7.5% (3) of the students disagreed on this statement. It showed that Dalit students were got an equal opportunity like other students during the interaction class activities.

Statement no. 19, I found that 45% (18) of the students strongly agreed about that their classmates were co-operative and 47.5% (19) of the students agreed that their classmates were co-operative. In this way, 5% (2) of the students responded in neutral. Similarly, no students disagreed with this statement and 2.5% (1) of the students strongly disagreed with this statement. It showed that most all students 90.5% (37) were in favor of this statement and 2.5% (1) disagreed in it. It means that other caste friends co-operatively behaved with the Dalit students at the school.

Statement no. 20, I found that 30% (12) of the students strongly agreed that no one misbehaved with them at school on the basis of their caste and 45% (18) of the

students agreed that no one misbehaved with them at school on the basis of their caste. In this way, 17.5% (7) of the students responded in neutral. Likewise, 2.5% (1) of the students disagreed with this statement and 5% (2) of the students strongly disagreed with this statement. It showed that most all students 75% (30) were in favor of this statement and 7.5% (3) were not positive on this statement. It showed that teachers did not misbehave with the Dalit students. Dalit students were supported by their teacher. It means that teacher did not discriminate to the Dalit students except few teachers while they participate in the classroom.

Statement no. 21, I found that 40% (16) of the students strongly agreed about that they could freely interact with your teacher and friend in ELT class without any hesitation and 40% (11) of the students agreed that they could freely interact with your teacher and friend in ELT class without any hesitation. Likewise, 7.5% (3) of the students responded in neutral. Likewise, 10% (4) disagreed with this statement and 2.5% (1) of the students strongly disagreed with the statement. It showed that most all students 80% (32) were positive on this statement and 12.5% (5) were not positive on this statement. It showed that Dalit students had got chance to interact in the English classroom.

Statement no. 22, it showed that 35% (14) of the students extremely liked English subject. Likewise, 22.5% (9) of the students liked math. Similarly, 17.5% (7) of the students liked Nepali subject. In the same way, 25% (10) of the students liked science. No students responded Social. It showed that most of Dalit students 35% (14) liked English subject. It showed that Dalit students liked English subject than Math, Nepali, Science and Social. It could say that they had an interest to learn English.

Challenges Faced by Dalit Students while Learning English in Classroom

There were some following challenges were faced by Dalit student while they learned English in the classroom:

Causes of Economic Backwardness

In this study, I was tried to find out the economical backwardness of the Dalit students whether some of the Dalit students viewed that caste was main problem of the economical backwardness. Similarly, they stated that landlessness and unemployment were major reason of the economic backwardness. It showed that

caste, landlessness and unemployment were major causes of the economical backwardness.

Untouchability and Its Effect on their Study

I tried to find out that how got untouchability impacted on their study as positively or negatively. After taking their point of view, I found that they were not agreed about that untouchability played the positive. Larger number of the students, 100% (40) agreed that the practice of untouchability negatively affected on their learning English. It means that most of the students 100% (40) agreed that the practice of untouchability directly and indirectly impacted on their learning English whether it discouraged to build up their English learning ability in the classroom as mentally.

Analysis of the Participation Obtained through Questionnaires from Teachers

In this research, I tried to collect the information from English teachers stated that the participation of the Dalit students however had to be in the classroom that could not be satisfactory. Dalit students had to be access to quality English. They shouldn't have done as they could performance actually, in English Learning. The performance of Dalit students actively participated in English Learning classroom activities such as, singing, dancing, drawing, reading, and writing etc. Their family background effects on their study due to their academic level and financial status. They had been suffering from the economic crises and most of their families were uneducated and did not support their studies.

They frankly took part in interactive activities in the English classroom. Dalit students wanted to participate in Learning English in the classrooms moreover improved their Learning English, government should support them as reported by 100% (3) of the students (Teachers).

English teachers also reported that Dalit students usually sit at last bench of the classroom. Some of the Dalit students were not regular. And some of them had to come without notebooks, books, pens, as well as other reading materials. It showed that 100% (3) of the teachers stated that government should had played the main role to bring Dalit students in the mainstream of education whether government should be highly concerned on the classroom to improve their English.

Summary of the Findings

After analysis and interpretation of the raw data, I had come to find out the following findings:

- According to my study, 95% (38) of the students had positive to participate in learning the English.
- Most of the students 42.5% (17) did not learn English from their family background and 27.5% (11) students learn English from their family background.
- Greater numbers of the students 72.5% (29) were not faced problems in learning the English due to their caste and 10% (4) of the students faced some problems in learning the English due to their caste.
- According to 80% (32) of the students kept an interest to participate in the Learning English classroom.
- According to 75% (30) of the students were supported by non-Dalit students to learn English.
- Almost students 52.5% (21) didn't want to learn English to pass the exam and 32.5% (13) of the students wanted to learn English to pass the exam.
- Almost all students 35% (14) agree that they had a lack of money to buy books, copies, and pens and 32.5% of the students reported that they didn't have a lack of money to buy books, copies, and pens.
- Most of the Dalit students 57.5% (23) got scholarships every year for their studies whether, 40% (16) of the Dalit students did not get scholarships every year for their studies.
- All of the students 42.5% (17) didn't have any economic problems and 30% (12) of the students have any economic problems.
- A greater number of Dalit students' parents 80% (32) could spend lots of money on their studies. Due to the poor family background of Dalit students' parents could not spend lots of money on their studies.
- All of the students 60% (24) drop out of school because of their economic problems. Dalit students didn't have a good economic background. Other Dalit students' family background had well.

- Most of the students 42.5% (17) were agreed that they were not interested to follow their parent's occupations. Some of the students, 37.5% (15) were positive about their parent's occupation.
- Almost parents of them 82.5% (33) extremely focused on how could make them better in the English.
- Most of the students 42.5% (17) responded that caste based discrimination still existed at the school and 100% (40) of the students stated that caste-based discrimination still existed in the society as well. It showed that caste-based discrimination was not eliminated from schools as well as society. It had still been practiced there.
- Most of the students 75% (30) reported that Caste-based discrimination still existed in the society.
- Almost of the students 65% (26) responded that they were encouraged by their family, friends, and society for study. However, 9.5% (4) of the students stated that they were discouraged by their family, friends, and society for study.
- I found that 77.5% (31) of the respondents stated that manner of English teachers was supportive and cooperative with Dalit students. And, 10% (4) of the students were not in favor on this statement. It seemed that, all English teachers were not supportive and cooperative for Dalit student.
- Most of the students 77.5% (31) reported that they got an equal opportunity like other students to interact in the classroom. Whoever, 7.5% (3) of the students were not in favor of the statement. It showed that there was no equal an opportunity to interact in the classroom for Dalit students.
- I found that 61.90% (13) of the students stated that their no-Dalit friends cooperatively behaved with them in the classroom, however, 2.5% (1) of the respondents were not in favor with this statement. It means that all were not cooperative with them.
- Most of the students 75% (30) reported that no one misbehaved with them at school on the basis of their caste and 7.5% (3) of the students were against with it. It showed that some Dalit students had to face caste-based discrimination at the school as well.
- Greater number of the respondents 80% (32) reported that they could freely interact with their teacher and friend in the English learning classroom

without any hesitation. However, 12.5% (5) of the respondents couldn't freely interact with their teacher and friends also in the English learning classroom. It showed that there was no free environment for Dalit students at the school.

- According to Dalit respondents, the challenges of Dalit students in the classroom were no attention of the teacher, weak base of English background, practice of caste-based discrimination, household work, poverty, and illiteracy family and so on. Likewise, education, caste, unemployment, and landlessness were the major causes of economically backward as 100% (40) of the students reported.
- Most of the students 42.5% (17) agreed that there was a negative impact of the practice of untouchability in their study. It seemed poor performance due to its psychological effect.
- According to 100% (3) of the English teachers stated that Dalit students were frank in learning English. Dalit students could not do good performance as much they had to do due to their economic background, family background, caste-based discrimination, poor attendance. They had weak participation in the classroom because of hesitation as well.
- According to 100% (3) of the English teachers viewed that Dalit students actively participated in English classrooms. Although, in order to increase their participation there should have provided varied instructional strategies, equal opportunities for interaction, promote collaborative learning, regular access and should have provided feedback as well.
- According to 100% (3) of the English teachers reported that Dalit students wanted to learn English for their better career. The role of government should also have supported them from different angles like financial. And improving their English, they had to access to quality English Education, address language barriers, community involvement, and parental engagement. They had relevant materials and a supportive learning environment for Dalit students.
- All of them 100% (3) English teachers reported that some Dalit students may had mixed feelings or skepticism regarding the emphasis on English Learning and they could vary among individuals influenced by factors such as socio-economic background and personal aspirations.

Chapter 5

Conclusion and Recommendations

This chapter was related with the conclusion and recommendation of the research study based on the presentation, interpretation and analysis of the data collection. Here, I presented the conclusion and recommendation as separately heading that was focused on the readers.

Conclusions

The major conclusions of the research study were given as follow:

- Greater numbers of the students 95% (38) were positive about that the English was importance to their life. They were learning English for their better future.
- In the study, most of the Dalit students 60% (24) stated that they dropped out the school and English class as well because of their lack of family support, household works, economic problems, poverty, medium of teaching, lack of attention of teacher, lack of discrimination free school, illiteracy family background and so on. Free education along with scholarships had not been implemented in the school level for the Dalit students.
- Most of the students 72.5% (29) responded that they did not have English base from their family background. However, 10% (4) of the students agreed about that they had English family background. It seemed that, Dalit children usually did not have an English environment in their family because of Dalit parents were uneducated. On the other hand, teachers viewed that Dalit students did not have English environment lack of education. There had far relation between family background and their children's study. It seemed that due to poor family background of Dalit students could not showed good performance in t the classroom. It made psychological effect on their study.
- According to the study, 42.5% (17) of the students stated that caste based-discrimination was still existed at the school.
- Likewise, 75% (30) of the students stated that case-based discrimination was still rooted in the society. It seemed that caste-based discrimination was still

existed in society as well as schools. It affected to the Dalit students to learn English due to the psychological effects.

- A numbers of the students 77.5% (31) reported that their English teachers' manner towards them was good, cooperative and motivational. However, 10% (4) of the students were not in favor with it so. I seemed that English teachers still discriminately behaved with them in the English classroom.
- Most of the students 90.5% (31) replied that Dalit friends were supportively and cooperatively behaved by their by non- Dalit student and 2.5% (1) of students were not in favor on this statement. It seemed that some Dalit students were discriminated by their non-Dalit friends in the classroom.
- Larger number of the students 77.5% (31) agreed that they got an equal opportunity like other students to interact in the classroom. However, 7.5% (3) of the students didn't get an equal opportunity like other students to interact in the classroom. It seemed that school still didn't provide equal opportunity for Dalit students like other caste students.
- A numbers of the students 75% (30) disagreed that no one misbehaved with them at school on the basis of their caste. However, 7.5% (3) of students agreed that no one misbehaved with them at school on the basis of their caste. It seemed that some Dalit students reported that they were discriminated against by their teachers and friends at school.
- Greater number of the students 82.5% (33) replied that their parents were extremely focused on that how could make them better in the English language. However, 5% (2) of the students reported that parents didn't want to focus on that how could make them better at the English language. It meant that Dalit parents were not focused on their children's Learning English Language.
- Most of the students 42.5% (17) reported that Dalit children didn't want to follow their parent's occupations. However, 37.5% (15) of the students replied that they were compelled to follow their parent's occupations. It meant that Dalit students were compelled to follow their parents' occupations due to daily survival life.

- According to teachers' point of view, it showed that Dalit students were poor such as, in study, weak participation, and effect of caste-based discrimination as well as poor attendance in class activities due to their economic background and hesitation.

Recommendations

On the basis of the above conclusions, recommendation had been given as follow:

Policy Related

- Awareness program should have conducted by the stakeholders make Dalit student accessible into the mainstream of the education.
- Dalit students who were not interested to follow their parent's occupation. So that, there should have conducted occupational program to build up their skill as modernization as possible.
- Dalit students were still discriminated by their teachers and friends at the school that's why there should have made stick policy by local government for making discrimination free school. It should have consisted in the educational policy and rules.
- However, rules and regulations made these were not implemented how much they had to be regarding against caste-based discrimination. It means that it limited in the written paper that's why it should have implemented for eradication the caste discrimination.

Practice Related

- The English teacher should have focused on improving their English.
- School should have conducted awareness program to eradicate all kind discrimination at the school.
- School should have inspired to Dalit student make them participate in the English classroom.
- Society should positively have behaved towards Dalit students to encourage as psychologically.

- Through the effort made by Dalit, it was impossible to eliminate caste-based discrimination that's why Dalit and non-Dalit should have cooperated to each other to eliminate it from the root.

Further Research Related

At the end of the research study, there were suggested with a view to build further knowledge on the some areas of research in classroom procedures in teaching skill.

- This study will support to the new researcher regarding remain investigation.
- This study will help to carry out the similar research on different issues of Dalit students in learning English as a bricks on the basis of its findings
- There are three possible research titles for further study which are as below.
 - ❖ Illiteracy family background and its effects on learning English.
 - ❖ Correlation of their family background and learning the English language.
 - ❖ School Environment in English Learning of Dalit Students.

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7. Why do you think interactivities are more important in learning English Language?

.....
.....

8. Have you ever talked to your school family about the participation of Dalit students in ELT classroom? If not, why?

.....
.....

9. Do non-Dalit students support to Dalit students? Please mention the condition.

.....
.....

10. Does the family background of Dalit students have an effect on their study? If it is, how? Mention your point of view.

.....
.....

11. Have you tried to boost the permission of Dalit students in your subject?

a) Yes () No ()

12. Write about the performance of Dalit students in learning with reference to your experience.

.....
.....

13. What should be done to maintain equal participation of students in the ELT classroom?

.....
.....

14. Have you ever talked to parents of Dalit students about their participation in ELT class?

.....
.....

15. Do Dalit students have to pay fees at school for their study?

a) Yes ()

No ()

16. Write some suggestions to improve Dalit students' learning English.

.....

.....

(Thanks for your co-operation)

Appendix II

Questionnaire for Students

This questionnaire is a research tool for gathering information for my study work entitled “**Participation of Dalit Students in learning English**” under the supervision of **Dr. Priti Kumari Mandal**, Lecture of Department of English Education T.U. Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. I am interested in your personal opinion. Please feel free to put your response required by the questionnaire. I assure you that the response made by you will be exclusively used only for the research study and mention confidential and anonymous.

Researcher
Dipa Kumari Nepali

Personal Detail about students:

Name :

Name of school :

Address:

Class :

[Please tick (✓) the right or write your opinion in the spaces]

S.N	Statements	S.A.	A	N	D	SD
Learning English						
1	The English will help me in the future.					
2	My English base is built up from my family background.					
3	I face some problems in learning English due to my caste.					
4	Dalit students keep an interest to participate in ELT classroom.					
5	Non-Dalit students support to Dalit students to learn English.					
6	I want to learn English to pass the exam.					
Economic background						
7	I don't have the lack of money to buy books, copy and pen.					
8	Dalit students get scholarships every year for the study.					
9	I don't have any economic problems.					

10	My parents can spend lots of money on my studies.					
11	Dalit students drop out the school because of economic problems.					
Social Impact						
12	Dalit children are compelled to follow their parent's occupations.					
13	My parents are extremely focused on how make me better in the English.					
14	I felt caste-based discrimination in my society as well as at school.					
15	Caste-based discrimination still exists in my society.					
16	I am encouraged to learn English by my family, friends, and society.					
Manner of teacher and friends						
17	My English teacher highly encourages me to learn English.					
18	I get an equal opportunity like other students to interact in the classroom.					
19	My classmates are co-operative.					
20	No one misbehaves with me at school on the basis of my caste.					
21	I can freely interact with my teacher and friend in ELT class without any hesitation.					

Note: SA = Strongly Agree, A = Agree, N = Neutral, DS = Disagree Strongly, D = Disagree

A. Learning English

1. Does the English help you in the future?

a) Yes,

Reason,.....

b) No,

Reason,.....

2. Mention the problem that you face in the English classroom.

.....

3. Which subject do you like most?

- a) English b) Math c) Nepali d) Science e) Social

B. Economic Background

4. Have you ever faced any problem buying a book, copy, and other learning materials?

a) Yes,

Reason,

b) No,

5. What are the causes of poor economic background?

.....

.....

C. Social impact

6. In which field is untouchability deeply rooted?

a) Temple b) Tap/Well c) school d) All places

7. How does the practice of untouchability effect on your study?

.....

.....

D. Manner of teacher and friend

8. Does your teacher include you in all classroom activities?

.....

.....

9. How are you behaved by your so-called upper caste friends in the English classroom?

.....

.....

(Thanks for your co-operation)

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