

CHAPTER I

INTRODUCTION

1.1 ELT Situation in Nepal

The Constitution of Nepal 1990 defines Nepal as a multiethnic, multilingual and democratic state and proclaims all her citizens equal. The constitution illegalizes all kinds of discrimination on grounds of tribes, caste, race, sex, religion or ideological conviction. Linguistically, the Nepali language is the official language and the rest of other languages spoken by different ethnic groups are considered as national languages.

English is an international language that is supposed to be obligatory in all countries' education system and its significance is rather important in the context of present multicultural and multilingual society. In the case of Nepal, diversity is the key characteristic, which is a land with many ethnic groups. Nepali language is widely practiced as the medium of instruction in schools. On the other hand, English language has become the compulsory language in the realm of school education. However, the Ministry of Education admits that education through mother tongue helps minimize learning difficulties. The ministry has adopted a provision to teach in mother tongue as an optional subject in community schools.

The origin of the education system in Nepal can be traced back from sixth century to eighteenth century. Education in Nepal was associated with the monasteries and temples. In this context Krishna Raj Aryal writes, "Monasteries and temples were the seats of learning and many such religious and educational institutions flourished in those days" (13). In this connection, the Report of the Nepali National Education Planning Commission, *Education in Nepal* indicates the tradition of the temples and monasteries serving as the seats of learning from the seventh to the fifteenth century.

By 771 A.D., the monasteries of Yarlung, Chonghie, and Samya, and the temples of Lhasa and Yarpa had been built. Subsequently, the tradition of learning was carried on in such university town as Ganden (housing about 3,300 students and teachers), Dre-pung (housing about 7,700), and Sera (housing about 5,500), all of them founded in the first quarter of the 15th century A.D. with innumerable affiliated monasteries of varying sizes all over Tibet, and also the northern regions of Nepal. (14)

The above quote able to clearly assert that learning has an association with culture, religion and civilization.

English is taught in Nepal as a foreign language. It has a great influence and has occupied an important place in the Nepali education system for long. In the past English was normally taught in Nepal as one of the compulsory subjects from Grade 4 in public schools whereas English was taught from the very beginning of the school in the private English medium schools. But, now the community schools have also started to teach English from the beginning in the public schools to. It is taught as a compulsory subject up to the Bachelor level. It is also one of the compulsory subjects included in the selection criteria of the public service commission in Nepal. Its need and importance is increasing day by day in Nepal as well as in the world.

While discussing the historical development of English Language in Nepal, it is informally connected with King Pratap Mall, as quoted in the pages of the annals of the Malla period which goes back to the seventeenth century when King Pratap Malla rules over Kathmandu. Though at that time the English language was not popular among the ordinary people, the inscription at Hanuman Dhoka states that King Pratap Malla knew fourteen languages including English (1641-74). In this context, Bal Chandra Sharma claims:

King Pratap Malla respected the scholars and charismatic saints. He invited many genius saints and scholars from within the country and foreign lands to get efficiency and mastery over the holy books, language and scripts. It can be proved by the inscription of Hanuman Dhoka in Kathmandu, in which the scripts of thirteen neighbouring languages plus roman language have been found'. (170)

Similarly Aryal also opines,

Malla kings in general were well educated. They were great lovers of education, arts, culture and literature. So, they patronized scholars, artists and musicians not only from Nepal but also from the neighbouring countries. King Pratap Malla knew fourteen languages. He was a poet, writer and had a well- educated wife. (16)

After that several changes took place and are recorded in the pages of history during the latter part of the regime of the Malla Kings. Aryal reveals the fact that, despite the existence of the Bhahmanic and Buddhistic systems of education, English existed during the final period of the Malla regime through Christian Missionaries in Kathmandu. He further opines:

Christia Missionaries also appeared on the educational scene of Nepal during the latter period of the Malla Kings. They were responsible for bringing for the first time, Nepal, into contact with the western culture and learning. These missionaries tried to translate even Hindu epics and manuscripts. (18)

In spite of the facts mentioned above, the influence of attitude cannot be ignored which has played a significant role for the development of English language Nepal. Regarding its influence, Edward Said claims, "Orientalism is an attitude, which justified western powers in believing in their right to describe, teach, settle,

restructure and rule the non-western world" (3). According to him, some sections of colonized population concluded that their own culture was inferior to that of west leading them to copy western ways. This had occurred in Nepal though she never has been physically colonized.

In the past, Nepal was psychologically affected by British rule India. The establishment of "Durbar School" itself was the evidence of the influence orientalism on education in Nepal. In this context reveals the fact:

The role of the oriental pattern has also remained dominant throughout the second half of the 20th century. However, in spite of opposition from the ruling Rana, forces beyond their control were working in Nepal. The first force can be taken as the employment of the Nepalese people in the British Indian Army. It has played a great (significant) role in the development of English Education (teaching) in Nepal. (25)

In this context, Dhundi Raj Bhandari also writes:

The recruiting centres were established in many parts of the country. People from the age of 20 to 50 were recruited by force . . . Prime Minister, Chandra Shamsher himself had sent nearly 20 percent of the country's population to participate in the First World War (1914-18). So, the English language spread over the kingdom partly because of the influence of the British Indian Army, which the Nepalese were allowed to join. (302)

The English Language Teaching in Nepal is formally connected with Jung Bahadur Rana, the first Rana Prime Minister of Nepal. In this context Aryal reveals the fact:

Jung Bahadur Rana, the then Rana Prime Minister Highly impressed with the progress made by United Kingdom during his visit to that country, wanted to give English education to his own children. So, he

opened the first English school in Nepal, solely for the education of his children. The school was run in his own palace at Thapathali in Kathmandu with the help of some English (European) and Indian (Bengali) tutors (teachers) and was named Durbar School. Jung Bahadur also desired to send some of his sons to England for education. (23)

He visited the United Kingdom in 1850 A.D. The main reason to open this school was to make his children well educated and enable them to handle the relations with the British Power in India in an efficient manner.

Later on, the school was shifted to its present place, Ranipokhari in 1853 and it was named "Durbar High School." This school was essentially meant for providing the opportunity to the children of the ruling families, rich, aristocratic, loyal and favourite countries to be educated in English. But the door was closed to the general public. The school is called "Bhanu Madhyamik Vidhya" at present. With the passing of the time, the school was opened to the general public. With the advent of the Rana period of 1814-1950, education was the concern of the few, only for those closely concerned with the regime. There was no public provision of education. In this context Satish Kumar Chaturji writes:

The Prime Minister and some rich families who could afford it employed English (European) and Bengali tutors to teach English to their children. Other persons interested in education taught their children themselves or employed family priests or pundits. The lower classes had no facilities for education, since there was no public provision for it. (137)

Describing the situation of education for the public in Nepal during the Rana regime (rule), Daniel Wright writes, "The subject of schools and colleges in Nepal may be

treated as briefly as that of snakes in Ireland. There are none" (8). Only after the collapse of the Rana regime in 1950, education became accessible to an increasing percentage of the population.

A complete and comprehensive study of E.L.T. was carried out by a study team of British and Nepali educators under the chairmanship of Dr. Alan Davies under the auspices of the British Council and Ministry of Education, Nepal between 27 Dec. 1983 and 11 Feb. 1984 ("Survey of English Language Teaching in Nepal": The British Council 1984). The monumental study suggested that the curricula for teachers and the materials used have remained relatively unchanged since 1977 and, recommended in the areas such as methodology, textbooks, teacher training evaluation, etc.

Especially after the restoration of multiparty democracy in 1990 many efforts were made to make the education system suitable to the changed political scenario. As a result, the school education system has been undergoing various changes. The school level curriculum has been gradually approved one after another. The present secondary level curriculum was approved in 1997. But, the Nepali education system is still commented and criticized to have been imperfect and unscientific lacking many elements to address the existing problems and needs. At present, the new curriculum which focuses on the communicative competency of the learners is being practiced and focused in Nepal.

1.2 Review of Literature

Various critical reviews have been made on the impact of multilingual education system on the English language teaching learning in schools. The importance of English language is necessary in the global context. In this regard, Govinda Raj Bhattarai states, "English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one

can visit the whole world and one who knows English can enjoy the advantages of the world citizen" (226). According to Bhattari, community schools should focus on English language teaching besides teaching the students in their mother tongue.

It is not difficult to speculate that the more the multilingual education spreads, the more there will be change in language teaching methods. Such methods will bring positive impact in the nature of English language learning situation. In this context, Jack C. Richards and Theodore S. Rodgers point out that the changes in language teaching methods throughout history have reflected recognition of change in the kind of proficiency learners need. Such as a move towards oral proficiency, rather than reading comprehension as the goal of study, they have also reflected changes in theories of the nature of language and of language learning (1). It is thus important that diverse teaching methods should be used to make the native language teaching more effective.

Discussing about the English language teaching and learning situations, Rajesh Bhandari states, "It is feared that the present standard of education system may lead to the emergence of the two classes of people in academic standard" (83). He means to say that English language will create a gap between and among the people in society that suggests policy makers to take extra care in designing the education policy, especially in regard to language policy.

Students' learning attitudes and motivations are integral to the success in second language studies. The term "attitude" refers to "the way a person views something or tends to behave towards it, often in an evaluative way" (12). The learners' attitude towards learning English has a strong impact on their English language academic performance. As argued by Lightbown and Spada, the study of a second language can be fun and enrich learning motivations according to the learners' attitude. This type of learning attitude occurs, for instance, when students feel happy

or proud to speak English with native speakers and to see others being able to speak English. Meanwhile, the achievement of second language students depends primarily on their motivation. A teacher notices motivated students by their active participation in class, their strong interest in subject matters, and their efforts.

As in the field of second language acquisition, second language students not only learn the language for task comprehension and completion, but also for instrumental reasons, employment opportunities, social communication, or academic purpose (Al Rifai 5220). In most cases, success in learning a second language is consistently associated with their motivation of career choice (Zang & Hu 343). In contrast, students without motivation have shorter attention spans, and even sometimes, they do not reflect what they hear. Al Rifai provided some examples concerning these sorts of students that once they are given in class or take-home assignments; they work on them in order to pass the grade, not to get the real knowledge or skills from those activities (1525). Some of them may be serious about getting good grades, without being interested in the unit content they are studying.

Students' social background factors are linked to different levels of students' educational access and outcomes. Students' social background includes their racial origin, family income, family structure, the level of parental education and the level of students' English proficiency. The impact of students' socio-economic and surrounding environments on students' learning performances have long been discussed. Yet, the impact on students' English language proficiency due to their ethnic backgrounds or racial foundations have rarely been studied. The reason behind poor English language proficiency of ethnic students is not only the matter of their socio-economic backgrounds but it is also the matter of their learning attitude and motivation in our country.

Apparently, the proficiency of English language is complicated in the case of ethnic students in the public schools. But, from this research paper, it is proved that the ethnic students like all students have great affection and interests in the English language in spite of the barriers of socio-economic factors and mother tongue influence. To enlarge the importance of English language at this context the research Gobinda Prasad Ghimire opines:

Though no language is superior or inferior to any other language in term of communicating ideas, English is taken as a dominant language because of its wide coverage, rich vocabulary and literature, large language functions and so on. It has played the role of link language and become an influential international language. (2)

Though all languages have parallel significance in respect to their formation, English is more advanced and also it is more beneficial and accessible worldwide than any other languages Hence, despite poor proficiency, the ethnic student are very curious in learning English language.

1.3 Organization of Study

This study possesses major four divisions. The first chapter is introduction that has two subtopics as ELT situation in Nepal and review of literature. The chapter two includes research methodology with three subtopics- study of area, sample population and procedure as well as technique and tools. The chapter three is entitled as result and discussion with subtopics. The chapter four is the chapter of conclusion and recommendation.

CHAPTER II

RESEARCH METHODOLOGY

2.1 Research Method

In order to collect data, ten students and two teachers from ethnic groups were selected from each school. Three different types of tools were used. They were questionnaire, interview and focus group discussion.

These tools were utilized in order to collect the information from students, teachers and head teachers. The collective information are tabulated, sorted out and analyzed.

Apart from the information collected from the field visits, libraries were also visited to retrieve information about government policies on school education. They were government documents and reports published by individuals and organizations.

The research method in this study is descriptive and interactive while testing the effectiveness of E.L.T. in public schools pertaining to ethnic groups. The description and interaction have been made on the basis of available working materials provided by the group discussion, critics, research paper writers, teachers and students. The questionnaire methods and interviews have been conducted among the teachers as well as the students of ethnic groups. The conversation among the students and teachers was also conducted. Moreover, *MLA Handbook for Writers of Research Papers* was followed to make this research paper more objective and scientific.

2.2 Study Area

The study revolves around the 5 community schools of Baglung district. Some of the schools are located in the municipality and some of the schools are located in the rural municipality. Dhaulagiri Birendra Secondary School is located in Baglung Bazar, which is named from the late King Birendra Vidhyamandir Secondary School

also lies in Baglung Bazar. It is a very old school of Baglung Bazar. Kanyamandir School is also located in Baglung Bazaar. Among them, Janakalyan secondary school and Bhimsen Secondary School are located in Bhimpokhara and Bihu respectively. There are not proper environment for the students at learning. Most of the poor children are studying in these community schools.

In order to fulfill the objectives of this study, Baglung District was selected as sample location. The attention was paid to social linguistic and ethnic variation of the sample area. For this study, five community schools were selected in Baglung District as follows:

S.N.	Name of School	Address
1	Dhaulagiri Birendra Secondary School	Baglung Municipality -4
2	Vidhyamandir Secondary School	Baglung Municipality -3
3	Bhimshen Secondary School	Kathekhola-4, Baglung
4	Janakalyan Secondary School	Kathekhola-3, Baglung
5	Kanyamandir Secondary School	Baglung Municipality -3

2.3 Sampling Population and Procedure

The population of this study consists of fifty ethnic students of grade ten from five schools in public sectors. In addition to this, ten English teachers were also consulted by the help of head master during the data collection. This number is thought to meet the present purpose. Regarding the data collection, flower, a famous statistician says, "A sample of 150 people will describe a population of 15000 or 15 million with virtually the same degree of accuracy assuming all other aspect of the sample design and sample procedures were the same (qtd. in Nun 142). Thus, the present number can describe and reflect the real picture of the situation.

1. For the sampling procedure of the study 5 public schools were selected. The details of the selected schools are given in the appendix.
2. For the data collection at least 10 students from each school were selected with the help of their class teachers.

2.4 Technique and Tools

The questionnaires were prepared for the ethnic students and English teachers. The questionnaires were designed to draw information and views about their backgrounds, interests and problems in the public schools. They were designed even to get the information and suggestions from them about the improvements in E.L.T. in the future for details about the questionnaires for students and teachers, please see the appendix (II)

2.5 Data Collection Procedure

With the view of getting an average figure, the different schools of different backgrounds and locations were chosen. From each school, 10 ethnic students of grade 10 were selected for this study. The role of English teachers and Head Masters was very helpful in this procedure.

The questionnaires which were already prepared were to answered in the written form by the students and teachers themselves. After the hard work of 15 days, the students and teachers of 5 schools completed their task of completing the gaps of queries explained in this the questionnaires.

2.6 Data Presentation and Analysis

Data that acquired from the primary and secondary sources are presented and analyzed by the qualitative and quantitative methods. A statistical tool was applied through subsequent tables and figures for displaying and interpreting the quantitative data. Likewise, SPSS software has been used to analyze the data acquired from the

filled up questionnaires collected from students and teachers of different schools in Baglung District.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Overview

The study has tried to meet the objective of this research by collecting the data from the selected school of Baglung district. I have taken two types of perspectives: the student's perspective and the teacher's perspective. The analysis and interpretations were carried out as effectively and accurately as possible. The data presented in my research are inclined to the fact that the mother tongue has directly and indirectly affected most of the students pertaining to the proficiency of English language in the ethnic society for the English is the third language for the ethnic students after Nepali and their mother tongue, they have difficulties over the learning of English language. To prove this fact the data presented in different tables will be very beneficial and also applicable for the researchers who will be keen on presenting the relation between English language proficiency and social structure. In all tables, it has been apparent that about 60% answers of ethnic students and teachers show that the mother tongue plays negative role in the matter of enhancing the English language abilities.

3.2 Student's Perspective

The student's perspective tries to peep into the different factors which affect students' English language proficiency. The socio-economic status, learning altitude motivation learning, opportunities and mother tongue's influence have been analyzed into different topics of agreement, disagreement and undecidedness. The questionnaires (Appendix III) are able to include the various factors that have relation with the proficiency of ethnic student.

The table 1 depicts the idea that about 50% of the answers are agreed to the view that parents' profession, family environment, family income, educated brother

and sister and educated neighbors play a vital role in proficiency of English language (see appendix II). When these factors are positive the level of English proficiency is stronger, otherwise weaker.

Table 1: Different Aspects of Socio-Economic Status that Affect Students'

English Learning

Statements		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Parents' Profession	2	18	8	10	4
2	Family Environment	8	14	6	12	2
3	Family Income	7	18	2	7	8
4	Educated Brothers and Sisters	10	21	3	7	1
5	Educated Neighbors	6	15	12	6	4
Total		33	80	30	40	19

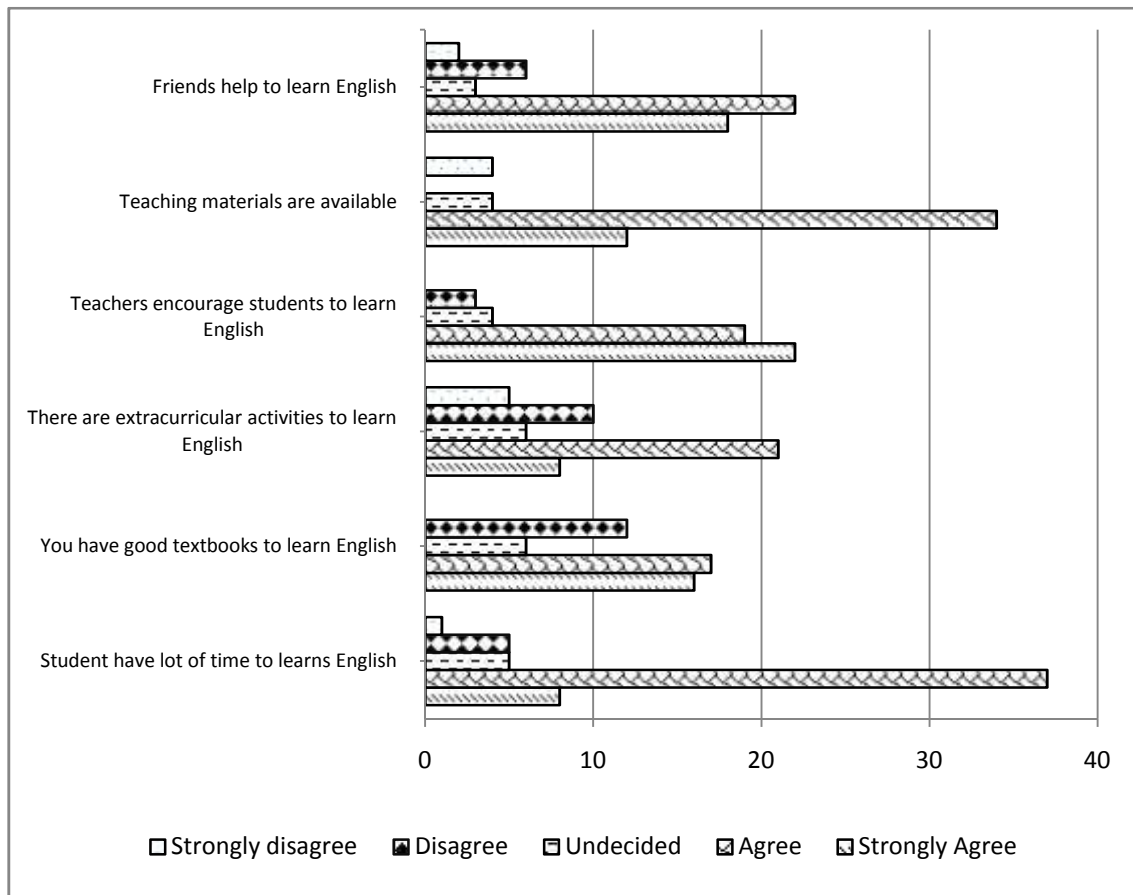
Out of 202 answers, only 59 disagree or strongly disagree with the assumption that the socio-economic factors have nothing to do with the relation of English proficiency and socio-economic aspect. It means about 35% views disagree about the link of English learning system and its direct relation with the socio-economic status.

The table 2 stresses that almost all students have enthusiasm and positive attitude towards English language. About 90% of the views agree that the students are interested in learning English and having mastery over the English language (See appendix II).

Table 2: Learning Attitude and Motivation

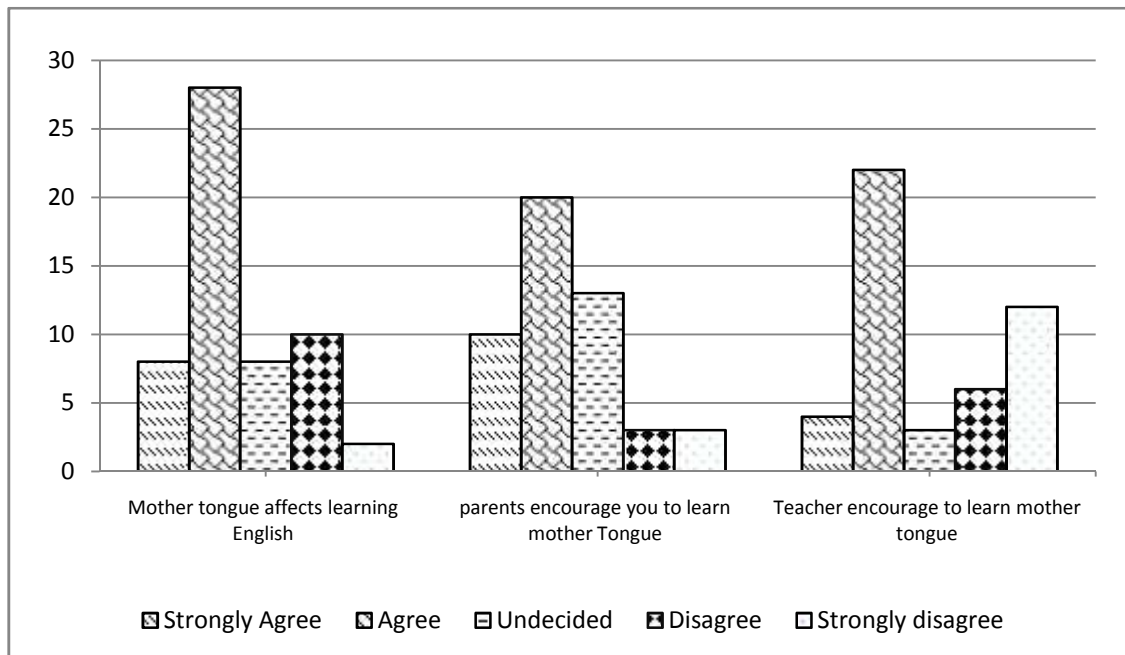
Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Students are interested in learning English	38	13	0	0	1
Importance of English	40	5	0	0	2
Future Prosper	43	9	0	1	1
If you know English, you will get good job	33	12	2	5	1
You like to speak English in the class	9	34	3	4	0
You like to speak English outside the class	7	31	4	0	1
Total	170	104	9	10	6

Hence, only about 10% views of the students are undecided or disagree or strongly disagree on the students interest in English language. It means almost all students want to be competent in English language. This table or figure is able to focus that the ethnic students are enthusiastic enough to learn and acknowledge the English Language. They are curious to have mastery over English language. The students want to speak English well so that they can cope with the native English speakers, their motivation towards English language is moulded by their enthusiasm to speak English with the foreigners. At this point M.S. Saud says "The main purpose of learning a foreign language is to communicate with the speakers of that language." More than 80% of the views strongly agree or agree that the students of ethnic group are obtaining better chances in learning English and getting proficiency in English (See appendix I).

Figure 1: Learning Opportunities

Only about 20% of the views assist that the students of ethnic groups are not getting better opportunities in learning English language. This table shows that the most students of ethnic group are fully endowed with the materials, teachers, enough time and opportunities through which they have the chances to improve the proficiency of English language. All the statements presented in the table have acquired the positive reactions from the ethnic students. The students of ethnic groups have lots of time text books extra activities, teaching materials as well as teachers and friends are also helping them for enhancing their English learning attitude and motivation.

About 44% of students' answers are undecided or disagreed or strongly disagreed on the view that the mother tongue is distributing the ethnic students' proficiency in English Language.

Figure 2: Mother- Tongue Influence

These tables or figures claim that about 56% of students, views fully agree that the mother tongue is an obstruction for their English learning enthusiasm. As already claimed in the background of this chapter, the ethnic students compulsion to treat English as their third language after Nepali and mother tongue is decreasing their capacity of language learning process. From these tabulations of teachers is focused that the views of the teachers about the socio-economic status, learning attitude, motivation, opportunities and mother tongue influence have similar out comes with that of the students themselves. It proves that the mother tongue effect and socioeconomic factors are the mayor hindrances for the ethnic students' English language learning. Despite their positive attitude, motivation and opportunities, the ethnic students of the public school have poor proficiency over English language. It is primarily because of the mother tongue and socio-economic components.

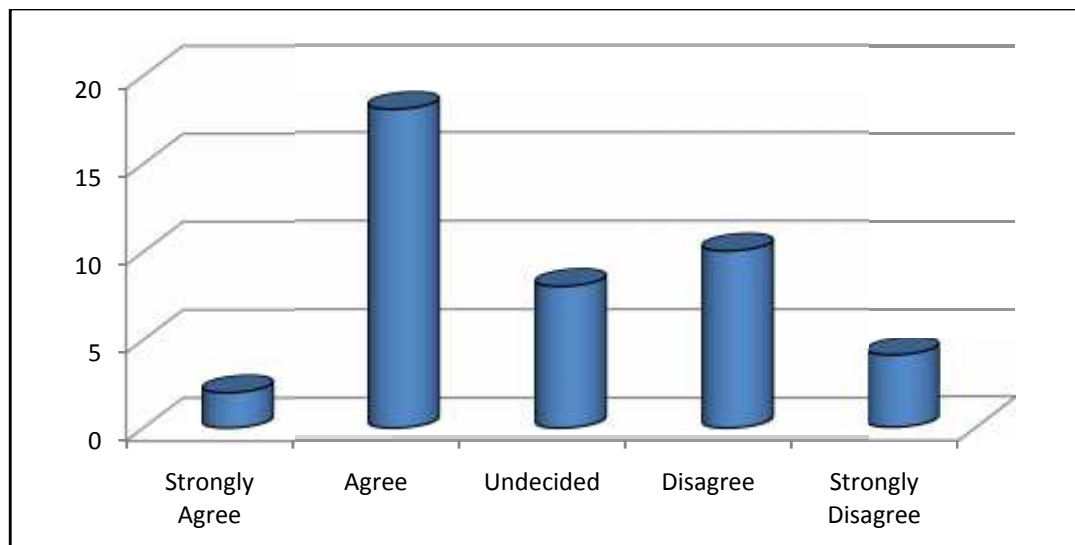
3.2 Teachers' Perspective

More than 50% views of the teachers agree that parents' profession, family environment and family income have an association with the English language

proficiency of the ethnic students. It means even for most of the teachers, the socio-economic factors are the major parts in deciding the level of English language.

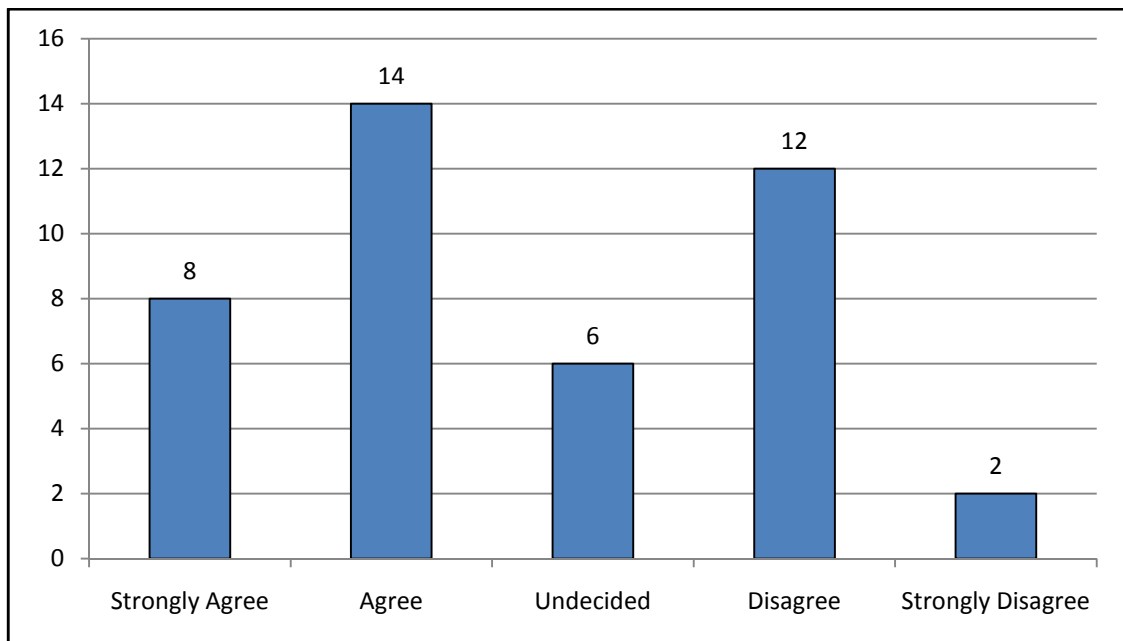
The figure shows that about 35% of the teachers' views disagree or strongly disagree that the profession of the parents disturb students learning of English language. About 15% of the teachers' views are undecided in this matter.

Figure 3: Parents' Profession Affecting Ethnic Students' learning English



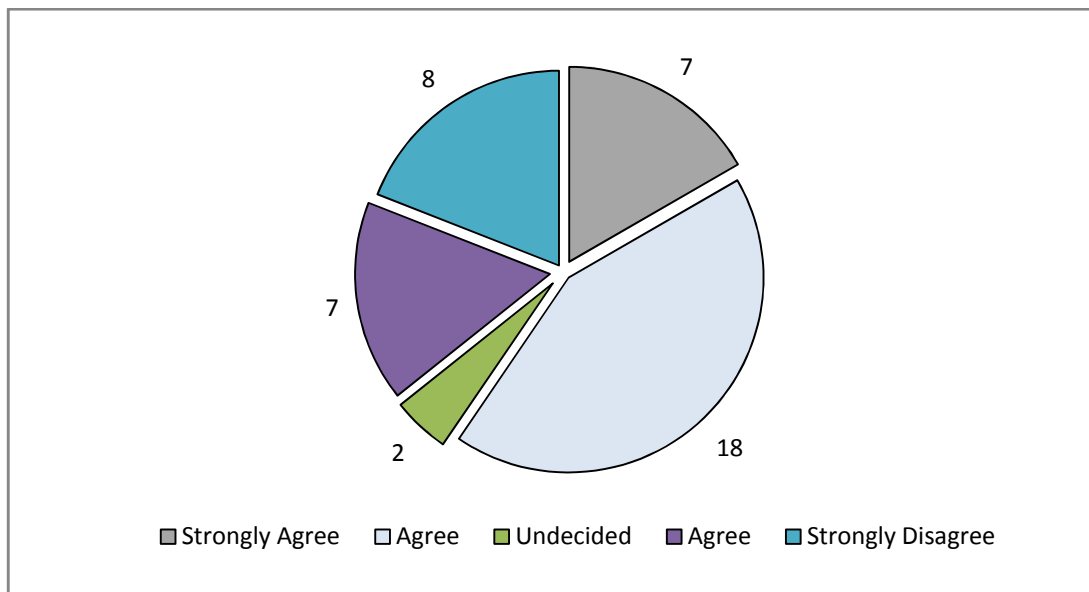
From this figure, it is justified that the profession of the parents has a strong association with the process of learning English. It means the students with noble profession holding parents are far better in English learning than the students who are with the parents whose profession is related with farming, labour or agriculture.

The figure shows that 50% of the teachers' views agree that the family environment affects learning English of ethnic students. Similarly, 34% of the views disagree or strongly disagree and 14% of the views are undecided.

Figure 4: Family Environment Affecting Ethnic Students' learning English

This figure is enough to proclaim the established view that the family is the first school. So the environment of the family is the determining factor for the learning process of the students. Most of the students in ethnic group who are learning English agree that family is all in all for the improvement of their study in English. Yet, this figure also hints out that some students English language learning has no relation with better family environment; it is mainly for those who are naturally talent and creative.

The figure stresses that about 60% of teachers' views agree or strongly agree on the fact that the family income affects learning English language of the students of ethnic group. The other views are undecided or disagreed or strongly disagreed in this matter.

Figure 5: Family Income Affecting Ethnic Students' learning English

This figure points out towards the relation of learning English and economic factors. The students with stronger economic status seem to be more confident in learning English than the student with poorer economic backgrounds. Most of the ethnic students agree that the economic hardships are the obstacles in gaining knowledge in English. The more the economic measurements are stronger, the more the English learning gets prospered in the ethnic societies.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

The present study has shown the factors behind poor English proficiency of ethnic students in public schools. For this study, 50 ethnic students from public school were selected. Among many factors, mother tongue and socio-economic status are proved to be the most determining components which have functioned for the poor proficiency of students in English language.

Despite these hindrances, there is a high chance to improve the proficiency of those students in English language. For this, the following points are to be considered.

1. Early starting of teaching English should be done effectively.
2. There should be allotment of more credit hours for English.
3. Other subjects, except Nepali should be taught in English.
4. There must be proper and adequate reference and teaching materials.
5. Student must not be allowed to speak Nepali during English class
6. Refresher trainings, regular follow-ups and feedbacks should be given to and taken from the concerned teachers.
7. There should be regular supervision by the subject experts.
8. English speaking committee should be formed to create the English environment at the schools.
9. A separate room of the school building should be managed for the English resource centre office where varieties of English books, journals English newspapers and audio-visual aids should be kept up to date and made available.
10. Allotment of more credit hours and more marks for listening and speaking skills, and for English in general should be managed.
11. Political intervention should be avoided to create sound academic environment.

12. Government should take step to eradicate poverty and to increase income of family.

13. English is to be focused as a second next of national language.

14. Mother tongue is to be purely optional and voluntary at home, society and school.

The socio-economic status and mother tongue cannot always stop the proficiency of English language. The wounds of socio-economic situations and intervention of mother tongue are not the factors to be solved quickly. Yet, the level of language proficiency and English learning can be improved by making English environment at school through inspiration, encouragement and fruitful enthusiasm.

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APPENDIX I

LETTER FOR DISTRICT OFFICE OF EDUCATION, BAGLUNG

 **TRIBHUVAN UNIVERSITY**
त्रिभुवन विश्वविद्यालय
Prithvi Narayan Campus
पृथ्वीनारायण क्याम्पस

(DEPARTMENT OF ENGLISH)

प.सं. :
स.सं. :


Date: 12 July 2018.

TO WHOM IT MAY CONCERN: Recommendation Letter

This is to certify that **Shanti Sapkota** with TU Reg. No. 6-2-48-2933-2007 and Campus Roll No. 62 is a regular student in our department who was admitted to the Master's Degree in English in 2068 BS. She is now working on her thesis on the topic "**English Language Proficiency of Students from Ethnic Groups: A Case Study of Community Schools in Baglung District**" under the supervision of Dr. Min Pun, Associate Professor at the department.

In order to complete her study, she needs to collect data from the selected community schools of Baglung District. I, therefore, request the concerned office and community schools based in Baglung District to help her collect data from the sampled community schools. Thank you.

Sincerely yours,


Prof. Bishwo Raj Adhikari
Head
Head of English Department

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APPENDIX II

ADDITIONAL CHARTS AND TABLES

FIGURE 1: SOCIO ECONOMIC STATUS OF STUDENT'S THAT THEIR AFFECT LEARNING ENGLISH

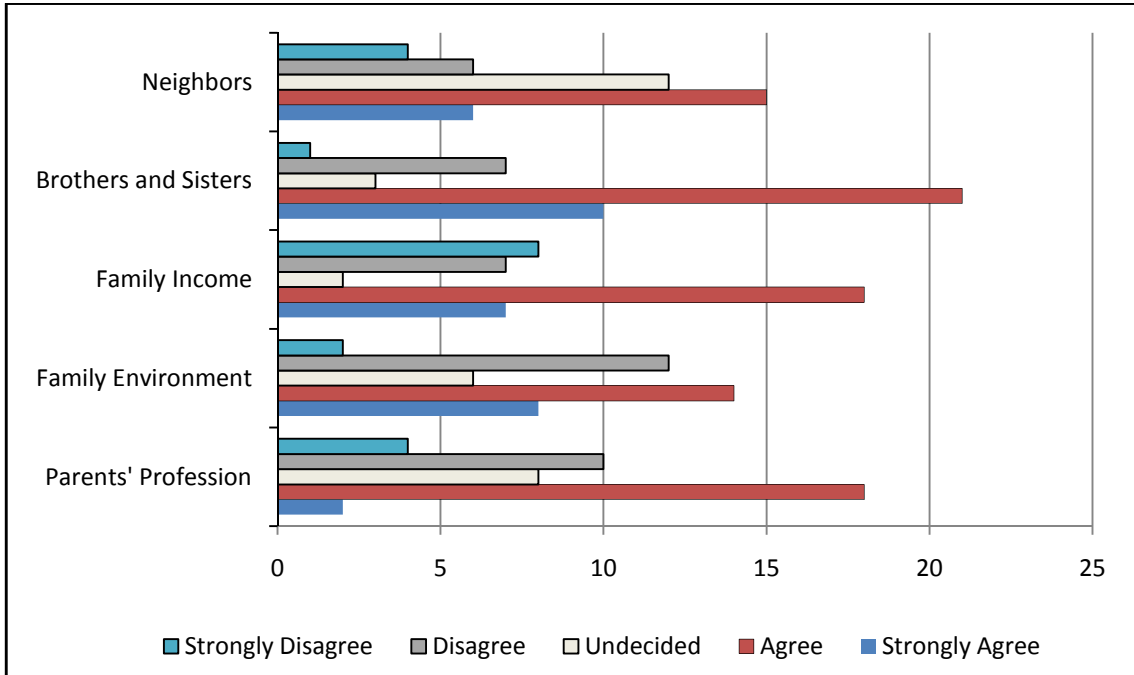


FIGURE 2: LEARNING ATTITUDE AND MOTIVATION

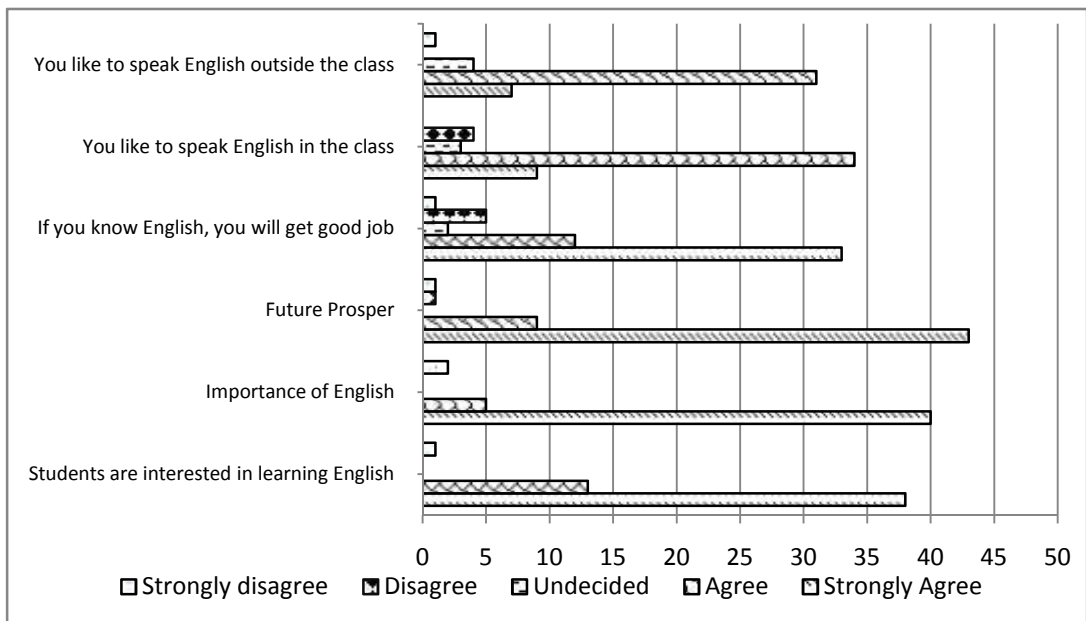


TABLE 1: LEARNING OPPORTUNITIES

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Student have lot of time to learns English	8	37	5	5	1
You have good textbooks to learn English	16	17	6	12	0
There are extracurricular activities to learn English	8	21	6	10	5
Teachers encourage students to learn English	22	19	4	3	0
Teaching materials are available	12	34	4	0	4
Friends help to learn English	18	22	3	6	2
Total	84	152	28	36	12

TABLE 2: MOTHER-TONGUE INFLUENCE

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Mother tongue affects learning English	8	28	8	10	2
parents encourage you to learn mother Tongue	10	20	13	3	3
Teacher encourage to learn mother tongue	4	22	3	6	12
Total	22	70	24	19	16

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

Dear Student,

I am carrying out a study on the topic “**English Language Proficiency of Students from Ethnic Groups: A Case Study of Community Schools in Baglung District**”. The purpose of the study is to explore the relationship between students’ English language proficiency level and the factors that affect their learning English. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master’s thesis writing. Please be honest while answering the questions. Thank you.

Shanti Sapkota
MA 2nd Year Student
Department of English
Prithvi Narayan Campus, Pokhara

Date: 12 July 2018

SECTION A: PERSONAL INFORMATION

Please fill in the gaps below.

1. Name of student: Gender:
2. Address:
Permanent: Ward: Village/Municipality: District:
Temporary: Ward: Village/Municipality: District:
3. Date of Birth: (BS)
4. School’s Name:
5. Class: Roll No.: Section:
6. Parents:
Father’s Name: Occupation:.....Education:
Mother’s Name: Occupation:.....Education:

SECTION B: SOCIO-ECONOMIC STATUS

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Your parents’ profession affects your learning English					
2	Your family environment affects your learning English					
3	The income of your family affects your learning English					
4	Your brothers or sisters are educated who help you learn English					
5	Your neighbours are educated who help you learn English					

SECTION C: LEARNING ATTITUDE AND MOTIVATION

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	You are interested in learning English					
2	English language is important to you					
3	You will need English in the future					
4	If you know English, you will get good job					
5	You like to speak English in the class					
6	You like to speak English outside the class					

SECTION D: LEARNING OPPORTUNITIES

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	You have lot of time to learn English					
2	You have good textbooks to learn English					
3	There are extracurricular activities to learn English					
4	Your teachers encourage you to learn English					
5	Teaching and learning materials are available					
6	Your friends help you to learn English					

SECTION E: MOTHER-TONGUE INFLUENCE

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Your mother tongue affects your learning English					
2	Your parents encourage you to learn mother tongue					
3	Your teachers encourage you to learn mother tongue					



TRIBHUVAN UNIVERSITY
Prithvi Narayan Campus
Pokhara

QUESTIONNAIRE FOR ETHNIC STUDENTS (COMMUNITY SCHOOLS)

Dear Student,

I am carrying out a study on the topic "English Language Proficiency of Students from Ethnic Groups: A Case Study of Community Schools in Baglung District". The purpose of the study is to explore the relationship between students' English language proficiency level and the factors that affect their learning English. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master's thesis writing. Please be honest while answering the questions. Thank you.

Shanti Sapkota
 MA 2nd Year Student
 Department of English
 Prithvi Narayan Campus, Pokhara

Date: 12 July 2018

SECTION A: PERSONAL INFORMATION

Please fill in the gaps below.

1. Name of student: Zoti Thapa, Gender: Female
2. Address: Langan
 Permanent: Ward: 6 Village/Municipality: Baglung District: Baglung
 Temporary: Ward: 6 Village/Municipality: Baglung District: Baglung
3. Date of Birth: 2059.11.21.18 (BS)
4. School's Name: Vanya Mindy Secondary School
5. Class: 10 Roll No.: 19 Section:
6. Parents:
 Father's Name: Khadk Thapa Occupation: Farmer Education: 10
 Mother's Name: Pupa Thapa Occupation: Housewife Education: 10

SECTION B: SOCIO-ECONOMIC STATUS

Please tick (✓) mark in the appropriate box:

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1 Your parents' profession affects your learning English				✓	
2 Your family environment affects your learning English				✓	
3 The income of your family affects your learning English				✓	
4 Your brothers or sisters are educated who help you learn English	✓				
5 Your neighbours are educated who help you learn English		✓			

SECTION C: LEARNING ATTITUDE AND MOTIVATION

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	You are interested in learning English		✓			
2	English language is important to you	✓				
3	You will need English in the future	✓				
4	If you know English, you will get good job	✓				
5	You like to speak English in the class	✓				
6	You like to speak English outside the class		✓			

SECTION D: LEARNING OPPORTUNITIES

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	You have lot of time to learn English		✓			
2	You have good textbooks to learn English		✓			
3	There are extracurricular activities to learn English	✓				
4	Your teachers encourage you to learn English		✓			
5	Teaching and learning materials are available		✓			
6	Your friends help you to learn English		✓			

SECTION E: MOTHER-TONGUE INFLUENCE

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Your mother tongue affects your learning English				✓	
2	Your parents encourage you to learn mother tongue				✓	
3	Your teachers encourage you to learn mother tongue					✓

APPENDIX IV

QUESTIONNAIRE FOR TEACHERS

SECTION B: SOCIO-ECONOMIC STATUS

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Parents' profession affects ethnic students' learning English					
2	Family environment affects ethnic students' learning English					
3	The income of ethnic students' family affects their learning English					
4	Brothers or sisters are educated who help ethnic students learn English					
5	Neighbours are educated who help ethnic students learn English					
TOTAL						

SECTION C: LEARNING ATTITUDE AND MOTIVATION

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Students (ethnic groups) are interested in learning English					
2	English language is important to students (ethnic groups)					
3	Students (ethnic groups) will need English in the future					
4	If students (ethnic groups) know English, they will get good job					
5	Students (ethnic groups) like to speak English in the class					
6	Students (ethnic groups) like to speak English outside the class					
TOTAL						

SECTION D: LEARNING OPPORTUNITIES

Statements		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Students (ethnic groups) have lot of time to learn English					
2	Students (ethnic groups) have learning materials to learn English					
3	There are extracurricular activities to learn English					
4	You encourage students (ethnic groups) to learn English					
5	Teaching and learning materials are available to ethnic students to learn English					
6	Friends help students (ethnic groups) to learn English					
TOTAL						

SECTION E: MOTHER-TONGUE INFLUENCE

Statements		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Mother tongue affects ethnic students' learning English					
2	Parents encourage ethnic students to learn mother tongue					
3	You encourage students (ethnic groups) to learn mother tongue					
TOTAL						



TRIBHUVAN UNIVERSITY
Prithvi Narayan Campus
Pokhara

QUESTIONNAIRE FOR ENGLISH TEACHERS (COMMUNITY SCHOOLS)

Dear English Teacher,

I am carrying out a study on the topic "English Language Proficiency of Students from Ethnic Groups: A Case Study of Community Schools in Baglung District". The purpose of the study is to explore the relationship between students' English language proficiency level and the factors that affect their English language proficiency. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master's thesis writing. Please be honest while answering the questions. Thank you.

Shanti Sapkota
MA 2nd Year Student
Department of English
Prithvi Narayan Campus, Pokhara

Date: 12 July 2018

SECTION A: GENERAL INFORMATION

Please fill in the gaps below.

1. Name of teacher: Kamal Sharma Gender: Male
2. Date of Birth: 2040/03/26 (BS) Ethnicity: Brahmin
3. School's Name: Shantolagiri Birendra Sec. School, Katmara, Baglung
4. Which English classes are you teaching now? (please circle the classes below):
1 2 3 4 5 6 7 8 ⑨ ⑩

SECTION B: SOCIO-ECONOMIC STATUS

Please tick (✓) mark in the appropriate box:

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1 Parents' profession affects ethnic students' learning English		✓			
2 Family environment affects ethnic students' learning English		✓	-		
3 The income of ethnic students' family affects their learning English	✓				
4 Brothers or sisters are educated who help ethnic students learn English		✓			
5 Neighbours are educated who help ethnic students learn English		✓			

SECTION C: LEARNING ATTITUDE AND MOTIVATION

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Students (ethnic groups) are interested in learning English		✓			
2	English language is important to students (ethnic groups)		✓			
3	Students (ethnic groups) will need English in the future	✓				
4	If students (ethnic groups) know English, they will get good job	✓				
5	Students (ethnic groups) like to speak English in the class			✓		
6	Students (ethnic groups) like to speak English outside the class			✓		

SECTION D: LEARNING OPPORTUNITIES

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Students (ethnic groups) have lot of time to learn English		.		✓	
2	Students (ethnic groups) have learning materials to learn English		✓			
3	There are extracurricular activities to learn English	✓				
4	You encourage students (ethnic groups) to learn English	✓				
5	Teaching and learning materials are available to ethnic students to learn English			✓		
6	Friends help students (ethnic groups) to learn English		✓			

SECTION E: MOTHER-TONGUE INFLUENCE

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Mother tongue affects ethnic students' learning English		✓			
2	Parents encourage ethnic students to learn mother tongue		✓			
3	You encourage students (ethnic groups) to learn mother tongue		✓			

APPENDIX V**STUDENTS' NAME LIST**

S.N.	Student Name	Class	School Name
1.	Suman Thapa Magar	10	Vidhya Mandir Secondary School
2.	Manisha Thapa	10	Vidhya Mandir Secondary School
3.	Piya Raj Bhandari	10	Vidhya Mandir Secondary School
4.	Zyoti Thapa	10	Vidhya Mandir Secondary School
5.	Roshani Shrestha	10	Vidhya Mandir Secondary School
6.	Mithu Thapa Magar	10	Vidhya Mandir Secondary School
7.	Pratima Pun	10	Vidhya Mandir Secondary School
8.	Deepak Poon Magar	10	Vidhya Mandir Secondary School
9.	Bijay Ale Magar	10	Vidhya Mandir Secondary School
10.	Dimas Shreesh Magar	10	Vidhya Mandir Secondary School
11.	Janak Gharti Magar	9	Shree Kalika Kanya Mandir Secondary School
12.	Karishma Gharti Magar	9	Shree Kalika Kanya Mandir Secondary School
13	Suman Thapa	9	Shree Kalika Kanya Mandir Secondary School
14	Samikshya Pun Magar	9	Shree Kalika Kanya Mandir Secondary School
15	Bimal Thapa Magar	9	Shree Kalika Kanya Mandir Secondary School
16	Nabina Chhantyal	9	Shree Kalika Kanya Mandir Secondary School
17	Bipin Thapa	9	Shree Kalika Kanya Mandir Secondary School
18	Nisha Thapa	9	Shree Kalika Kanya Mandir Secondary School
19	Soniya Thapa	9	Shree Kalika Kanya Mandir Secondary School
20	Diya Shakya	9	Shree Kalika Kanya Mandir Secondary School
21	Pratikshya Thapa	10	Shree Kalika Kanya Mandir Secondary School
22	Roshni Ale	10	Shree Kalika Kanya Mandir Secondary School
23	Rohit Thapa	10	Shree Kalika Kanya Mandir Secondary School
24	Ajita Thapa	10	Shree Kalika Kanya Mandir Secondary School
25	Karuna Thapa	10	Shree Kalika Kanya Mandir Secondary School
26	Sajina Thapa	10	Shree Kalika Kanya Mandir Secondary School
27	Niruta Thapa	10	Shree Kalika Kanya Mandir Secondary School
28	Deepika Thapa	10	Shree Kalika Kanya Mandir Secondary

			School
29	Parwati Thapa	10	Shree Kalika Kanya Mandir Secondary School
30	Gita Ale	10	Shree Kalika Kanya Mandir Secondary School
31	Aruna Singh	10	Dhawalagiri Birendra Secondary School
32	Gagan Thapa	9	Dhawalagiri Birendra Secondary School
33	Bimla Thapa	9	Dhawalagiri Birendra Secondary School
34	Sher Bdr. Thapa	9	Dhawalagiri Birendra Secondary School
35	Nisha Thapa Magar	9	Dhawalagiri Birendra Secondary School
36	Rita Thapa	9	Dhawalagiri Birendra Secondary School
37	Nabina Thapa	9	Dhawalagiri Birendra Secondary School
38	Anil Thapa	9	Dhawalagiri Birendra Secondary School
39	Sandash Thapa	9	Dhawalagiri Birendra Secondary School
40	Parkash Gharti	9	Dhawalagiri Birendra Secondary School
41	Manisha Thapa	10	Bhimshen Secondary School
42	Ismarika Magar	10	Bhimshen Secondary School
43	Sailu Rana	10	Bhimshen Secondary School
44	Saurav Gharti	10	Bhimshen Secondary School
45	Amit Pun	10	Bhimshen Secondary School
46	Ganesh Thapa Magar	10	Bhimshen Secondary School
47	Bishal Chhantyal	10	Bhimshen Secondary School
48	Sudip Budathoki	10	Bhimshen Secondary School
49	Sapana Thapa	10	Bhimshen Secondary School
50	Priya Thapa	10	Bhimshen Secondary School

APPENDIX VI

TEACHERS' NAME LIST

S.N.	Teacher's Name	School Name
1.	Narayan Prasad Kadel	Bhimsen Secondary School
2.	Krishna Prasad Sapkota	Bhimsen Secondary School
3.	Kamal Sharma	Dhaulagiri Birendra Secondary School
4.	Rita Shrestha	Dhaulagiri Birendra Secondary School
5.	Mukunda Prasad Sharma	Shree Vidhya Mandir School
6.	Rajesh Sharma	Shree Vidhya Mandir School
7.	Bikram Sharma	Janakalyan Secondary School
8.	Homnath Sharma	Janakalyan Secondary School
9.	Rajendra Paudel	Kalika Kanya Mandir Secondary School
10.	Sudarshan Kandel	Kalika Kanya Mandir Secondary School

APPENDIX VII

LETTER FROM DISTRICT OFFICE OF EDUCATION, BAGLUNG



नेपाल सरकार
गृह मन्त्रालय
जिल्ला प्रशासन कार्यालय
शिक्षा विकास तथा समन्वय इकाई
बागलुङ

फोन नं. : ०१-४२०१५४, ०१०
फ्याक्स नं. : ०१-४२११०२
ईमेल : doebaglung@yahoo.com
वेब साइट : www.doebaglung.gov.np

सत्र संख्या :- २०७२/०७६/वि.प्र)
चलानी नं. :-

मिति :- २०७२/०४/०६

विषय :- आवश्यक सहयोग गरिदिने बारे ।

श्री यो जो जस सग सम्बन्ध राख्दछ ।

प्रस्तुत विषयमा बागलुङ जिल्ला काठेखोला गा.पा. - २ निवासी श्री शान्ती सापकोटा पृथ्वी नारायण क्याम्पस पोखराको रजिस्ट्रेशन नं. ६-२-४८-२९३३-२००७ र क्याम्पस रोल नं. ६२ ले "English Language Proficiency of Students from Ethnic groups" : A Case Study of Community School in Baglung District" विषयमा शोधपत्र तयारीको लागि तपाईंको विश्वलयमा आउने भएकाले आवश्यक सहयोग गरिदिनुहुन अनुरोध छ ।


शाखा अधिकृत

APPENDIX VIII

PHOTO SESSION WITH STUDENTS



Students of Shree Vidhyamandir Secondary School





Students of Dhawalagiri Birendra SEC. School





Students of Janakalyan Secondary School





Students of Bhimshen Secondary School





Students of Shree Kanyamandir SEC. School

