

**PARTICIPATION OF DALIT STUDENTS IN ELT
CLASSROOM INTERACTION**

**A thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Padam Prasad Bhattarai**

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

2012

**PARTICIPATION OF DALIT STUDENTS IN ELT
CLASSROOM INTERACTION**

**A thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Padam Prasad Bhattarai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

**T.U.Reg.No: 9-2-29-254-2000
Second Year Examination
Roll No.: 280641/2067**

**Date of Approval of the Thesis
Proposal: 23/03/2012
Date of Submission: 10/09/2012**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Padam Prasad Bhattarai has prepared this thesis entitled "**Participation of Dalit Students in ELT Classroom Interaction**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 069/06/.....

.....

Dr. Tirth Raj Khaniya (Guide)

Professor

Department of English Education

Faculty of Education,

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommendation from the following “**Research Guidance Committee**”.

Dr. Chandreshwar Mishra	Signature
Professor and Head,	_____
Department of English Education	Chairperson
Chairperson	
English and Other Foreign Languages	
Education Subject Committee	
T.U., Kirtipur, Kathmandu	

Dr. Tirth Raj Khaniya (Guide)	_____
Professor	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Mr. Raj Narayan Yadav	_____
Reader	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Date: 069/05/.....

EVALUATION AND APPROVAL

This Thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**:

Dr. Chandreshwar Mishra

Professor and Head,
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
T.U., Kirtipur, Kathmandu

Signature

Chairperson

Dr. Tirth Raj Khaniya (Guide)

Professor
Department of English Education
T.U., Kirtipur, Kathmandu

Member

Dr. Anju Giri

Professor
Department of English Education
T.U., Kirtipur, Kathmandu

Member

Date: 069/05/

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: 09/09/2012

.....

Padam Prasad Bhattarai

DEDICATION

**This thesis is dedicated
to
my parents and teachers who made me what I am today.**

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Dr. Tirth Raj Khaniya**, Professor, Department of English Education, T.U., Kirtipur, for his invaluable guidance, constructive suggestions, co-operation, constant encouragement and continuous inspiration from the beginning to the end.

I would also like to extend my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education and Chairman of English and Other Foreign Languages Education Subject Committee, T.U. Kirtipur, for his constant support.

Similarly, my profound gratitude goes to **Dr. Anjana Bhattarai**, for her moral support and encouragement to carry out this study.

I am equally indebted to my respectable gurus and gurus: **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Dr. Bal Mukunda Bhandari, Dr. Tapasi Bhattacharya, Dr. Laxmi Bhadur Maharjan, Dr. Tara Datta Bhatta, Mr. Raj Naryan Yadav, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Hima Rawal, Mrs. Saraswati Dawadi** for their continuous guidance and support.

I am highly indebted to **Prof. Jai Raj Awasthi**, Vice Chancellor, Far Western University and **Mr. Prem Bhadur Phyak**, for their great ideas and enthusiastic encouragement in my academic life. My sincere gratitude also goes to **Mrs. Madhabi Khanal** who provided me with related materials for this study.

Similarly, I am highly indebted to administrators, teachers, and students of the schools namely: **Shree Singhabahini H.S.S., Shree Mahakali H.S.S., Shree Balmaker S.S., and Shree Jana Jyoti H.S.S.** of Tehrathum district for providing me their valuable time and authentic data to accomplish this study.

I would like to take this opportunity to express my deepest gratitude to my parents whose blessing, constant encouragement and help have been the sole source of inspiration throughout my life; my sisters, **Bimala, Durga, Sita** and brother; **Ram Chandra** who continuously encouraged and supported me for my study.

At last but not least, I am very much grateful to my colleagues; **Mr. Laxman Regmi, Mr. Nilkantha Dhakal and Mr. Birendra Thapa** who continuously encouraged and helped me to complete this study.

Padam Prasad Bhattarai

ABSTRACT

This research work entitled, "Participation of Dalit students in ELT Classroom Interaction" is an attempt to analyze and describe Dalit students' participation in ELT classroom interaction. In this study, I have explored Dalit students' participation in ELT classroom interaction. It is a quantitative study based on the multi- method approaches- descriptive and narrative analysis. The required data were collected by using questionnaires for teachers and Dalit students and an observation checklist form. The total samples were forty Dalit students, four English teachers teaching at four government secondary schools. The reveals show that the participation of Dalit students in ELT classroom interaction is low and passive. It also shows that communication is the key of success. I observed eight English classes of four English teachers. The teachers and non Dalit students did not treat Dalit students in the way they treat others.

This study consists of four chapters. Chapter one deals with introduction to the research which includes introduction, general background, review of the literature, objectives and significant of the study. Chapter two deals with the methodology adopted for the study in terms of sources of data, population of the study, sampling procedure, tools and process of data collection and limitation of the study. Similarly, chapter three contains the analysis and interpretation of the data collected from informants. Finally, chapter four summarizes the findings of the study and suggests for recommendations.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi-vii</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Content</i>	<i>ix-xi</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-19
1.1 General Background	1
1.1.1 History of ELT in Nepal	4
1.1.2 Classroom Interaction	5
1.1.2.1 Principles of Interaction Language Teaching	9
1.1.3 Dalits	10
1.1.3.1 Educational Situation of Dalits in Nepal	12
1.1.3.2 The Educational Situation of Dalits in Tehrathum District	16
1.2 Review of Related Literature	17
1.3 Objectives of the Study	20
1.4 Significance of the study	20

CHAPTER TWO: METHODOLOGY	21-23
2.1 Source of Data	21
2.1.1 Primary Sources of Data	21
2.1.2 Secondary Sources of Data	21
2.2 Population of the study	21
2.3 Sampling Procedure	22
2.4 Tools for data collection	22
2.5 Process of data collection	22
2.6 Limitations of the study	23
CHAPTER THREE: ANALYSIS AND INTERPRETATION	24-50
3.1 The reality of Dalit Students from My Field Visit	24
3.1.1 Classroom Interaction and Dalit Participation in ELT Classroom	24
3.1.2 Perception of Dalit Students and Parents towards Learning English language	25
3.1.3 Problems of Dalit Students in ELT Classroom Interaction	26
3.1.4 Dalit Students in ELT classroom Interaction	27
3.2 The Information from Questionnaires	27
3.2.1 The Social, Economical and Educational Background of Dalit Students	30
3.2.2 Perception and Expectation of Dalit Parents in Learning the English Language	31
3.2.3 Interest and problems of Dalit Students in ELT Classroom	32
3.2.4 Teacher's Behavior to Dalit Students in ELT Classroom Interaction	33
3.2.5 Concept of Interaction and its Importance	34
3.2.6 Equal Opportunities to Interact in ELT Classroom	35
3.2.7 ELT Classroom Interactive or Passive	35
3.2.8 Time Taking in ELT Classroom	36
3.2.9 Providing Roles and Performance for Dalit Students	36

3.2.10 Participation of Dalit Students in ELT Classroom Interaction	37
3.3 The Observational Information	38
3.3.1 School-A	42
3.3.1.1 Observed Activities and Participation of Dalit Students in ELT Classroom	42
3.3.1.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students	43
3.3.2 School-B	44
3.3.2.1 Observed Activities and Participation of Dalit Students in ELT Classroom	45
3.3.2.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students	45
3.3.3 School-C	46
3.3.3.1 Observed Activities and Participation of Dalit Students in ELT Classroom	47
3.3.3.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students	48
3.3.4 School-D	48
3.3.4.1 Observed Activities and Participation of Dalit Students in ELT Classroom	49
3.3.4.2 Interactive Activities and Behaviour of Teacher Towards Dalit Students	50
CHAPTER FOUR: FINDINGS AND RECOMMENDATION	51-53
4.1 Findings	52
4.2 Recommendations	53
References	53-56
Appendices	

LIST OF TABLES

	Page No.
Table No.1: Questionnaires Information	28
Table No.2: Social, Economical and Educational Background of Dalit Students	30
Table No.3: Participation of Dalit Students in Interaction Activities	37
Table No.4: Classroom Observed Information	40
Table No.5: Informations about the Observed Schools	41

LIST OF SYMBOLS AND ABBREVIATIONS

Dr	Doctor
E.g.	Example gratia (for example)
ELT	English Language Teaching
Et al.	And other people
etc.	etcetera
GOs	government organizations
i.e.	That is
M.Ed.	Masters in Education
NGOs	Non Government Organizations
No.	Number
Prof.	Professor
TGLC	Tea Garden Labor Children
SA	School- A
SB	School-B
SC	School-C
SD	School-D
T.U.	Tribhuvan University
T1	Teacher one
T2	Teacher Two
T3	Teacher Three
T4	Teacher Four