

**ROLE OF SOCIAL AND ECONOMIC STATUS OF
MARGINALIZED GROUP IN DEVELOPING ENGLISH
LANGUAGE PROFICIENCY**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for Master's Degree in English Education**

**By
Ashok Sapkota**

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

2008

**ROLE OF SOCIAL AND ECONOMIC STATUS OF
MARGINALIZED GROUP IN DEVELOPING ENGLISH
LANGUAGE PROFICIENCY**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for Master's Degree in English Education
(Specialization in English Language Education)**

**By
Ashok Sapkota
Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2008**

T.U. Reg. No. : 9-2-29-812-2002

Date of Approval of the

Second Year Examination

Thesis Proposal: 2065-02-17

Roll No.:280173/2064

Date of Submission: 2065-07-26

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ashok Sapkota** has prepared this thesis entitled **“Role of Social and Economic Status of Marginalized Group in Developing English Language Proficiency”** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2065-07-26

.....

Dr. Anjana Bhattarai

Reader

Department of English

Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

Dr. Anjana Bhattarai (Guide)

.....

Reader

Member

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Date: 2065-08-27

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis

Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Dr. Anjana Bhattarai (Guide)

.....

Reader

Member

Department of English Education

T.U., Kirtipur

Date: 2065-09-02

DECLARATION

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: 2065-07-26

.....

Ashok Sapkota

DEDICATION

Dedicated to
My Parents and Teachers
who boosted me up to set at today's position

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude and owe a debt to my research supervisor **Dr. Anjana Bhattarai**, Reader, Department of English Education, TU, Kirtipur for her patient guidance and invaluable suggestion at every step of my work. The work would not have been materialized in this form without her intellectual direction.

I would like to offer my sincere gratitude to **Dr. Chandreshwar Mishra**, Reader and Head, Department of English Education, TU, Kirtipur for his continual support and inspiration.

I would never hesitate to extend my profound gratitude to **Dr. Jai Raj Awasthi**, Professor, Department of English Education, TU, Kirtipur whose genuine suggestions, friendly behavior and inspiration towards educational plan always impressed me.

Similarly, I owe a heavy debt and gratitude to **Dr. Govinda Raj Bhattarai**, Professor, Department of English Education, TU, Kirtipur whose new literary genres reinforced me to do new works.

Likewise, I am fully indebted to **Dr. B.M. Bhandari, Dr. Anju Giri, Mr. Vishnu Singh Rai, Ms. Tapasi Bhattacharaya, Mr. L.B. Maharjan, Mr. Prem Bahadur Phyak, Ms. Madhu Neupane, Ms. Saraswati Dawadi, Mr. Durga Pokhrel, Mr. Bhesh Raj Pokhrel, and Ms. Hima Rawal**, Department of English Education, TU, Kirtipur and all the teaching staff of British Council.

I am also grateful to **Mrs. Madavi Khanal**, the librarian, Department of English Education, TU, Kirtipur for her kind co-operation from the very beginning to the end of the work.

I am also thankful to my parents and other family members for their inspiration, suggestion and financial support from my primary to university education.

Finally, my sincere thanks go to **Mr. Chiranjibi Rana** and **Mr. Bashu Dev Belbase** for their regular support and computerization to accomplish this work.

Date: 2065-07-26

Ashok Sapkota

ABSTRACT

The present thesis entitled “Role of Social and Economic Status of Marginalized Groups in Developing English Language Proficiency” aims to find out the proficiency of marginalized children in terms of different variables: boys vs. girls and Kathmandu vs. Arghakhanchi districts. It also aims to find out the role of the English language in uplifting their social and economic status. Thus, this study is an endeavor to point out the need and importance of the English language in the children of marginalized groups in Nepal. It helps to identify the affecting variables that hinder the acquisition of the English language of those children. For the collection of the data regarding the proficiency of the English language in the children of marginalized group a set of test items was prepared from ‘My Primary English’ grade-4 which was given to the children of marginalized group studying in grade-5. Then, 100 students, 50 from Kathmandu and 50 from Arghakhanchi were selected. Out of 50, 25 were girls and 25 were boys from each district. They were selected by using purposive non-random sampling. A set of questionnaire was prepared and provided to each of the sampled population to find out their social and economic status. It was found that socio-economic condition of marginalized children had directly affected in the development of the English language proficiency. Similarly, the findings show that the marginalized children in Kathmandu had higher degree of proficiency in the English language in comparison to the proficiency of the marginalized children in Arghakhanchi. Likewise, the girls’ proficiency in comparison to the boys’ proficiency in the English language was higher.

The thesis consists of four chapters: **Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations.** The **first chapter**

contains general background of the study, review of related literature, objectives, significance of the study and definition of specific terms. The **second chapter** is concerned with the research design, sources of data, sample size, sampling procedure, research tools, process of data collection, and limitations of the study. The nucleus of the research is included in the **third chapter**. It includes in detail analysis and interpretation of the data. The fourth **chapter** contains the findings and recommendations of the study.

TABLE OF CONTENTS

	Page No.
Declaration	I
Recommendation for Acceptance	II
Recommendation for Evaluation	III
Evaluation and Approval	IV
Dedication	V
Acknowledgements	VI-VII
Abstract	VIII-IX
Table of Contents	X-XII
List of Tables	XIII
List of Abbreviations and Symbols	XIV
CHAPTER ONE: INTRODUCTION	1-16
1.1 General Background	1
1.1.1 Historical Background of the English Language Education	2
1.1.2 Importance of the English Language Education	3
1.1.3 Schooling and Present Status of the English Language in Nepal	6
1.1.4 Marginalized Groups and Their Situation of the English Language	8
1.1.5 Effect of Socio-Economic Factors in the Proficiency of Marginalized Children	10
1.2 Review of Related Literature	12
1.3 Objectives of the Study	14

1.4	Significance of the Study	15
1.5	Definition of the Specific Terms	15
CHAPTER TWO: METHODOLOGY		17-19
2.1	Sources of Data	17
2.1.1	Primary Sources of Data	17
2.1.2	Secondary Sources of Data	17
2.2	Population of the Study	17
2.3	Sampling Procedure	18
2.4	Research Tools	18
2.5	Process of Data Collection	18
2.6	Limitations of the Study	19
CHAPTER THREE: ANALYSIS AND INTERPRETATION		20-39
3.1	Analysis and Interpretation of Marginalized Children's Proficiency in English	20
3.1.1	Analysis of Marginalized Children's Proficiency in English in Kathmandu	22
3.1.2	Analysis of Marginalized Children's Proficiency in English in Arghakhanchi	24
3.1.3	District Wise Comparison of Marginalized children's Proficiency in English	26
3.1.4	Analysis of Marginalized (Children's) Boys' Proficiency in English	28
3.1.5	Analysis of Marginalized (Children's) Girls' Proficiency in English	30
3.1.6	Gender Wise Comparison of Marginalized children's Proficiency in English	32

3.2	Analysis of the Role of English to Uplift Social and Economic Status in the Children of the Marginalized Group	33
3.3	Analysis of the Responses Towards English From the Parents of Marginalized Group Children	38
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		40-43
4.1	Findings	40
4.2	Recommendations	42
4.3	Recommendations for the Researchers	42

References

Appendices:

Appendix-1 Questionnaire

Appendix-2 Interview Schedule for Parents

Appendix-3 Sample of Test Items

Appendix-4 Classification of Marginalized Group in Terms of Ethnicity

LIST OF TABLES

	Page No.
1 Analysis and Interpretation of the Proficiency of Marginalized Children in Primary Level	21
2 Analysis of the Proficiency of Marginalized Children in Primary Level (Kathmandu)	23
3 Analysis of the Proficiency of Marginalized Children in Primary Level (Arghakhanchi)	25
4 Analysis of the Boys' Proficiency in English of Marginalized Group	29
5 Analysis of the Girls' Proficiency in English of Marginalized Group	31
6 Analysis of the role of English to Uplift Social and Economic Status in the Children of Marginalized Group	34

LIST OF SYMBOLS AND ABBREVIATIONS

CBS	Central Bureau of Statistics
SN	Serial Number
NESP	National Educational System Plan
DEO	District Education Officer
TR	Total Respondents
BE	Both Educated
OE	One Educated
BU	Both Uneducated
TU	Tribhuvan University
Vol.	Volume
NELTA	Nepal English Language Teachers' Association
OUP	Oxford University Press
CUP	Cambridge University Press
NEFIN	National Federation of Indigenous Nationalities
TGLC	Tea Garden Laborer Child
NGO	Non-governmental Organization
INGO	International Non-governmental Organization
ELT	English Language Teaching
%	Percentage