

FEMALE PARTICIPATION IN ELT CLASSROOMS

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

**Submitted by
Harish Kumar**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Harish Kumar** has prepared this thesis entitled **Female Participation in ELT Classrooms** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2067/12/30

Dr. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended from the following '**Research Guidance and Approval Committee:**'

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

TU, Kirtipur

(Chairperson)

Dr. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

TU, Kirtipur

(Member)

Mr. Prem Bahadur Phyak

Teaching Assistant

Department of English Education

TU, Kirtipur

(Member)

Date: 2068/01/06

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
TU, Kirtipur

(Chairperson)

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
TU, Kirtipur

(Member)

Dr. Tapasi Bhattacharya (Guide)

Reader
Department of English Education
TU, Kirtipur

(Member)

Date: 2068/01/07

DECLARATION

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

Date: 2067/12/29

Harish Kumar

DEDICATION

Dedicated

To

my parents, who devoted their lives to make me what I am today.

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Date: 2067/12/30

Harish Kumar

ABSTRACT

The present study entitled, “Female Participation in ELT Classrooms” aims to find out to what extent female students participate actively in ELT class and hindrance faced by them in doing so. The study is mainly based on the primary data which was collected from the sixty female students of grade XII and six English language teachers teaching in Public Higher Secondary School of Dhangadhi Resource center. The data were collected through two types of questionnaires. Classroom teaching/learning observation guide and check-list were also used. It has been found that female students gave less importance to the influence of different factors that can hinder female participation in ELT classroom. It was also found that, the learning time and the use of textbooks have high relation to hinder female participation in ELT classroom. In the same way, the data which was collected by using the observation guide and check-list showed that the teacher presented themselves as an authority in the classroom. They did not produce gender specific activities or ideas to endure the active participation of female students in the ELT classroom.

The study consists of four Chapters. Chapter one introduces the study in terms of general background, classroom management, review of the related literature, objectives and significance of the study. Similarly, Chapter two deals with the methodology applied to conduct the study. This consists of the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. Likewise, Chapter three deals with the analysis and interpretation of the raw data obtained from questionnaires, classroom teaching/learning observation guide and check-list. The data were analyzed and interpreted by using simple statistical tools and presented with the help of tables and figures. Finally, Chapter four deals with the findings and recommendations made on the basis of the analysis and interpretation of the data.

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| BPEP | Basic Primary Education Project |
| CBS | Central Bureau of Statistics |
| DEO | District Education Office |
| DoE | Department of Education |
| ELT | English Language Teaching |
| FH | Feeder Hostel |
| FT | Female Teacher |
| MITRA | Management Innovation, Training and Research Academy |
| MoE | Ministry of Education |
| MoES | Ministry of Education and Sports |
| NGO | Non-government organisation |
| NFE | Non-Formal Education |
| PS | Primary School |
| PSGS | Primary School Girls Scholarship |
| PSSP | Primary School Scholarship Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| VDC | Village Development Committee |