ROLE OF SOCIO-ECONOMIC STATUS IN DEVELOPING
ENGLISH LANGUAGE PROFICIENCY:
A CASE OF CHEPANG STUDENTS

A thesis submitted to the Department of English Education

In partial Fulfilment for the Master of Education in English

Submitted by

Min Raj Kharel

Faculty of Education

University Campus

Tribhuwan University

Kirtipur, Kathmandu, Nepal

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DECLARATION

iv

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

Date: 2068 -1-23   **Min Raj Kharel**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Min Raj Kharel** has completed the research of his M.Ed. thesis entitled **Role of Socio-economic Status in Developing English Language Proficiency: A Case of Chepang Students** under my guidance and supervision.

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ABSTRACT

The thesis entitled '**Role of Socio-economic Status in Developing English Language Proficiency': 'A Case of Chepang Students'** was an attempt of the researcher to find out the effect of family background (parents' education, parents' occupation, structure of the family, ethnicity, etc.) of Chepang students on their English language achievement. It further aimed to assess the role of economic status in developing the English language proficiency. Both the primary and secondary sources of data have been used in the study. Descriptive and analytical study design along with both qualitative and quantitative data have been used. A sample of three lower secondary level community schools from Dhading district has been taken randomly selected 10 Chepang and 10 Non-Chepang students from each of the schools for the purpose of the study. The study found that family background plays significant role in developing English language proficiency of the children. It determines the achievement level of student's performance on language learning. Parent's educational status has direct relationship with their children's education. Educated parents are socially more aware and fully dedicated to their children's education. Parent's occupation has significant role in their children's education. It is found that the economic status of children (as well as of the family) also determines their achievement of language proficiency. Language learning needs sufficient exposure to both time and language. Chepang students' attendance at school is very low. Further, they give only two hours time per day to learn English which is not sufficient exposure to learn a second/foreign language. Their carelessness to school education is mainly due to their family background and their socio-economic status and partly due to low level of social awareness.

The thesis has been divided into four chapters. The first chapter deals with the general background, literature review, objectives and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The fourth chapter contains the findings and recommendations of the study.

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INTRODUCTION

1.2 General Background

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language (Yonghang, 2008, p. 1). It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as, transmitting human civilization, literature, political and diplomatic activities and human achievements. According to Jesperson (1994),

> "Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication . . . language is the most complete, the richest, the best means of communication it bridges the physical chasm between individuals . . ."(p. 4).

Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. By means of language, we can express our ideas, feelings or emotions. Language is interwoven by different but interrelated skills like-listening, speaking, reading and writing. These skills are arranged systematically for the complete skeleton of language. This is why; it is the vehicle for ideas. Wardhaugh (1986) writes that language is a system of arbitrary vocal symbols used for human communication (p. 3). Language is a special gift for the human beings. It not only facilitates our expressions but it further helps in our thinking as well. We mainly think by the help of the language or languages. In the absence of language we cannot communicate. Our ideas, feelings and emotions change very quickly depending upon time and

situation but if we record them by help of the language, they are long lasting. Sometimes they can change the mind of many people in the world, their ideas and way of thinking as well. Thus, language is primarily a means of communication. It is species specific, i.e. only human beings are capable of learning a language.

In the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society.

It is difficult to find out comprehensive definition of language. Richards et al. (1999) define language as "the system of human communication which consists of structural arrangement of sound or their written representation into large units e.g. morphemes, words, sentences, utterances" (p. 196).

There are many languages in use. Among them, English is the most widely used and expanded language. It is the international language, and a medium of international communication. According to Brown (2009), one in every seven human beings speaks it. More than half of the world's books and three quarters of international mails are in English. Of all languages, English has the largest vocabulary perhaps as many as the million words and one of the noblest bodies of literature (p. 17). By this we can realize the importance of the English language. We cannot be devoid of knowledge that is exploding each and every moment all around the world. We cannot be isolated from the entire world that is connected by the web. We cannot help ourselves quenching our thirst of knowledge. We cannot keep ourselves away from incidents and accidents that are happening in our planet. For these all, we need to read the books; we need to use the telephone, fax, internet, and email; we need to read newspaper, listen to radio or watch TV. For all these, we need the help of the English language. Thus, the growing use of English is the demand of the day in absence of which the life is very difficult.

In different international organizations like the United Nation Organization (UNO), South Asian Association for Regional Cooperation (SAARC), World Trade Organization (WTO) etc., English is the means of communication. English has the official status over 70 countries and is taught as a foreign language in 100 countries (Brown, 2009, p. 18). It has secured the status of second language so it is a medium of instruction as well. Therefore, it has become an inevitable source of knowledge for native and nonnative speakers in the world.

To learn the English language, we need to have good environment, i.e. physically, mentally, economically and environmentally sound situation. The schools should try to provide their learners with suitable environment. But the environment at school alone is not enough for second language learning. Family of the children should provide them with every support they need. Hence, family background, social and economic status of the family and the school environment play a vital role in children's proficiency of language learning.

1.1.1 Importance of the English Language Education

The English language is taken as an international language and lingua franca in the world today. In this regard, Crystal (1997) says

> In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English speaking nations in the past 200 years and is likely to remain so, gradually consolidating its position…survey of range of use carried by UNESCO and other world organizations reinforce the general statistical impression. English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is dominant and well established in all

six –continents. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over two thirds of the world's scientists write in English. Three quarters of world's mail is written in English. Of all information in the world's electronic retrieval system, 80 percent is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million in 120 countries. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level (p. 360).

Similarly, Asher (1994) highlights the need and importance of the English language even in the period of war. He writes:

Since the first world/third world development gap appears to be widening, this function of English will probably continue to grow. Improvements in the technology of travel brought commerce and tourism to a point where a single common language was needed, and the world chose English. Advances in electronics produced global networks for sound world's news: in repressed societies British, American and Australian news in English was relied upon its accuracy. Politically English became the international language of protest and economic development (p.1121).

In this way, we can trace out different uses and importance of the English language in the present day era. So far the use of language in international discourse is concerned, it has covered almost half of the total discourse in use. It has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world activities.

1.1.2 Achievement of English Language in Nepal

As English is an international language, it does not have its long history in our country. History of English language teaching and learning started along with the establishment of Durbar High School in Kathmandu. Now it is a compulsory subject from primary to bachelor's level. But a bitter reality is that most of the students in public schools and colleges fail in English. The English language achievement in Nepal is not satisfactory yet. Student's achievement in it is below the average. There are certainly some factors responsible for the situation to happen. The main factors are the children's family backgrounds and economic conditions. The English course at school levels requires different cassettes for listening and speaking practice but people are not able to buy them. In rural areas, teachers are even unaware of listening and speaking skills. They do not even hold any practices in the classroom. That is, only a little amount of exposure of both time and language they get in school (and also at home). The students are becoming weaker and weaker in the English, Math, Nepali and Social Studies cause the drop out from school. Though the government has changed the nature of the course many teachers are still following the traditional methods and are conditioned to the traditional ways of teaching. These all have played crucial role to have low level of language proficiency at school.

1.1.3 Present Status of the English language in Nepal

Nepal is a country of ethnic mosaic. Despite its small size Nepal accommodates amazing cultural and linguistic diversity. There are more than 90 languages spoken as mother tongue and English has got the status of foreign

language. It is hard to find out a particular speech community as such that uses English for day to day communication. The status of English in the education sector is given high priority. Since the importance of English in Nepal has assumed greater importance in view of the development needs of the country. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums and three types of schools at each level of school education namely government aided (public schools), community schools and private schools. The product of English medium schools feel more comfortable in using English for personal development, and communication to modern scientific inventories such as email and internet due to their English language competency. They are expected to get better jobs with handsome salary and search for a new life in the world. Among them, all children are not equally capable of achieve up the opportunities around them. Difference emerges due to the different facilities they get and the socio-economic background they come from. There are different problems of Nepalese children. Pant and Nepal (2003) state them as:

> Children issues were not of the greater importance to Nepalese
>
> Government till 1980s. Children as development concern was only
>
> included for the first time in seventh plan (1985-90). Nepalese children
>
> are facing various difficulties due to social beliefs persistence of
>
> poverty, gender discrimination, and illiteracy relation to their
>
> development…..Due to the persistence poverty children's labor forms
>
> part of the family support for their subsistence. According to the 2001
>
> census, about 29 percent of children in the age group 10-14 are
>
> economically active and among them about 62 percent are engaged in
>
> agriculture related activities. Gender discrimination among children can
>
> be seen glaringly in Nepalese society from the time immemorial. This is

true for most ethnic groups in Nepal. This discrimination causes girls

doubly disadvantaged as family faces difficulties arising from economic

hardships and related problems such as poverty, disability, homelessness

etc. (p. 296).

According to Bhattarai and Gautam (2007), Nepal is providing higher education through six universities. About 1000 constituent and their affiliated colleges, some 1500 higher secondary schools and 42100 schools (of which 7154 are privately run) are engaged in educating its pupils. English occupies a prominent position in the total education system in Nepal (p.32).

Pant and Nepal (2003) write that the overall literacy rate for 2001 is estimated at 65.0 for males and 42.5 for females. The literacy rate for female has gone up to 51.3 percent from 38 percent for the age group 6-9 during the period of 1991-2001 (p. 304). This percentage is overall literacy rate of primary level children in Nepal. The separate data of the marginalized children in primary level is not yet specified. However, the large mass of population is living a destitute life in extreme poverty, ignorance and marginal conditions that can not send their children to schools. Even if they can, it is in the Nepali medium schools that are within their reach.

English is taught as one of the core subjects from the beginning of our education. The life without the basic knowledge of English is hard to survive in the present day's globalizing world. To grab the good opportunities in different sectors i. e., diplomacy, business, education and employment, English serves as a basic need to each and every individual.

1.1.4 English Language Achievement of Marginalized Group in Nepal

Being marginalized refers to being separated from the rest of the society, forced to occupy the fringes and edges and not to be at the center of the things. Marginalization is the social process of becoming or being made marginal. It is

to relegate or confine to a lower social standing or outer limit or edge, as of social standing. It is generally believed that material deprivation is the most common result of marginalization when looking at how unfairly material resources (such as food and shelter) are dispersed in society. Along with material deprivation, marginalized individuals are also excluded from services, programs and policies.

Those people who have been demarcated from mainstream of country dimensions such as social, political and economical by the feudal and majoritarion system of democracy, as 'haves' and 'haves not' and those who are despaired socially, economically and politically in all the dimensions of life are the marginalized groups. Miserable economic condition, low level of education status, less population, exclusion and restricted access to resources and opportunities etc. are some of the characteristics of such groups of population. No access to education, unemployment, livelihood problem, lack of awareness among communities, lack of access in justice, poverty etc are some of the challenging problems faced by them.

Thus, marginalized group refers to the people, who are backward in their economic, social and political perspectives. Among these groups, most of them have their own language, culture and religion. Marginalized groups are divided on the basis of different features like: age, place and ethnicity. This research is concerned with ethnic groups. According to Gurung et al. (2006) the term ethnic group or Janajati refers to people with own language, culture and native area (p.1). For National Foundation of Indigenous Nationalities (NFDIN) (2005), each janajati has the different characteristics: a distinct collective identity, own language, religion, tradition, culture and civilization, own traditional egalitarian social structure, traditional homeland or geographical area, written or oral history, having 'We' feeling, has had no decisive role in the politics and government of modern Nepal, who declares itself as 'janajati'. The government of Nepal has identified fifty-nine indigenous nationalities that

fit in with above mentioned characteristics. These all indigenous nationalities fall under the marginalized group. These 59 nationalities can not be found in all regions such as mountain 18, hill 24, inner terai 6 and terai 11 (p.16). Among them 10 are of endangered group, 12 highly marginalized group, 20 marginalized group, 15 disadvantaged groups and only 2 as advanced group. They are classified on the basis of different major composite indicators: literacy rate, housing, land holding, occupation, language and education level and population size.

As this research addresses lower secondary level children of marginalized group regarding the proficiency in the English language and their socio-economic status in English, it is believed that children can learn a second language more rapidly than adults. However, there is still an extensive debate in the progress over whether in fact children are better at learning than adults. They might not be better learners, but may simply have far more favorable opportunities than adults. Young children, after all are in the permanent learning environment with parents, friends and teachers all contributing to their development. Social pressure and personal needs alike strongly push children to learn. It is extremely difficult to determine whether their learning benefits from these external conditions, or from some internal characteristics of young learners. All 59 castes as stated above fall under marginalized group. However, this research has been carried out on a highly marginalized group- Chepang. Though the English language achievement of all the Nepalese school students is poor, it is very poor of the marginalized group and it is beyond description in case of the highly marginalized groups like Chepang.

1.1.5 Affect of Socio-economic Factor in Language Proficiency of Children

Teaching-learning process of a language is a complex phenomenon, as language pedagogy is concerned. Learning is facilitated by teaching and better teaching facilitates effective learning. The proficiency of children in the

English may be affected by family background viz. family structure, education of parents, parents' occupation, economic status of parents, their attitudes to learning of their child and the children's own motivation towards learning respective subjects. These factors directly or indirectly affect the proficiency of children. It would be worth mentioning that without finding out the effect of these factors in teaching and learning process, to continue teaching in monotonous way would be wastage of time, effort of parents, teachers and/or concerned authorities. Thus, it is very much important to find out the effect of family background and socio-economic condition of the students on their English language proficiency. An attempt has been made to present some of such affecting factors below:

1.1.5.2 Family Structure

Family is taken as the first organized unit of the society. The word family is derived from the Latin word 'famulus' which means mother, father, children and servant. Family is a group of persons united by ties of marriage, blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles of husband and wife, father and mother, son and daughter, brother and sister, creating a common culture. Thus, it is an institution set up by the blood relation, marriage or adoption where different members play different roles residing under the same roof. Family structure of the children plays an important role in educational development. It is believed that smaller the family size, the more opportunity the children could achieve and the better the family would manage.

1.1.5.2 Types of Family

Family can be classified into different types depending upon various factors:

(i) On the basis of structure, a family is divided into two groups

⟩ Nuclear family, and

⟩ Joint family.

The family consisting of a father, a mother and their children only is called a nuclear family. The size of family is generally small. The nuclear family is the

early stage before a couple forms a new family by celebrating the marriage of their son. The grand father, grand mother, father and mother, brother and sisters, daughter in law, elder brother's wife and younger brother's wife, grandsons, grand daughters living and dining together in one family for three four generations is called a joint family. In other words, more than one couple and their offspring living and dinning together forms a joint family. Generally the size of joint family is large. Since size of a joint family is large, it needs more income and resources to fulfill the needs and necessity of its members.

(ii) On the basis of residence, lineage and authority

On the basis of residence, lineage and authority a family can be divided into the following two groups:

⟩ Patriarchal family, and

⟩ Matriarchal family

In a patriarchal family father or the eldest living male leads the family. He is the owner and manager of the property and resources that the family owns. Matriarchal family is also called mother dominated family. The mother enjoys the power, prestige and authority in the family. She is the most important member of the family.

(iii) On the basis of marriage, a family can be divided into two groups

⟩ Monogamous family, and

⟩ Polygamous family

Monogamous family is formed by the marriage between a man and a woman and consists of a husband, a wife and their unmarried children. Polygamous family consists of more than one life partner at the same time. It has the following forms:

a) **Polygynous family:** This family if formed when a man marries two or more than two wives at the same time.

b) **Polyandrous family:** The family is formed when a woman marries more than one man at the same time. It can further be divided into two groups:

i) **Adelphi polyandrous family:** This is the system of marriage in which all the brothers marry a woman as their common wife.

ii) **Non-Adelphi polyandrous family:** This is the system of marriage in which the men who marry a woman as their common wife should not necessarily be the brothers. He or they can be any other relatives.

1.1.5.7 Education of Parents

Education of parents plays a significant role to uplift their children's proficiency. In other words, educated parents tend to strive hard to see their children get benefits of modern education.

1.1.5.8 Employment of Parents

Parents holding high jobs generally hold high educational aspiration for their children. They prefer to provide more resources like time, effort and money on their children's education. So the parents send their sons and daughters to school without discrimination. The employment of parents affects the education of their children. If the family has low income, they feel difficulty even to buy books and other necessary materials which hinders the learning achievement of the children.

1.1.5.9 Parents' Attitudes Towards Learning

Second language learning is affected by many factors. Among them, the attitude of parents plays a paramount role in their children's education. If due care is not provided, the children can feel less motivated towards learning. When the parents provide positive reinforcement such as happiness, sense of achievement and love towards the progress of their children only then the children could get inspiration towards learning.

1.1.5.10   Other Social and Economic Factors

The social as well as economic status of the parents also affects the rate and route of learning a second language. The children from economically poor family have to spend more time on household and other supportive works to

their parents. As a result, they have only a little time to learn English language. The lack of enough exposure of both time and language is one of the serious causes for the learning of any second language not to take place. Similarly, the children from socially backward group feel some psychological problems to feel themselves not so superior to the other students. The activities of the children of so called upper group in school also help them to be so.

In this research, it is tried to analyze how these notions fit in learning English by a socially backward group of children. The first thing we will do in language teaching is to identify the proficiency of children and social and economic status that affects their proficiency. And thus, our research work will also move in the same way.

1.1.6 Literacy Status of Some Ethnic/Caste Groups

The overall literacy of the group of population indicates how much developed the group is. Here, an attempt has been made to introduce the literacy of some of the caste/ethnic groups according to the national census of 2001.

Table No. 1 Literacy Status of Some Ethnic/Caste Groups

Caste/Ethnicity	Literacy rate
Chhetri	60.11
Brahmin-hill	74.90
Magar	55.90
Tamang	45.04
Newar	71.22
Gurung	59.79
Dalit	42.20
Chepang	23.57

(Source: Population monograph of Nepal, CBS (2003) volume-I)

1.1.7 Ethnicity

As a country of ethnical mosaic, Nepal presents cultural plurality in its society. The interim constitution of Nepal, 2063 has defined it as a multi-lingual, multi-cultural, multi-ethnic and multi-religious country with geographical and

biodiversities. National census of 2001 has identified and grouped the hundred different caste/ethnic groups with distinct language and culture in the nation. It has grouped the population into five major heads- the Hindus, the Newars, the Janajatiies, the Muslims and the others in which there are such ten caste/ethnic groups (Chhetri, Bahun, Magar, Tharu, Tamang, Newar, Kami, Yadav, Musalman and Rai) which represent 70 percent of the total population. Rest of more than 90 caste/ethnic group occupies only 30 percent space in the pie of total population. However, there is no exact number of castes because in every census, some new castes/ethnic groups are found and some have disappeared. Here, an attempt is made to introduce the population of the main cultural groups.

Table No.2 Percentage of Ethnic Groups

Broad cultural groups	Ethnic/caste group	Percentage
Caste origin hill Hindu groups (including hill Dalit)	9	38.00
Caste origin terai Hindu groups (inclusing terai Dalit)	43	20.97
Newar	1	5.48
Adivasi/Janajati (both the hill and tarai)	41	31.01
Musalman (including churaute)	2	4.29
Others	4	0.25
Total	**100**	**100**

(Source: Population monograph of Nepal CBS (2003) volume –I).

This data on the table above clearly presents the status of almost all the major cultural groups of Nepal according to the data of national census, 2001. The data on the table shows that the percentage of marginalized population is high.

1.2 Review of the Related Literature

There are only a few studies in the Department of English Education on the effects of extra-linguistic factors in learning the English language. Among them, only two studies are there on the role of socio-economic status in learning language proficiency. However, this is the first research on a socially excluded group-Chepang in which an attempt has been made to assess and analyze the role of their social and economic factors in achieving their English language proficiency. Some related literatures from both inside and outside the country have been reviewed in brief below:

Jain (1976) has carried out a research entitled "Interrelationship between Family Environment and School Achievement". His main objective of the study was to find out the relationship between family background of the child and his/her academic achievement. He concluded that family has significant and positive effect on students' educational achievement however, there is no any significant relationship between socio-economic condition of the child and his/her school achievement. Exposure factor is affected due to poor socio-economic condition and which in turn, affects the rate and route of learning the second language.

Awasthi (1979) has conducted a research entitled "A Study of Attitudes of Different Ethnic Groups of people towards English Language in Secondary Schools of Kathmandu District". His objective of the study was to find out the attitude of different groups of people in learning English language. As being a field based cross-sectional study, his study population was divided into seven sectors and a separate questionnaire was administered to every groups. He found as a whole that the different groups of people have different attitudes towards English language; however they all have positive attitudes towards it.

Bhandari (2005) has carried out a research entitled "Family Background has an Effective Role on English Language Achievement". The main objective of his

study was to find out the role of family background in achieving English language proficiency. His study concluded that the structure, leadership and occupation of parents have interrelationship with students' English language achievement. It is not only the school environment but also non-schooling factors that are responsible to affect the learning achievement of the students. His study showed that the children of educated family have somehow good English language proficiency than that of the poor.

Timsina (2006) has studied "Language Proficiency of Dalit and non-dalit Students in the English Language in Tehrathum District". The objective of his study was to find out the English language proficiency of Dalit and non-dalit students. His findings on English proficiency of students in the district show very low and unsatisfactory achievement. Dalit students have less proficiency in comparison to non-dalit ones. In totality, the study concluded that Dalit students achieved 28.5 percent over all English proficiency whereas non-dalit students' achievement was 41 percent.

Bhatta (2007) has carried out a study on "The Effects of Family Background and Economic Status on Students' English Language Achievement". He has come to the following conclusions in his study.Students having educated parents were found to have higher achievement than those of having one educated parent or both uneducated parents. Students who were form the so-called upper hierarchy in group were found to have higher achievement than those from Dalit group. Students from the family having mixed occupation were found to have higher achievement than those from the family having agriculture as occupation. Students from the middle class were found to have higher achievement than those of the family having poor economic conditions.

Barooh (2007) has conducted a research in Indian scenario entitled "Role of English Language in Social and Economic Upliftment of Children of Labor Community". Her objective of the study was to find out the role of English

language in social and economic upliftment of children of labor community. She has selected the children of tea garden labor which she has considered as disadvantaged learners. Her findings are very elaborate and are presented descriptively. The findings of the study show that the parents of the tea-garden-laborer child (henceforth, TGLC) were illiterate and come from poor economic condition, TGLC is accustomed with living in a closed society and most of the teachers to teach them are not from the TGL community. In this scenario, she found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed to the importance of English in their social mobility and upliftment.

Sapkota (2008) has carried out a research entitled "Role of Social and Economic Status of Marginalized Group in Developing English Language Proficiency". His objective of the study was to find out the role of social and economic status of marginalized groups in developing English language proficiency. He has found in his study by analyzing different variables that socio-economic condition of marginalized children has directly affected in the development of English language proficiency. Similarly, the findings show that the marginalized children in Kathmandu have some better degree of proficiency in the English language in comparison to the proficiency of the marginalized children in Arghakhanchi district. Likewise, the study indicated that the girls' proficiency in comparison to the boys' in the English language is higher.

The present study was different from all these studies in the sense that this study intends to explore the role of social and economic status of the students in achieving the English language proficiency. Here, the students were from one of the highly marginalized groups of Nepal-Chepang and their achievement of English language proficiency was the base for this study.

1.3 Objectives of the Study

The general objective of the study was to find out the role of social and economic status of the students in developing English language proficiency. Specifically, the study had the following objectives:

⟩ To find out the effect of family background (parents' education, parents' occupation, locality, structure of the family, ethnicity, etc.) of Chepang students on their English language achievement.

⟩ To assess the role of economic status in developing the English language proficiency.

⟩ To compare the English language proficiency of Chepang and non-Chepang students.

⟩ To suggest some pedagogical implications.

1.4 Significance of the Study

As a background environment, family background of students significantly affects the attainment of language proficiency. The status of family and the role of the students in the family determine what language proficiency the child has as it relates to the exposure of both time and language. This is why this study will be very much helpful to the language teacher as it provides some insight into the relationship between the socio-economic status of children and the attainment of English language proficiency. Further, the study will be equally useful for curriculum designer, language planner, policy maker, trainer, textbook writer and teacher trainer as is relates to socio-psychological and pedagogical aspects to each other. The study will also provide a ground for further researchers to test and/or verify the body of knowledge drawn from this study. The parents and concerned students will also equally be benefited by the findings and recommendations of the study as a whole.

CHAPTER TWO
METHODOLOGY

The researcher has adopted the following methodological strategies to fulfill objectives of the study:

2.1 Sources of Data

The study has made use of both the primary and secondary sources of data.

2.1.1 Primary Sources

Randomly sampled Chepang students of the lower secondary level of schools of Dhading district as well as other non-Chepang students from the same schools were the primary sources of information. Some of the teachers, especially the subject teachers, were also regarded as the source of primary data.

2.1.2 Secondary Sources

The researcher studied different related books, journals, newspaper articles, dictionaries and theses to develop the theoretical foundation of the study. The materials were reviewed and were intensively studied to collect required secondary information. Some of the main secondary sources of information for this study were as follows: Jain (1976), Awasthi (1979) , Hatch and Farhady (1982), Wardhaugh (1992),Crystal (1997), Cohen et al. (2000), Bhattarai (2001), Bhattarai (2004), Bhandari (2005), Kumar (2005), Timsina (2006), Best and Khan (2006), Barooh (2007), Bhatta (2007), Sapkota (2008) etc.

2.3 Sampling Procedure

First of all, the researcher purposively sampled three lower secondary level community schools from Dhading district. Then, 10 Chepang and 10 Non-Chepang students were randomly selected from each of the school. Priority was given to include equal number of students from all three classes of lower secondary level as far as possible in equal gender. The sampled students were

laid to the study and comparison between Chepang and non-Chepang students was made in relation to the achievement of English language proficiency.

2.4 Tools for Data Collection

The researcher made use of three different types of tools to collect the required information for the study. A comprehensive questionnaire was designed and given to the concerned students so as to explore their socio-economic status. A set of test items was designed incorporating all the language skills as far as possible. Test items were given to both the groups and their level of achievement was analyzed. To collect other necessary information from the students that were lacking in these two types of tools a semi-structured interview schedule was used. The three subject teachers were also interviewed wherever seen necessary to take certain required information.

2.5 Process of Data Collection

First of all, the researcher purposively selected three lower secondary level community schools from Dhading district. Then he visited the schools and sampled the required number of population from both the Chepang and non-Chepang groups. The sampled students were divided into two groups and the questionnaire and test item was administered to them. The students as well as the subject teachers were also interviewed with a semi-structured interview guide, wherever seen necessary. Then, the collected data were checked, scored, and marking on them was made. Before that, the test items of the students were intensively studied by the researcher. Then, all the collected data were edited, coded, tabulated and proceeded so as to make generalization of them.

2.6 Limitations of the Study

The study was limited only to:
   a) Three lower secondary level community schools from Dhading district.

b) 30 Chepang students.

c) 30 non-Chepang students.

d) The questionnaire and test items given to them.

e) Assessment of the effect of family background, economic status, parents' occupation, parents' education, structure of family, locality and ethnicity etc.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The analysis, interpretation and presentation of collected data have been made in detail in this chapter. As the collected data were both quantitative and qualitative in nature, qualitative data have been analyzed and interpreted descriptively in a narration. The quantitative data have been analyzed and interpreted using simple statistical tools. The researcher has presented the facts in different lists, tables, graphs, charts and diagrams as per the need.

3.1 Status Analysis of Chepang Students

As our sample was of two categories-Chapang and Non-Chepang students, an attempt has been made here to analyze the data collected from Chepang students in this sub-heading.

3.1.1 Structure of the Family

The data from the field study have shown following facts regarding the structure of the family of Chepang students:

Table No. 3

Family Structure

Family structure	Household	Percentage
Nuclear	19	63.34
Joint	11	36.66
Total	30	100

The information presented in the table shows that the family structure of Chepang students is of two types-nuclear and joint. Among all the sampled population, 53.34 percent family are of nuclear structure and rest of 36.66 percent are of joint family structure. This shows that still there is the system of joint family in the Chepang community.

3.1.2 Occupation of the Family

The parents and family members of the Chepang students have their occupation as below:

Table No. 4

Occupation of the Family

Occupation	Family number	Percentage
Agriculture	11	36.66
Business	3	10.00
Wage labor	14	46.66
Other	2	6.66
Total	30	100

The table above has presented the status of family occupation of the Chepang students. Accordingly the occupation of the14 families is wage labor. Total of 11 families are engaged in agriculture. Other 3 families have business as their occupation where as, rests of the 2 families has other types of profession like fishing/hunting.

3.1.3 Educational Status of the Parents

The educational status of the parents of Chepang students has been shown as below:

Table No. 5

Parent's Education

Occupation	Family number	Percentage
Both illiterate	15	50.00
Both literate	7	23.33
One illiterate	4	13.33
One educated	3	10.00
Both educated	1	3.33
Total	30	100

The educational status of the parents of the Chepang students has been presented in the table above. According to the facts displayed in the table above, 50 percent parents of the Chepang students are both illiterate. In 13.33 percent families, one of the members in parents is literate. Total of 23.33 percent parents are literate where as only 3.33 percent of them are educated. Only in the 10 percent families, one member of each is educated. This shows that the educational status of the parents of the Chepang students is very weak.

3.1.4 Family Member and Their Income

As all the sampled Chepang students are from lower class family economically, their economic status is also poor. An attempt has been made below to present the income of the family members along with the number of family members in each family.

Table No. 6

Family member and their income

Family members	Employed	Monthly income	No. of family
Less than 5	2	Below 5000	7
Less than 5	2	5000	1
6-8	4	5000-8000	9
6-8	5	8000-10000	2
9-10	4	5000-8000	6
9-10	5	8000-10000	3
More than 10	5	8000-10000	1
More than 10	6	Above 10000	1
Total	112		30

The data presented in the table above show that 7 families out of 30 have less than 5000 monthly income having 2 employed family members. Only one family having 2 employed members has 5000 monthly income. Both of these families have less than 5 family members. Total of 9 families (having 6-8

family members) have 4 employed members of each who earn 5000-8000 rupees per month. Accordingly, other 2 family having 6-8 members have 5 employed members who have 8000-10000 rupees monthly income. Similarly, 6 families have 9-10 members having only 4 employed who earned 5000-8000 rupees per month. As some as this, other 3 families having 9-10 members have 5 employed members through which they earned 8000-10000 rupees per month. There is only 1 family which has more than 10 family members (having 5 employed members) that earns 8000-10000 rupees per month. Rest of 1 family also has more than 10 family members in which 5 of them are employed and earn more than 10000 rupees per month. These data show that each family has about 4 employed people in average and each family has 6750 rupees average monthly income. It indicates that the families are over populated having low level of income per month.

3.1.5 Expenditure on Education

Expenditure on education plays a vital role to develop better performance on students. The table below presents the facts regarding the expenditure of Chepang students on their school education.

Table No. 7

Expenditure on Education

Expenditure per annum	No. of students	Percentage
1000	17	56.66
1000	4	13.33
1200	6	20.00
1500	2	6.66
1500	1	3.33
Total	30	100

The table has presented the data of educational expenditure per annum by the Chepang students.

According to the data presented in the table above, a total of 56.66 percent Chepang students spend less than 1 thousand rupees per year in their education. There are 13.33 percent Chepang students who spend 1 thousand rupees per year. The data in the chart show that 20 percent students spend 1 thousand 200 rupees and 6.66 percent spend 1 thousand 500 rupees in their education. There are only 3.33 percent students who spend more than 1 thousand 500 rupees per year in their school education. As their individual expenditure on education per year is concerned, the data show average of 895 rupees annual expenditure of each Chepang student which is in fact, too little investment.

3.1.6 School Attendance

It is found irregularities and varieties in school attendance of the Chepang students. The following table shows their average monthly attendance at school in the mid session.

Table No. 8
School Attendance of Chepang Students

Attendance / month	No. of students	Percentage
10 days	2	6.66
10 days	6	20.00
10-15 days	13	43.33
15-20 days	7	23.33
20-25 days	2	6.66
Total	30	100

The data in the table show that 43.33 percent of total Chepang students attend school only 10-15 days per month. Other 23.33 percent attend 15-20 days within a month. Twenty percent of total studied population attends school only 10 days whereas 6.66 percent of them go to school only less than 10 days per month. The data show that there are only 6.66 percent students who attend school 20-25 days per month. This data have been taken from their attendance register of the month of Mangsir-2067 which is the mid-year of the academic session. The data represent poor attendance at school. As the questionnaire and

interview with them at field is concerned, they have only a little time to study at school. Most of the students who were absent for many days have to engage and join their parents' occupation at home. Further, some of them have to engage in income generation activities for self and for their family. It shows that their poverty is one of the sole causes of low attendance at school.

3.1.7 Learning of English

Learning of English at schools in Nepal is the learning of English as a foreign language which needs sufficient amount of exposure of both time and language. The data presented in the table below shows the status of Chepang students in learning English.

Table No. 9
Status of Learning English

Study time/day		Attitude towards English			Start learning English
At home	At school	Easy	Difficult	Very difficult	
1 hour	1 hour	Very difficult			Class -4

The data presented in the table shows that the students have started to learn English only at class 4. They usually spend one hour time at school and another one hour time at home (altogether two hours per day) to study and learn English. Their attitude towards learning English shows that learning English is very difficult. This data have been drawn from group discussion, interaction and interview with them during the field visit. On the one hand, most of them are irregular at school and thus, have low attendance. On the other hand, they used to spend only two hour time (one hour at school and one hour at home) to learn English per day. Further, they have started learning English only at class 4. Due to these facts, it is common, true and natural to feel learning English a very difficult enterprise. It is mainly due to the lack of sufficient exposure of both time and language.

3.2 Analysis of Test Result

A comprehensive test item was developed and test of which was taken from the sampled Chepang students. The test was of 100 full marks and time for responding it was 3 hours. Students' answer sheets have been scored thoroughly. The data have been tabulated (See Appendix-3) and analyzed for the purpose of study.

As the student's score is concerned, it has the following mean:

Table No. 10

Score of Chepang Students

Interval	f	Mid value (x)	fx	cf
10-14	1	12	12	1
15-19	3	17	51	4
20-24	3	22	66	7
25-29	4	27	108	4
30-34	5	32	160	16
35-39	5	37	185	21
40-44	9	42	378	30
Total	30		960	30

$$\text{Mean } (\overline{x}) = \frac{FX}{N} = \frac{960}{30} = 32$$

As the mean score of the students is 32, the students have scored 32 marks (out of 100) in average in the test item. This shows that the students have low level of proficiency (32%) and thus, have low level of English language learning achievement.

3.2.1 Analysis of Test Result in terms of Gender

Gender is an important variable in measuring student's performance. Here, an attempt has been made to analyze the test result in terms of gender. The source table for the data has been referred to the table in appendix-III.

1. No. of male students (N) = 15

   Total score ($\sum$fx) = 471

Mean ($\overline{x}$) = $\dfrac{\sum fx}{N}$ = $\dfrac{471}{15}$ = 31.4

2. No. of female students (N) = 15

   Total score ($\sum$fx) = 489

Mean ($\overline{x}$) = $\dfrac{\sum fx}{N}$ = $\dfrac{489}{15}$ = 32.6

This shows that the average score of female students (32.6) is 1.2 marks higher than the average score of male students (31.4) which indicates better performance of female students in comparison to the male. The following figure best displays the performance of students in terms of gender:

Figure No. 1
Gender-wise Performance of Students
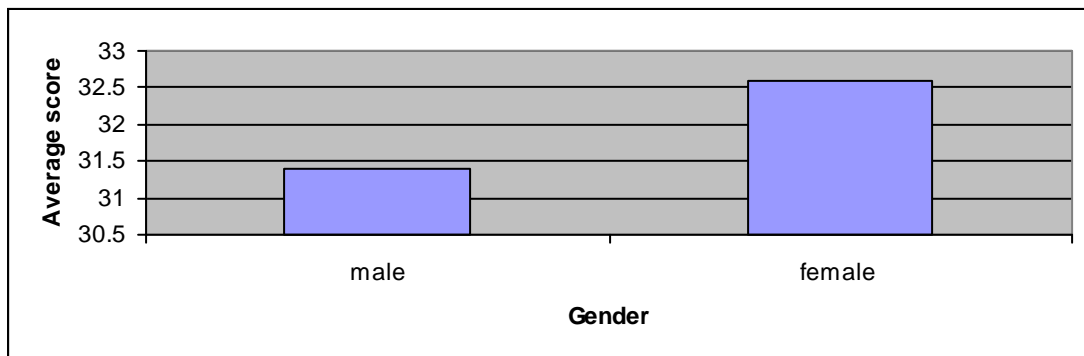
The diagram clearly shows that the achievement of test result of male students is lower then that of the female students.

3.3 Achievement Analysis of non-Chepang Students

The same number (30) of students from non-Chepang group has also been included in the study, especially for the purpose of comparison of the English language achievement and performance of their English language between Chepang and non-Chepang students. Chepang, one of the socio-culturally, economically and politically backward and marginalized groups has lower level of social awareness and thus, they are backward in overall performance. On the other hand, non-chepang group's people are advanced, advantaged and

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socially more aware. As a result, English language achievement and performance can be differentiated to these two groups. Here an attempt has been made to analyze the test achievement and English language proficiency of the students from non-Chepang group.

The same test item of 100 full marks has been given to the same number of non-Chapang students from the same classes. The number of students was equal gender-wise. The table in appendix-IV presents detailed of their scoring on the test item. Here, the obtain score of non-Chepang students have been analyzed in brief.

<div align="center">

Table No. 11

Score of Non-Chepang students

</div>

Interval	f	Mid value (x)	fx
25-29	2	27	54
30-34	1	32	32
35-39	4	37	148
40-44	5	42	210
45-49	4	47	188
50-54	8	52	416
55-59	2	57	114
60-64	3	62	186
65-69	1	67	67
Total	30	-	1415

Mean $(\overline{x})$ = $\dfrac{fx}{N}$ = $\dfrac{1415}{30}$ = 47.16

This shows that the students of non-Chepang group has overall average performance of 46.16 percent in the test item which indicates 47.16 percent performance level in English language achievement.

3.3.1 Gender-wise Analysis of Test Result

Referring back to the data presented in the table in appendix-IV, an attempt has been made here to analyze gender-wise performance and achievement of English language test by the students of non-Chepang group.

Here,

(1) No. of male students (N) = 15

Total score (fx)= 653

Mean ($\overline{x}$)= $\dfrac{fx}{N}$ = $\dfrac{653}{15}$ = 43.53

(2) No. of male students (N)= 15

Total score (fx) = 762

Mean (I) = $\dfrac{fx}{N}$ = $\dfrac{762}{15}$ = 50.8

The analysis shows that the overall average scoring of male students from non-Chepang group (43.53) is 7.27 score lower than that of the female students. This indicates that females have better English language performance than that of the male.

3.4 Overall Analysis of Student's Achievement

As the result of test item (scoring) is concerned, Chepang and non-Chepang students have different levels of achievement. The following table presents their performance on the test item.

Table No.:12

Students' Achievement on Test

S.N.	Chepang students	Non-Chepang students
1	32	47.16

According to the data presented on the table above, Chepang students have obtained 32 percent achievement on the test in which the obtained achievement of non-Chepang students obtained 47.16 percent. This indicates that the

English language achievement proficiency of Chepang students is poor in comparison to non-Chepang ones.

3.4.1 Gender-wise Performance of Students

Student's performance of achievement on test has also been analyzed in terms of gender. The table below shows their performance on test.

Table No. 13

Student's Performance interms of Gender

SN	Gender	Chepang	Non-Chepang	Average
1	Male	31.4	43.53	37.46
2	Female	32.6	50.80	41.7
	Total	32	47.16	-

The table has presented the gender-wise performance of students in English achievement. The information displayed in the table above clearly shows that the performance in the English language of male students is lower than that of the female in both the Chepang and non-Chepang groups. Thus, the average performance of male is 4.27 percent lower than the performance of female students.

3.4.2 Analysis of Student's Achievement on the basis of Parent's Education

Parent's education keeps significant value in their children's education. The table below presents a comparative achievement of students score on the basis of their parent's education.

Table No. 14

Achievement Analysis interms of Parent's Education

SN	Educational status	Chepang parents	Non-Chepang parents
1	Illiterate	19	-
2	Literate	7	5
3	School education	4	14
4	Higher education	-	11
	Total	30	30

The data presented in the table show that 19 Chepang parents are illiterate, 7 are literate and only 4 have the qualification of school education. In contrary to this, no non-Chepang parents are illiterate. 5 are literate and 14 have passed school education. Among 30 non-Chepang parents, 11 have the qualification of higher education as well. This shows that one of the causes of poor educational performance of students is the parent's educational level. Educated parents are aware of their child's education where as non-educated become least aware and thus, their children cannot perform well.

3.4.3 Analysis of Student's Achievement in Terms of Parent's Occupation

Parent's occupation facilitates their children's education, i.e., how well the children can perform in education depends on what their parents are engaged in. The following table presents a synopsis of student's achievement in average in terms of their parent's occupation:

Table No. 15
Achievement Analysis interms of Parent's Occupation

Occupation	Chepang parents	Non-Chepang parents
	Student's average score	Student's average score
Agriculture	29.1	34.2
Wage labor	26.5	32.6
Business	36.7	53.3
Private service	-	55.4
Government service	-	54.7
Others	28.3	49.2

The table above has presented the facts regarding the relationship of parent's education and their children's performance. It is clear by the table that the performance of non-Chepang children is better and higher than that of Chepang students. Further, the performance of children of the parents having lower status occupation is also lower than that of the performance of children of the parents having same standard occupation. By this, it can be generalized that the occupation of parents also plays vital role in developing language proficiency in their children.

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3.5 Case Study

The achievement of English language proficiency of school children is affected by the family background and socio-economic status of their family. It is generally assumed and proved by the facts above that the achievement of language performance of children from economically sound, socially so-called higher and strong backgrounder family is better than that of economically weak, socially so-called lower and marginalized and poor backgrounder family's children. This statement can be supported by the following case studies as well.

3.5.1 A Case Study of Aaita Ram Praja

Aaita Ram Praja (14) is the student of class six of Chandrodaya Higher Secondary School, Benighat-8, Bishaltar, Dhading. He is the 5th child of Sukharam and Phulmaya Praja. Though the family is nuclear in structure, there are altogether 8 members in the family. The parents have no fixed job. They are generally engaged in hunting, fishing and collecting yam from the forest. Other 3 members of the family are engaged in some sorts of income generation activities like farming and wage labor.

Aaita Ram and his younger sister are the two children who go to the school from the family. Though he is in grade six, his performance is so poor that it is very difficult for him even to communicate with his friends and teachers in the Nepali language. According to his English teacher, Mr. Ram Kumar Basnet, he is one of the very shy, introverted and indifferent pupils. His attendance at school is very low. Only 10-12 days in a month, he will be at school. He has very poor performance in almost all the subjects. 'He knows only about 10 percent of his total course in the classes-said Mr. Basnet. According to the class teacher, Mr. Narad Khadka, his rank in the class is 48th out of 51 total students. About 30 Chepang students are admitted in the school, according to the admission register of the running academic year. As same as many of Chepang students, Aaita Ram always comes to school with bare feet. Teachers from the

school and many of his friends ask him to wear shoes and/or slippers while coming to school time and again but he always refuses to do so. He says that the shoes pinch his feet and the slippers slip and cause to fall down. His life style becomes really funny to others.

His home village Dhusha-1, Charaundi, Dhading is in the bank of a local rivulet where he is generally found of either fishing or playing with sand and stone. His elder brother, Mr. Som Bahadur Praja sometimes guides him to the school education however he does not have enough time to pay for him. According to the headmaster of the school, the school record shows following performance of him. This is the progress report of mid term examination held in last Mangsir:

Subject	FM	PM	Obtained Marks	Remarks
C. Nepali	100	32	21	
C. English	100	32	03	
Math	100	32	08	
Science	100	32	07	
Social studies	100	32	15	
Population	50	16	11	
Pre-vocational	50	16	17	
Moral education	50	16	13	
Health education	50	16	09	
Total	**700**		**104**	

Attendance: 54 days/172

Position: 48/51

Performance: Poor

Character: Good

Result: Failed

From this progress report, it is clear that he has very poor overall performance in the academic field. His education is seen affected by his family background, economic condition of the family as well as his surrounding village environment.

3.5.2 A Case Study of Jena Chepang

Jena Chepang (15) is the student of class 6 at Gyan Marga Higher Secondary School. He is the youngest child of his parents Budha Ram and Kanchhi Maya Praja. Among the 9 members of the family, Jena is youngest and dearest one. He is the only one person from the family who knocked the door of school. Seven members of the family are illiterate and only one of his brother can write his own name. The family has no fixed occupation. Parents are generally engaged in hunting, fishing and collecting different kinds of wild yam. One of his brothers is at Kathmandu, working as a cook at a hotel. Rest of other brothers and sisters are working as wage labors in agriculture in the neighboring village.

According to Mr. Shyam Lal Shrestha, the English teacher of the school, he is the student of too poor academic performance in the class. He has not obtained more the 10 percent marks in English in all the class tests, unit tests and terminal exams. His attendance of school is very low. He presented only 6-7 days in a month. He always comes to school in the old and dirty torn-clothes with bare feet. Neither he has school bag nor have sufficient books, exercise book, pen and pencil.

It was a case of last Mangsir. Jena got a simple road accident. He was hit by a micro bus while crossing the road to school. Though the accident was very simple, it badly affected to all the Chepang students at school. It made Jena far away from his school. He used to say that the road vehicle killed him if he went to school. Not only this, almost all the Chepang students unfortunately felt so and did accordingly after the accident. Mr. Bhoj Raj Pokhrel, the head teacher of the school tried hard to wash their brain with other better incentives however failed to make their school attendance regular yet. The class teacher of class six stated that the academic performance of Chepang and non-Chepang students have a vast difference like of the earth and sky. It needs a special effort to make them aware and bring them to school education.

3.5.3 A Case Study of Sun Maya Chepang

Sun Maya Chepang (17) is a grade 8 student of Shankhadevi Higher Secondary School. She is one of the 7 children of her parents Holthe and Sani Maya Chepang. Among their 4 daughters, she is the youngest one. Sun Maya is a member of a joint family where there are 13 members in the family. She and one of her brothers are the two children from the family who go to school. According to Mr. Gokarna Sharma, the English as well as class teacher of grade 8, Sun Maya is an irregular student of the class. Her average attendance at school per month is 17. She always dresses poor while she goes to school. Though she is in grade 8, generally she does not have all the books, exercise books and pen, pencil in her bag. She did not complete the home work as well as the class work assigned to her by the teachers. As her class performance is weak, she also has poor performance in the entire exam. As a result, her overall academic performance is also weak.

She stated that she completely has to be engaged in the household and kitchen work while she would be at home. Instead of it, she has to assist her parents and the other family members in their family profession-farming and wage labor. Though some of her elder family members talked and cared of her school education, they generally do not manage appropriate situation for her education.

According to Mr. Shiva Silwal, the head teacher of the school, Sun Maya has shy nature and introverted personality like of many of Chepang students. He has noticed that her school education has been badly and completely affected by her family background as well as the economic status of her family. He noted comparing with other non-Chepang students of likely family background and economic status that although being in the similar case, they have performed better than that of the Chepang students. His evidence for this is that they (who have performed well) have supportive family background for their education although being so poor. As a whole, the study of Sun Maya also proved that the socio-economic status of the children is one of the main causes for the children to be marginalized from the national mainstream of education.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis, interpretation and presentation of the collected data, the following findings and recommendations of the study have been drawn. For the convenience of our presentation, the findings and recommendations have been presented in two separate sub-headings.

4.1 Findings of the Study

The major findings of the study are as below:

i. Family background plays a significant role in developing English language proficiency of the children. It determines the achievement level of student's performance on language learning.

    a) The achievement of language proficiency of the children from socially advantaged and strong background family is better (47.16%) than that of the socially marginalized and deprived family like Chepang (32%).

    b) Parent's educational status has direct relationship to their children's education. Educated parents are socially more aware and fully dedicated to their children's education. Fifty percent parents of Chepang students are illiterate and only 3.33 percent are educated. As a result, Chepang student's performance is poor (32%). In contrary to this, 83.33 percent non-Chepang student's parents are educated and thus, the students have good (47.16%) achievement of language proficiency.

    c) Parent's occupation also keeps significance in their children's education. About 47 percent Chepang parents are wage labor. About 37 percent are in agriculture. Some 6.66 percent are hunter and fisher man. Only 10 percent Chepang are in business which is also of traditional type. In contrary to this, most of the parents of non-

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Chepang students are service holder and businessmen, few are in agriculture and only some of them are wage labor. As the effect of this (parent's occupation), Chepang student's achievement level is poor than that of non-Chepang one.

d) Family structure also affects student's learning achievement. Only 63.34 percent Chepang household has nuclear family structure. Rest of 36.66 percent household has joint family. But, almost all the household of non-Chepang group has nuclear family structure. Joint family has gathering of people and scarcity of many things. As a result, student's learning is affected.

ii. The economic status of children (as well as of the family) also determines the achievement of their language proficiency. The family having low level of income can spend only little amount of money in their children's education. About fifty-six percent Chepang students have spent less than 1000 rupees per year for their education as a whole. Further, the children have to engage in income generation activities of their own and for their family; as a result they have only a little time for their schooling.

a) Chepang students have low attendance at school. There is variety in their attendance as well, such as:

Less than 10 days: - 6.66 percent.

10 days:-20 %

10-15 days: – 43.33 %

15-20 days: – 23.33 %

20-25 days: – 6.66 %

The absence at school is mainly due to economic problem and partly due to the lack of social awareness which is badly affecting their schooling.

b) Language learning needs sufficient exposure of both time and language. Chepang student's attendance at school is very low. Further, they spend only two hours per day to learn English both at home and school which

is not sufficient exposure to learn a second/foreign language. Their carelessness to school education is mainly due to their family background and their socio-economic status. It is proved by the performance of non-Chepang students (47.16%) comparing with the achievement of language proficiency by the Chepang students (32%) as well.

iii. Gender is also an important variable. The study shows better performance of girls (female) (41.7%) than that of the boys (male) (37.46%) in average. As categorical data is concerned, Chepang males have 1.2% lower proficiency (41.4%) then of female students (32.6%). Similarly, non-Chepang male students also have 7.27% lower proficiency (43.53%) then that of the non-Chepang family students (50.80%). This shows that female has better proficiency of language achievement then of male.

4.2 Recommendations of the Study

On the basis of the aforementioned findings, the following recommendations have been suggested:

i. Socio-economic status of children affects their rate of the language learning, specially the SLA. Thus, it is recommended to apply appreciative inquiry approach in school education to uplift and mainstream the students of marginalized group like–Chepang. Special provision of education for them should be programmed and implemented.

ii. Full-fledged scholarship programs for such (like Chepang) students should be launched. If possible, the government of Nepal should manage some sorts of income generation program/plan for the parents of such children to enhance their children's education.

iii. Need of social awareness and the need and importance of education in life should be taught/provide to both the parents and students of socio-economically backward family.

iv. As learning an SLA is a complex and difficult enterprise, students have to get sufficient amount of exposure of both time and language to gain and get mastery over language proficiency. It is seen necessary to aware them in it.

v. Special attention should be paid in the society to mainstream such students of socio-economically backward family in the national mainstream of education. Further, schools have to maintain special effort to make positive and suitable environment for their learning at schools.

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APPENDIX I

Appendix-1: Test item

Answer all the following questions. The figures in the right margin indicate full marks.

1) **Rewrite the following sentences by using appropriate articles. 1x 5= 5**

   (a) Ann is ………. U. S. citizen. (a/an/the)

   (b) ………… cuckoo is a lazy bird. (A/An/The)

   (c) What …………beautiful woman she is! (a/an the)

   (d) A fly is ………insect. (a/an/the)

   (e) …..honesty is the best policy. (A/An/The)

2) **Rewrite the following sentences selecting the correct word from the brackets.   1 x 5= 5**

   (a) He is not blind, nor………you. (is/am/are)

   (b) He and I ………….well. (is/am/are)

   (c) The police ………… arrested the criminals. (have/has/are)

   (d) Which one of these umbrellas ………. yours? (are/is/have)

   (e) The crew …….welcomed yesterday. (was/were/has)

3) **Put the words in the correct order to make readable sentences. 1 x 5= 5**

   (a) I/pen/have/my/lost.

   …………………………………

   (b) can't/find/we/pen/lost/the.

   …………………………………..

   (c) school/English/at/we/learn.

   ………………………………

   (d) Nepal/of/the/Mt. Everest/highest/is/peak.

   …………………………………………..

   (e) Football/always/play/we.

   …………………………………………..

4) Complete the sentences using the correct form of adjective. 1 x 10= 10

(a) A giraffe is ……….…..than an elephant. (tall)

(b) An elephant is not …… ………… … a giraffe. (tall)

(c) The …………..……mountain in the world is in Nepal. (high)

(d) My marks are ………………....than yours. (good)

(e) I think division is ………….…..than multiplication. (difficult)

(f) Who is the …………………..…… film star now? (popular)

(g) Which is the …………………..……… subject? (interesting)

(h) This radio is as………..……… as that one. (expensive)

(i) No it isn't. It is much ……… …..than that one. (cheap)

(j) Which is the ……………….…… Animal in the world? (dangerous)

5) Give the correct form of verb.   1 x 12= 12

(a) While I ……………………..…….. (walk) to school, I met my uncle.

(b) I ………….…… (not want) to get up this morning. It…….……(rain).

(c) The police………… ….(stop) the jeep driver. He ……..……..(driving) at the speed of 100 km/hour.

(d) When I …………..(cook) rice, I ………….(burn) my finger.

(e) What ………..………(do you) this time yesterday? I …………..(wash) my clothes.

(f) I ……….(say) "hello" but they……….…… (not) reply. They ………….. (watch) TV.

6) Very little pigs are called piglets. Match these babies with their parents.

**   1 x 8= 8**

A	**B**
Kitten	goat
Puppy	cow
Calf	duck
Lamb	cat
Chicken	lion
Kid	dog
Cub	hen
Duckling	sheep

7) Read the following passage and answer the questions given below:

A woman with her small baby entered her mango garden. Most of the mangoes were ripe. It could be easily guessed from far away because of scent. She saw many mangoes fallen on the ground. She put her baby on the ground and began to collect the mangoes. When she looked at her baby, she saw a furious cobra near the baby rearing its head up. She fainted and lay unconscious on the ground. The small baby tried to catch the snake. He was playing with it as if he was playing with toy. The snake did not hurt him. When his mother gained consciousness, she found the innocent baby beside her. He had come there by crawling.

(I) Find the words from the above text as indicated in the brackets: 1 x 4=4

(a) went in (synonym)…………………(b) noticed (synonym)………………..

(c) raw (antonym)……………………. (d) scatter (antonym)…………………

(II) Rearrange the following sentences into correct order by writing the correct number in each space at the last: 1X5=5

    a) The child played with the snake…………..

    b) She put the baby on the ground…………...

    c) The women entered the garden……………

    d) She began to collect the mangoes…………

    e) She found the innocent baby beside her………….

(III) Answer the following question: 3 x 2=6

    a) What could be guessed from far away?

    ……………………………………………………………………………….

    b) What did the women do when she entered the garden?

    ……………………………………………………………………………….

    c) Why do you think the child was not afraid of the snake?

    ……………………………………………………………………………..

8) Listen to your teacher and do the activities that follow:

In Nepal, there are six kinds of kingfisher. Four sorts are blue; two sorts are black and white. They are all very beautiful. A kingfisher eats fish. It sits still on a rock or branch. Then it dives straight down into the water. It catches a fish in the air, catches it again and swallows it head first. The nest of a kingfisher is at the end of a tunnel, about one meter long. These tunnels are in river banks. The nest is made of fish bones. All kingfishers have a noisy cry. You can see and hear then in many places in Nepal, but not in the high mountains more than 9000 feet above the sea level. But the white breasted kingfisher does live as high as Jomsom.

(I) Write T for true or F for false statement in the Brackets. 1 x 8=8

    1   The text talks also of 'Nepal'. [ ]

    2   A kingfisher is a bird. [ ]

    3   All kingfishers are blue. [ ]

    4   A kingfisher builds nests with fish bones. [ ]

    5   Kingfisher eats fish. [ ]

    6   They make their nests with fish bones. [ ]

    7   You can't see kingfishers in Jomsom. [ ]

    8   A tunnel is a small hole. [ ]

(II) Here are some answers to questions. Write the questions. 3 x 2=6

    a) They eat fish.

    …………………………………………

    b) There are six kinds in Nepal.

    …………………………………………

    c) Blue, or black and white.

    …………………………………………

9) Develop a readable story from the outlines given below and give the story a suitable title. **10**

A hungry man……….sees a garden in a village………….sees ripe grapes…….thinks of satisfying hunger…….jumps again and again……..can't reach the grapes…….give up attempt………goes away saying 'the grapes are sour'.

10) Complete this conversation between you and the shopkeeper **10**

"………………….………………….……..some biscuits?"

"Yes,…………………..………."

"What ………………………………?"

"Coconut, please."

"How ………………………………… would you……………………."

"Half a packet, please."

11) Write a short paragraph on how you celebrate the last Dashain. **6**

Appendix-2: Questionnaire

Name of the student:

School's name:

School's address:

Class: age: sex:

Please tick (√) the best answer

1. What does your father do?

(a) Agriculture

(b) Business

(c) Service

(d) Wage labor

(e) Other (please specify)…………………………………..

2. What does your mother do?

(a) Agriculture

(b) Business

(c) Service

(d) Wage labor

(e) Other (please specify)…………………………………..

3. What is the educational status of your parents?

(a) Both illiterate

(b) Both literate

(c) Both educated

(d) One educated

(e) Other (please specify)…………………………………..

4. What ethnicity do you belong to?

(a) Chhetri

(b) Brahman

(c) Adivasi Janajati

(d) Dalit

(e) Other (please specify)…………………………………..

5. Where do you live?

(a) Rural village

(b) Urban village

(c) City/town

(d) District headquarter

(e) Other (please specify)……………………………..

6. In what class of family do you belong to?

(a) Lower class

(b) Lower-middle class

(c) Middle class

(d) Upper class

(e) Other (please specify)……………………………..

7. How many members are there in your family?

(a) Up to 5

(b) Up to 8

(c) Up to 10

(d) More than 10

(e) Other (please specify)……………………………..

8. How many of them are employed?

(a) One

(b) Two

(c) Three

(d) Four

(e) Other (please specify)……………………………..

9. How much do they earn per month?

(a) Up to 5000

(b) 5000-8000

(c) 8000-10000

(d) 10000-15000

(e) Less than 15000

10. How much from your earning do you spend per month?

(a) All

(b) Almost all

(c) Two third

(d) Half

(e) Other (please specify)……………………………..

11. How often do you join your parent's work/occupation?

(a) Always

(b) Never

(c) Sometimes

(d) Occasionally

(e) Other (please specify)……………………………..

12. How many days do you go to school in a month?

(a) Up to 10 days

(b) Up to 15 days

(c) Up to 20 days

(d) More than 20 days

(e) Other (please specify)……………………………..

13. How much time do you give to study English at home per day?

(a) 1 hour

(b) 1-2 hour

 (c) 1-3 hour

 (d) 1-4 hour

(e) Other (please specify)……………………………..

14. How much time do you give to study English at school?

(a) 1 hour

(b) 1-2 hour

(c) 1-3 hour

(d) 1-4 hour

(e) Other (please specify)……………………………..

15. From which class did you start learning English?

(a) From pre-primary classes

(b) From class 1

(c) From class 2/3

(d) From class 4

(e) Other (please specify)………………………………..

16. How do you feel learning English?

(a) Easy

(b) Difficult

(c) Very difficult

(d) Not so easy and not so difficult

(e) Other (please specify)………………………………..

17. What do you do after school?

(a) Study and do homework

(b) Do homework and help at household work

(c) Work with parents

(d) Go outside for work

(e) Other (please specify)………………………………..

18. What do your parents do/feel while you study at home?

(a) They help on study

(b) They become happy

(c) They become angry and ask for work

(d) They don't care of anything

(e) Other (please specify)………………………………..

19. How much money do you spend at your education per month?

(a) Up to 100

(b) Up to 300

(c) Up to 500

(d) More than 500

(e) Other (please specify)………………………………..

20. From where do you manage that money?

(a) Parents

(b) Self-work

(c) Borrowing form other

(d) Do not know

(e) Other (please specify)…………………………………..

21. How many members of your family have passed SLC examination?

(a) One

(b) Two

(c) Three

(d) Four

(e) Other (please specify)…………………………………..

22. What is the structure of your family?

(a) Nuclear

(b) Joined

(c) Monogamous

(d) Polygamous

(e) Other (please specify)…………………………………..

Thank you for kind cooperation

Appendix -3: Chepang Students' Score on Test Item

S N	School's Name	Students' Name	Gen der	Class	FM	Obtained marks	%	rem arks
1	Chandrodaya HSS	Aaitaram Praja	M	6	100	18	18	
2	Chandrodaya HSS	Subin Chepang	M	7	100	26	26	
3	Chandrodaya HSS	Sandip Chepang	M	7	100	38	38	
4	Chandrodaya HSS	Bhuwan Chepang	M	8	100	39	39	
5	Chandrodaya HSS	Janak Chepang	M	8	100	40	40	
6	Chandrodaya HSS	Sunita Chepang	F	8	100	42	42	
7	Chandrodaya HSS	Bisnumaya Chepang	F	8	100	41	41	
8	Chandrodaya HSS	Durgamaya Chepang	F	6	100	13	13	
9	Chandrodaya HSS	Junu Chepang	F	6	100	25	25	
10	Chandrodaya HSS	Pradipa Chepang	F	7	100	38	38	
11	Gyan Marga HSS	Jena Chepang	M	6	100	21	21	
12	Gyan Marga HSS	Ruvi Chepang	M	6	100	33	33	
13	Gyan Marga HSS	Saroj Chepang	M	7	100	22	22	
14	Gyan Marga HSS	Rabin Chepang	M	8	100	40	40	
15	Gyan Marga HSS	Bhuwan Chepang	M	8	100	41	41	
16	Gyan Marga HSS	Ramila Chepang	F	8	100	41	41	
17	Gyan Marga HSS	Sabitra Chepang	F	7	100	41	41	
18	Gyan Marga HSS	Santoshi Chepang	F	7	100	40	40	
19	Gyan Marga HSS	Surya kumari Chepang	F	6	100	41	41	
20	Gyan Marga HSS	Saraswati Chepang	F	6	100	36	36	
21	Shankhadevi HSS	Saroj Chepang	M	6	100	32	32	
22	Shankhadevi HSS	Mahesh Chepang	M	6	100	30	30	
23	Shankhadevi HSS	Samrat Chepang	M	7	100	27	27	
24	Shankhadevi HSS	Vijaya Chepang	M	7	100	29	29	
25	Shankhadevi HSS	Tanka bd Chepang	M	8	100	35	35	
26	Shankhadevi HSS	Dipa Chepang	F	8	100	31	31	
27	Shankhadevi HSS	Sunmaya Chepang	F	8	100	30	30	
28	Shankhadevi HSS	Anita Chepang	F	7	100	24	24	
29	Shankhadevi HSS	Goma Chepang	F	6	100	18	18	
30	Shankhadevi HSS	Kausila Chepang	F	6	100	15	15	
	TOTAL					1047	100	

Appendix -4: Non-Chepang Students' Score on Test Item

SN	School's Name	Students' Name	Gender	Class	FM	Obtained marks	%	remarks
1	Chandrodaya HSS	Ashis Silwal	M	6	100	43	43	
2	Chandrodaya HSS	Sandip Subedi	M	6	100	41	41	
3	Chandrodaya HSS	Sujan Kadel	M	7	100	49	49	
4	Chandrodaya HSS	Sandesh Bisural	M	7	100	53	53	
5	Chandrodaya HSS	Bishnu Dhakal	M	8	100	51	51	
6	Chandrodaya HSS	Sarmila Gauli	F	8	100	59	59	
7	Chandrodaya HSS	Srijana Sedhai	F	8	100	62	62	
8	Chandrodaya HSS	Lila kumari khadka	F	7	100	53	53	
9	Chandrodaya HSS	Manita Bisural	F	7	100	50	50	
10	Chandrodaya HSS	Sanjita Gurung	F	6	100	27	27	
11	Gyan Marga HSS	Rupesh Tamu	M	6	100	33	33	
12	Gyan Marga HSS	Sanjub kadel	M	6	100	38	38	
13	Gyan Marga HSS	Babu Marhatta	M	7	100	35	35	
14	Gyan Marga HSS	Ashish Silwal	M	8	100	47	47	
15	Gyan Marga HSS	Bhuwan khadka	M	8	100	48	48	
16	Gyan Marga HSS	Goma Mishra	F	6	100	44	44	
17	Gyan Marga HSS	Jyoti Paudel	F	7	100	48	48	
18	Gyan Marga HSS	Kausila Nepal	F	7	100	43	43	
19	Gyan Marga HSS	Bipasana Gauli	F	8	100	53	53	
20	Gyan Marga HSS	Rama Regmi	F	8	100	58	58	
21	Shankhadevi HSS	Dipak shrestha	M	6	100	29	29	
22	Shankhadevi HSS	Dhiraj Bhandari	M	7	100	39	39	
23	Shankhadevi HSS	Bishnu Dhakal	M	7	100	43	43	
24	Shankhadevi HSS	Bhimsen Danai	M	8	100	51	51	
25	Shankhadevi HSS	Khem Bd. Magar	M	8	100	53	53	
26	Shankhadevi HSS	Laxmi Malla	F	8	100	61	61	
27	Shankhadevi HSS	Sita Neupane	F	8	100	67	67	
28	Shankhadevi HSS	Hira Pathak	F	7	100	60	60	
29	Shankhadevi HSS	Jyoti Pathak	F	6	100	37	37	
30	Shankhadevi HSS	Hema Pathak	F	6	100	27	27	
	TOTAL					1415	100	