

ATTITUDES OF DALIT STUDENTS TOWARDS LEARNING THE ENGLISH LANGUAGE

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Padam Bahadur B.K.**

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

2017

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DECLARATION

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

Date: 2017/02/07

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated

to

My parents and Late elder brother Mr. Jhupe kami who have always been the source of my inspiration behind any efforts and achievements and push forward to get where I am today.

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ABSTRACT

The present thesis entitled **Attitudes of Dalit Students' towards Learning English Language** has major aim to find out the attitudes of dalit students towards learning English language. Keeping the objectives in consideration, twenty one dalit students from three different secondary schools, three English teachers from three different schools and six parents from three different dalit communities were sampled through non-random purposive sampling procedure. A set of questionnaire and a semi-structured interview schedule were the tools of data collection. After the analysis and interpretation of raw data, it was found that dalit students have positive attitudes towards learning English language. It has been found that the challenges faced by Dalit students' are caste based discrimination, poor family background which psychologically as well as physically affect in learning English. Those challenges are being also the causes of poor performance in English. It is also found that there is the close relationship between family background and English language learning. It means if there is poor family background it has negative impact on their study and if there is rich family background it assists in learning English.

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 includes 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 deals with 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. Likewise, chapter four includes analysis and interpretation of results and summary of findings. In the same way, chapter five includes conclusions and recommendations. Recommendation includes; policy, practice and further research related areas. Finally, the references and appendices are included.

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LIST OF ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
DWO	:	Dalit Women Organization
ELT	:	English Language Teaching
etc	:	et cetera
i.e.	:	That is
INGO	:	International Non-Government Organization
NDC	:	National Dalit Commission
NGO	:	Non-Government Organization
No.	:	Number
OUP	:	Oxford University Press
Q.N.	:	Question Number
SLC	:	School Leaving Certificate
SMC	:	School Management Committee
Viz.	:	They are
www	:	World Wide Web

CHAPTER ONE

INTRODUCTION

This is the study entitled 'Attitudes of Dalit Students towards Learning English Language'. This is the first chapter which consists of 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.

1.1 Background of the Study

Language is required to humans in their every walk of life to communicate each other and it is used for various purposes, such as academic, official, personal, social and so on. Among the languages spoken in the world, English is recognized as lingua franca and used as global Language.

In this regard , Crystal (2003 as cited in Harmer , 2003, p.13) suggests: “ There are currently around 1.5 billion of the people speak English worldwide, of whom only some 329 million are native speakers.” In this way, the proportion of native and non-native speakers of English has changed in the last few decades.

It has played a great role in international trade, technology, education, entertainment and other aspect of social life. So, the demand of learning English as a second or foreign language is growing up day by day. Harmar (2003) suggests that there are a number of factors that ensured the widespread use of English. These factors includes: A colonial history, economics, information exchange, travel, and popular culture. Learners are heterogeneous in the context of Nepal . There is variability among learners’ in terms of caste, gender, language, culture, religion. The variability among the learners is one of the challenge in the classroom. Dewey (as cited in Adhikari, 2013, p.84).states, “school is miniature society.” He further states “The school is to be a reflection

of the larger society outside it's wall, in which life can be learnt by living. But it is to be a purified, simplified and better balanced society.”

Though education has great role in bringing change in life of someone. Some minority group of students are being deprived of this opportunity in the context of Nepal. Moreover, English language becomes a part of life like learning any other skills of human viz. Leadership, critical thinking, walking, swimming, etc. Students have different challenges while learning English. Among them minority group like Dalits students have more challenges than other groups of students in English language learning. The term ‘Dalit’ is considered to carry a historical, socio-economic and political sociological meaning. As long as caste based untouchability and other forms of caste based discrimination exist the term “Dalit” would remain to be meaningful. The term ‘Dalit is defined by different scholars in different ways. Zelliott (1992), quotes the definition about Dalit from Ambedkar as," Dalit refers to those who have been broken, grounded down by those above them in a deliberate way, there is in, the word itself, an internal denial-pollution, Karma and justified caste hierarchy" (p.77). In the same way, Ahuti (2010, p.2) define this term in the following way.

Nepali and Hindi dictionary define the word Dalit; dominating, marginalized, and untouchable group. But Indian and Nepali Dalit Movement identify it broadly. In Hindu society and Varna system, who is untouchable (resisting water for drinking) group, is called Dalit. The name of Dalit not given by the ruler or Politician of Nepal, it is come from the Indian and Nepali Dalit movement.

Dalit means dominated, marginalized and untouchable group in Nepalese society. So called Untouchable group means such caste i.e, Kami, Damai, Sarki, Gaine, Halkhor, Mushahar, Pode, Chyame, Dome, Chamar. The word Dalit come from the Indian Dalit movement. Because of the domination or

different behavior by other caste people in the society, they get many challenges to get education and learn English language.

The upliftment of the socio-economic status of Dalits help to uplift Dalits students' to mainstream of education and English language learning.

Individuals learn their social roles through the process of communication. This process differs from social group to social group because it is different in each social groups existing role perpetuated in society. The challenges of learning English of Dalit students are in poverty, inaccessibility of Scholarship, illiterate family, discriminatory practices in educational institutions and other places, etc. Consequently, they have been deprived of the right to education. Dalit education condition in Nepal is so poor (average poverty line is 25% but, Dalit poverty line is 41%) then the other caste. According to the website of WDO, net enrolment ratio in primary education national average is 93.7 % but Dalit net enrolment ratio in primary education is 20%. Literacy rate above 5 or above of National average is 65.9% but Literacy rate above 5 or above of Dalit is 33%. Education above School Leaving Certificate (SLC) in national average is 17.6% But, Dalit education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalit education above Bachelor is 0.4% (<http://www.dwo.org.np/dalit.php> (Retrieved on 2015/11/21)).

Every years data shows that the Dalits castes people have lowest status than so called non Dalits one. Nepal government and many other organizations like NGOs, INGOs are working to uplift their status regarding socio economic and untouchability with different projects and program. However, it remains as if constant.

As a whole, Learning English is affected by the different challenges faced by the minority groups i.e. Dalit students. The challenges may be poverty, discriminatory practices in educational institutions and outside, inaccessibility of scholarship, illiterate family, behavior of teachers, opportunity to take part in class room activities because of hesitation or shyness and social behaviours. Hence, it is seen that challenges of the minority groups i.e. Dalit students have

been the abstacle to get education in comparison to the other students from elementary to higher level. To be particular, they have problems in learning English language due to their social role. That is why, it is important to have knowledge and information on the attitudes of Dalit students towards learning English language to bring them in the main stream education.

1.2 Statement of the Problem

Education is third eye of human beings. Education plays vital role to bring changes in their life. There are different groups in the society. That is to say, the Nepalese society has lots of variability in terms of ethnicity, gender, religion ,language, economic status, etc. Such kinds of variability is one of the major challenge or obstacle to get education. According to the website of DWO, net enrolment ratio in primary education national average is 93.7 % but Dalits net enrolment ratio in primary education is 20%. Literacy rate of Dalits above 5 or above of National average is 65.9% but Literacy rate of Dalits about 5 or above of Dalits is 33%. Education above SLC in national average is 17.6% But, Dalits education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalits education above Bachelor is 0.4 %.(web page of DWO). So, we can say that Dalits are not educated comparison to others in the society, they are searching the opportunity for the education. Dalit students are lagging behind in various problems in learning English because they don't get chance to equal chance in learning language by the cause of socio-economical problems. Dalit students' dropout rate is high than other students in school level because previous data shown that only 0.4% of Dalits are getting higher education. To be particular it is one of the obstacle to learn English language. Dalit children are not encouraged to get education. Inadequate scholarships and neglected behaviours to Dalit students by teachers and communities are the barriers to get education. They are being deprived from educational opportunities. Poverty, lack of employment and very low level of life style which directly and indirectly affects their education. Similarly, they are facing many problems in ELT classroom such as lack of

textbook, lack of school bags, lack of uniform, lack of money to pay fees, lack of inspiring behavior of teachers, poor classroom management, etc. As being a Dalit student from elementary to higher level, I got bad experience. I was treated differently in the classroom as well as outside the classroom. To share as an example, I got no opportunity to sit on the front bench of the classroom as well as I didn't get chances to get participation in the classroom activities. I was not allowed to touch the water jar at school as well as I was not encouraged to be engaged in the learning activities by the teachers, friends (other caste) and my neighbor (other caste). These kinds of problems make me feel inferiority, backward and inequality in the classroom. Moreover, because of such challenges most of the Dalit students feel shy, difficult and uneasy to participate in ELT classroom activities. They took part hardly in classroom activities and classroom interaction. They are lagging behind in various problems viz. less participation in classroom activities and classroom interaction, problem in socialization, lack of interaction with teachers, felt reluctant to speak, not satisfied with their achievement in terms of scores they obtained in the exam, low pass rate, irregularity, high dropout rate, etc.

Because of aforementioned problems or issues, I have been analyzed this situation through my study entitled 'Attitudes of Dalit Students towards Learning English Language'.

1.2 Objectives of the Study

The present study had the following objectives:

1. To find out the attitudes of Dalit students towards the English language
2. To identify the challenges faced by Dalit students' in learning English
3. To find out the correlation between family background of Dalit students' and learning English
4. To suggest some pedagogical implications.

1.3 Research Questions

The study was oriented to find out the answers of the following research questions:

1. What are the attitudes of the Dalit students towards learning English?
2. What are the challenges of Dalit students' while learning English?
3. Does family background have impact in learning English?
4. Is there any relationship between family background of Dalit students and learning English?

1.5 Significance of the Study

Since the primary objective of the study is to find out the attitudes of Dalit students towards learning the English language. Basically, the study will provide insight to the students, parents and teachers. It is useful for the students in the sense that they will know the challenges faced by them and the impact of those challenges in learning English after reading this study. In a similar vein, parents will also be able to see or realize the problems of their children they are facing while learning English. Similarly, teachers will also be aware about Dalit students and listen them when they beg for a pardon for help even outside the classroom or school.

Likewise, the central government of Nepal will make the policy which will help the Dalit students to bring in the mainstream of education by solving the problem they have been facing while learning English language. Similarly, the local government of Nepal will also focus on the challenges of the Dalit students faced in learning English language while framing educational policies and language policies to find out the ways of solution for the challenges of the Dalit students in the state government. In a nutshell, the findings of the present study will help to improve the current practices of teachers in the English classroom. Students also get benefitted by learning about the condition of Dalit students. Central as well as local government will frame the policies to bring

Dalit students in the main stream of education on the basis of the findings of the study in the provisions. In the same way, different NGOs, INGOs also can frame their projects and programs to uplift and solve Dalits students problems in learning English language. Hence, the present study will be beneficial for all the stakeholders who are concerned with educational field.

1.6 Delimitations of the Study

The study had limited to the following points:

1. The area of study was limited to Jajarkot district only within Dalit students of secondary level.
2. The sample size of the study has been consisted of 21 Dalit students from 3 different schools, 3 teachers from 3 different schools and 6 parents from 3 different communities.
3. Non-random sampling procedure was applied to select sample.
4. The focus of the study was only on attitudes of Dalit students towards learning the English language.
5. The tools of data collection were questionnaire and semi structured-interview.

1.7 Operational Definitions of the Key Terms

Challenges: Here, the term signifies the issues, difficulties or problems faced by the Dalit students to get education particularly in learning English.

Dalit Students: Students from marginalized and backward community who are treated as untouchable by other caste people in our society.

Dalits: The communities, who by virtue of atrocities of caste-based discrimination and untouchability, are most backward in socio-economic, educational, political and religious fields and are most backward to live in human dignity and social justice. In the study

area, Damais (Tailors), Kamis (Blacksmiths), Sunars (Goldsmith) and Sarkis (Cobbler) are taken as Dalits.

Family background: Dalit people's Family conditions.

Status: Social-economical and educational positions.

Untouchability: The misbehave of other castes to Dalits in the society such as refuse to drink water, food from the hand of Dalits.

Other caste: The other caste includes Brahmin, Chhetri, Magar, and Newar.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Related Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the English language learning of the Dalit students. Beyond doubt, English language has significant role in present world. Highlighting the importance of English Language, Hockett (as cited in Paneru, 2000), states, "Man does not live by bread alone, his necessity is, communication by sounds operating through the organs of speech and hearing among the members of given community and using vocal symbols processing arbitrary conventional meaning."

2.1.1. ELT in Nepal

It is very difficult to say exactly when the English language teaching started in the world. However, some of the reserchers show that it was started in the 20th century. According to Richard and Rogers (2010)

Language teaching came into its own as profession in the 20th century.

The whole foundation of current language teaching was developed during the early part of 20th century as applied linguistics and other sought to develop principle and procedure for the design of teaching methods and materials drawing on the developing fields of linguistics

and psychology to support a succession of proposal for what thought to be more effective and theoretically sound teaching method. (p.1)

In Nepal, ELT was started when the Rana prime minister Janga Bahadur Rana established Darbar High School at Thapathali, Kathmandu as the influence of United Kingdom tour. At that time, he had invited English teacher from the United Kingdom to handle the school and curriculum design. Nowadays, English is compulsory subject from grade one to secondary level. Private school have also English medium curriculum and some of government aided school have also English medium curriculum. However, English was not introduced in the higher education until 1918 AD. Trichandra College, the first college in the Kingdom was established. Then formal beginning of teaching English at the higher level was started. According to Awasthi (2003, p.22), "The introduction of ELT in Nepalese education system was started from Nepal Education System Plan (NESP) 1971". The same year Tribhuvan University started B.Ed. programme in English education. When the high level National Education Commission (2049 BS) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal. As a result English is taught as a compulsory subject from grade one to secondary level. In course of the English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should manage the classroom instructively. Thus, not only in English language teaching but also to all kinds of teaching, The teacher should be capable of effective management of classroom. However, in the context of Nepal most of the students failed in the English subject.

2.1.2 Dalits: An Introduction

Dalits are the defacto 'untouchables' of contemporary Nepal. Dalit refers to the group of people who are religiously, culturally, socially, economically and historically oppressed, excluded and treated as untouchables and they belong to

different geographical region, language, culture and castes. According to National Dalit Commission (NDC,2060) define, Dalit are:

Those communities who, by virtue of atrocities of caste based discrimination and untouchability, are most backward in social, economic, educational, political and religious fields, and are deprived of human dignity and social justice. Dalit are also known as lower caste under the stratified Hindu caste system originated some 3000 years ago. Dalit faces an estimated 205 forms of discriminatory practices their daily life. (www.ndc.gov.np, retrieved on 2015/11/115)

So, those people, who are marginalized, backwarded and untouchable in our society are called Dalit. The people who are called other castes in our society do not drink even a glass of water by the hand of untouchable group.

According to the Bhattachan, Sunar and Gauchan (2008), it has been identified 21 Dalit sub-castes spreaded across Nepal, such as Lohar, Sunar, Kami, Sarki, Gaine, Kusule, Kuche, Chyame, Chamar, Dhobi, Pashwan (Dusadh), Tamata, Dom, Pode, Badi, Bantar, Khatwe, Musahar, Santal (Satar), and Halkhor. And another scholar Kisan, (2005), states:

In Nepal, most of people are Hindu and they believe in caste system based on *Varna* system. Nepalese social structure is based on the *Varna* system where different caste group and individual interact and interdependent upon each other. Caste system is based on four primary social classifications. There are *Brahmin* (Priest /Worshipers), *Kshatriya* (Warrior /Ruler /Administrator), *Vaishya*(Merchant/Agriculture/ Trades), *Sudra* (Servants/Labor) and untouchable or polluted. In the

history of Nepal, the caste system began from *Lichhivi* period. The

Lichhivi king divided people into four *Varna* and Eighteen castes. (p.22)

The Nepalese people are socially segmented along the lines of caste, sub-caste, ethnic and sub-ethnic groups. The members of such group cannot be stated with sufficient precision, partly because it is dependent on the definition employed, while the 2001 census records more than 60 such groups and 20 major languages were identified. Caste and race is very famous and deeply rooted in Nepalese society. According to national census 2001, there are various castes. Among them about 13.07% is Dalit community which is neglected by society since long. Socially excluded such caste cannot get opportunity for education. They are out of mainstream of education due to many challenges. Ambedkar (as cited in Ahuti,2010) has defined the term 'Dalit' in India as untouchable people. According to Hindu religion, castes are divided into four groups; Brahman, Kshetri, Baisya, and Sudras. Sudras were called Dalits or lowest cast and regarded as unholy. It happened in Nepal during the Lichhavi king Mandev.

As a whole Dalits can be defined as those communities who, virtue of caste based discrimination and so called untouchable. Dalits are most backward in social economic, educational, political, and religious spheres and deprived of human dignity and social justice.

2.1.3 Dalit Education and Mainstream Education

Dalits are less educated in comparison to other caste group. So, they rarely help each other in their problem. On the other hand, they are deprived from so called Higher class communities. Dalits are very few or rare in every sector in Nepal. Education is the main factor of these problems. Therefore we can guess that less number of Dalit children go to school for further study and there is low participation in learning English in comparison to children from other castes. Educational status of Dalits also is not satisfactory. Dalits are skillful but they are illiterate because in the lack of connection between their skill and formal

education system of Nepal. In this regard Koirala (1996) states that Dalits became skilled illiterate and oral professional literate however, there is no connection between letters and their learning. Similarly, Dalit were busy in serving people by doing various tasks for other castes group people. They didn't get opportunity to go to school at that time. As Shretha (2014, p.25) wrote majority of people are blind of knowledge in the society where there is dominance of superstitions. They made their children blind, who are not made by parents are made by neighbour and society. Similarly next to society teacher and media also are responsible to made a child blind of knowledge .

A 'Flash Report 2012' released by the Department of Education (DoE) stated that just 74.3% of children enrolled in Grade 1 reach Grade 5 while 45% quit school before reaching the lower secondary level. According to the report, 7.9% of students drop out after the first year while 59.2% are out of the education system by the time they reach grade 10. Frequently exposed dissatisfaction by the English language teacher is student's poor academic performance. That is due to various reasons like family background, poverty, social status, economic status. Individuals also learn their social roles through the process of communication. This process differs from social group to social group, and, because it is different in each social group, existing role perpetuated in society. Thus, Bernstein (1961, as cited in Wardhaugh ,2000) distinguished between restricted code (or language) of the lower socioeconomic status group and the elaborated code of the higher socioeconomic status group. Nepal government and many other organizations like NGOs, INGOs are working to uplift their status regarding socio-economic and untouchability with different projects and programme in various sectors. After implementation of Education For All (EFA), some programs to empower Dalits educations are lunched. However , because of socio-economic Educational, political, religious reasons the literacy rate of Dalit is very low in comparison to others.

2.1.4 Existing Educational Status of Dalits in Nepal

In the past, the schooling system was based on Vernasram model. There was deliberate denial of schooling to Sudras. It was said that it will be sinful to listen vedic mantras by sudras. Sudras were kept far from the schools. Getting education was only the right of so called high caste people. Therefore, education was prerogatives of high caste Hindus, particularly Brahmins. Only after the over throw of Rana regime, there had been access to formal education to all groups including Dalits in Nepal. However, due to the deeply rooted Hindu values in Nepalese society for centuries, Dalit children face many problems while admitting in the school such as sitting and eating together with other students and affording schooling in terms of finance, caste based discrimination along with untouchability, treatment of Dalits as second class citizen in the society, discriminatory practices in the society as well as at school which prohibited them from getting education. Most of the Dalit children are out of school and drop out school up to now due to various reasons such as poor family background and discriminatory practices to them. Dalit students were psychologically affected that is why they have poor academic performance comparing to other students.

The existing facts about the Dalit are given below.

Table 1
Fact Sheet about Dalit

SN	Particular	National Average	Dalit	Remarks
1	Proportion of population below national poverty line according to head count index (Government of Nepal)	25%	41%	
2	Multidimensional poverty according to 2013 Human Development Index	44%		
3	Population	26,494,504 (48.50 % Male and 51.50% Female)	13%	Dalit claims to be over 20%
4	Net enrolment ratio in primary education	93.7	20	
5	Literacy rate above 5 or above	65.9% (75.1% Male and 57.4% female)	33%	
6	Ratio of girls to boys at primary level	1	<1	
7	Under-five mortality rate	68	90	
8	Maternal Mortality Ratio (MMR)	229	273	
9	Proportion of population using an improved drinking-water source (%)	80	73	
10	Life Expectancy	68.73	61	
11	Landless	24%	90%	
12	Education above SLC	17.6	3.8	
13	Education above Bachelor (Undergraduate)	3.4	0.4	
14	Civil Servant (Bureaucrats)		1%	
15	Dalit Primary level Teachers		4.5%	

Source: <http://www.dwo.org.np/dalit.php> (Retrieved on 2015/11/21)

Dalit education condition in Nepal is poor (average poverty line is 25% but, Dalit poverty line is 41%) than the other caste. According to the website of WDO, net enrolment ratio in primary education national average is 93.7 % but

Dalit net enrolment ratio in primary education is 20%. Literacy rate above 5 or above of National average is 65.9% but Literacy rate above 5 or above of Dalit is 33%. Education above SLC in national average is 17.6% But, Dalit education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalit education above Bachelor is 0.4 % (<http://www.dwo.org.np/dalit.php>, Retrieved on 2015/11/21).

As we have seen the scenario of Dalits education given in the chart above, we can say that Dalits are backwarded in education and other field too.

2.1.5 Socio-economic Scenario of Dalits

There are different classes of people in the society. Some of them are higher classes group and others come under lower class group. This is because of economic reason. That is to say, there is variation in economic status of people in the society. Generally, higher class groups are other caste but Dalits are lower class group due to their economic status. Zelliott (1992, p.19) states, "The caste system exists in every country around the world, maybe not like in Nepal but in one way or another. The existence of superiority and inferiority due to skin color, religion, economic status, and social status is seen all over the world. The caste system was not created by some person like a king; rather it developed out of a practice of a society over several thousands of years."

The problems is not merely limited to caste based untouchability. But, it goes on into historical, socio-cultural , philosophical , economic, religious, and psychological dimensions also involving all of us in- caste, class, gender, language, religion, culture and region. Regarding this Davis (1983) states that Caste system is undoubtedly an obstacle for the economic prosperity of Dalits. Even though untouchability is fading from the urban milieu and among the educated, the principle of heredity in occupation has been segregating them from the socio-economic mainstream of the country. There is not yet full and free access to Dalits to have an alien profession beyond their heredity occupation. This sort of psychological restriction is not conducive for the

upliftment of the backward people. Hence, the need to provide them free mobility in every field and walk of life and allow them to improve their standard of living just like others.

Dalits are poor and unemployed in comparison to other people in society. The occupations of Dalit are so traditional in our society there are malpractices of Hindu caste system which is traditional, cultural, and emotional discrimination. Such discrimination create gap between people in the society. Socially and economically back warded people cannot get chance for education without the help of educated people. So there should be good relationship among all the people in the society. In this regard an expert on Nationalities and anthropologist Gurung (2002) has given different meaning of untouchability. He says , “ Physically one can sit, can’t sit; socially one can eat can’t eat; something can be taken or can’t be taken alone or together, something which is traditional, cultural, and emotional discrimination is what is called untouchability.” He further adds, “untouchability is a feudal tradition based upon Hindu Varna system, Hindu religion and culture.” Bhattachan, K., Kishan, Y.B. & Sunar, T. (2002) added, “ there are various type of discriminations practiced in our society some are done directly and others are done indirectly. The root cause of untouchability is the malpractice of Hindum and its socio cultural values that have flourished under authoritarian regimes, their beneficiaries and hardliners. Dalits have been treated as third rate citizens and sub-humans. Tarai Dalits bear even harder life then their brethren in hills and cities.

Both Brahmanas and ruling elites called as have high prestige. The poor lower castes, Sudras were dominated by the high caste and were dependent on them for their livelihood. Vaishya or Sudra saw no advantage in becoming part of the caste system and none among the shoe makers, blacksmith, goldsmith, tanners or tailors were willing to accept the position of untouchability. Dalits are becoming the slave for ruling elites in the society of Nepal.

2.1.6 Problems of Dalit Students and Learning English

The Nepalese people are socially segmented along the lines of caste, sub-caste, ethnic and sub-ethnic groups. The members of such group cannot be stated with sufficient precision, partly because it is dependent on the definition employed, while the 2001 census records more than 60 such groups and 20 major languages were identified. Caste and race is very famous and deeply rooted in Nepalese society. Nepal is a complex and diversified country in socio-economic and cultural aspects of the society. The caste is the basic foundation for a society that it is well recognized where each caste has their socio-economic, cultural and traditional knowledge. Therefore, we can guess that less number of Dalit children go to school for study and they have low English language proficiency in comparison to the children from the other castes.

a) Social and Economic Problems of Dalit Students in Nepal

Dalit is one of the marginalized groups in our society. They are facing many more problems. Dalits are no exception, they themselves use practices of the Hindu model of untouchability and exclusion which is very much alive within their soul structure. Dalits are less educated in comparison to other caste groups. So, they hardly get help each other in their problems. Bhattachan, Kishan, and Sunar (2002) states:

Dalits are still not allowed to enter religious, educational, health and common natural resources at all or with some degree of ease that members of upper caste do. So they are excluded and deprived from the basic socio-economic infrastructure and living in vulnerable condition. The historical effect of the caste system to exist wherein families belong to upper castes tend to priorities education and state jobs, while the lower caste are still confined to manual labor over generations (p.123).

Koirala (1996) states:

The Dalits, in Nepal are the most exploited people and oppressed community of this nation. These Dalits are socially and religiously hated, culturally oppressed, economically exploited and hard-pressed, educationally illiterate and disadvantaged, politically silent and powerless group of people in this egoistic stratification in Nepal. (p.17)

Bhattachan, Sunar and Gauchan (2008) adds that Dalit is not a single caste, but in general, it has been referred that a socially backward and down trodden classes of people in which traditionally they comprise Kami, Damai, Sarki, Gaine, Poda, Chyame etc. more than 21 sub castes.

Dalits students have been facing of caste based untouchability problem which has been existing for century's hatred and humiliated for thousands of years. They are facing other problems like Socio-cultural problems, economical problems. (unemployment/wage), traditional occupation, lack of training. Dalit students are silent to keep their things with the teachers because of their hattered conditions, In this regard, Ahuti (2010) describes in his article regarding in a question that why the Sudra were silent?

Because,

- i. The feudalist rulers forced to believe in fatalism for the Sudras.
- ii. Sudras were kept far from gaining education and knowledge.
- iii. The untouchability movement of Buddha and Jain couldn't be so much effective against to the Hindu fatalism.
- iv. Population pressure was less; a small mass could not struggle.

Ogbu (1990) in his article "overcoming racial barriers to equal access" talks about the schooling and racial barriers. According to him, race alone does not explain the variability in school achievement. He has identified two types of barriers for achievement in education. One is instrumental barriers, fairly overt

and visible exclusionary activities such as discrimination in jobs, housing and education. Other barriers he terms expressive: conscious and unconscious derogatory treatment of a minority group by members of the dominant group that satisfies the latter's psychological needs such as scapegoat.

The economic status of the people also influence in language use. If we look at the context of Nepal, people belong to higher economic status receive high variety of language. In this context Bernstein, a great sociologist(as cited in Wardhaugh, 2000, p. 328) states, "The children from lower working class are exposed to only restricted code but formal language is used in teaching learning activities at school. So, these children face difficulty in language. Educational failure is likely to be the result." Thus, problems faced by the learners determine their further learning i.e. English language learning. Direct and hidden problems of the Dalit students directly and indirectly influence in their academic achievement is so poor because of the social and economic challenges faced by them in learning.

b) English Language Learning

A language can be viewed as an instrument of communication. It serves to establish sound meaning correlation, so that message can be sent by the exchange of overt acoustic signals. Wardhaugh (1998) quotes that language is what the members of a particular society speak. Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with other in a group. The major function of language is to communicate. People share their ideas, feelings, emotions, etc. through the use of language. That is to say it is the medium of sharing message from one to another. While speaking language, the culture of the speaker is reflected in their language. It means personality is betrayed by language whether the speaker is from higher class family or lower class family.

In Nepal, English has been taught as a foreign language. No doubt, learning a foreign or second language is not an easy task. It needs a lot of a time and

effort to have mastery over all the levels of language. These levels are phonology, morphology, grammar and semantics. A language learner should have good passion to achieve mastery over it. English language is used as global language. It is used as link language as well. English language learning is only confined in the classroom setting i.e. artificial environment in the context of Nepal. It is taught and learnt as foreign language.

c) Relationships of Dalit Students Challenges and Learning English

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is a symbol of effective learning. It may be affected by family background viz. parent's occupation, education, family structure, locality, ethnicity, economic condition, attitudes of students towards teacher and parental involvement in student's studies. Without finding out the effect of these factors in teaching and learning process, it will be the wastage of time, efforts and money. Thus, it is very much important to find out the effects of family background and economic condition on students English language achievement.

The first thing we do in language teaching is to identify the learners' family background and economic status, attitudes of learners towards the target language and target language teacher, his/ her linguistic background, social background, parents' occupation and aspirations. In a society, some of the people are from higher classes and some are from lower classes. Languages used by them also differs as Bernstein (as cited in Wardhuagh, 2000) states such as restricted and elaborated code. If there are challenges with the learners it directly or indirectly interrupt in language learning of the learners .

2.2 Review of Related Empirical Literature

All progresses are born of inquiry. Doubt is often better than over confidence, for it leads to inquiry, and inquiry leads to invention. Nowadays, research has made every impossible facts possible in this tentative world. Many researches

has been conducted in different aspects of English language and different aspects of Dalits. Some of the studies related to this research are reviewed here.

Bhandari (2005) carried out a research on "Effect of Family Background on Student's English Language Achievement." The major objectives of the study were to find out the effect of family background of the students on their English language achievement. The major tools in his study were test items and questionnaire. He selected two hundred students of grade IX by using purposive sampling procedure from ten public schools of Kavre district to find out the effect of family background on students' English language achievement. He had used questionnaire and test item as tools for data collection. He concluded that the structure, leadership and occupation of parents have interrelationship with students' English language achievement.

Timsina (2006) has studied " A comparative study on Language proficiency of Dalit and Non-Dalit students in the English language." The objectives of his study were to find out the English language proficiency of Dalit and non-Dalit students. His findings on English proficiency of the students in the district show very low and unsatisfactory achievement. Dalit students have less proficiency in comparison to non-Dalit ones. In totality, the study concluded that Dalit students achieved 28.5% overall English proficiency where as non-Dalit students' achievement was 41%.

Barooh (2007) conducted a research in Indian Scenario on "Role of English Language in social and economic upliftment of children of labor community". Her objectives of the study were, to find out the role of English language in the social and economical upliftment of children of labor community and to find out the challenge of labor children on learning English language. She used the interview and observation. She used nonrandom sample. She selected the children of labor community. She selected the children of tea-garden-labor which were considered as disadvantaged learners. The findings were very elaborative and were presented descriptively. Even to deal with them important points, the finding was the parents of the tea-garden-labor children (hence forth

TGLC) were illiterate and come from poor economic condition, TGLC is accustomed with living in a closed society and most of the teachers to teach them are not from the TGL community. She found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed on the importance of English in their social mobility and upliftment.

Pokhrel (2008) has conducted a research on "Writing Proficiency of Students from different Ethnic Groups". In this study, altogether one hundred students were selected, twenty from five ethnic groups studying at public schools of Kathmandu district using non random sampling procedures. He collected data using questionnaire and test items. He evaluated their writing from various angles: guided writing, mechanics of writing etc. as a whole, writing proficiency of Hill Brahmin students were found to be followed by (61.05%), Chettri (53.25%), Newar (51.47%), Gurung (46%) and Tamang (33.8%).

Sapkota (2008) has carried out a research entitled, "Role of social and economic status of marginalized group in developing English language proficiency." His objectives of the study were to find out the role of social and economic status of marginalized groups in developing the English language proficiency. He selected 100 students and 30 parents by using non-random sampling procedure. He collected data using questionnaire and test items. He has found in his study by analyzing different variables that socio-economic condition of marginalized children has directly affected in the development of English language proficiency. Similarly, the findings show that the marginalized children in Kathmandu have some better degree of proficiency in the language in comparison to the proficiency of the marginalized children in Arghakhanchi district. Likewise, the study indicated the girls' proficiency in comparison to the boys' in the English language is higher.

Balami (2009) carried out a research entitled, "Socio-economic condition of Dalit: A case study of the Kamis Shesh VDC." His objective of study were (a) to introduce Kamis, (b) to study the social and cultural aspects of Kamis, and

(c) to analysis the economic condition of Kamis. Sesh Narayan VDC of Kathmandu was selected for the study area. The majority of the Kamis people are found here. There are 35 households out of 40 live in this area. A census method is the complex enumeration of each and every unit of universe, so I used to the census method to find out the socio-economic condition of Dalit. All the 35 were included in the household survey. A house lists or schedule was prepared during the survey. He used different tools for data collection viz. house hold survey, observation and interview. Especially primary data and secondary data were used to elicit relevant data. He used non-random sampling procedure. It was house hold survey of Shesh VDC. His finding were that (a) only 28.6 % respondent are illiterate. (b) ratio of secondary school of their children to the government school is high only few boys and girls are sending to private schools. (c) no female have passed above SLC level but only 6.5% male has passed above SLC. There is no people who passed master level.

Bhattarai (2012) carried out the research entitled "Participation of Dalit Students in ELT classroom interaction". His objective was to find out the participation of Dalit students in ELT classroom interaction. He used different tools of data collection viz. a set of checklist and observation. The sample which was selected through judgmental and purposive sampling procedure. Both primary and secondary source of data were used to elicit relevant data. His findings were (a) Dalit students did not want to take part in interaction activities such as collaboration, discussion, negotiation, role play, group work, etc. (b) Dalit students performed the given roles very passively in ELT classroom. (c) it was also found that Dalit students were feeling depressed, oppressed, difficult, shy etc. that created problems for them to participate freely in ELT classroom. (d) social, economical and educational background of parents directly and indirectly affected the participation of Dalit students in interaction activities in ELT classroom.

Pant (2015) conducted a research entitled, "Role of Parents towards their Children's English Language Learning." His objectives of the study were (a) to find out the role of parents in their children's English language learning, (b) to identify the attitudes of parents towards their roles in English language learning of their children. He used purposive non –random sampling procedure to select sample. He collected data using questionnaire. He selected 45 parents as sample. He concluded that the role of parents towards their children is quite significant.

Chemjong (2016) carried out a research entitled, "Problems Faced by Learners of English in Panchthar District." His objectives were (a) to find out the problems faced by learners of English in Panchthar district, (b) to identify the possible causes of the problems. He used judgemental sampling procedure to select sample. He used observation and questionnaire as research tools. He selected 80 students as sample. He found that the major problems of the learning were and pivotal teaching materials, unawareness of syllabus, lack of major classroom and physical facilities, use of textbook as sole source and no use of authentic materials.

BK (2016) carried out research on, "Role of Socio-economic status of Dalit Students in Learning English Language." His objectives were (a) to find out the role of socio-economic status and family background of Dalit students and its impact on learning the English language, (b) to identify the challenges faced by Dalit students in learning the English language. He used purposive non-random sampling procedures to select sample. He collected data using questionnaire and semi-structured interview. He selected 40 students, 10 teachers and 10 parents as sample. He found that most of the Dalit students are from poor socio-economic background which directly and indirectly affect to their study.

Many researches have been carried out on the different aspects of Dalit students and educational status of them. However, no any researches have been carried out on the same topic that I had selected. My research is different from the others in the sense that nobody has carried out on the “Attitudes of Dalit Students towards Learning the English Language”. I have attempted to find out the Attitudes of Dalit students towards learning the English language.

2.3 Implications of the Review for the Study

Through the intensive study on theoretical and empirical literature, I pinpointed the fact that the previous researchers missed the Attitudes of Dalit students towards Learning the English language. The review of the related literature made me feel the need to carry out this study. They also helped me in order to lubricate my courage and curiosity.

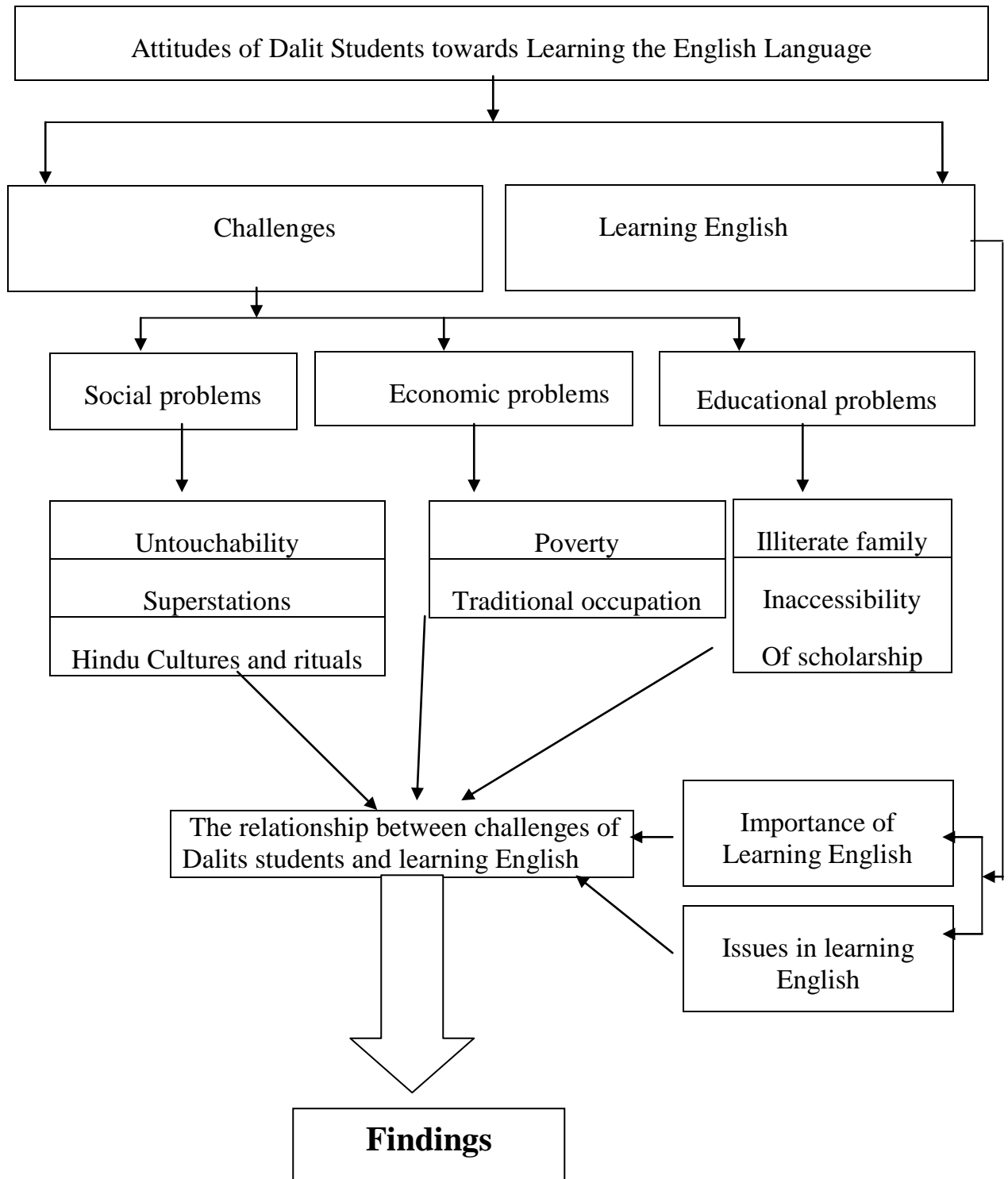
From the reviewed works of Bhandari (2005), I learned that there is interrelationship between family background and students English language achievement. Timsina (2006) has found that Dalit students has less proficiency in comparison to non-Dalit ones. I learnt about the different technical ideas regarding academic writing. I learnt some crucial guidelines and framework for my survey study. Similarly, I got some theoretical knowledge and ideas about Dalit, problems of Dalits, the current status of the Dalits in the society, the situation of learning English, and so on. They provided me lots of ideas regarding the study. Barooh (2007), found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed on the importance of English in their social mobility and upliftment. I got knowledge and ideas on backward communities and the process of research. Pokhrel (2008) found that writing proficiency of Bhramins is better in comparison to other ethnic groups. I knew about Dalit students writing skill. I got ideas about how to conduct survey research as well as the status of Dalit students in learning language skills from this study. Sapkota (2010), has found that socio-economic condition of marginalized children has directly affected in the development of English language proficiency. The knowledge of how to

frame research tools is gained from this study. In the study of Balami, (2009) the findings were; (a) Only 28.6 % respondent are illiterate. (b) ratio of their children to the government school is high only few boys and girls are sending to private schools. (c) No female have passed above SLC level but only 6.5% male has passed above SLC. There is no people who passed master level. I came to know about the educational status of marginalized group of people in the society and some of the problems they are facing in the society.

Bhattra (2012) found that Dalit students were feeling depressed, oppressed, difficult, shy etc. that created problems for them to participate freely in ELT classroom. From this study, I learnt to conduct research work in survey design as well as the impact of the social status of the Dalit students in English language learning. Pant (2015) found that the role of parents towards their children is quite significant. I got knowledge on the role of parents in their children's study. Similarly, Chemjong (2016) found that teaching materials, syllabus, physical facilities of the classroom and lack of authentic materials are problems faced by learners of English. I learnt about the problems of learners in English language learning. Finally, after reviewing the research work done by BK (2016) I got ideas about the role of socio-economic status in Dalit students learning English language. The researches carried out by Bhandari (2005), Timsina (2006), Barooh (2007), Pokhrel (2008), Sapkota (2010), Balami (2009), Bhattari (2012), Pant (2015), Chemjong (2016) and BK (2016) have provided me knowledge about to select the research topic, to write proposal, design research tools, knowledge on the process of research work, knowledge and ideas on the issues related to my research topic, ideas to interpret and analyze raw data collected and the way to write thesis. Through the theoretical literature review, I have got deep insight and information about the research topic, and the other things related to the research topic such as origin of Dalit, the current status of Dalit students, problems, issues and challenges the Dalit students face in learning English language.

2.4 Conceptual Framework

Through the review of the related literature mentioned in the previous section. I was curious enough to carry out the study to find out the attitudes of Dalit students towards learning the English language.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted the survey research design. To define the survey research, various scholars have put their unique views forward. According to Cohen, L., Manion, L. & Morrison, K. (2010). Surveys are the most commonly used descriptive methods in educational research and may vary large scale government investigation to small studies carried out by a single researcher. Rosiers (1988) states Survey research in education involves the collection of information from members of the group of students, teachers or other persons associated with the educational process and the analysis of this information to illuminate important educational issues. Huton (1990) asserts Survey research is the method of collecting information by asking a set of preformulated questions in a predetermined sequence in the structured questionnaire to a sample of individuals so as to be representative of a defined population.

There are the step of survey research which are presented by Nunan (1992,p.160) are as follows:

- a) Define the objectives
- b) Identify target population
- c) Literature review
- d) Determinal sample
- e) Identify survey instruments
- f) Design survey procedure
- g) Identify analytical procedure
- h) Determine reporting procedure

This study is of survey due to the following reasons:

- (i) The study was conducted to identify the Attitudes of Dalit Students in Learning English.
- (ii) This study represents the whole Jajarkot district.
- (iii) Population sample was carried out from the large number.
- (iv) The findings were generalized to the whole population.

All in all, survey in the descriptive research which is used for collecting data in most areas of social inquiry for politics to sociology, from education to linguistic. The purpose of survey is generally to find out opinion, beliefs and attitudes on a certain issues as well as to find out behaviors of different professionals which is quite related subjective of my study.

3.2 Population, Sample and Sampling Strategy

All the Dalit students of Jajarkot district who are studying at secondary level was the population of the study. In doing so, 21 students from 3 different schools, 3 teachers from 3 different schools and 6 parents from 3 different communities were the sample of this study. I used purposive non-random sampling strategy to select the institutions and respondents.

3.3 Study Area/Field

The study area was the education field of Jajarkot district.

3.4 Data Collection Tools and Techniques

For collecting data, I used questionnaire and semi-structured interview as tools.

3.5 Data Collection Procedures

In order to collect data, first of all, I determined the prerequisites for data collection. Then, I went to the District Education Office of Jajarkot district. I got the records of schools located in the district. After determining three community schools I went towards selected schools to collect data. I visited three different secondary schools of Jajarkot district. After building rapport

with authority(Head Teacher), I asked for permission to take interview and distribute questionnaire to the respondents. After clarifying the purpose and getting approval I selected the Dalit students to collect data. I distributed the questionnaire to the students and also took interview of selected teachers from different schools. Similarly, I visited three different Dalit communities and took interview with selected Dalit parents.

3.6 Data Analysis and Interpretation Procedures

Data were analyzed quantitatively and qualitatively. Interpretation was made after the analysis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, I have presented the analysis and interpretation of data which were collected from sample. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. On the contrary, the quantitative data were analyzed and interpreted using simple statistical tools, such as measures of frequency and percentile. I have presented data in frequency tabulation, cross tabulation and diagrams as per their nature and needs. Here, obtained data are analyzed and the interpretation has been made on the basis of analysis.

4.1 Analysis of the Attitudes Obtained from the Respondents

From the data collected from the field through the use of questionnaire which consisted of close ended in five likert scale is analyzed as below.

4.1.1 Attitudes of Dalit Students towards Learning English Language

In this section, I tried to find out the attitudes of Dalit Students towards learning English Language.

Table 2
Attitudes of Dalit Students towards Learning English Language

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
1. Your English will help you in the future.	Strongly agree	20	95.23
	Agree	1	4.76
	Neutral	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	21	100

As table 2 shows, I found that 95.23% (20) of the respondents strongly agree that their English will help in their future and 4.76% (1) of the respondent agrees that his English will help in his future. In the same way, no respondents (Dalit students) respond neutral, strongly disagree, disagree regarding this issue. It shows that all the respondents i.e 100% (21) are in the favor of this statement. It is inferred that they have positive attitudes towards learning English language. They thought that English will help in their future career. They were learning English for their better future.

Table 3
Beginning of English Language Learning

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
2. You start learning English from elementary level.	Strongly agree	6	28.57
	Agree	10	47.61
	Neutral	0	0
	Disagree	5	23.80
	Strongly disagree	0	0
	Total	21	100

On the basis of table 3, I found that 28.57% (6) of the respondents strongly agree that they were learning English from elementary level and 47.61%(10) of the respondents agree that they were learning English from elementary level. In the same way, no respondents respond neutral, strongly disagree. Similarly, 23.80% (5) of the respondents disagree to it. It shows that most of the respondents (76.18%) are in the favor of this statement. It means that Dalit students began learning English language from elementary level.

Table 4
Problems in Learning English Language due to Caste

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
3. You face some problems in learning English language due to your caste.	Strongly agree	4	14.28
	Agree	1	4.76
	Neutral	2	9.52
	Disagree	5	23.80
	Strongly disagree	9	42.85
	Total	21	100

On the basis of table 4, I found that 14.28% (4) of the respondents strongly agree that they have problems in learning English due to their caste and 4.76% (1) of the respondent agrees that he has problems in learning English due to his caste. Similarly, 9.52% (2) of the respondents are in neutral. In the same way, 23.80% (5) of the respondents disagree and 42.85% (9) of the respondents strongly disagree to the statement. It shows that majority of the respondents (66.65%) are in against of this statement. It is inferred that Dalit students do not have problems in learning English due to their caste except few of them.

Table 5
Presentation of Dalit Students in English Classroom

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
4. Dalit students drop out school as well as leave English class.	Strongly agree	11	52.85
	Agree	8	38.09
	Neutral	0	0
	Disagree	2	9.52
	Strongly disagree	0	0
	Total	21	100

On the basis of table 5, I found that 52.85% (11) of the respondents strongly agree that they drop out school as well as leave English classes and 38.09% (8) of the respondents agree that they drop out school as well as leave English classes. In the same way, no respondents respond neutral and strongly disagree. Similarly, 9.52% (2) of the respondents disagree to this statement. It shows that most of the respondents (90.94%) are in the favour of this statement. It is inferred that Dalit students drop out school as well as leave English classes except (2) of the respondents. They are not regular and punctual as well.

Table 6
Purpose of English Language Learning

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
5. You want to learn English to pass exam.	Strongly agree	3	14.28
	Agree	2	9.52
	Neutral	2	9.52
	Disagree	9	42.85
	Strongly disagree	5	23.80
	Total	21	100

From the table 6, I found that 14.28% (3) of the respondents strongly agree that they learn English to pass their examination only and 9.52% (2) of the respondents agree that they learn English to pass their examination only. In the same way, 9.52% (2) of the respondents respond neutral. Likewise, 42.85% (9) of the respondents are disagree and 23.80% (5) of the respondents strongly disagree regarding this issue. It shows that the greater number of the respondents 66.65% (14) are against of this statement. It means that Dalit students are not learning English to pass exam. They are learning English for their better future career.

4.1.2 Challenges faced by Dalit Students in Learning English Language

In this section, I tried to find out the challenges faced by Dalit Students in learning English language.

Table 7
Economic Support of Parents

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
6. Your parents provide sufficient money for book, copy and pen.	Strongly agree	18	85.71
	Agree	1	4.76
	Neutral	1	4.76
	Disagree	1	4.76
	Strongly disagree	0	0
	Total	21	100

On the basis of table 7, I found that 85.71% (18) of the respondents strongly agree that they got economic support from their parents and 4.76% (1) respondent agrees that they got economic support from their parents. In the same way, 4.76% (1) of the respondent responds neutral. Similarly, 4.76% (1) of the respondent disagrees and no respondents respond strongly disagree to the statement. It shows that the almost all respondents (90.47%) are in the favour of this statement. It is inferred that Dalit students are getting full economic support for learning English from their parents as their ability to spend.

Table 8
Scholarship for their Study

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
7. Dalit students get scholarship for their study.	Strongly agree	19	90.47
	Agree	1	4.76
	Neutral	1	4.76
	Disagree	0	0
	Strongly disagree	0	0
	Total	21	100

On the basis of table 8, I found that 90.47% (19) of the respondents strongly agree that they got scholarship for their study and 4.76% (1) of the respondents agrees that he got scholarship for his study. In the same way, 4.76% (1) of the respondent responds neutral. No respondents disagree and strongly disagree to this statement. It shows that almost all respondents (95.23%) are in the favour of this statement. It is inferred that Dalit students are getting scholarship for their study.

Table 9
Economic Status of Dalit Students

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
8. You donot have any economic problems.	Strongly agree	4	19.04
	Agree	2	9.52
	Neutral	0	0
	Disagree	6	28.57
	Strongly disagree	9	42.85
	Total	21	100

From table 9, I found that 19.04% (4) of the respondents strongly agree that the economic status of Dalit students' is good i.e. rich and 9.52% (2) of the

respondents agree that the economic status of Dalit students' is good. Likewise, no respondents respond neutral. Likewise, 28.57% (6) of the respondents respond disagree and 42.85% (9) of the respondents strongly disagree to the statement . It shows that almost all respondents (71.42%) are in against of this statement. It is inferred that the economic status of the Dalit students is poor.

Table 10
Physical Support of the Parents to their Study

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
9. Your parents spend lots of money and time for your study.	Strongly agree	13	61.90
	Agree	4	19.04
	Neutral	0	0
	Disagree	2	9.52
	Strongly disagree	2	9.52
	Total	21	100

On the basis of table 10, I found that 61.90% (13) of the respondents strongly agree that their parents spend money and time for their study as their ability and 19.04% (4) of the respondents agree that their parents spend money and time for their study as their ability. No respondents respond neutral. Likewise, 9.52% (2) of the respondents respond disagree and 9.52% (2) of the respondents strongly disagree to the statement respectively. It shows that the most of the respondents (80.94%) are in favour of this statement. It is inferred that Dalit students are getting physical support of their parents. Their parents are buying necessary things to them and they became free at their home.

Table 11

Causes of Drop Out

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
10. Dalit students drop out schools as their economic problems.	Strongly agree	11	52.38
	Agree	2	9.52
	Neutral	2	9.52
	Disagree	4	19.04
	Strongly disagree	2	9.52
	Total	21	100

On the basis of table 11, I found that 52.38% (11) of the respondents strongly agree that they drop out school and leave English classes due to their economic problems and 9.52% (2) of the respondents agree that they drop out school and leave English classes due to their economic problems. In the same way, 9.52% (2) of the respondents respond neutral. Likewise, 19.04% (4) of the respondents respond disagree and 9.52% (2) of the respondents strongly disagree to the statement. It shows that a greater number of the respondents (61.90%) are in the favour of the statement. It is inferred that Dalit students drop out school as well as leave English classes as their poor economic background. They have to do some other works to earn money for their survival rather than going to school.

4.1.3 Correlation between Family Background and Learning English Language

In this section, I tried to find out the correlation between family background and learning English language.

Table 12
Attitudes of Dalit students towards their Parents Occupation

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
11. Dalit children are compelled to follow their parents' occupation.	Strongly agree	6	28.57
	Agree	2	9.52
	Neutral	0	0
	Disagree	3	14.28
	Strongly disagree	10	47.61
	Total	21	100

From the table 12, I found that 28.57% (6) of the respondents strongly agree that they are compelled to follow their parents traditional occupation and 9.52% (2) of the respondents agree that they are compelled to follow their parents traditional occupation. No respondents respond neutral. Similarly, 14.28%(3) of the respondents respond disagree and 47.61% (10) of the respondents strongly disagree to the statement. It shows that a greater number of the respondents(61.89%) are in against of this statement. It is inferred that Dalit students do not want to follow their parents' traditional occupation. They have negative attitudes towards their parents' traditional occupation.

Table 13
Purpose to go to School

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
12. Your parents expect you to go to school to learn English.	Strongly agree	19	90.47
	Agree	2	9.52
	Neutral	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	21	100

On the basis of table 13, I found that 90.47% (19) of the respondents strongly agree that they go to school to learn English for their carrier development and 9.52% (2) of the respondents agree that they go to school to learn English for their carrier development. No respondents respond neutral, disagree and strongly disagree to the statement. It shows that all the respondents (100%) are in the favour of the statement. It means that Dalit students go to school to learn English for their carrier development. They thought that learning English will help in their future.

Table 14
Existence of Caste Based Discrimination at School

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
13. You felt caste based discrimination in your community as well as at school.	Strongly agree	8	38.09
	Agree	2	9.52
	Neutral	2	9.52
	Disagree	4	19.04
	Strongly disagree	5	23.80
	Total	21	100

From the table 14, I found that 38.09% (8) of the respondents strongly agree that they were facing caste based discrimination at school and 9.52% (2) of the respondents agree that they were facing caste based discrimination at school. In the same way, 9.52% (2) of the respondents respond neutral. Similarly, 19.04% (4) of the respondents disagree and 23.80% (5) of the respondents strongly disagree to this statement. It shows that the respondents 47.61% (10) are in favour of this statement and (42.84%) of the respondents are in against of the statement. It is inferred that caste based discrimination is not eradicated from the school it is still existed at school.

Table 15
Existence of Caste Based Discrimination in Society

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
14. Caste based discrimination is deeply rooted in your society.	Strongly agree	16	76.19
	Agree	5	23.80
	Neutral	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	21	100

From the table 15, I found that 76.19% (16) of the respondents strongly agree that they were facing caste based discrimination in their society and 23.80% (5) of the respondents agree that they were facing caste based discrimination in their society. No respondents respond 'neutral', 'disagree' and 'strongly disagree' to this statement. It shows that the (100%) are in favour of this statement. No respondents are in against of the statement. It means that caste based discrimination is not eradicated from their society. It is still rooted in their society.

Table 16
Source of Inspiration for Learning English

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
15. You are encouraged to learn English by your family, friends and society.	Strongly agree	16	76.19
	Agree	4	19.04
	Neutral	0	0
	Disagree	1	4.76
	Strongly disagree	0	0
	Total	21	100

From the table 16, I found that 76.19% (16) of the respondents strongly agree that they were inspired to learn English by their family, friends and society and 19.04% (4) of the respondents agree that they were inspired to learn English by their family, friends and society. No respondents respond neutral and strongly disagree to the statement. Similarly, 4.76% (1) of the respondent responds disagree to the statement. It shows that almost respondents (95.23%) are in favour of this statement. It means that Dalit students were inspired to learn English by their family, friends and society.

Table 17

Motivation to Dalit Students by English Teacher

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
16. Your English teacher highly motivates to learn English.	Strongly agree	9	42.85
	Agree	6	28.57
	Neutral	1	4.76
	Disagree	5	23.80
	Strongly disagree	0	0
	Total	21	100

From the table 17, I found that 42.85% (9) of the respondents strongly agree that they were being motivated by their English teacher in the English language classroom and 28.57% (6) of the respondents agree that they were being motivated by their English teacher in the English language classroom. Similarly, 4.76% (1) of the respondent responds neutral. Likewise, 23.80% (5) of the respondents respond disagree to the statement. No respondents respond strongly disagree. It shows that majority of the respondents (71.42%) are in favour of this statement and 23.80% (5) are in against of the statement. It is inferred that Dalit students were motivated by their English teachers in their English classroom.

Table 18

Equal Opportunity to Interact in the Classroom

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
17. You get equal chance to interact in the classroom.	Strongly agree	15	71.42
	Agree	5	23.80
	Neutral	1	4.76
	Disagree	0	0
	Strongly disagree	0	0
	Total	21	100

On the basis of table 18, I found that 71.42% (15) of the respondents strongly agree that they were getting equal opportunity in the English language classroom and 23.80% (5) of the respondents agree that they were getting equal opportunity in the English language classroom. In the similar vein, 4.76% (1) of the respondent responds neutral. No respondents respond disagree and strongly disagree. It shows that almost all respondents (95.22%) are in the favour of this statement and no respondents are in against of the statement. It means that Dalit students are getting equal opportunities in the English language classroom. English teacher provides equal opportunity to all the students in the interaction activities in the classroom.

Table 19

Manner of Other caste Friends to Dalit Students

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
18. Your friends are co-operative to you.	Strongly agree	7	33.33
	Agree	6	28.57
	Neutral	5	23.80
	Disagree	3	14.28
	Strongly disagree	0	0
	Total	21	100

From the table 19, I found that 33.33% (7) of the respondents strongly agree that their other caste friends behave them co operatively and 28.57% (6) of the

respondents agree that their other caste friends behave them co operatively. Likewise, 23.80% (5) of the respondents respond neutral and 14.28% (3) respond disagree. No respondents respond strongly disagree. It shows that majority of the respondents 61.90% (13) respond in the favour of the statement and 14.28% (3) are in against of the statement. It is inferred that other caste friends behave cooperatively to Dalit students at school except some of them.

Table 20
Manner of English Teacher to Dalit Students

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
19. No one mistreats you at school on the basis of your caste.	Strongly agree	15	71.42
	Agree	3	14.28
	Neutral	1	4.76
	Disagree	2	9.52
	Strongly disagree	0	0
	Total	21	100

From the table 20, I found that 71.42% (15) of the respondents strongly agree that their English teacher were cooperative to them. They were biased less and non discriminative to Dalit students and 14.28% (3) of the respondents agree that their English teacher were cooperative to them. They were biased less and non discriminative to Dalit students. In the same way, 4.76% (1) of the respondent responds neutral. Likewise, 9.52% (2) of the respondents respond disagree. No respondents respond strongly disagree. It shows that almost of the respondents 85.70% (18) are in the favour of the statement and 9.52% (2) are in the against of the statement. It means that the manner of the English teacher is cooperative, biased less, do not discriminate to the Dalit students except few teachers.

Table 21
More Opportunity to Interact in the Classroom

Statement	Respondents' attitude	Responses	
		Frequency	Percentage
20. You get more opportunities to take part in classroom interaction.	Strongly agree	0	0
	Agree	0	0
	Neutral	7	33.33
	Disagree	7	33.33
	Strongly disagree	7	33.33
	Total	21	100

On the basis of table 21, I found that no respondents respond strongly agree and agree that they were getting more opportunity in the English language classroom. In the same way, 33.33% (7) of the respondents respond neutral. Likewise, 33.33% (7) of the respondents respond disagree and 33.33% (7) of the respondents respond strongly disagree. It shows that greater respondents i.e.66.66% (14) are in the against of the statement and no respondents are in the favour of the statement. It means that Dalit students were getting equal opportunity in the English language classroom to others. English teachers provide equal opportunity to all the students in the classroom in the interaction activities. They were not getting more opportunity in the classroom to interact. They were not highly focused on their individual learning.

Table 22
Favorite Subject of Dalit Students

Respondents' attitude	Responses	
	Frequency	Percentage
English	8	38.09
Math	3	14.28
Science	5	23.80
Social	5	23.80
Total	21	100

From the table 22, I found that 38.09% (8) of the respondents like English subject most. In the same way, 14.28% (3) of the respondents like math. Similarly, 23.80% (5) of the respondents like science and 23.80% (5) of respondents like social most. It shows that greater respondents (38.09%) like English subject most. It means that Dalit students like English subject most in the comparison to math, science and social. It can be said that they have positive attitudes towards learning English language.

4.1.4 Challenges of Dalit Students in English Classroom

I tried to find out the challenges of the Dalit students in the English classroom. I found that respondents felt some problems in the English classroom because of the medium of teaching. It means that they do not understand the lesson in English language. They expect lessons to be translated in mother tongue. In the same way, they are not given more attention by the teachers. Similarly, they felt problems due to their weak base, the practice of caste based discrimination, household works, poverty and uneducated family. It shows that respondents felt problems due to the medium of teaching i.e. English language itself. It inferred that Dalit students felt problems in the English classroom due to English language itself, weak base and teachers less attention to them in the classroom to have poor performance in English.

4.1.5 Causes of Economic Backwardness

I tried to find what are the causes of economic backwardness of the Dalit students. Dalit students viewed that education, caste are the causes of economic backwardness. In the same way, they stated that unemployment, landlessness are also the causes of economic backwardness. It means that education, unemployment, caste and landlessness also are the causes of economic backwardness.

4.1.6 Untouchability and Its Effect in Their Study

I tried to find out whether there is the positive or negative effect of untouchability in the study of English language of Dalit students.

I found that no respondents were in the favour of the positive role of untouchability. However, 100% (21) of the respondents agreed that the practice of untouchability has a negative role in the study of English of Dalit students. It shows that approximately 100% (21) of the respondents agreed that the practice of untouchability has a negative role in the study of Dalit students. It means that the practice of untouchability has a negative role in the study of Dalit students. It decreases the language learning ability because of the psychological effect.

4.1.7 Analysis of the Attitudes Obtained through Interview from Teachers

According to the information given by the English teachers, the participation of Dalit students is not satisfactory in the ELT classroom. They hardly take part in the interaction activities in the English classroom. Their participation is weak comparatively to other caste student because of their weak base, the feeling of hesitation as well as poor attendance as reported by 100% (3) of the respondents (Teachers). However, the attitudes of Dalit student towards English language is positive. Dalit students thought that learning English will help in their future to make their good carrier. According to them, Dalit students have many problems like poor family background, illiterate family background, household works and caste based discrimination which are being caused to have poor performance in the English language. English teachers viewed that interaction activities are important in learning English language. These activities help to develop speaking skills in specific and English language in general. These activities help to motivate Dalit students in the learning English language as well.

English teachers also viewed that Dalit students sit at the back and they are not getting proper support from their friends as well. Some of them are not regular and have come without notebooks, books, pens and other reading materials. Moreover, Dalit students are not rewarded by English teachers because they did not perform likely to be rewarded according to the English teachers. Group teaching, pair teaching, individual teaching and learner centered activities should be conducted to improve their English language learning. English teachers argued that, there should be special attention to the Dalit students in the classroom as well to develop their learning. As 100% (3) of the respondents (Teachers) also viewed that the role of government, INGO's, NGO's, school, Dalit networks should be positive to bring Dalit students in the mainstream of education. They should be highly focused on in the classroom to improve their English language learning.

4.1.8 Analysis of the Attitudes Obtained through Interview from Parents

On the basis of the views of the parents, they send their children to make them educated to get better job in the future. Respondents (Dalit parents) wanted to grow up their children as good person in the society i.e. teacher, officer, doctor and engineer. They also send them in the school to take care in the future in returns. Other caste people are the mostly educated in their society. They try to provide sufficient time to their children to study at their home. However, they sometime should do some household works because of the economic problems. As a result, respondents are unable to provide sufficient time and materials for their study. Similarly, Dalit parents are compelled to do very hard labour and engaged in manual work for a long time in the field. As a result, they do not have time to take care of their children. Parents also stated that they have large joint family. They are unable to spend for their children's study as their need because of their many children. Dalits are handling traditional occupations. They hardly take part in School Management Committee as well as in the political positions. As a result their children have poor result in the academic

performance. They also provide money to buy books, notebooks and pens but cannot provide sufficiently. However, they felt some economic problems. They solve it by doing some labour as well as selling some rare animals like goats and chicken. They wanted their children to learn English language at school. They are sending their children at government school. They thought that learning English will help in their children's future. It is useful for their children for their carrier development.

In their view, the causes of economic backwardness are poverty, unemployment, illiteracy and caste. They faced caste based discrimination in their society. They thought that caste based discrimination has negative impact on the English language learning of their children. It has psychological effect in their study.

4.2 Summary of the Findings

The research was carried out to find out the attitudes of Dalit students towards learning English language. I have elicited the views of the Dalit students towards learning English. I made the use of structured questionnaire and semi-structured interview schedule as research tools to collect the primary data. I selected three different secondary schools of Jajarkot district and purposive non-random sampling was the procedure of data collection. I have listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyze the data. The many respondents i.e. Dalit students were asked to fill in the questionnaire and some selected teachers and parents were interviewed for the collection of data.

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

- All 100% (21) of the respondents have positive attitude towards learning English language.

- Most of the respondents 76.18% (16) started to learn English language from elementary level where as others do not.
- Greater number of the respondents 66.65% (14) do not have problems in English language learning due to their caste. However, 19.04% (5) of the respondents have problems in learning English due to their caste.
- Most of the respondents, 90.94% (19) of the respondents replied that they drop out school as well as leave English classes due to their economic problems and household works.
- The purpose of English language learning is to pass the exam as well as to make their career good as 66.65% (14) of the respondents reported.
- Almost of the respondents 90.47% (19) reported that they are getting full economic support from their parents as their parents' ability to learn English language.
- Almost of the respondents 95.23% (20) agreed that they are getting scholarship for their study. However, 4.76% (1) of the respondents were unknown about it.
- On the basis of the responses given by respondents 71.42% (15) of the fall in poverty. Only, 28.56% (6) of the respondents have good economic status. Other Dalit students family background is poor.
- Greater number of the respondents 61.89% (13) agreed that they did not want to follow their parental traditional occupation. However, 38.09% (8) of the respondents were positive to their parents occupation.
- According to 47.6% (10) of the respondents, there is cased based discrimination existed at school. 100% (21) of the respondents believed that there is caste based discrimination in their society. It means that cased based discrimination is not totally eradicated from school and society. It is still practiced there.

- Almost of the respondents 95.23% (20) reported that they were inspired for their study by their family, friends and society.
- English teachers also motivates them to learn English as 71.42% (15) of the respondents reported. However, 23.80% (5) of the respondents were not motivated by them.
- Dalit students are getting equal opportunity in the classroom activities by their English teachers according to 95.22% (20) of the respondents reported.
- Other caste friends behave cooperatively in the classroom as 61.90% (13) of the respondents replied but 14.28% (3) of the respondents were in the against to it. It means that all are not cooperative to them.
- Manner of English teacher to Dalit students is good, cooperative according to 85.70% (18) of the respondents. However, 9.52% (2) of the respondents were in against to it. So, all the English teachers are not cooperative to them.
- Greater number of the respondents 66.66% (14) viewed that they were not getting special attention in the classroom. They were treated as other students.
- According to Dalit students, the challenges of Dalit students in the classroom were medium of teaching, no attention of teacher, weak base, the practice of caste based discrimination, household works, poverty, uneducated family etc. In the same way; education, caste, unemployment, landlessness were the causes to be economically backward as 100% (21) of the respondents reported.
- All 100% (21) of the respondents agreed that there is negative impact of the practice of untouchability in their study. It cause to poor performance due to its psychological effect.

- According to views of 100% (3) of the English teachers Dalit students are poor in their performance due to their economic background, family background, caste based discrimination, poor attendance, weak participation in the classroom due to hesitation, etc.
- According to views of 100% (3) of the English teachers, Dalit students want to learn English for their better future. The role of government agencies, Dalit networks, INGOs, NGOs, schools, teachers, parents should be cooperative and play the positive role to increase their academic achievement in English.
- On the basis of the 100% (3) of the parents' view, Dalit students were send at school to make them educated for their better job in their future. They provide money to their children by dong labour, selling their rared animals. They were not expensing to their children as they wanted to invest because of the poverty.
- According to views of 100% (3) of the English teachers, they thought that there is the close relationship between family background and the study of their children. It has physical and psychological impact on their study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, I have presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analyzed data. I have presented the conclusions and recommendations in the separate headings so that it was comprehensible for the concerned readers.

5.1 Conclusions

The major conclusions of the study are as below:

- i) It was found that 100% (21) of the respondents were positive towards the importance of English language in their life. They are learning English for their better future career.
- ii) Through the study, 90.94% (19) of the respondents agreed that they drop out school as well as English classes due to their economic problems lack of family support, medium of teaching, no attention of teacher, weak base, the practice of caste based discrimination, household works, poverty, uneducated family etc. Provided scholarship also is not sufficient to them.
- iii) Almost of the respondents 80.94% (17) got time for their study at home. However, 19.04% (4) of the respondents were not getting proper time for study at their home. Therefore, Dalit children have to do some household works rather their study at home. From the parents' view, it was found that there is close relationship between family background and the study of their children. If there is poor family background there is also poor performance of the children and vice versa. It inferred that poor family background of Dalit students affected their performance in English.

- iv) According to 47.61% (10) of the respondents agreed that there is caste based discrimination existed at school. Similarly, 100 (21) of the respondents believed that the caste based discrimination is existed in the society. It inferred that caste based discrimination is still rooted in the society and school. It decreased the language learning ability because of the psychological effects.
- v) Most of the respondents 71.42% (15) replied that their English teachers manner to them is good and cooperative and motivated by them. However, 23.80% (5) of them were not found so. That is why, some English teachers still behave them discriminately in the English language classroom.
- vi) Greater number of the respondents 61.90% (13) replied that their other caste friends manner to them is good and cooperative. However, 14.28% (3) of them were not found so. That is why, some other caste friends still behave them discriminately in the English language classroom.
- vii) All the respondents 100% (21) of the respondents believed that the practice of untouchability has negative impact on the study of Dalit students. They felt hatred and shy in the classroom due to it.
- viii) All 100% (21) of the respondents reported that the causes of economic backwardness were education, caste, unemployment, landlessness, etc. according to Dalit students.
- ix) On the basis of the teachers view, It was found that Dalit students are poor in their study due to their economic background, caste based discrimination, poor attendance, weak participation in the classroom activities because of hesitation.

5.2 Recommendations

On the basis of the above conclusions following things have been recommended.

5.1.1 Policy Related

- i) Most of the students were found to be absent and have poor performance in English due to their poverty so sufficient scholarship should be provided by the government as well as some Dalit student focused programs should be launched by the National Government Organizations (NGOs) and International Governmental Organizations (INGOs).
- ii) Dalit students are facing caste based discrimination at school as well as in their society and have psychological effect in their English language learning. That is why, it should be eliminated from the society by the government. Practiced law should be implemented as soon as possible in the effective way and others laws and policy have to be implemented to eliminate it.
- iii) Awareness campaign should be launched to bring Dalit students in the main stream of the education by the stakeholders.
- iv) Dalit students do not want to follow their parental occupation. Therefore, Dalit empowerment programs should be launched to make their profession as scientific as possible.
- v) Dalit students are still discriminated by their teachers and friends. Therefore, punishment to the teachers should be introduced in the education act and rules.
- vi) Rules and regulations against caste based discrimination are made only to the physical discrimination. They should be made for the hidden i.e. emotional, psychological discrimination.

5.2.2 Practice Related

- i) There is weak participation of Dalit students in classroom activities. It should be enhanced by teachers in the classroom.

- ii) There should be the proper implementation of the given law against caste based discrimination in the field.
- iii) Special attention by English teachers should be given to Dalit students to improve their poor performance in English.
- iv) School should conduct some kinds of awareness programs on Dalit issues to eliminate discriminatory practices at school.
- v) School should reward Dalit students and pay attention to them.
- vi) Society should behave very positively to Dalit students to remove their psychological effects from them.
- vii) It is not possible to eliminate caste based discrimination only through the effort made by Dalits. That is why, Dalits and non Dalits should cooperate each other to remove it from the root.

5.2.3 Further Research Related

- i) This research will provide a valuable secondary source for Is. They can study this work and select the appropriate problem in this field for their further research.
- ii) It will provide new research areas about Dalits which are left to be investigated. This study can just add a brick to carry out a similar research on the basis of its findings.
- iii) The study will provide the source to carry out the research on different aspects of Dalit students learning English language.
- iv) The three possible research titles like this study based on the findings are as below.
 - Challenges faced by Dalit students in learning English language.
 - Caste based discrimination and its effects in learning English language.

- The relationship of poor family background and learning English language.

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Appendix I

QUESTIONNAIRE FOR THE STUDENTS

Dear respondents

This questionnaire is a research tool for gathering information for my study work entitled **Attitudes of Dalit Students towards Learning English** under the supervision of **Dr.PurnaBahadurKadel**, Lecturer of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be a great value to me. I'm interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study and mention confidential and anonymous.

Researcher

PadamBahadurB.K.

Personal Details:

Name:

Name of school:

Class:

Address:

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

S.N	Statements	SA	A	N	D	S D
A. Learning English language						
1	Your English will help you in the future.					
2	You start learning English from elementary level.					
3	You face some problems in learning English language due to your caste.					
4	Dalit students drop out school as well as leave English class.					
5	You want to learn English to pass exam.					
B. Economic background						
6	Your parents provide sufficient money for book, copy and pen.					
7	Dalit students get scholarship for their study.					
8	You don't have any economic problems.					
9	Your parents spend lots of money and time for your study.					
10	Dalit students drop out schools as their economic problems.					

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

C. Social impact						
11	Dalit children are compelled to follow their parents' occupation.					
12	Your parents expect you to go to school to learn English.					
13	You felt caste based discrimination in your community as well as at school.					
14	Caste based discrimination is deeply rooted in your society.					
15	You are encouraged to learn English by your family, friends and society.					
D. Manner of teacher and friends						
16	Your English teacher highly motivates to learn English.					
17	You get equal chance to interact in the classroom.					
18	Your friends are co-operative to you.					
19	No one mistreats you at school on the basis of your caste.					
20	You get more opportunities to take part in classroom interaction.					

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

(Please write your view in the blank spaces)

A. Learning English language

1. Does your English help you?

a) Yes,

reason.....

b) No,

reason.....

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

.....
.....
.....

3. Which subject do you like most?

a) English b) Math c) Science d) social

B. Economic background

4. Did you feel scarcity of book, copy, pen and other learning materials?

a) Yes, reason.....

b) No.

5. What are the causes of economic backwardness?

.....
.....

C. Social impact

6. In which field is untouchability deeply rooted?

a) Temple b) Tap/well c) School d) All places

b) e) Please other specify.....

7. How does the practice of untouchability affect your study? Mention.

.....
.....
D. Manner of teacher and students

8. How are you behaved by your teacher in the English classroom?

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

.....
.....
10. Write some suggestions to improve Dalit students English language learning?

.....
.....
.....
.....
.....

(Thanks for your kind co-operation !)

Appendix II

INTERVIEW SCHEDULE FOR TEACHERS

This interview schedule has been prepared in order to accomplish a research work entitled **Attitudes of Dalit Students in Learning English Language**.

This research is being carried out under the guidance of **Dr.**

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

Researcher
PadamBahadurB.K.

Personal Details:

Name:

Name of school:

Address:

1. How is the participation of Dalit students in ELT classroom?
2. How is the attitudes of the Dalit students' in learning English Language?
3. Do Dalit students take part in classroom interaction? If not, why?
4. Do you think Dalit students have lots of problems? What are they?
5. Mention the main interests of Dalit students in ELT classroom.
6. Why do you think interaction activities are important in learning English Language?
7. Please, mention the problems that Dalit students face in ELT classroom regularly.
8. Do Non- Dalit students support to Dalit students? Please, mention the conditions.
9. Have you ever rewarded Dalit students in ELT classroom? Please mention the reasons.
10. Write some suggestion to improve Dalit students' Learning English language.
11. Is necessary to focus on marginalized group of child in the ELT classroom? Why? Why not?

Appendix III

INTERVIEW SCHEDULE FOR PARENTS

This interview schedule has been prepared in order to accomplish a research work entitled **Attitudes of Dalit Students in Learning English language**.

This research is being carried out under the guidance of **Dr.**

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

Researcher

PadamBahadurB.K.

Personal Details:

Name:

Address:

1. Why do you send your child in school?
2. Which caste is mostly educated in your society?
3. Do you provide sufficient time for your child to study in your home?
4. Do you provide sufficient book, pen, dress and other material for your child?
5. Do you find any problem to send your child in school? How to solve these problems?
6. Do you want your child to learn English language?
7. How much do you expense in a year for your child's study?
8. What are the causes of economic backwardness?
9. Which subject you want to choose for your child?
10. Have you feel any caste discrimination? Does it have any impact in learning English?
11. Does your child want to learn English language?
12. Do you motivate to your child to learn English?
13. What do you think learning English is useful to your child? Why? Why not?