

**Dalit (Mahar of Darchula) Students Classroom Experience in Learning
English Language**

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

**Submitted by
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**University Campus
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu**

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Declaration

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

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Abstract

Promoting students interaction in classroom has become a focal point in the English language teaching. Classroom interaction refers to the interaction between the teacher and learner and among the learner in the classroom. The objective of my research was to explore Dalit (Mahar of Darchula) student's classroom experience in learning English language and study classroom interaction of Dalit (Mahar of Darchula) students in English language classroom in terms of classroom activities. The study adopted Survey as a research design and set of structured questionnaires was used as the tool of data collection. The population of my study was Mahar students and English teacher of Darchula District. The sample for this study consisted of twenty five Mahar students of basic level in Darchula district and two teachers of basic level and purposive non random sampling procedure was used to select the sample. After the analysis and interpretation of raw data, it was found that Mahar student's classroom experience in language learning were, English was difficult language to learn because of less speaking environment in the class. It was also found that the teacher used Nepali and Doteli languages in the class so that students can't get more exposure in English language. Among four language skills writing activities was their favorite things. Similarly, interesting way of teaching, more pair work, group work activities, language game, and role play activity in the classroom help students to participate better in English classroom. Most of the parents of Mahar students were uneducated so that they can't guide their children to do their homework, create learning environment and involve in children activities like reading. Similarly this study showed economic along with socio cultural challenge, upgrading system of our education system also responsible for students less progress in English class.

This thesis has been divided into five different chapters. The first chapter deals with the 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. The second chapter includes review of related theoretical literature, review of related empirical literature, implications for the review for the study and conceptual framework. Similarly, the third chapter includes all the area of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and implications. Finally, the reference and appendices are included.

Table of contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of content</i>	<i>viii</i>
<i>List of Table</i>	<i>ix</i>
<i>Figure</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
Chapter 1: Introduction	1-5
Background of the study	1
Statement of the Problem	3
Research objectives	4
Research Questions	4
Significance of the study	5
Delimitation of study	5
Operational Definition of the key Terms	5
Chapter 2: Reviews of Related Literature and Conceptual Framework	6-19
Review of Related Literature Theoretical Literature	6
Dalit (Mahar of Darchula)	6
Second Language acquisition	6
Students Participation in English Classroom	10

Classroom Interaction	11
Interaction Pattern	12
Levels of classroom interaction	13
Group work	14
Pair work	15
Review of Empirical Literature	16
Implications of the review for the study	17
Chapter 3: Methods and Procedures of the Study	20-21
Methods and Procedures of the study	20
Design and method of the study	20
Population, Sample and sample strategy	20
Sources of data	20
Data collection tools and techniques	20
Data collection procedures	20
Data analysis and interpretation procedures	21
Ethical consideration	21
Chapter 4: Analyses, Interpretation and Presentation of Data	22-45
Difficulty level of English language to learn	22
Favorite things to do in English class	23
Frequency of English class	24
Talking with teacher with English class	25
Interesting classroom activities for students in language classroom	25
Sort of motivation for students to participate in English class	26
Parents motivation to involve their children to learn English language	27

Student's motivation to engage in learning English language	27
Frequency of Nepali language used by teacher in English class	28
Use of Mother tongue in language class by the students	28
English textbook interesting for students to engage in classroom	29
Educational status of parents	30
Parents buying supplementary materials for their kids	31
Things that help students to participate better in English classroom	32
Challenges of students while learning English language	33
Teacher use supplementary material in the class	34
Teaching and learning strategies used by the teacher	35
Role of English teacher	36
Time taken in classroom interaction by teacher and students	37
Equal role of students in English classroom	38
Feel comfortable to talk in English class	38
Student's role in pair work activities	39
Student's role in classroom activities	40
Chapter 5: Conclusion and Implications	46-48
Conclusion	47
Implications	48
References	50
Appendix	53

List of Tables

Table1: Difficulty level of English language to learn	22
Table 2: Favorite things to do in English class	23
Table 3: Frequency of English class	24
Table 4: Talking with teacher with English class	25
Table 5: Interesting classroom activities for students in language classroom	25
Table 6: Sort of motivation for students to participate in English class	26
Table7: Parents motivation to involve their children to learn English language	27
Table 8: Student's motivation to engage in learning English language	27
Table 9: Frequency of Nepali language used by teacher in English class	28
Table 10: Use of Mother tongue in language class by the students	28
Table 11: English textbook interesting for students to engage in classroom	29
Table 12: Educational status of parents	30
Table 13: Parents buying supplementary materials for their kids	31
Table 14: Things that help students to participate better in English classroom	32
Table 15: Challenges of students while learning English language	33
Table 16: Teacher use supplementary material in the class	34
Table 17: Teaching and learning strategies used by the teacher	35
Table 18: Role of English teacher	36
Table 19: Time taken in classroom interaction by teacher and students	37
Table 20: Equal role of students in English classroom	38
Table 21: Feel comfortable to talk in English class	38
Table 22: student's role in pair work activities	39
Table 23: Student's role in classroom activities	40

List of Figures

Figure 1: Model of interaction	9
Figure 2: Conceptual framework	19

List of Abbreviations

CBS	:	Central Bureau of Statistics
ELT	:	English Language Teaching
T.U	:	Tribhuvan University
M.Ed.	:	Master of Education

Chapter: 1

Introduction

This study is entitled as the **“Dalit (Mahar of Darchula) Students’ classroom experience in learning English language”**. This chapter 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.

Background of the Study

The theories of second language acquisition emphasize on interaction for effective language learning. In a multilingual classroom, interaction in English language between teachers and students and among students themselves consists of challenges that may encourage one group of students to be more active in classroom interaction than the others. This can be due to students' ethnic background and culture. In English language classroom, the core of the process of learning and teaching lies in classroom interaction. Chaudron (1988) considers classroom to be an important learning setting for second language learners. Student engagement in the classroom has been defined differently by different scholars. Erickson (1992) considers it to be active and individual classroom experience. Similarly it is also psychological investment in and effort directed toward learning (Newmann, 1992). Furthermore, it is the amount of physical and psychological energy the student devotes to the academic experience (Astin, 1984).

Nepal is a multicultural, multilingual, and multiethnic country and is rich in terms of languages, cultures, religions and castes. Although there are more than 125 castes existing in the country (CBS, 2011), the caste system in Nepal is largely based on Hindu religion (vedas) where human race is categorized into four main varnas (castes) viz. Brahman, Chhetriya, Vaisya and Shudra which are exclusively based on occupations and are heredity. As such, over the years, Shudras, who are known as Dalit fell backwards as education was not encouraged among these groups.

The total population of Dalit is 3.6 million as per census of 2011, among which other Dalit group 49288 dwell in far-western area. According to Dalit Jatiya Anusuchi Bibaran, Mahar caste is included under Biswokarma Caste which belongs to

Dalit community. In Darchula district, there are around 200 households of Mahar Dalit (Appendix D). These people groups are economically poor, socially dominated and educationally backward where most men go to India to earn money and women are engaged in labor work. In order to uplift these people groups, there are scholarship programs in the schools with mid-day meal programs. Looking at these programs, it would be expected that their situations would change, however these have not been enough to make students participate in classroom interaction in English classroom.

The English language is a global lingua franca and is an appropriate international language for Nepal to be connected with global community. It is not only the language of international communication but also a language of higher education, mass media, information and communication technology, business, tourism, science, medicine.

In the context of Nepal, English is necessary for various purposes. To be specific our learners need English to participate in classroom interaction ; to study course materials; to read things for pleasure and general information; to gain access to the world body of knowledge, to read and enjoy a wide range of literary texts, to participate in international meetings, seminar, and conference.(Basic level Curriculum 2078).

Similarly English language helps us to communicate with foreigners in general, to enhance our career development; to appreciate movies, plays, radio and television programs and many more. English language 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. Harmer (2003) suggests that there are a number of factors that ensure the widespread use of English. These factors include a colonial history, economic, information exchange, travel and popular culture. English, being globally accepted language, is given priority these days in both private and public schools.

In the context of Nepal, the need of English language is increasing day by day. English is taught as a compulsory subject from grade one to bachelor level in Nepal. (Basic level curriculum Education(2078). However, language and socio-cultural status could be challenging factors while learning English. Learners are heterogeneous in the classroom in the context of Nepal. There is diversity among learners in terms of caste,

gender, language, culture and religion. The diversity among the learners is one of the challenges in the classroom. Dewey as cited in Adhikari (2013, p.84), states, "School is miniature society". He further states the school is a reflection of the larger society, outside its wall, in which, life can be learnt by living. Therefore, in a school, students from different background, social status, attitude, come to learn and students from minority group, especially, Dalit students, may face challenges in terms of participation, being physically present and being active participant in classroom activities.

The term "Dalit" is considered to carry a historical, socio-economic and political sociological meaning that represents struggle for equity and equality in the context of Nepal. As long as caste based untouchability and other form of castes based discrimination exist, the term "Dalit" would remain to be meaningful. The term "Dalit" is defined by different scholar in different way. 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).

Statement of the Problem

Learning English in Nepal in the environment of multicultural context and beliefs can be challenging. There are several obstacles to learning English in the context of Nepal. There are less proper educational institutes in all the geographical regions of Nepal, the cultural imprint and beliefs of Nepalese people are one of the major barriers to learn English. Cultures and beliefs have lots of influences for the Nepalese learners. Upholding these beliefs has directly or indirectly affected learning English for certain communities likes Mahar groups belonging to Dalit community.

Being an English teacher, there was a realization from my teaching experience that Mahar students were really weak in classroom interaction in English classes, especially when they tried to interact with teacher, they were shy, passive, and did not interact with teacher and some were afraid to speak. This arouses my interest and I wanted to conduct research on Mahar student's classroom experience in learning English language.

Previous research mentions that Dalit students drop school as well as English class due to their economic problem, lack of family support, medium of instruction,

no attention of teacher, household works, poverty, and uneducated family. However, less study has been done on classroom interaction in English language classroom of Dalit students, especially Mahar students of Darchula district. The illiteracy and drop-out rates among Dalits students are very high due to a number of social and physical factors (CBS2011 and Flash Report I 2078). In various rural communities and schools of Darchula district, it seems very difficult to increase participation of Dalit students in education especially in English language classes and coaching due to social discrimination and other associated factors. So, I want to carry out this study to find out Mahar students' classroom experience in learning English language and their engagement in terms of group work, pair work, individual work in English language classroom by taking data from students and teachers.

Research Objective

The main objectives of my research were:

- a. To explore Dalit students (Mahar of Darchula District) classroom experience in learning English language.
- b. To study Dalit Students (Mahar of Darchula District) classroom interaction in English language classroom in terms of classroom activities.

Research Question

Following were the research questions of my study:

- a. What is the classroom experience of Mahar students in English language learning classroom?
- b. How do Mahar students engage in English classroom activities?

Significance of the study

This study provides valuable information regarding the experience and engagement of Dalit students in language classroom. This study is significant for teacher, students and parents. It is helpful for teacher in the sense that teacher will know the interest of students in the class and will be helpful for making different activities that students actually want in the class. This study will be beneficial for curriculum designer, textbook writer and policy makers. It will provide valuable information about strategies and technique used for engaging student in ESL

classroom interaction. This research paper presents Mahar students' classroom experience, interaction along with teachers' perspective which can be helpful to teachers teaching these communities. Furthermore this study demonstrates Mahar students' progress, deficiency in English learning and obstacle faced by the teacher while teaching them.

Delimitation of Study

This study will have following delimitations:

1. This research was conducted in community school of Darchula District (Shailyashikhar Municipality).
2. This study was delimited to twenty five Mahar students and two English teachers.
3. The tools of data collection were questionnaire for students and teachers.
4. The method of this study was quantitative research method and design was survey.
5. This study is delimited to Mahar student's experience, engagement in terms of group work, pair work, and individual work.

Operational Definition of the key Terms

Group Work: Group work refers to interaction in the group in English language in English classroom among more than two Mahar students.

Pair Work: Pair work refers to English interaction in pairs between Mahar students in English language classroom.

Mahar: Mahar is a group of people who belong to Dalit community.

Chapter: 2

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

Different theoretical perspectives related to the factors that directly or indirectly associated with the English language learning of the Dalit students is given. Beyond doubt, English language has significant role in the present world. However, Dalits have fallen back in terms of receiving education.

Dalit (Mahar of Darchula)

The total population of Dalit is 3.6 million as per census of 2011 (new census data have not available in terms of caste, religion and ethnicity) among which other Dalits 49288 dwell in far-western area. According to Dalit Jatiya Anusuchi Bibaran, Mahar caste is included under Biswokarma Caste. In Darchula district, there are around 200 households of Mahar Dalit. These people groups are economically poor, socially dominated and educationally backward where most men go to India to earn money and women are engaged in labor work. The attendance of Mahar students in the school is very poor. In the rural area school, it is found that their classroom attendance is only around fifty percent in a month (Appendix C).

Second Language Acquisition

Second language acquisition is learning a second language after a first language is already established. Krashen (1982) first mentioned about comprehensible input. This input can be obtained in the classroom with the help of the teacher. He says, "The classroom is of benefit when it is the major source of comprehensible input (p.58)." To have comprehensible input, there has to be a gradual progress in what the learners learn. Krashen (1982) is of the opinion that, "we understand language that contains structure that is "a little beyond" where we are now (p.21)." Therefore, to learn any language, there has to be a gradual learning process in the form of comprehensible input.

Regarding theory of second language acquisition, Krashen (1982) has presented five hypotheses. Among these five hypotheses, for this research, fourth and fifth hypothesis namely the input hypothesis and the affective filter hypothesis are mentioned below.

The input hypothesis (Krashen, 1982) states:

- (i) The input hypothesis relates to acquisition, not learning
- (ii) We acquire by understanding because language that contains structure that is beyond our current level of competence (i+1). This is done with the help of extra-linguistic information.

The third part of input hypothesis is specifically important to understand here. It says if communication is successful, i+1 is provided and one way of having successful communication in the context of Nepal is to have classroom interaction. Therefore, if there is enough classroom interaction in English language, the students are more likely to get comprehensible input overtime as Krashen mentions, "Comprehensible *input* is responsible for progress in language acquisition (p. 61)."

Similar to Vygotsky's "zone of proximal development" (1962), Krashen's scaffolding theory is referred to as i+1. Viewed as innatist perspective, this theory maintains that a second language is acquired unconsciously in a manner similar to the acquisition of a first language. According to Krashen (1996), acquiring language is predicated upon the concept of receiving messages learners can understand. Teacher can make language input comprehensible through a variety of strategies such as linguistic simplification, and the use of realia, visuals, picture, graphic, organizers and other current ESL strategies (as cited Ariza and Hancock 2003).

There are basically two ways in which the teacher can aid comprehension, linguistic and non-linguistic (Krashen 1982, p.64). Regarding linguistic aspects, where simplified input promotes comprehension, Hatch (1979 as cited in Krashen 1982) mentions following characteristics:

- (i) Slower rate and clearer articulation, which helps acquires to identify word boundaries more easily, and allows more processing time;
- (ii) More use of high frequency vocabulary, less slang, fewer idioms;

(iii) Syntactic simplification, shorter sentences.

Similarly regarding non-linguistic aspect, "comprehension checking can range from simply asking "Do you understand?" occasionally, to monitoring comprehension via students' verbal and non-verbal responses (Krashen, p.65)." Hence through linguistic and non-linguistic aspect, teachers can help the students to get comprehensible input.

Now let us consider the fifth hypothesis namely the affective filter hypothesis. There are many affective factors that can determine whether second language learning would be successful or not. Krashen (1982) mentions three categories of affective filter:

- (i) Motivation. Performers with high motivation generally do better in second language acquisition (usually, but not always "integrative")
- (ii) Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.
- (iii) Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. (p.31)

Therefore, students with high motivation, a good self-image, and low anxiety tend to do better in second language learning. If the student does not have a good self-image then it can hinder language learning. Krashen(1982, p.31) asserts,

Those whose attitudes are not optimal for second language acquisition will not only seek less input, but they will also have a high or strong affective filter- even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device.

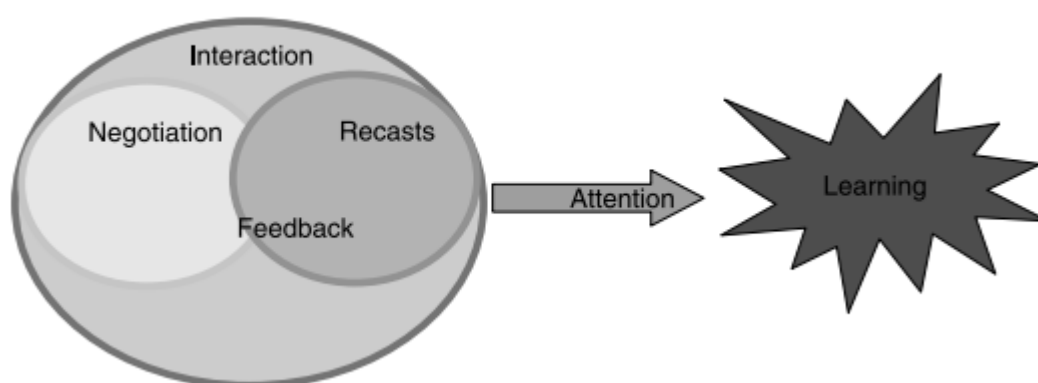
This shows that attitude of the students is a major factor in English language learning. Therefore, it is not only the responsibility of the teacher to provide comprehensible input but also that of the student to maintain positive attitude to learn English language.

In classroom learning as well as in individual learning, students face anxiety and stress (Gass&Selinker, 2008). According to Gardner and MacIntyre (1993), language anxiety is fear or apprehension occurring when a learner is expected to

perform in a second or foreign language. It is generally accepted that language anxiety exerts negative effects on students' engagement and learning. Anxious students tend to sit passively in the classroom and withdraw from or even avoid entirely activities (Horwitz & Cope, 1986). Likewise, Gardner and MacIntyre (1993) found that language anxiety is negatively and significantly correlated with second language performance.

Not only affective filters like motivation, self-confidence, anxiety, but acculturation (Schumann, 1978a, 1978b) model also affect learner's language learning process. Primary language learning takes place in the classroom in the context of Nepal. If the students do not acculturate, there might be difficulty in learning the language. In the acculturation model, one of the social variables that "needs to be considered is the extent to which one group is dominant over another" (Gass & Selinker, 2008, p.404). If there is domination in the classroom between ethnic groups there is challenge in language learning. Therefore, motivation is a huge factor in learning a language. Individuals who are motivated will learn another language faster and to a greater degree (Gass & Selinker, 2008, p.426).

Interaction is the key to successful language learning process. Gass & Selinker (2008, p.317) mention, "The interaction approach accounts for learning through input (exposure to language), production of language (output), and feedback that comes as a result of interaction." They have presented a model of interaction as:



However, producing speech is a rather complex matter (Garrett, 1991). He elaborated the process of producing a single sentence in his five-level speech model, which consists of the message-level representation, the functional-level representation

and the articulatory-level representation. These all levels of communication is what happens in an interactive language classroom.

Students' Participation in English Classroom

In English language classrooms, students need to participate in various forms of activities like group work, collaborative learning, classroom interaction activities, role play, classroom presentations, and activities for the effective English learning (Harmer, 2007; Scrivener; Ur, 2009). Teachers being classroom manager and monitor have individual views on participation of students in English language classrooms.

In language, speech is a basic and primary skill which leads to the development of other skills viz. listening, reading and writing. Speech develops through interaction so it is inevitable for effective communication. Hence, it is the interaction through which learners acquire second language. Second language is well organized through formal learning in the classroom. Classroom interaction facilitates second language acquisition. Ultimately, classroom interaction describes the form and the context of behavior or social interaction. In particular, it is the relationship between learners and teacher and learners themselves.

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. parents' occupation, education, locality, ethnicity, economic condition, attitude of students toward teacher and parental involvement in students' study. Without finding out the effect of these factors in teaching and learning process, it will be the wastage of time, efforts and money.

To sum up, I have looked into mainly such aspects like Mahar student's experience in English language class, participation and interaction in English language classroom like interaction with teacher, interaction with students , interaction with class, their involvement in learning activity, involvement in group work, pair work, and teacher and parents support or role to engage them in to learning. As a whole, learning English is affected by the different challenges faced by the minority groups i.e. Dalit students.

Classroom Interaction

The term classroom interaction refers to the interaction between the learners and teacher and amongst the learners. Classroom interaction is indeed necessary for successful learning. Interaction is a kind of action which can occur as two or more objects have on effects upon one another. Classroom interaction is two way communications which facilitates learners to make meaningful and comprehensible input and output. In this regard, Brown (2000) explains “interaction is the collaborative exchange of thought, feeling or idea between two or more people, resulting in a reciprocal effect on each other”.(p.165) Similarly, According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their inter locaters (p. 127). Learners can best learn a language by exchanging knowledge and experience either in a group or in pair.

Interactive learning ensures the learner's interest and participation where all of them have equal changes to share their varied opinions without being instructed what they have to do by the teacher. In teaching and learning situation, generally two levels of interaction techniques can be addressed as student-teacher interaction and student-student interaction. There are some forms of interaction like oral interaction, comments, answer to question, discussion and so on.

Interaction is the center of communication. Interaction between students and teacher and students and students are needed in the classroom activities taking communicative approach. It will help communication to happen in the classroom. Similarly it will also help the teaching and learning process run smoothly. If the students and students, teacher and students interaction happen, the instruction will reach the target. So that interaction and participations are very crucial for language learning.

Classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other but it is also about a relationship between students in the classroom. Khadidja (2009) insist that classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that classroom interaction will make the students have a good relationship at each other. Jia (2013) mentions some strategies of promoting classroom interaction:

- a. improving questing strategies
- b. attending to learners linguistic level
- c. Implementing cooperative learning
- d. Building positive teacher-learner rapport
- e. reducing classroom anxiety

Similarly, she also mentions the affecting factor of classroom interaction:

Teacher belief

Teacher's question

Learner's different English level

Teacher-learners rapport

Anxiety

Abah and Rajiman (2015) mention that there are seven type of classroom interaction teacher whole class, teacher an individual student, teacher group members, student- student, student teacher, student whole class, student group members. The each type of classroom interaction have role that support the successful of the classroom interaction. Among the seven types of classroom interaction the category of teacher initiated teacher whole class, and teacher and individual have the significance role while the category student initiated student teacher, student- student and student whole class has important role to support active classroom interaction.

Interaction Pattern

Different scholar have proposed different pattern of classroom interaction. Sinclair and Coulthard (1975) proposed IRF pattern of classroom interaction in which teacher and students role have rigidly define. Similarly Ur (1996) proposed following classroom interaction pattern:

Group work: Group work help the student's participation in language learning process where students work together. Students work in small groups on tasks that entail interaction: conveying information for example group decision making.

Closed-ended teacher questioning (IRF): It is a more difficult form of classroom interaction where only one right response gets approved.

Individual work: The teacher gives a set of tasks and students work on them.

Choral responses: the teacher gives a model which is repeated by all the class in chorus.

Collaboration: students do the same type of tasks as in individual work but together usually in pair to try to achieve the best result they can.

Student initiates: The student's think of question and asks and teacher response but teacher decides who asks.

Full class interaction: Student debate on a topic or do a language task in a class.

Teacher talk: This may involve some kinds of silent student response like writing from dictation but there is no initiative on the part of the students.

Self-access: Students choose their own learning tasks, and work autonomously.

Open-ended teacher questioning: in this pattern, there are number of possible right answer so that more students answer each cue.

Levels of classroom interaction

Simply communication is an exchange of our feelings, thoughts, and desires with other. Communication in the language classroom refers to exchange of thought and idea through target language between teacher and students and among the students. Our idea and thoughts can be exchange through two modes: verbal and non-verbal mode of communication. Both kinds of communication play important role in classroom interaction however teaching methodologies and educationists are mainly concerned with verbal communication. Helzelein (2016), states three basic directions of communication in the classroom such as teacher-student, student-teacher and student-student communication.

Teacher student communication: It refers to teacher talk, describing language output by the teacher which serves as language input for pupils to model their foreign language skills. It happens while everybody else in the class is supposed to be silent and is measured and presented under the label teacher talking time.

Student Teacher Communication: This kind of communication denotes one form of teacher talk which in turn is important input for teacher in order to diagnose their pupil's level of language knowledge competences. Student teacher communication happens when one learner speaks while other listens and comprised student talking time.

Student-Student communication: It is the second form of teacher talk and highly important in language classroom. Student-student communication most frequently happens during pair work and group work. In this type communications, respective group engage in meaningful interaction.

Student's activity in the class

There are number of interaction activities practiced in language classroom which enhance and make teaching and learning more effective, fruitful and practical such as group work, pair work, individual work, project work role play and so on. These kinds of activity boots of the linguistic proficiency of teacher and students which are discussed below:

Group Work

Students work together, sit together and learn together in a group. Group work technique is very useful technique for teaching English language which promotes the participation in language learning. Students often learn better from each other than they get from teacher. Thus, it promotes learners autonomy by allowing students to make their decisions in the group without being told what they to do by the teacher. Harmer (2012), mention some preferred activities in group work are: think pair and share, structural controversy, roundtable discussion, peer editing etc. Csernica et al. (2002) cited as Burki (2012) suggest that three or four member are appropriate in a group. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group.

According to Beebe and Masterson (2003) cited as Burki (2011) there are six advantages to working in a group

- a. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.

- b. Group stimulates creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one”.
- c. People remember group discussion better. Group learning foster learning and comprehension
- d. Decision that students help make yield greater satisfaction research suggest that who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
- e. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- f. Team work is highly valued.

Pair work

Pair work is a learning activity which involves learners to work together in a pairs. In this activity teacher divide the whole class in to pairs and students work with their partner. Cross (1992) define pair work is one of the important learner center technique which often use in communicative classroom for developing communicative ability. It is a mutual sharing between two students while teacher role is monitor and resource person.

According to Richards and Schmidt (2002, 381) cited as Pushpanathan & Satheesh (2017) pair work is a learning activity which involves learners to work together in pairs. Longman dictionary of language teaching defines pair work as putting students in small groups of twos or threes to do an activity together. Many theories and language teaching approach highlight the importance of pair work like communicative approach, task based learning as a form of collaborative learning. Working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their language production.

Review of Empirical Literature

There has been much research work related to different aspect of Dalit, Dalit education and participation of Dalit in the language classroom. In the field of research each work requires the knowledge of previous background to obtain the target objective and validate the study. In this section I review the related thesis, article, and

journal. To complete this research proposal I have taken the following research literature.

Bhanadari (2021) carried research on the topic of 'English Teacher Perspectives on classroom interaction': A phenomenological study this study aimed at exploring English teacher perspective on classroom interaction in learning English language. To achieve the purpose, he adopted phenomenological qualitative research design and involved four secondary level English teachers. The study stated that English language teacher have positive perspective on classroom interaction. The activity of classroom interaction like pair work, group work and problem solving exercise promote learners autonomy and confidence in learning, maximizing exposure to English language since they are the tools for comprehensive input. Similarly the teacher experienced that classroom interaction promotes cooperation, a friendly learning atmosphere and the critical thinking abilities of the student. The students-centered interactive activities keep the learner always active and enable them to learn effectively and successfully at their own pace.

Khadka (2018) Conducted research on the topic of 'classroom interaction of Grade Ten in ELT'. Her objective was to explore the existing situation of classroom interaction of grade ten in ELT. The main tools of data collection of her study were classroom observation and questionnaire. Her finding was that most of the interaction was initiated by the teacher and most of the classroom environment were facilitating.

Furthermore, Hanum (2016) conducted on the topic of "The importance of classroom interaction in the teaching of reading in junior school." In this article she mentions that effective interaction in classroom can increase student's language performance and teacher also improve their teaching and learning process in the classroom. This article gives more suggestion to increase the teacher students, students and student's interaction in the classroom so the teaching and learning process can be effective.

Subedi (2022) carried out research entitled "Making Dalit Friendly school in Nepal: An ethnographic study". In this research paper he found that Dalit Participation in schools seems to be less encouraging, inadequate and unfruitful so far as the matter of their learning outcome is concerned. Although they join the school, they do not continue to come to school by the end of school education and their

irregularities in school are also seemingly high. They are mostly observed to be indifferent to school education. Further that he suggest to promote the status of Dalit education and ensure their active participation in education, the Dalits are supposed to enter the school in the same way as done by non-Dalit children's. Similarly he mention that the Dalit students can participate in the school activity equally as non-Dalit if their issue, interest, capacity and safety matters get space in the school curriculum, pedagogy, textbooks, extracurricular activities and so forth.

B.K (2017) has carried out research on "Attitudes of Dalit students towards learning the English language." The objective of this study was to find out the attitude of Dalit students towards the English language and also identify the challenge faced by Dalit students in learning English. For this paper he adopted survey research design. He used questionnaire and semi structured interview as a tools. Population of his paper was 21 students 3 teachers and three parents from different community. The major finding of his research was that all 100% respondents have positive attitudes towards learning English language. They are learning English for their better future career. Similarly Dalit students drop school as well as English class due to their economic problem, lack of family support, medium of teaching, no attention of teacher, households work, poverty, and uneducated family and so on. There is caste based discrimination existed at school so it is decreased the language learning ability because of psychological effects.

Furthermore Upadhayay (2016) conducted a survey design regarding 'Factor affecting accessibility of Dalit students in English language teaching and learning.' 20 students and 10 English teachers of lower secondary and secondary level community school were the population of his study. The objective of his study was that identify the affecting factor in accessibility of Dalit students in EFL/ELT. The major finding of this research was that Untouchability, caste discrimination, poverty, low level of awareness, parent's education, domination, humiliation, discouragement and negative attitude toward Dalit are the major factors affecting factors in Dalit access to ELT/EFL. Similarly respondent suggested some ways as awareness program should be increased in the society, untouchability should be discouraged, Dalit students should be equally behaved at school environment, teachers and parents should observe and supervise their progress.

Likewise, Tambibabu (2018) conducted research on the topic of ‘The English Language in Dalit Perspective.’ In this paper he attempt to find out the importance and contribution of English language for the Dalit in the present time. His major finding was that English learning gives Dalits a lot of contribution for their recent subjectivity. The English language facilitated them with a lot of knowledge and self-respect. Dalits innovated themselves through this procedure and spoke of themselves as leader in the society. English language encouraged Dalits to gain the power of speech and recognition in the society and it has altered their dream of survival in the society.

Rai (2022) on her thesis entitled “Rai students participation in ELT classroom” mentions that students learned more effectively with teaching learning materials than without any materials, students are interested in pair and group discussion rather than individual work and students gain more knowledge by participating in different classroom activities like pair work, group work and debate. Similarly she found that motivation and guidance from the teacher motivate the students to actively take part in activities which facilitates them to improve their English language skills.

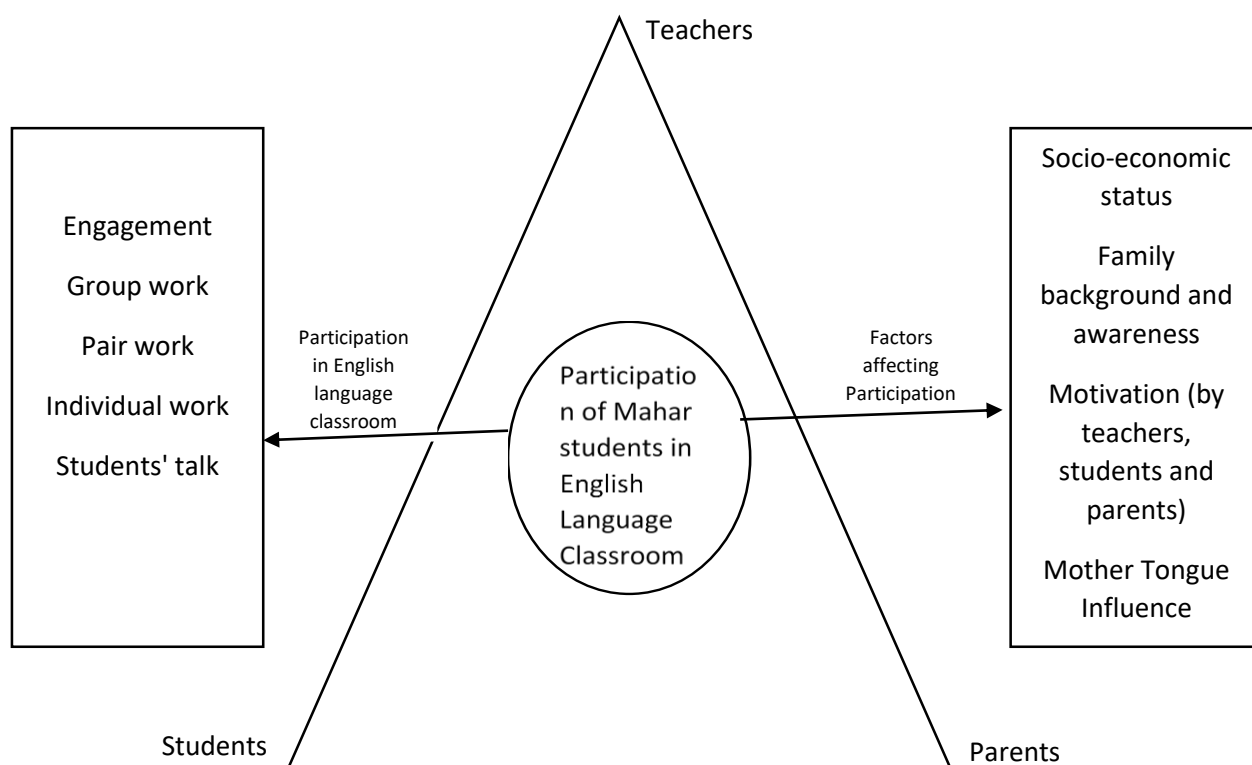
Implications of the review for the study

Reviewing the related literature plays a crucial role for the research while conducting a novel research. To be specific it helps the researcher to bring clarity and focus on research gap, reform methodology and contextualize the finding. It is inevitable for the researcher. It provides theoretical backup and facilitates me to select appropriate research methodology. The reviewed study is to some extent similar to the proposed study. Bhandari (2021) English teacher perspective on classroom interaction: A Phenomenological study. From this study, I came to know about activities of classroom interaction and perspective of teacher towards classroom interaction. Likewise, Khadka (2018) carried out research entitled ‘classroom interaction of Grade Ten in ELT’ from this research I came to know that most of the interaction was initiated by the teacher and most of the classroom environment was facilitating. Similarly, I got an in-depth idea regarding attitude of Dalit students regarding English language from B.K's (2017) research on “Attitudes of Dalit students towards learning the English language. Likewise, I gained insights on

conducting my research through survey design as Upadhaya (2016) conducted a survey design regarding ‘Factor affecting accessibility of Dalit students in English language teaching and learning.’

All these reviewed research works have been carried out based on different objective, methodology and research question. These research focuses on Dalit student’s attitude, affecting factors of Dalit students in learning language, their experiences in school and so on. The research gap is that there is less research conducted on the Mahar students so that I want to conduct my research on Mahar student and try to find out their interaction and engagement in terms of group work, pair work individual work and talk with teacher and class as well as their experience in English class. This research is different from above mentioned research in the sense that, this research has been done on different areas, level, caste and language.

Conceptual Framework



Chapter: 3

Methods and Procedures of the Study

Design and method of the study

The term design simply refers to a procedural plan to be used by the researcher to accomplish the study accurately, validity and objectively. To fulfill my objective i have adopted one of the widely used research designs in education, which is survey design. Survey research is one of the research procedures in quantitative research in which investigators administer a survey to a sample or describe the entire population in order to describe the attitudes, opinion, behavior, or characteristics of the people. Survey research is basically used for collecting data through questionnaires and interviews. I selected a sample of respondents from a population and administrated a standardized questionnaire to them to collect the data.

Population, sample and sampling strategy

The Dalit (Mahar of Darchula) students and English teacher of basic level in Darchula district were the population of this study. For this study, twenty five Mahar students and two English teachers were the sample of this study. As a sampling strategy purposive non-random sampling have used for collecting data.

Sources of data

Data is the main essence of research. The primary sources of data were the major sources of data. Primary sources of data were collected from Mahar students, teachers and parents. Secondary data were collected from thesis, journal articles, books, for the purpose of literature review.

Data collection tools and techniques

The tool for collecting data for this study was questionnaire. A set of structured questionnaire was used for collecting primary data from students and teachers.

Data collection procedures

In order to collect data, I visited the selected two schools of Darchula district. First, I established rapport with the school administration. Hence, after clarification of the purpose and getting approval I visited the classroom and tell the purpose of my

research and select Mahar students and English teachers. After that I distribute the questionnaire.

Data analysis and interpretation procedures

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. The systematically collected data was analyzed, interpreted and used quantitatively and descriptively.

Ethical considerations

Ethical consideration refers to the code of conduct and professional conduct which has to be focused while doing any research like getting permission from concerned authority, maintaining validity, privacy of respondent. In this way, at the beginning I took approval from school administration and told the purpose of my study then selected the teacher and students from the school. Moreover I committed to not using the collected data for any other secondary purpose.

Chapter: 4

Analysis, Interpretation and Presentation of Data

I have analyzed and interpreted the collected data under various themes both for quantitative and qualitative data. Under various themes, data are presented as table and interpretation of the data is done for the students while for the teachers, themes are generated from the given questionnaire and presented accordingly.

Students Data

The data collected from twenty five Mahar students are presented under various themes below.

Table No.1

Difficulty level of English language to learn

Statement		Frequency	Percent	Valid Percent
Difficulty level of English language to learn	Very difficult	14	56	56
	Not so difficult	6	24	24
	Easy	3	12	12
	I don't know	2	8	8
	Total	24	100	100

Mahar students of basic level considered English language to be very difficult. More than 50% thought English was very difficult language to learn while only 12% thought English was easy. Remaining 24% considered English to be not so difficult. This shows that the attitude of Mahar students towards English language is that of being very difficult.

Table No.2

Favorite things to do in English Language classroom

Statement		Frequency	Percent	Valid Percent
Favorite things to do in English Language classroom	Listening activities	9	36	36
	Writing	13	52	52
	Speaking	0	0	0
	Reading	3	12	12
	Total	25	100	100

The four basic language skills are listening, writing, speaking and Reading. These language skills are conversations abilities that allow us to express ourselves clearly and precisely. In the context of language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. Though, majority of Mahar students (52%) enjoy writing activities than listening and reading activities. They seem to enjoy listening activities more than reading activities as 36% of the students have tick marked on listening activities to be their favorite activity and only 12% of the students have tick marked on reading activities.

Table No.3

Frequency of English class

Statement		Frequency	Percent	Valid Percent
Frequency of English class	regularly	2	8	8
	everyday	22	88	88
	Twice a day	1	4	4
	sometimes	0	0	0
	Total	25	100	100

Mahar students experience towards English language is difficult language to learn but students take regular attendance, 88% of the students take English classes everyday while 8% of the students take English classes regularly. This shows that Mahar students are present in English classes most of the time. The tables show that Mahar students are present in English classes regularly and although they consider English to be very difficult language to learn, their favorite English activity is writing.

Table No.4

Talking with teacher in English language

Statement		Frequency	Percent	Valid percent
Talking with teacher in English language	Yes	5	20	20
	No	15	60	60
	Sometimes	4	16	16
	I am not sure	1	4	4
	Total	25	100	100

The given data shows that 60% of the students do not talk with their teachers in English language. This clearly shows the lack of English language speaking environment in the classroom with only 5 students out of 25 reporting to speaking English with the teacher. 16% of the student report speaking in English language with their teacher.

Table No.5

Interesting classroom activities for students in language classroom

Statement		Frequency	Percent	Valid percent
Interesting classroom activities for students in language classroom	Engagement	2	8	8
	Group work	6	24	24
	Pair work	0	0	0
	All of the above	17		68
	Total	25	100	100

Classroom activities play a vital a vital role in a student's life. Every activity aims at providing students with opportunity to deepen their learning. Above given table shows the different classroom activities that students like to engage in the class. 68% of the students like engagement, group work and pair work activities. No student (0%) likes to be involved in pair work activity only while more students like group work rather than engagement activities.

Table No.6

Sort of motivation for students to participate in English language class

Statement		Frequency	Percent	Valid percent
Sort of motivation for students to participate in English language class	Does not encourage	0	0	0
	Motivate to speak	1	4	4
	Share experience	23	92	92
	Others	1	4	4
	Total	25	100	100

Motivation helps students to focus their attention on a key goal or outcome. Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effective teaching and learning. The teachers motivate the students to participate in English language class by sharing their experiences 92% of the time. 4% of the time the teachers motivate the student to speak or use other motivation techniques.

Table No.7

Parents' motivation to involve their children to learn English language

Statement	Frequency	Frequency	Percent	Valid Percent
Parents' motivation to involve their children to learn English language	Yes	7	28	28
	No	16	64	64
	Sometimes	2	8	8
	Total	25	100	100

Similarly, the above given table illustrates that 64% of the parents do not motivate their children to learn English language. However, 28% of the parents motivate their children while only 8% of the parents motivate their children sometimes. This shows that the children are not motivated at home to learn English language.

Table No.8

Students' motivation to engage in learning English language

Statement		Frequency	Percent	Valid Percent
Students' motivation to engage in learning English language	Yes	10	40	40
	No	15	60	60
	Sometimes	0	0	0
	Total	25	100	100

Majority of the students (60%) are not motivated to learn English language. Only 10 out of 25 students tick marked on "yes". This shows that in general Mahar students are not self-motivated to learn English language

Table No.9

Frequency of Nepali language or mother tongue used by teacher in English language class

Statement		Frequency	Percent	Valid Percent
Frequency of Nepali language or mother tongue used by teacher in English language class	Yes	25	100	100
	No	0	0	0
	Sometimes	0	0	0
	Total	25	100	100

English is the global lingua franca. It is the language of higher education, mass media, information and communication technology, business, science and entertainment. It is the medium of instruction in our school level. Though English teacher is not focus on English language in the classroom. The above table shows that 100% of the students reported that Nepali or mother tongue is used by the English teachers to teach them English. This shows that the English teachers themselves do not speak or teach them English in English language.

Table No.10

Use of mother tongue in language classroom by the students

Statement		Frequency	Percent	Valid Percent
Use of mother tongue in language classroom by the students	Yes	15	60	60
	No	0	0	0
	Always	5	20	20
	Sometimes	5	20	20
	Total	25	100	100

English is a second language in the context of Nepal. English is taught in compulsory subject from grade one to bachelor level. It is not daily used language in our context so that students feel difficulty to speak English language in classroom. The above table shows that 60% of the students use mother tongue while speaking English with 20% always using mother tongue while speaking English. The remaining 20% reported to use mother tongue sometimes when they speak English. This shows that the students have a lot of mother tongue influence when they are speaking English language.

Table No.11

English textbook interesting for students to engage in class

Statement		Frequency	Percent	Valid Percent
English textbook interesting for students engage	Yes	5	20	20
	No	20	80	80
	Total	25	100	100

Textbooks serve as a guide to the prescribed curriculum and syllabus. Textbook provides knowledge, skills, attitudes and values to the teacher and student. It provides guidelines for teaching and learning. Textbook have content and structure

that leads the activity. The above table shows that 80% students reported that English textbook is not interesting where as 20% students mention that textbook is helpful for them. Textbooks are crucial for students to get valuable information though it is not interesting for student

Table No.12
Educational Status of Parents

Statement		Frequency	Percent	Valid Percent
Educational Status of Parents	Literate	5	20	20
	Illiterate	20	80	80
	Total	25	100	100

Home is where students spend the most time after school, where students do their homework and revise what they learnt at school. Family is a quintessential part of child's education. It is one of the primary roles of parents to ensure that a happy learning environment is provided to growing child. It is possible only when the parents are literate. Parents also play a vital role in students' lives. If they are educated, they can easily motivate their children. However, 80% of the Mahar students' parents are not educated and only 20% are educated.

Table No.13

Parents buying supplementary materials for their kids

Statement		Frequency	Percent	Valid Percent
Parents buying supplementary materials for their kids	Yes	10	40	40
	No	15	60	60
	Sometimes	0	0	0
	Total	25	100	100

Supplementary materials help to motivate the learner by creating interests in the learning and encouraging them to use the language in the class. Supplementary materials make learning easy by providing additional information related to the concept. Furthermore, 60% of the parents do not buy any kind of supplementary materials like vocabulary, story books to their kids. Only 40% of the parents buy other materials for their children. When there is lack of supplementary materials, students cannot practice their English properly at home and they cannot be very good at English.

Table No.14

Things that help students to participate better in English classroom

Statement		Frequency	Percent	Valid Percent
Things that help students to participate better in English classroom	Parents encouragement	0	0	0
	Attractive books, materials	8	32	32
	Interesting way of teaching	25	100	100
	More pair work, group work in class	23	92	92
	Total	25	100	100

Above given table shows that none of the parents encourage their children to participate in English language classroom. All 25 students believe if the teachers teach in an interesting way, it can help them to participate better in English classroom. Similarly, 23 out of 25 students believe that more pair work, group work in the class can help them to participate better in English classroom. 8 students believe that attractive books and materials can help the students to better participate in English classroom.

Table No.15

Challenges of students while learning English language

Statement		Frequency	Percent	Valid percent
Challenges of students while learning English language	Feel nervous	0	0	0
	Lack of vocabulary	0	0	0
	Pronunciation of words	0	0	0
	Overuse of L1	0	0	0
	All of the above	25	100	100
	Total	25	100	100

While participating in English language classroom, the students face various problems that hinder their participation. They feel nervous. They lack adequate vocabulary to speak in English language. They don't know the pronunciation of words. Similarly, there is overuse of L1 while speaking English language. 100% of the students tick marked on all of the above regarding problems face in English language classroom.

Table No.16

Teachers use supplementary materials in the class

Statement		Frequency	Percent	Valid percent
Teachers use supplementary materials in the class	Yes	2	8	8
	No	5	20	20
	Sometimes	18	72	72
	Total	25	100	100

However, the English teacher only uses supplementary material in the class sometimes (72%). 20% of the students think that the teacher does not use supplementary materials like story book, audio-visual, pamphlets while only 8% think that the English teacher uses supplementary materials.

Table No.17

Teaching and learning strategies used by the teacher in classroom

Statement		Frequency	Percent	Valid Percent
Teaching and learning strategies used by the teacher in classroom	Lecture	25	100	100
	Communicative approach	0	0	0
	Problem based learning	0	0	0
	Class discussion	25	100	100
	Total			

All 25 students tick marked on lecture and class discussion to be the teaching and learning strategies adopted by their English teacher to teach English language. None of the students tick marked on communicative approach and problem based learning to be teaching and learning strategies adopted by teachers to teach English language. If communicative approach is not used then students cannot be proficient in communication in English language. This shows that the teachers do not focus on the students' English language proficiency.

Table No.18

Role of English teacher (active or passive) in the classroom

Statement		Frequency	Percent	Valid percent
Role of English teacher (active or passive) in the classroom	Active	25	100	100
	Passive	0	0	0
	Sometimes active	0	0	0
	Sometimes passive	0	0	0
	Total	25	100	100

In classroom interaction, all the students agreed that their English teacher is very active. However, from previous data we know that the interaction in the classroom is usually in Nepali. Therefore, although the teacher is active in classroom interaction, the interaction that is actually happening is in Nepali language, not English language.

Table No.19

Time taken in classroom interaction by teacher and students

Statement		Frequency	Percent	Valid percent
Time taken in classroom interaction by teacher and students	Teacher	20	80	80
	Students	0	0	0
	Both teacher and students	5	20	20
	There is not much interaction	0	0	0
	Total	25	100	100

Furthermore, teachers take 80% of the time in classroom interaction in English classroom and students take 0% of the time in classroom interaction. However, teachers and students take 20% of the time in classroom interaction. This shows that students have practically no time to speak with each other in English during classroom interaction.

Table No.20

Equal role of students in English language classroom

Statement		Frequency	Percent	Valid percent
Equal role of students in English language classroom	Yes	24	96	96
	Sometimes only	1	4	4
	No	0	0	0
	Usually but not all the time	0	0	0
	Total	25	100	100

Role play is one of the important ways to learn language. In English language classroom, when students are assigned roles, all the students play equal role in ELT classroom. 96% of the students reported having played equal role in ELT classroom while 4% admitted playing roles sometimes only.

Table No.21

Feel Comfortable to talk in English language

Statement		Frequency	Percent	Valid Percent
Feel Comfortable to talk in English language	Teachers	5	20	20
	Students	11	44	44
	Both teacher and students	0	0	0
	I feel shy	9	36	36
	Total	25	100	100

However, students (44%) feel comfortable to talk to each other in English language and only 20% feel comfortable to talk to teachers in English language.

Furthermore, 36% of the students feel shy to talk in English language. This shows that although the students consider the teacher to be friendly, they do not feel comfortable talking to their teacher in English language.

Table No.22

Students role in pair work activities

Statement		Frequency	Percent	Valid percent
Students role in pair work activities	Listen friend	14	56	56
	Speak all the time	2	8	8
	Listen friend and speak	4	16	16
	Balance in interaction me and friends	5	20	20
	Total	25	100	100

Regarding students' role in pair work, 56% of the students reported their role being that of listener, 16% of the students reported listening to their friend and speaking also, 20% of the students reported having a balanced interaction and 8% of the students reported speaking all the time. Therefore, it is evident that majority of the students are mostly listeners while some are speakers too in pair work activity

Table No.23

Student's role in classroom activities

Statement		Frequency	Percent	Valid Percent
Student's role in classroom activities	We don't much group work activities	5	20	20
	I feel shy and do not talk much	18	72	72
	I like to share my ideas and participate actively	1	4	4
	I lead the group	1	4	4
	Total	25	100	100

Similarly, in group work, 72% of the students feel shy and do not talk much while only 4% of the students lead the group. 20% of the students reported not doing much group work activities and 4% of the students reported them liking to share their ideas and participate actively. This shows that the major reason for students not participating in classroom interaction is due to their shyness.

Data collected from teacher

Two teachers were given questionnaire to fill up and answers were analyzed by generating themes. Their own words are presented in italics throughout the analysis. Their views are recorded under themes as follows:

Classroom environment

When teachers were asked what language they spoke in the classroom, both teachers said that they mostly spoke English language in the classroom. However, one teacher admitted to speaking Nepali and local language while the other said she used mostly Nepali and only rarely Doteli. This shows that in the classroom, multiple languages are used by the teachers according to the situation.

The teachers also said that they could not use English language only in the classroom. One teacher wrote, "English being foreign language in the context of Nepal and students weak background in English language". Another teacher's view was "(English language) is rarely used in regular activities and official activities. The most common thing here is L2 is not much used in community schools in our country."

As English is not used in the community on a daily basis or in official work, the teachers see not much use of using only English language in the classroom. Along with that as students' do not have strong English background; teachers are hesitant to use English language only. They prefer using both Nepali and also local dialect Doteli. Therefore, in classroom interaction, multiple languages are used which might be challenging for the students to improve if they do not get enough exposure of English in the classroom.

Activities in English language classroom

Activities can be used to foster classroom interaction in English language classroom. For that the activities should be interested. One teacher wrote that activities that the students find most interesting in the classroom are "language game, role play, strip story" while another teacher wrote, "I saw their much interest in group discussion, pair work and even general project work". From different teachers' perspective, different classroom activities seem to be enjoyable to the students.

To teach students English language, these two teachers seem to be using two different techniques. One teacher wrote, "drill, task-based language teaching (TRLT), communicative language teaching, grammar translation etc." while another teacher wrote, "task-based approach along with Ramification method in basic level and seldom interactive method, but in secondary level I prefer online learning with Natural Approach". Though the teachers have mentioned different methods, when students were asked which method teachers use in the classroom to teach English, majority of the students replied lecture method and communicative method.

Mahar students' participation in English language classroom

Mahar students' participation in English language classroom is not satisfactory. One teacher said, "They partially feel eager to participate in English classroom" while the other teacher said, "They do not feel very eager to participate due to many reasons". Although the teachers try to encourage them by telling the students about importance of English language, they do not participate very much.

One teacher considers "their weak foundation in English" to be a factor in their low participation while another teacher considers outside factors like "economic along with socio-cultural challenges" to be the reason for their low participation. With this view, the former teacher focuses more on building foundation of English by teaching them basic English while the latter teacher groups Mahar students with other ethnic groups so that there is exchange of ideas and interaction between different students. This is mainly done to boost confidence of Mahar students.

To engage the students in classroom activities, the teachers use different techniques in the classroom. They both claimed to use pair work, group work and drills in the classroom. Besides these they also use group discussion, language games and activities, classwork, dictation, questionnaire, interaction, dramatization to teach English.

To build communicative competence, one teacher wrote, "I become very close to my students and develop rapport and also participate with my students in pair, group work." Another teacher wrote, she used pair work and group work activities "while doing classwork or oral, speaking tasks". However, although teachers try these activities, the teachers feel that the majority of the students are not active in the classroom. One teacher wrote, "Only a few students are active while teaching English" while another wrote, "Not all are active, few are left behind as it is L2 for them and other factors also hinder them." She did not however mention the "other factors" that hinder them to participate.

English language speaking practice

To learn to speak English, one has to practice speaking English. Since English is not spoken on a daily basis by people of that community, it is classroom where students can practice their English. However, both the teachers report that English is not spoken in the classroom neither among themselves nor with the teacher. One

teacher wrote, "Only a few students" speak English and another teacher wrote, "Not always, due to much use of mother tongue (L1) it is hindrance even for me to use L2 (English) always..." This reflects two things about the classroom environment. The first thing is the teachers also do not speak in English as it is difficult even for them to speak. The second thing is as the teachers do not initiate English conversations, the students are reluctant to do so.

School environment to learn English language

Both teachers wrote that the school organizes various English related programs. These programs come under "co-curricular" activities which are held every Friday. Both teachers did not specify what kinds of English related programs are conducted at their school. However, they agree that these programs are conducted according to the schedule of the programs of instructional planning.

Not only that, the teachers reported the school having book corner where there are various English books. However, one teacher showed dissatisfaction of the book corner writing, "Inadequate English book corner, insufficient English related reference books, lack of English lab or hub, lack of ICTs and devices are some of the issue of our school." Therefore, although the school has book corner, there are not enough resources to help students learn English language.

Parents' involvement in Mahar students' classroom participation

It is home where children learn a lot of things besides school. If parents are motivating, the students would feel encouraged. Besides this, if the parent is involved in the child's learning by interacting with the teacher about progress, it would be beneficial to the student. For this, that has to be regular parent-teacher meeting. However, in these schools, teachers and parents do not meet often. One teacher said they meet, "three-times in an academic year" while another teacher wrote, "To speak the truth, very hardly with few parents I felt that they were not at all interested with their learning progress instead much interested in the extra facilities they are provided like Dalit school scholarship and other incentives." This shows that the parents of Mahar students are not conscious about their children's progress at school. They are more interested to get incentives from the school rather than actual academic progress of their children.

Not only that, the teachers reported that most parents do not even check homework of their children at home. One teacher gave the reason for this as, "they are illiterate, and they don't have enough time, lack of awareness". Another teacher further blames the government by saying, "reservation mentioned by the government made them a little bit negligent towards the education." She thinks that the parents take education of their children for granted and therefore, do not show much interest in their children's progress. Furthermore, both teachers wrote that majority of the parents are not interested in their children's classroom engagement. One teacher wrote, it might be "because of their ignorance, lack of awareness".

Motivation for the students

Since parents do not participate in their children's English language progress, it is teachers who have to motivate the students to be interested in learning English language. For this each teacher uses their own approach to motivate the students. One teacher motivates the students "by describing the importance of English language for international communication, business, higher education and good employment." Similarly, another teacher motivates the students by providing "them with some incentives in the classroom with good/active task or and always make him/her as example in the class". This can motivate the students to participate in English language classroom actively.

Socio-economic status

Both teachers agree that socio-economic condition plays a role in learning English language. To learn English, besides textbooks, a lot of other things are needed. For example, students need notebook and pencils to write and practice, they need proper nutrition to be able to focus on their studies, they need materials to work with in the classroom and they need extra books to learn about English. These are the things that are related with socio-economic factors.

One teacher wrote, "Students from lower socio-economic backgrounds may have limited access to resources that are essential for learning English effectively." He focuses on the resources that can be obtained with good socio-economic background. Another teacher wrote, "Parents are illiterate and busy with hard daily wage work. They cannot afford the basic needs even, so the children himself have to engage in such works for his livelihood." When children have to worry about their livelihood,

then it is quite obvious that they might not be motivated to learn English no matter how hard the teacher may try.

Furthermore, she also mentions, "The topmost factor later on is the upgrading system of our education. They reach higher education, without any hard labor. One more, is that there are not any strict rules and regulations followed in community schools." When children do not have to pass the exam to go to the next grade, the child may feel no need to be serious about his/her studies. Similarly, if the community schools have no strict rules about students' progress, the students feel no need to stay concentrated in their studies.

Chapter: 5

Conclusion and implications

In this chapter, I have presented the Finding of the research, conclusion of the research and recommendation of the study on the basis of the analysis and interpretation of the result.

Findings

- i. Mahar students experiencing English language is very difficult.
- ii. Majority of Mahar students enjoy writing activities than listening and reading activities.
- iii. Mahar students are present in English classes most of the time.
- iv. Most of the students are interested in group work rather than engagement activities.
- v. Mahar students are not motivated at home to learn English language.
- vi. Mahar students have a lot of mother tongue influence when they are speaking English language.
- vii. Most of the Mahar student's parents are not educated and they can not guide their children to their homework.
- viii. While participating in English classroom the students face various problems like feel nervous lack of vocabulary, overuse of L1, pronunciation of words that hinder their participation.
- ix. There is a cordial relationship between teacher and students.
- x. The interaction that is actually happening in Nepali language. Students have practically no time to speak with each other in English during classroom interaction.
- xi. They do not feel comfortable talking to their teacher in English language.
- xii. The major reason for students not participating in classroom interaction is due to their shyness.
- xiii. Multiple languages are used by the teacher in classroom interaction so that they do not get enough exposure of English in the classroom.
- xiv. The majority of students mention that lecture and communicative method are used in classroom.

- xv. Their weak foundation in English and economic along with socio cultural challenges to be the reason for their low participation.
- xvi. Although the school has book corner, there are not enough resources to help students learn English language.
- xvii. The teacher reported that most of the parents do not check their homework of their children at home.
- xviii. Students from lower socio-economic background may have limited access to resources that are essential for learning English effectively.

Conclusion

Classroom activities are the one of the important parts of teaching and learning activities. So students need to show active participation in every activity of the classroom to meet the goal of teaching and learning. It provides the opportunity to receive input from students, to apply their knowledge and to enhance learning. Therefore, engagement in classroom interaction is inevitable. The various involvements of students in classroom participation have helped students to get better in both written and spoken English.

My research aimed to find out Mahar students experience in English class as well as find out classroom interaction of Mahar students in English language classroom. Most of the Mahar students felt English language very difficult while learning. They are enjoying writing activities in classroom. It was found that there is lack of English language speaking environment in the classroom because of multiple language are used by the teacher. They do not feel comfortable talking to their teacher in English language. More pair work, engagement and group work activities helps students to participate better in classroom interaction. Lack of vocabulary; feel nervous, pronunciations of words, over use of L1 hinder their participation. Similarly shyness is the major reason for students not participating in classroom interaction. Likewise, their less practice in English language and economic along with socio-cultural challenges to be the reason for their low participations in classroom. Similarly most of the Mahar students' parents are uneducated so that they cannot guide their children to do their homework and they are not motivated by themselves and not get support from parents to learn English language which also hinder the classroom interaction of Mahar students.

To promote students participation in classroom interaction teacher should use different student center classroom activities like role play, strip story, language game, project work, pair work and group discussion. If Students get more opportunity and exposure to speak English language in the class then they can interact with teacher and their friends. Likewise, home is the first school and home environment have crucial for students' progress so proper guidance in home and encouragement in their learning and check homework and help in doing homework is better for the students' progress.

Implications

On the basis of the analysis and interpretation of the collected data, finding of the study some of the implication applicable at policy level and further research level have been stated as below;

a) Policy Related

Policy makers and curriculum designer should address the need and interest of the learners and include more practical based curriculum in the basic level. Some of the recommendation for policy makers to implement in students participation English language classroom.

- (i) There should be an interesting way of teaching and materials for students in the classroom.
- (ii) There should be more group work, engagement activity, pair work for all the students.
- (iii) Textbook writer should write the book on the basis of learners linguistic, social, and psychological and give more local example.
- (iv) Rule and regulation should be made stronger and must be applied.
- (v) Teacher should create good and friendly environment in the classroom.
- (vi) Teacher should encourage and motivate students for classroom interaction.
- (vii) Teacher should provide more opportunity to shy students.

b) Practice Related

- i. The Teacher should use involve students in group work, pair work.
- ii. The teacher should focus on writing activities in the class.
- iii. The school administrative provides various supplementary materials for students.
- iv. There should be cordial relationship between teacher and students in the class.
- v. The teacher should create English speaking environment in the class.

c) Further Research

While carrying out the research, the researcher should be conscious about the limitation of that research which has been used for references. This study confined to basic level Mahar students to study their participation in English language classroom. Therefore other level like secondary, higher level students can be investigated with reference to this study. Similarly other researcher can interest on teacher role in classroom interaction, technique and strategies to increase classroom interaction, affecting factor of classroom interaction and so on. However researcher can conduct not only given areas. They can research new areas too.

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Appendix-I

Participant Consent Form

Topic: Dalit (Mahar of Darchula) Students Classroom Experience in Learning English Language

I..... agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study, if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with my answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the result of the study may be published and the publication will not contain my name or any identification.

Completing the questionnaire

Yes

No

Signature..... Name:.....

Date:.....

Appendix A

Students Questionnaire

This questionnaire is prepared to draw information for the study entitled: **‘Dalit (Mahar of Darchula) Students Classroom Experience in Learning English Language’** which is going to be carried out under the guidance of **Dr. Priti Kumari Mandal, Lecture, Department of English Education. T.U., Kirtipur, Kathmandu.** I hope that you will help and co-operate with me to fill up this questionnaire, where this data will be invaluable contribution to accomplice this work and all information obtained from you will be used only for the purpose of this research.

Name of the student: **Class:**.....

School: **Address:**

[Please tick marks the appropriate option. For some questions, you may tick more than one option.]

1. How difficult is learning English for you?
 - a. Very difficult b. Not so difficult c. Easy d. I don't know
2. What is your favorite thing to learn in English classroom?
 - a. Listening activities b. Writing c. Speaking d. Reading
3. How many days per week do you participate in English classes?
 - a. Regularly b. Everyday c. twice a day d. sometimes
4. In your English class, do you talk with your teacher in English?
 - a. Yes b. No. c. Sometimes d. I am not sure
5. Which type of English classroom activity does you like the most?
 - a. Engagement group work c. pair work d all of the above
6. How does your English teacher motivate you to participate in English language classroom activities?
 - a. he/she does not encourage

b. attractive books, materials

c. interesting way to teaching

d. more pair work, group work in classroom

16. What are the problems do you faced in English Classroom?

a. feel nervous b. lack of vocabulary c. pronunciation of words d. overuse of L1
e. all of the above

17. Is your English teacher co-operative?

a. yes b. no c. I don't know

18. Does your English teacher use supplementary material in class like story book, audio- visual, pamphlets?

a. Yes b. No c. Sometimes

19. How is your English teacher behavior in class?

a. Helpful b. Friendly c. sincere d. none of the above

20. What are the teaching and learning strategies mostly using in your English language class?

a. Lecture b. communicative approach c problem based learning e class discussion

21. Is your English teacher Active or passive in classroom interaction?

A Active b passive c sometime active d sometime passive

22. Who takes much time in the classroom interaction?

a. teacher b. students c. both teacher and students d. there is not much interaction

23. Do you all equally play your given roles in ELT classroom?

a. Yes b. No c. Sometimes only d. usually but not all the time

24. Who do you feel comfortable to talk to in English language?

a. teacher b. students c. both teacher and students d. I feel shy

25. In English classroom, while doing pair work, what is usually your role?

- a. I listen to my friend most of the time.
- b. I speak all the time.
- c. I listen to my friend and I also speak.
- d. There is balance in interaction between my friend and me.

26. In English classroom, while doing group work, what do you do?

- a. We don't do much group work activities.
- b. I feel shy and do not talk much.
- c. I like to share my ideas and I participate actively.
- d. I lead the group.

(Thank you for your kind cooperation)

Questions for the teacher

Answer the following questions.

Language related

- 1. What language do you speak in the classroom?
.....
.....
- 2. Do students feel difficulty if you use English language? If yes why?
.....
.....

Learning related

- 3. What kinds of activity do the students find most interesting in the classroom?
.....
.....
- 4. What kinds of technique do you use to teach English language to the students?
.....
.....

Participation related

- 5. Do Mahar students feel eager to participate in English classroom? If no how would you encourage them in learning?
.....
.....
- 6. What challenges if any, do Mahar students face to participate and learn English? How would you address these challenges?
.....
.....
- 7. How do you use group work, pair work in the classroom?

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

8. Is your student active or passive while teaching English language teaching?

.....
.....

Classroom Engagement relate

9 What kinds of techniques do you use to engage students in classroom activities? Are they effective?

.....
.....

10 Do students talk to you and with each other in English language?

.....
.....

Environmental and external factor related

11 Does your school organize various English related programs? Like spelling context. If yes how often, if not, why?

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

12 Does your school have enough English books in book corner?

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

.....
.....

Parents Related

13 How often do you talk with your students' parents about their learning progress?

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

14 Do you think the parents check the student's homework at home? If no, why do you think so?

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

15 Do the parents come to you to talk about their children classroom engagement? If no, why?

.....
.....

Motivation Related

16 How do you motivate your students to learn English language?

.....
.....

Socio-economic status related

17 Do you think students' socio-economic condition play a role in learning English? How?

.....
.....

Appendix B

मैथिलिक सत्र २०७६

महिना: ज्यैष्ठ

विद्यार्थी हाजिरी तथा स्वास्थ्य सम्बन्धी

यो महिनामा जम्मा विद्यालय खुलेको दिन: _____

यो महिना सम्म जम्मा विद्यालय खुलेको दिन: _____

यो महिनामा जम्मा विद्या दिन: _____

यो महिनामा पढाई भएको दिन: _____

कक्षा: ९ सेक्सन: _____

विद्यार्थीहरूको संख्या: _____

रोल नं	विद्यार्थीको नाम र थर	गते		१	२	३	४	५	६	७	८	९	१०	११	१२	१३	१४	१५	१६
		बार	१	२	३	४	५	६	७	८	९	१०	११	१२	१३	१४	१५	१६	
१	राधा शर्मा				१	२						२	४	५	६	७	८	९	१०
२	प्रिया शर्मा				१	२						२	४	५	६	७	८	९	१०
३	शोकर शर्मा				१	२						२	४	५	६	७	८	९	१०
४	सुमित शर्मा				१	२						२	४	५	६	७	८	९	१०
५	प्रतिष्ठा शर्मा																		
६	तिश्रिता शर्मा																		
७	भवनेश्वरी पाण्डे				१	२						२							
८	शोक्ता पाण्डे																		
९	मुक्ति लुहार																		
१०	तरुण शर्मा				१	२						२	४	५	६	७	८	९	१०
११	अनुकत शर्मा																		
१२	गजराज शर्मा																		
१३	सुमिता शर्मा																		
१४	प्रकाश शर्मा																		
१५	सुकिता																		
१६	रिया लुहार																		
१७	अनुराग शर्मा											१	२	३	४	५	६	७	८
१८	अनुराग शर्मा											१	२	३	४	५	६	७	८

सूचीहरूको दैनिक जाँचको अभिलेख

दैनिक हाजिरी जाँच

यो महिनामा जम्मा विद्यालय खुलेको दिन: _____

यो महिना सम्म जम्मा विद्यालय खुलेको दिन: _____

यो महिनामा जम्मा विद्या दिन: _____

यो महिनामा पढाई भएको दिन: _____

१७	१८	१९	२०	२१	२२	२३	२४	२५	२६	२७	२८	२९	३०	३१	३२	३३
३	४	५	६	७	८	९	१०	११	१२	१३	१४	१५	१६	१७	१८	१९
२०	२१	२२	२३	२४	२५	२६	२७	२८	२९	३०	३१	३२	३३	३४	३५	३६
३७	३८	३९	४०	४१	४२	४३	४४	४५	४६	४७	४८	४९	५०	५१	५२	५३
५७	५८	५९	६०	६१	६२	६३	६४	६५	६६	६७	६८	६९	७०	७१	७२	७३
८७	८८	८९	९०	९१	९२	९३	९४	९५	९६	९७	९८	९९	१००	१०१	१०२	१०३
११७	११८	११९	१२०	१२१	१२२	१२३	१२४	१२५	१२६	१२७	१२८	१२९	१३०	१३१	१३२	१३३
१४७	१४८	१४९	१५०	१५१	१५२	१५३	१५४	१५५	१५६	१५७	१५८	१५९	१६०	१६१	१६२	१६३
१७७	१७८	१७९	१८०	१८१	१८२	१८३	१८४	१८५	१८६	१८७	१८८	१८९	१९०	१९१	१९२	१९३
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शैल्यशिखर नगरपालिका
वडा नं. ९ को कार्यालय
गोकुलेश्वर, दार्चुला
सुदूरपश्चिमप्रदेश, नेपाल



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च.न: १३६१

मिति: २०७९।१२।१९

विषय: जानकारी सम्बन्धमा ।

श्री जो जस संग सम्बन्ध राख्दछ ।

उपरोक्त विषय सम्बन्धमा यस शैल्यशिखर नगरपालिका वडा नं. ९ नायल बस्ने रमेश प्रशाद विष्टले यस ९ नं. वडा कार्यालयमा पेश गरेको निवेदन अनुसार यस शैल्यशिखर नगरपालिका वडा नं. ९ क्षेत्र भित्र बस्ने महर थर सामाजिक मुल्य मान्यता र चलनचल्तीमा दलित जातजाती अन्तर्गत पर्ने तथा उक्त महर जातिको बसोवास घरधुरी संख्या २०० भएको व्यहोरा जानकारीका लागि अनुरोध छ ।

प्रजापति पाण्डे

प्रजापति पाण्डेय ०१२।१९
वडा अध्यक्ष

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Appendix D

Appendix A

Students Questionnaire

This questionnaire is prepared to draw information for the study entitled: 'Classroom Interaction of Mahar Students in English Language Classroom' which is going to be carried out under the guidance of Mrs. Preeti Mandal, Professor, Department of English Language Education, faculty of Education, T.U., Kirtipur, Kathmandu. I hope that you will help and cooperate with me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work and all information obtained from you will be used only for the purpose of this research.

Name of the student: Roshan Mahar Class: Eight

School: Shree gokule shower mabi gokule Address: Nival

[Please tick mark the appropriate option. For some questions, you may tick more than one option.]

1. How difficult is learning English for you?

- a. Very difficult b. Not so difficult c. Easy d. I don't know

2. What is your favorite thing to learn in English classroom?

- a. Listening activities b. Writing c. Speaking d. Reading

3. How many days per week do you participate in English classes?

- a. Regularly b. Everyday c. twice a day d. sometimes

4. In your English class, do you talk with your teacher in English?

- a. Yes b. No c. Sometimes d. I am not sure

5. Which type of English classroom activity do you like the most?

- a. Engagement b. group work c. pair work d all of the above

6. How does your English teacher motivate you to participate in English language classroom activities?

- a. he/she does not encourage
 b. he /she motivates us to speak in English.
 c. he/she shares experience
 d. Others

7. Does your English teacher teach English in Nepali language or your mother tongue?

- a. yes b.No c. Sometimes

8. Does your parents motivate to learn English language?

- a. yes b. no c. sometimes

9. Do you motivate yourself to engaging learning English language in the classroom?

- a. yes b. no c. sometimes

10. Are your English textbook interesting or helpful for you in engaging in classroom?

- a. Very helpful b. helpful c. no idea

11 while speaking English, do you use mother tongue?

- a. yes b. No c. always d. sometimes

12. Are your parents educated?

- a. yes b. no

13. At your home, are you motivated to do English homework, if yes how, if no why? Share your experience. *Yes My Encula Helpes me to do no mawork*

.....

14. Do your parents ever buy supplementary English materials for you like vocabulary, story book?

- a. yes b. no c. sometimes

15. What things do you think will help you participate better in English classroom?

- a. parents encouragement
 b. attractive books, materials
 c. interesting way to teaching
 d. more pair work, group work in classroom

16. What are the problems do you faced in English Classroom?

- a. feel nervous b. lack of vocabulary c. pronunciation of words d. overuse of L1
 all of the above

17. Is your English teacher co-operative?

- a. yes b. no c. I don't know

18. Does your English teacher use supplementary material in class like story book, audio-visual, pamphlets?

- a. Yes b. No c. Sometimes

19. How is your English teacher behavior in class?

- a. Helpful b. Friendly c. sincere d. none of the above

20. What are the teaching and learning strategies mostly using in your English language class?

- a. Lecture b. communicative approach c. problem based learning e. class discussion

21. Is your English teacher Active or passive in classroom interaction?

- A. Active b. passive c. sometime active d. sometime passive

22. Who takes much time in the classroom interaction?
a. teacher b. students c. both teacher and students d. there is not much interaction
23. Do you all equally play your given roles in ELT classroom?
 a. Yes b. No c. Sometimes only d. Usually but not all the time
24. Who do you feel comfortable to talk to in English language?
a. Teacher b. Students c. Both teacher and students d. I feel shy.
25. In English classroom, while doing pair work, what is usually your role?
a. I listen to my friend most of the time.
b. I speak all the time.
c. I listen to my friend and I also speak.
 d. There is balance in interaction between my friend and me.
26. In English classroom, while doing group work, what do you do?
a. We don't do much group work activities.
 b. I feel shy and do not talk much.
 c. I like to share my ideas and I participate actively.
d. I lead the group.

(Thank you for your kind cooperation)