

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication, medium of thought, and a vehicle for expression of thoughts, a social institution, a matter of political controversy and a catalyst for nation building. All human beings normally speak at least one language and it is hard to imagine much significant, social, intellectual or artistic activity taking place in its absence. Language makes human species-specific property and not possessed by other living beings.

Hornby (2005) defines language as "the use of a system of sounds and words to communicate: theories about the origin of language"(p.862). Similarly,

Richards et al. (1999), define language as "the system of human communication which consists of the structured arrangement of sound (or their written representation) into larger units; e.g. Morphemes, Words, Sentences, Utterances"(p.196). According to Sapir (1921), "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Crystal, 1997, p.40).

Likewise, according to Matthews (2005), language is "the phenomenon of vocal and written communication among human beings generally as in ordinary use"(p.198).

The above definitions indicate that the term 'language' can be defined from different angles because the former two definitions present the structural point of view focusing on structural arrangements of word whereas the latter two focus on the communicative use of language in human community.

1.1.1 Historical Background of the English Language Education

In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago, that is, in 1854. According to Awasthi (1979), the history of the English language in Nepal goes back to seventeenth century, when King Pratap Malla ruled over Kathmandu. The role of King Prithivi Narayan Shah to suspect missionaries on supplying information to East-India Company as a business enterprise plays an important role to enrich the status of the English language. Likewise, during the Rana regime there was autocratic rule over Nepal, the prime and rich families hired Bengali or English tutors to teach their children. Prime Minister Jung Bahadur Rana who was extremely interested in the English system of education opened a school in his palace in 1844 to educate his own children. The role of Chandra Shumsher to adopt the English language in higher education and to open TriChandra College in 1918 was one of the important periods to develop the English language in Nepal. By this period, a college was a distant dream let alone think of university. The oldest Nepali university was established one century later. After the revolution of 1950 in Nepal, a drastic change occurred in the field of education because many educational institutions were established through out the whole kingdom and new plans in education such as National Education System Plan – 2028 (NESP) was made. English had been taught as a compulsory subject since the establishment of the Durbar School in Kathmandu in 1844 and retained as a compulsory subject till the introduction of the National Education System plan (NESP) - 2028. At that period some of the students used to adopt English as the medium of examination in School Leaving Certificate (SLC) (Awasthi 1979, pp.1-4).

Thus, there have been different changes from autocratic rule such as in Rana regime when the development and study of the English language was just limited to the prime and rich families inside the palace. The study of the

English language for the public was as a dream at that time. By the change in the period after democracy, we can find a lot of changes in the educational system. Tribhuvan University was established. The general people got the opportunities to study the English language inside their own country. Different plans and policies were made to improve the educational status of the country. Such as: National Education System-2010, All Round National System Plan-2018, National Education System Plan-2028, National Education Commission-2047, etc. These all plans and policies were made to uplift the educational status of the country. Along with these plans the status of the English language was also given emphasis. Bhattarai (2006) writes:

English teaching situation is built upon different historical facts, and the way a nation responds to them largely, the decision on the questions which foreign language, what type of it and how much of it are decided by the political, historical as well as administrative standpoints which the elitist academia hold (p.12).

Thus, the history of the English language development as stated above from the past plays an important role to enrich its current status. Different policies and hundreds of plans have been waxed and waned. The need and importance of the English language in official and in schools as a means of teaching-learning activities have been realized.

1.1.2 Importance of the English Language Education

The English language is taken as an international language and lingua franca in the world today. Crystal (1997, p. 360) says:

In the minds 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...Surveys 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 either dominant or well established in all six-continent. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, 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 systems, 80% 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 (this figures exclude China).

Kachru (1985, pp.12-15) suggests the division of English speaking people into three concentric circles. The classification is widely used and many people help to think about English around the globe. In the first inner circle Kachru puts countries like Ireland, New Zealand, Australia, Canada, Britain and United States where English is spoken as first language (i.e. 320-380 million). In

second, outer circle are all the countries where English is spoken as a second or significant language like ours. Such other countries are Singapore, India, Malawi, Malaysia, Nigeria. (i.e. 150-300 million). In the third expanding circle we find the countries where English has acquired cultural or commercial importance (China, Sweden, The Czech Republic, Greece, Japan, Israel, etc) having approximately 100-1000 million speakers (as cited in Harmer 2001,p.8). 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).

Regarding the importance of the English language in Nepal, Sharma (2006), writes:

... the best evidence of Nepalese young generation's passionate longing for English can be seen in the enrollment around two thousand students in M.A. in English and almost the same number of students in M.Ed. in English, in the current session of 2006/7 at Tribhuvan University. In fact, the English language has created its unique culture empire; millions

of people round the globe who use it either as native language (L1) or second language (L2) or as a foreign language (L3) are respectable members of this empire. Nepal has joined the group under L3 “English as foreign language” (p.5).

Thus, the number and interest of the people to study the English language either as formal education or in the form of informal education is increasing day by day. In case of Nepal Crystal, (1997, p.361) writes out of country population having 20,093,000; the first language speakers of English were 5,927,000.

So, the need of the English language education is growing per day. It is taken as a basic means of communication and instruction in this global world. It has become an inevitable source for native and non-native speakers.

1.1.3 Schooling and Present Status of the English Language in Nepal

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 a 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. In this regard, Kansakar (1998) writes, “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 e-

mail and internet. They are expected to get better jobs with handsome salary and search for the new life in the world. Among them, all children are not equally capable to achieve 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. In this regard Pant and Nepal (2003) write:

Children issues were not of the greater importance to Nepalese Government till 1980's. 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 which about 62 per cent are engaged in agriculture and 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).

It is difficult to frame out exact data regarding the English language speakers in Nepal and in marginalized group. Talking about it at present moment Awasthi (2003), says:

Nepal is providing 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 and the rest are publicly run. English occupies a prominent position in the total education system in Nepal (as cited in Bhattarai and Gautam, 2007, p.32).

According to Pant and Nepal (2003), "... 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 per cent from 38.0 per cent 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 cannot send their children to schools. Even if they can, it is the Nepali medium schools that are within their reach.

Thus, it is the fact that 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 this time of globalization world. To grab the good opportunities in different sectors like: diplomacy, business, education and employment, English serves as a basic need to each and every individual. In other words, good job opportunities without English are almost unthinkable.

1.1.4 Marginalized Groups and Their Situation of the English Language

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”. Nepal government has identified fifty-nine (59) indigenous nationalities that fit in with above mentioned characteristics. These all indigenous nationalities fall under the marginalized group. These 59 nationalities cannot be found in all regions of Nepal. They are found in different numbers in different regions. Such as: Mountain (Himalaya)-18, Hills- 24, Inner Teari-6, and Teari-11 (p.16). National Foundation of Indigenous Nationalities (2008) has identified 59 castes as categories of indigenous group. Among them 10 are of endangered group, 12 highly marginalized group, 20 marginalized group, 15 disadvantaged groups and 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 (graduate and above) and population size. The sub-classifications of the marginalized groups are given in the appendix.

This research addresses primary 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 at learning, 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 their development. Social pressure and personal needs alike strongly push children to learn. It is extremely difficult to determine whether their learning benefit from these external conditions, or from some internal characteristics of young learner. All 59 castes as listed above fall under marginalized group. However, this research is done on some groups only as due to the availability of students as to the geographical area. Most of sampled population is from marginalized groups, disadvantaged groups and advanced group where endangered group and highly marginalized were not found in the selected districts.

1.1.5 Affect of Socio-Economic Factors in the Proficiency of Marginalized Group Children

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is the symbol of effective learning. The proficiency of children in the English may be affected by family background viz. family structure, education of parents, parents' attitudes to their learning and their own motivation towards learning respective subjects. These factors affect directly or indirectly in the proficiency of children. It would be worth mentioning that without finding out the affect of these factors in teaching and learning process to continue in a monotonous way would be wastage of time, effort of parents, teachers or concerned authorities. Thus, it is very much important to find out the effects of family background and economic condition on the students' English language proficiency. The effecting factors are briefly presented below.

a. Family Structure

Family structure of the children plays an important role in the educational development. It is believed that smaller the family size, the more opportunity the children could achieve.

b. Education of Parents

Education of parents plays 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.

c. 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 the 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 teaching learning materials.

d. Parents' Attitudes Towards Learning

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 inspired towards learning.

In this research, it is tried to analyze how these notions fit in learning English by the marginalized children.

The first thing we should do in language teaching is to identify the proficiency of children and social and economic status that affects their proficiency. We may ask the following question for this purpose.

-) Are the children from nuclear or joint family?
-) Are the parents of these children educated or not?
-) Are the children positively motivated to learn the English language?
-) Are the parents involved in their children's studies?
-) Do they have positive attitude towards learning the English language?
-) What is the social background of the child?
-) What is the parent's occupation?
-) Do the children have positive self esteem and aspiration towards English language?

1.2 Review of Related Literature

We can find a number of research works carried out on the proficiency of the English language in school and higher education; however it is hard to find out the role of the English language education to uplift social and economic status of marginalized group. Some major findings of research work conducted so far are as follows:

Awasthi (1979) conducted a research on “A Study of Attitudes of Different Groups Towards English Language in Secondary Schools of Kathmandu District.” As being a field based cross- selectional study, the population was divided into seven sectors and a separate questionnaire was addressed to every group. In this study he found as a whole that the different groups of people had positive attitudes towards English language.

Giri (1981) conducted a research on “A Comparative Study of English Language Proficiency of Students in Grade Ten in the Secondary Schools of Doti and Kathmandu”. It was a survey type of study. Different sections of population related to school level teaching of English were involved. The findings were stated descriptively. Among two districts Kathmandu was found

more proficient and advanced in making use of English than students and schools of Doti respectively.

Bhatta (1997) conducted a research to find out attitudes of English in different groups of people towards the present policy in the sector in Nepal. The conclusion was: majority of population (respondents) have negative attitude, multilingual policy should be adapted from primary to higher education, mother tongue should be used as the medium of instruction and it is necessary to organize a council to make the mother tongue success as a medium of instruction at primary level.

Ghimire (1998) made a study to present a comparative analysis of gender differences (boy and girls) of grade X on English in reading and writing skills. The result of the study was that male students were better than female ones in all the test items of the test, which was different from the assumptions made in earlier researches.

Bashyal (2000) conducted a research on 'Strategies Prevalent in Creating Motivation in Teaching English Among Teachers. The findings were summarized under four headings: physical atmosphere, learner, teacher and textbooks. The researcher has presented a very bleak picture of the atmosphere on which motivation is built up.

Timsina (2006) conducted a research on 'Language Proficiency of Dalit and Non-Dalit Students in the English Language in Tehrathum District'. The finding on English proficiency of students in the district was very low. Dalit students had less proficiency in respective to Non-Dalit ones. In totality Dalit students achieved 28.5% marks where Non-Dalit students achieved 41% marks.

Pokhrel (2008) conducted a research on 'Writing Proficiency of Students from Different Ethnic Groups'. In this study, altogether one hundred students were selected; twenty from five ethnic groups studying at public schools of Kathmandu district. He evaluated their writing from various angles: guided

writing, mechanics of writing, etc. as a whole, writing proficiency of Hill-Brahmin students was found to be followed by (61.05%), Chettri (53.25%), Newar (51.4%), Gurung (46%) and Tamang (33.8%).

Barooh (2007) conducted a research in Indian scenario on 'Role of English Language in Social and Economic Upliftment of children of Labour Community'. She selected the children of tea-garden-labour which were considered as disadvantaged learners. The findings are very elaborate and are presented descriptively. Even to deal with them in important points, the finding was the parents of the tea-garden-laborer child (henceforth TGLC) were illiterate and came from poor economic condition, TGLC is accustomed with living in a closed society and most of the teachers to teach them are not from the TGL community. She found that the students from TGLC were not motivated properly towards learning English. However, all of them have agreed to the importance of English in their social mobility and upliftment.

The present study is different from the above studies in the sense that it mainly concerns with primary production class of marginalized group children (primary level) for whom education in general and English Education in particular, is the general experience.

1.3 Objectives of the Study

The general objective of this study was to find out the role of English language education to uplift the social and economic status of primary level school children of marginalized group.

The specific objectives were as follows:

- a. To compare the proficiency of marginalized children in terms of following variables:
 -) Boys Vs girls
 -) Kathmandu Vs Arghakhanchi

- b. To find out the role of the English language in uplifting their social and economic status.
- c. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study will provide insight into the status of marginalized group to uplift their status through the English language, teachers and students who are involved in teaching and learning the English language. It is equally useful for the curriculum designers, textbooks writers and teacher trainers of national and international levels to design and modify their approach to the light of their knowledge. It also helps to construct tomorrows "New Nepal" in education sector. The local NGOs and INGOs, teachers' organizations and research centers working with the English language can get benefit to plan various programs and document their programs.

It helps psychologist, sociolinguists, and instructors in psychological, social and instructional level respectively. It can be a model for the future researches conducted in this area.

1.5 Definition of the Specific Terms

Some terminologies used in this research have different meaning depending upon the time situation and the context. So, the main terminologies used in this research can be defined as below.

- a) **Achievement:** Achievement refers to the score obtained by the selected students in the test.
- b) **Occupation:** Occupation refers to the work done by the parents of the selected students.

- c) **Education:** Education refers to the family members who have passed District Level Examination.
- d) **Family Structure:** Family Structure refers to the structure of the students' family.
- e) **Ethnicity:** Ethnicity refers to the caste of the students or their parents.
- f) **Family Background:** Family Background refers to the nature of the family from which the students have come.
- g) **Uneducated:** People having below District Level Examination.
- h) **Economic Status:** Economic Status refers to the students parents' economic conditions.
- i) **Children:** Children refer to the children of marginalized group who are studying in grade five.
- j) **Primary Production:** Primary production refers to the people who are involved in agriculture, industry and fishing.

CHAPTER TWO

METHODOLOGY

It is one of the most important parts of any research which consists of the following elements:

2.1 Sources of Data

There were mainly two sources of data while conducting this research. They were primary and secondary sources.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the students of primary level (1-5) of marginalized group and parents of Kathmandu and Arghakanchi district.

2.1.2 Secondary Sources of Data

Various books, journals, reports, articles related to the topic facilitated my study. I consulted the data available from Central Bureau of Statistics, childcare organizations, research centers, libraries, District Education Office (Kathmandu and Arghakanchi). Basically, I studied Karki et al., (2003), Khaniya (2007), Reports of NFDIN (2005,2007,2008), Crystal (1997),Beaven(2007) to develop basic framework and build strong theoretical knowledge while doing this research to make it more plausible.

2.2 Population of the Study

The population of the study was from the primary level children of marginalized group in the selected area of Arghakanchi and Kathmandu

district. The population of the study consisted of hundred students who were selected from 11 public schools.

2.3 Sampling Procedure

In this study, the sample population consists of 100 students and 30 parents of the children of marginalized group. The students were selected by using non-random sampling procedure using fish-bowl draw method.

2.4 Research Tools

I prepared a set of questionnaire and test items to find out the role of the English language education in social and economic condition of marginalized group (i.e. children). Test items were constructed to elicit information and find the proficiency in the English language of the children of marginalized group from both Kathmandu and Arghakhanchi districts. Similarly, questionnaire was constructed to find out the social and economic status in the children of marginalized group. In case of difficulty to answer those questionnaires for the children, I used translation method. Interview schedule was also prepared for parents to elicit the information about the status of the English language of those children from both districts.

2.5 Process of Data Collection

At first, I prepared the test items and questionnaires to obtain the information from respective informants as mentioned above. Then, I visited the selected schools of both districts: Kathmandu and Arghakanchi, education offices, and parents of the selected children. I consulted the administration of the schools and asked permission to administer the test, to observe and to take photographs. Similarly, I took permission with parents to take interview. They were selected by using fish-bowl method.

2.6 Limitations of the Study

The limitations of this study were as follows:

- i. The study was limited to find out the status of English language education of marginalized group.
- ii. The study was limited to the marginalized group of primary production.
- iii. The study was limited to the selected public schools of Kathmandu and Arghakanchi.
- iv. The students were selected from three groups from whole marginalized groups: Marginalized, Disadvantaged and Advanced group only.
- v. The students of primary level (I-V) were the population of the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. The data were analyzed and interpreted to find out the role of socio-economic status of marginalized children in developing English language proficiency. As mentioned in the objectives, I divided this part, analysis and interpretation into two sections. Firstly, I dealt with proficiency of the children of marginalized group in English language individually, district-wise and finally comparatively. In the second section, I dealt with the role of English language to uplift their social and economic status by using various variables like: education, family structure, parents' attitudes towards English, helpful to get better job. The data collected during this study were organized, tabulated and presented by the help of simple statistical tools such as graphical presentations.

3.1 Analysis and Interpretation of Marginalized Children's Proficiency in English

The following holistic table presents the proficiency of marginalized children in English language.

Table No. 1
Marginalized Children's Proficiency in Primary Level

Percentage	Reading		Aspects of Language												Writing		Total Ss	%
	1		2		3		4		5		6		7		8			
	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%		
Above 80%	11	11	29	29	23	23	22	22	10	10	18	18	42	42	1	2	6	6
Above 60%	28	28	23	23	12	12	13	13	26	26	11	11	16	16	3	3	19	19
Above 40%	37	37	33	33	22	22	14	14	7	7	11	11	19	19	12	12	29	29
Below 40%	24	24	15	15	43	43	51	51	57	57	60	60	23	23	84	84	46	46

As a whole, hundred children responded the test items. As shown in the above table in reading proficiency, 11% children got above 80% , 28% children got above 60% , 37% children got above 40% and 24% children were below 40%. Similarly, in writing proficiency, 1% children achieved above 80%, 3% children achieved above 60%, 12% achieved above 40% and the highest number of children that is 84% were below 40%. Regarding the aspect of language there were five questions, questions 2 to 6. In question no. 2 , which was related to grammar, 29% children secured more than 80%, 23% children secured more than 60% , and 33% children secured more than 40% but only 15% children secured less than 40% . Likewise, question number 3 was related with vocabulary where 23% children secured more than 80% , 12% children secured more than 60% , 22% children obtained above 40% and about half of the children 43% children achieved below 40%. Similarly, other questions no.3-5 was related with grammar and vocabulary. Thus, children's reading proficiency was better than writing one. The overall children to achieve above the pass percentage were 76% but the overall children to achieve above the pass percentage in writing skill were only 17%.

As a whole, 6% children achieved above 80%, 19% children achieved more than 60%, 29% children achieved above 40% and 46% children achieved below 40%. The ratio to obtain below 40% was found greater.

3.1.1 Analysis of Marginalized Children's Proficiency in English in Kathmandu

The proficiency in the English language in the children of marginalized group in Kathmandu is given in the overleaf table:

Table No. 2

Marginalized Children's Proficiency in English in Primary Level (Kathmandu)

Percentage	Reading		Aspects of Language												Writing		Total Ss	%
	1		2		3		4		5		6		7		8			
	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%		
Above 80%	9	18	18	36	18	36	18	36	4	8	16	32	22	44	1	2	4	8
Above 60%	17	34	8	16	11	22	8	16	9	18	8	16	8	16	2	4	16	32
Above 40%	16	32	14	28	9	18	10	20	4	8	8	16	6	12	10	20	16	32
Below 40%	8	16	10	20	12	24	14	28	33	66	18	36	14	28	37	74	16	32

As shown in the above table in reading proficiency, 18% children secured more than 80%, 34% obtained from than 60%, 32% obtained above 40% and 16% achieved below 40%. As a whole, the proficiency of the children in this skill was found better because just 16% were below 40% and 18% secured above 80% which is quite good result. In writing children' proficiency was found quite poor. Just 2% children achieved more than 80% where 74% children were below 49%. It means they could not perform well. As I found during the test hour mostly translation method was adopted as a basic method of teaching which may be one of the cause towards this result. As I explained earlier question number 2 to 6 are related with aspects of language. Among these questions, question number 4, which is related with grammar, 36% children secured more than 80%, 16% children obtained above 60%, 20% children got above 40% however 28% children got below 40%. In the aspect of language, it is found quite better than writing one, however 28% children are still below 40% which is below the pass percentage.

As a whole 8% of sampled children in Kathmandu obtained above 80%, 32% children got above 60%, 32% got above 40% and 32% were below 40%. Here, just 8% children obtain above 80% where 32% were under 40%.

3.1.2 Analysis of Marginalized Children's Proficiency in English in Arghakhanchi

The analysis of the marginalized children's proficiency in the English language in Arghakhanchi is presented by the overleaf table:

Table No. 3**Marginalized Children's proficiency in English in Primary Level (Arghakhanchi)**

Percentage	Reading		Aspects of Language												Writing		Total Ss	%
	1		2		3		4		5		6		7		8			
	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%		
Above 80%	2	4	11	22	5	10	4	8	6	12	2	4	20	40	0	0	2	4
Above 60%	11	22	15	30	1	2	5	10	17	34	3	6	8	16	1	2	3	6
Above 40%	21	42	19	38	13	26	3	6	3	6	3	6	13	26	2	4	13	26
Below 40%	17	34	5	10	31	62	38	76	24	48	42	84	9	18	47	94	32	64

As shown in the above table , in reading proficiency 4% children achieved above 80% , 22% achieved above 60% ,42% achieved above 40% and 34% got below 40%. It is found that 42% children achieved above 40% and 34% were below 40% which is quite poor result. Reading proficiency is taken as a quite easy skill than other speaking, listening, and writing. However, the proficiency towards this skill here was found quite poor. Similarly, in writing proficiency, none of the children achieved above 80% , only 2% achieved above 60% , 4% achieved above 40% , but 94% achieved below 40% which is presented in above table. It is poor result that none of them obtained above 80% in writing although the composition was related to their own festival. There were 94% children who were under 40% which is very poor result as found. The children's proficiency in the aspects of language as the responses provided to the question number 4 showed that was related with grammar, 8% children secured more than 80%, 10% secured above 60%, 6% children secured above 40% however 76% were below 40%. It showed that the children's proficiency was poor in grammar.

As a whole, 4% children achieved above 80%, 6% achieved above 60%, 26% achieved above 40% and 64% achieved below 40%. Here, number of children to obtain below the level of pass mark is higher. All children could not perform well. There were only 36% children to achieve above 40%.

3.1.3 District wise Comparison of Marginalized Children's Proficiency

As shown in table No. 2 and 3 in reading proficiency, 18% children achieved above 80% in Kathmandu out of 100 whereas, just 4% achieved above 80% in Arghakhanchi which is more than four times lesser than the children of Kathmandu. Regarding above 60%, in Kathmandu 34% of children achieved that level whereas 22% achieved the same level in Arghakhanchi. So, it is also found

that children of Kathmandu achieved higher than those in Arghakhanchi. The children to achieve above 40% were 42% in Arghakhanchi however, only 32% achieved above 40% in Kathmandu. By which it was found that the children's proficiency in reading in Kathmandu was found higher and better than in Arghakhanchi.

Similarly, in writing proficiency 44% children achieved above 80% in Kathmandu whereas none of them were able to obtain above 80% in Arghakhanchi. It is quite amusing that out of 50 children none could achieve above 80% in Arghakhanchi. There were 94% children to achieve below 40% in Arghakhanchi where, only 74% were below 40% in Kathmandu. It also proves that children of marginalized group in Arghakhanchi were found quite poor in writing proficiency than the children in Kathmandu.

As a whole, 8% children obtained above 80% in all two language skills and aspects in Kathmandu whereas 4% children obtained above 80% in Arghakhanchi. There were 32% children who achieved above 60% in Kathmandu whereas just 6% achieved above 60% in Arghakhanchi which is more than five times greater in Kathmandu. There were 32% children to achieve above 40% in Kathmandu whereas 26% achieved above 40% in Arghakhanchi. It was found that 64% children achieved below 40% in Arghakhanchi which was higher than that of Kathmandu, which is 32%. Thus, all above analysis shows that the proficiency of children of marginalized group in English in Kathmandu was found better and higher than the children in Arghakhanchi. It may be due to different causes such as facilities, physical structure of classroom, teaching methodology, and parents' attitudes towards English.

3.1.4 Analysis of the Marginalized (Children's) Boys' Proficiency in English

The analysis of the marginalized (children's) boys' proficiency in the English language in Arghakhanchi is presented by the overleaf table:

Table No. 4
Marginalized (children's) Boys' Proficiency in English

Percentage	Reading		Aspects of Language												Writing		Total Ss	%
	1		2		3		4		5		6		7		8			
	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%		
Above 80%	6	12	12	24	10	20	12	24	3	6	5	10	16	32	0	0	1	2
Above 60%	12	24	13	26	6	12	6	12	13	26	4	8	9	18	1	2	9	18
Above 40%	17	34	17	34	12	24	6	12	2	4	8	16	9	18	2	4	14	28
Below 40%	15	30	8	16	22	44	26	52	32	64	33	66	21	42	47	94	26	52

The analysis of the proficiency in English among boys of marginalized group from selected sample as presented in the table given above shows that in reading proficiency, 12% boys achieved above 80% , 24% achieved above 60% , 34% achieved above 40% and 30% also achieved below 40% . Here, it is found that boys had done quite well although 30% children are below 40%. Similarly, in writing proficiency none of boys could obtain above 80%, however only 2% boys could obtain above 60% and 4% boys obtained above 40% but 94% were below 40%. It is very poor result in comparison to reading proficiency. None of them could obtain above 80% where 94% children are still below 40%. It is found that boys could not perform well in writing although writing it was selected from grade four “My Primary English” which they had already learned. Currently they are studying in grade five; however they feel difficult to express their ideas in English.

As a whole, 2% boys obtained above 80%, 18% obtained above 60%, 28% could obtain above 40% and 52% were below 40% from the selected sample. Altogether 28% boys achieved above 40% but still 52% were below 40%. Just half of the boys could perform well in all reading, writing and some aspects of language.

3.1.5 Analysis of the Marginalized (Children’s) Girls’ Proficiency in English

The analysis of the proficiency in English among girls of marginalized group from selected sample is presented by the overleaf table:

Table No. 5
Marginalized (Children's) Girls' Proficiency in English

Percentage	Reading		Aspects of Language										Writing		Total Ss	%		
	1		2		3		4		5		6		7				8	
	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%	TR	%			TR	%
Above 80%	4	8	17	34	13	26	10	20	7	14	13	26	26	52	1	2	5	10
Above 60%	16	32	10	20	6	12	7	14	12	24	7	14	6	12	2	4	10	20
Above 40%	21	42	16	32	9	18	7	14	5	10	3	6	10	20	10	20	15	30
Below 40%	9	18	7	14	22	44	26	52	26	52	27	54	8	16	37	74	20	40

As presented in the above table, In reading proficiency, 8% girls achieved above 80%, 32 % achieved above 60 %, 42% achieved above 40% whereas just 18% obtained below 40% which was quite good one. Most of the girls performed well in reading proficiency. Similarly, in writing proficiency as shown above (question number 8), 2% girls obtained above 80%, 4% achieved above 60%, 20% achieved above 40% whereas, 74% girls achieved below 40% which was quite poor one. It is found that girls were weak to express their feelings in English in writing.

As whole 10% girls achieved above 80%, 20% achieved above 60%, 30% achieved above 40% and 42 % achieved below 40%. Although 30% of the total girls were above 40% and 40% of them were below 40%. It proves that one third girls were still found weak.

3.1.6 Comparative Analysis of Marginalized Children's Proficiency in English in Terms of Gender: Boys vs. Girls

As presented in table numbers 4 and 5, in reading proficiency 12% boys achieved above 80% whereas 8% girls achieved above 80%. There were 24% boys to achieve above 60% whereas 32% girls achieved above 60%. There were 34% boys who achieved above 40%. The percentage was greater than the girls where there were just 18% girls to obtain below 40%. Here, it is found that boys' proficiency in reading proficiency was found higher than of the girls. Regarding writing proficiency, none of the boys could obtain above 80%, whereas 2% girls obtained above 80%, 2% boys obtained above 60% where girls obtained double than that i.e. 4% above 60%. There were 4% boys to obtain above 40% whereas 20% girls obtained above 40% which was quite good than that of the boys. There were 74% girls who achieved below 40% where boys were quite higher than the girls

i.e. 96%. The performance of girls was found higher than the boys in writing proficiency.

As a whole, 2% boys achieved above 80% where 10% girls achieved above 80%, 18% boys achieved above 60% whereas 20% girls achieved above 60% , 28% boys achieved above 40% whereas 30% girls achieved above 40% , 52% boys achieved below 40% whereas 40% girls were only below 40% . As in the whole, girls' proficiency among all above mentioned skills and aspects was found better than the boys. The girls to succeed in different skills and aspects were 60% whereas only 48% boys succeeded. It proves that the performance of girls in different language skills and aspects was better and higher in comparison to boys.

3.2 Analysis of the Role of English to Uplift Social and Economic Status in Children of Marginalized Group

To find out the role of English to uplift social and economic status in children of marginalized group, various affecting variables like education of parents, family structure, employment of parents, English (level of difficulty), parents' attitudes while learning English, role of English to get better job were taken into consideration. It is presented in the overleaf table.

Table No.6

Role of Social and Economic Factors in Developing English Language Proficiency of Marginalized Children

Level of Proficiency	Proficiency		Variables to Measures Social and Economics of Marginalized Group Children																	
	TR	%	Family structure		Education of Parents/Family Members			Employment of Parents				Children's Attitudes Towards Learning English		Parents' Attitudes Towards Learning English				English Helpful to get job Better		Re
			Nuclear	Joint	Be	OE	BU	One	Two	Two+	None	Easy	Difficult	Happy	Sad	Angry	None	Yes	NO	
Above 80%	6	6	4	2	2	3	1	1	3	1	1	3	3	6	0	0	0	6	0	
Above 60%	19	19	14	5	4	10	5	3	7	7	2	14	5	16	1	1	1	18	1	
Above 40%	29	29	18	11	11	12	6	15	5	6	3	22	7	27	2	0	0	29	0	
Below 40%	46	46	29	17	10	15	26	8	14	9	13	35	11	40	0	0	6	44	2	

The data as shown in the table no.6 is presented below descriptively on the basis of the children's proficiency level. Such as children to achieve above 80%, above 60%, above 40%, and below 40% in each paragraph respectively. They are presented with the effect of socio-economic variables like: family structure, education of parents, employment of parents, children's attitudes towards learning English and children's attitudes towards the English as helpful to get the better job in the future.

As shown in the above table, as a whole 6% children were above 80%. Out of them, 4% were from nuclear family and 2% from joint family background. Regarding education of their parents, 2% children had both educated parents, 3% had only one of their parents educated and only 1% had both uneducated. In relation to the employment of parents/family members, 3% children had two members employed, 1% had only one employed, 1% had more than two employed and 1% had none of the members employed. The children who found learning English easy was 3% and the equal percent felt difficult to learn English. Parents' attitudes towards the learning English were found all positive. Similarly, all children were positive towards the role of English to get better job in future. The analysis above shows the mixed result, that is to say that children from joint family, of educated parents, of one employed parents also achieved the excellent proficiency. To conclude, there are other some more factors which affect children's learning.

Similarly, out of whole sampled population 19% children achieved above 60%. Out of them, 14% children were from nuclear family and 5% were from joint family background. Regarding the education of their parents, 4% children had

both of parents educated, 10% had one of their parents educated, and 5% had both uneducated. Regarding the employment of parents/ family members, 3% children had only one of their parents employed, 7% had two family members employed, 7% had more than two family members employed and 2% had none of their family members employed. There were only 14% children who felt easy to learn English whereas 5% children felt difficult to learn English. Among their parents, 16% parents felt happy towards their children's learning English, 1% felt sad, 1% angry and 1% remained neutral. There were 28% children who were positive towards English to get better job in future whereas 1% was not sure about it.

Similarly, 29% children' proficiency was above 40% in different reading, writing and aspects of language. Among them, 18% were from nuclear family and 11% were from joint family. Regarding the education of parents, 11% children had both parents educated, 12% had one of their parents educated and 6% had none of their parents educated. Regarding the employment of parents/ family members, 15% children had one of their family members employed, 5% had two members employed, 6% had more than two members employed and 3% had none of their family members employed. There were 22% children to feel easy to learn English whereas 7% children felt difficult among 29%. There were 27% parents those who felt happy towards the learning English in their children whereas just 2% felt sad towards it. All of children those who achieved above 40% were positive towards learning English and get a better job in the future.

Likewise, 46% children' proficiency was below 40%. Among them 29% children were from nuclear family and 17% were from joint family. Among them, 10% parents were both educated, 15% parents one of them was educated and 26% parents were uneducated. Regarding employment of family members, 8% children

had one of their family members employed, 14% had two members employed, 9% had more than two members employed and 13% had none of the members employed. There were 35% children those who felt easy to learn English and only 11% children felt difficult to learn English, although 46% children were below 40%. There were 40% parents those who felt happy in learning English in their children however just 6% did not care about it. There were 44% children who were interested to learn English and 2% children were not positive towards learning English. It was found that 44% children were positive towards getting better job in future but just 2% were not sure.

In conclusion, the following description presents the affect of socio-economic factors in the proficiency of marginalized group children as a whole. The each paragraphs deals with family structure and education of parents, employment of parents and children's attitudes towards learning English, and finally parents attitudes towards learning English and children's attitudes towards learning English to get better job in the future respectively.

Among the sampled population 65% children were from nuclear family background and 35% were from joint family background. However, the children to achieve above 40% and the children who could not achieve above 40% were in equal number from both the family backgrounds, which proves that family structure does not affect in learning English in marginalized group children.

Regarding the education of the parents, one of the parents of 40% children was educated, both parents of 27% children were educated and none of the parents of 38% children were educated. The data showed that 38% children's parents were both uneducated and 26% children of this group could not achieve above 40% in

the test items. Thus, parents' education determines the improvement of their children's education.

Regarding the employment of the family members, there were 29% children whose two family members were employed, 27% children had only one member employed, 23% children had more than two family members employed and 19% children had none of the members employed. The data showed that 13% children who had none of the parents employed obtained below 40% whereas 9% children who had both the parents employed also obtained below 40%. So, it can be concluded that the economic condition of parents does not determine the proficiency of their child in learning English. There were 74% children who felt easy to learn English whereas 26% children felt difficult to learn it. Although 46% of them were below 40%, 35% felt easy to learn English.

Attitude towards learning English was highly positive because 89% parents were happy towards learning English in their children. Just 3% were sad, 1% was angry and 7% did not respond towards learning English in their children. It was found that the children of marginalized group were highly motivated towards learning English and they thought that it would be helpful to get better job. There were 97% children who were sure that they have to learn English so that they could get better job in future. Just 3% children were not sure about it.

3.3 Attitudes Towards English of Marginalized Group Children Parents

Most of the parents from both districts responded positively towards the necessity to teach English for their children from primary level. I found parents from both districts opined the necessity to teach English language from the beginning. Most of the parents were from agriculture production. They view, "we should teach English in English medium rather than using translation in Nepali". They viewed that we can increase

teaching English through English gradually rather than in Nepali so that it helps to develop speaking as well as learning aspects. They further viewed, when children did not understand at that time, the teacher should use Nepali to make them clear. Almost all of the parents from both the districts viewed that English is essential from home to society. Even to buy daily using materials the need of English is essential. As today is the world of competition they thought if English is taught from the beginning it helps their child to be competitive and get better job in near future.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The prime objective of this research was to find out the role of social and economic status in developing English language proficiency of the marginalized children. To find out the proficiency in English, the data were analyzed and interpreted and the social and economic status was found. To identify the major findings and suggest some pedagogical implications on the basis of findings drawn from the study was one of its parts.

4.1. Findings

The following findings have been drawn after the micro analysis and interpretation of the data collected from the children of marginalized group in English.

1. The proficiency of the children in the English language shows that the children to achieve above 80%, 60% and 40% were 6, 19 and 29 respectively whereas there were 46 children who achieved below 40%.
2. The proficiency of the children in English shows that the children to achieve above 80%, 60% and 40% in Kathmandu were 8, 32 and 8 respectively whereas in Arghakhanchi the proficiency of children in English to achieve above 80%, 60% and 40% were 4, 6, and 26 respectively. There were 64% children who did not obtain pass marks in Arghakhanchi whereas there were only 32% children who did not obtain pass marks in Kathmandu. It was found that the proficiency of children in English was better in Kathmandu than in Arghakhanchi.
3. The proficiency of boys in English to achieve above 80%, 60%, and 40% were 1, 18 and 28 respectively. Likewise, the proficiency of girls in English

to achieve above 80%, 60% and 40% were 10, 20 and 30 respectively. It shows that the girls' proficiency in each percentage was found higher than the boys. As a whole, 60% of the girls obtained above pass percentage whereas there were only 48% boys who obtained above pass percentage.

4. Regarding the role of social and economic background of the children in English, it was found that family structure does not affect towards the learning environment of the children. Children to obtain above 80%, 60% and above 40% from nuclear family were 4, 14 and 28 respectively. However, there were 29 children who were below 40% from nuclear family. Similarly, the children to obtain above 80%, 60% and 40% from the joint family were 2, 5, and 11. However, there were 17 children to achieve below 40% from the joint family.
5. Education of parents plays an important role to uplift their children. It was found that 26 children whose both parents were uneducated obtained below 40%. The children who achieved above 80%, 60% and 40% were 3, 10 and 12 respectively where only one of their parents was educated. So, education of the parents determines the success of their children's proficiency in English.
6. Employment of family members does not affect the children's proficiency in English. It is found that the highest number of children to achieve about 80 and 60 were from the family where two members were employed. In the same way, the highest number of children to achieve below 40 was also from the family whose two family members were employed whereas the highest number of children to achieve above 40 were from the family where only one member was employed.

7. The children' feeling towards learning English was found positive. The children who achieved above 80, 60, 40, and below 40 felt 3, 14, 22 and 35 percentage respectively easier to learn English. Although, 46 children were below 40% but out of them 35 felt easier.
8. Parents' attitude towards learning English was found highly positive where 89% parents were found happy towards learning English by their children.
9. Regarding the role of English for professional advancement almost all children agreed that English will be helpful to get better job in future.
10. All parents of the selected children responded that English is essential and important for their children. If they want their children to be more competitive and to get better job in future. English was viewed as an essential subject.

4.2. Recommendations

1. This study will be beneficial for teachers, schools as well as curriculum designers to design the course focusing on the children of marginalized group.
2. It will be helpful for the teachers to teach English to the children of primary level whose parents' educational background is poor.
3. It will be helpful to further researchers to carry out the research on the children of other division marginalized group under ethnicity.
4. It will be beneficial to both districts: Kathmandu and Arghakhanchi to design programmes regarding English which is yet not planned.

4.2. Recommendations for Further Research

Research is not a complete work in itself. This study is prepared for academic purpose. The status of English in the children of marginalized group is less emphasized. Thus, further research can be conducted in the following area which helps to enhance the status of the children.

1. The further researches can be extended to other marginalized groups like: endangered and highly marginalized groups.
2. The research can be conducted on the private boarding school where less number of children of marginalized groups are found.
3. The various linguistic factors like motivation towards learning the English language of the children of marginalized groups can be conducted.
4. Such researches can be conducted by comparing urban and urban, rural or rural, or other urban or rural districts children.

References

- Asher, R. E. & Simpson, J. M. X. (1994). *The encyclopedia of language and linguistics (Volume 6 and 7)*. Newyork Pergamon Press
- Awasthi, J.R. (1979). *A study of attitudes of different groups of people towards English language in the secondary schools of Kathmandu district*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.
- Barooh, P.R. (2007). 'Role of English language education in social and economic upliftment of labour community: an Indian case.' *Journal of NELTA: vol-12*. Kathmandu: NELTA.
- Bashyal, G.P. (2000). *A Study on the strategies prevalent in creating motivation in teaching English in higher secondary schools in Nepal*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.
- Beaven, B.(eds.).(2007). *IATEFL 2006: Harrogate conferences selections*. Canterbury: IATEFL.
- Best, J.W. & Khan, J.V. (2006). *Research in education (fifth edition)*. London: Routledge Flamer.
- Bhatta, S.P. (1997). *Language planning in the education sector of Nepal and status of English in it*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.
- Bhattarai, A. (2001). Writing research proposal. *Journal of NELTA. vol-6*. Kathmandu: NELTA.

- Bhattarai, G.R. (2004). *A thematic analysis of research reports*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R. (2006). English teaching situation in Nepal: Elaboration of the theme for panel discussion in the 40th TESOL conference. *Journal of NELTA. vol-11*. Kathmandu: NELTA.
- Bhattarai, G. R. & Gautam, G. R. (2007). The proposed ELT survey: Redefining the status and role of English in Nepal. *Journal of NELTA: vol-12*. Kathmandu: NELTA.
- Carter, R. & Nunan, D. (2001). *Teaching english to speakers of other languages*: Cambridge: CUP.
- Cohen, L. et al. (2000). *Research methods in education (fifth edition)*. London: Routhledge Flamer.
- Pant, P. & Nepal, S. (2003). *Population monograph of Nepal: vol: II* Central Bureau of Statistics. Nepal.
- CBS, (2008). *Nepal in figures 2007* .Central Bureau of Statistics. Nepal.
- Crystal, D. (1997). *Encyclopedia of language*. Cambridge: CUP.
- Ghimire, S.D. (1998). *A sociolinguistic account of gender differences in English language proficiency*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.
- Giri, R.A. (1981). *A comparative study of English language proficiency of the students in grade ten in the secondary schools of Doti and Kathmandu*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.

- Gurung, et al. (2006). *Nepal atlas of ethnic and caste group*. Kathmandu: National foundation for the development of indigenous nationalities.(NFDIN).
Kathmandu, Nepal.
- Harmer, J. (2001). *The practice of English language teaching (third edition)*.
London: Longman.
- Hatch, E. and Farhady, H. (1982). *Research design and statistics for applied linguistics*.
London: Newbury House Publishers.
- Holdon, S. (eds). (1979). *English for specific purpose*. London: Modern English
Publications Limited.
- Hornby, A.S. (eds.) (2005). *Oxford advanced learners dictionary*. New York: OUP.
- Kansakar, T. R. (1998). Higher secondary and three year bachelor English curriculum: A
case for coordination. *Journal of NELTA*. vol-2. Kathmandu: NELTA.
- Kennedy, C. and Jennifer, J. (1991). *Ideas and issues in primary ELT*. Hongkong:
Thomas Nelson and Sons Limited.
- Khaniya, T.R. (2007). *New horizons in education in Nepal*: Kathmandu: Kishor Khaniya.
- Kumar, R. (2005). *Research methodology*. India: Pearson Education in South Asia.
- Matthews, P.H. (2005). *Concise dictionary of linguistics*. New York: OUP.
- NFDIN. (2005). *Indigenous nationalities bulletin*. Kathmandu: NEFDIN.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Richards et al. (1999). *Longman dictionary of language teaching and applied linguistics*.
essex: Longman.
- Sharma, K.C. (2006). English in Nepal from the past to the present. *Journal of NELTA*:
vol-12. Kathmandu: NELTA.

Timsina, C.M. (2006). *A comparative study on language proficiency of dalit and non-dalit students*. An unpublished M.Ed. thesis, Department of English Education: Tribhuvan University, Kathmandu.

Van Els et al. (1984). *Applied linguistics and the learning and teaching of foreign languages*. London: Edward Arnold.

APPENDIX-3
TEST ITEMS

F.M:50

P.M:20

Name of the Student:.....

School:.....

Class.....

Address:.....

Sex: Male () Female ()

1. Read and Answer (4x3=12)

Which is the tallest mountain in Europe?.....

Pasang Lhamu Sherpa was born in 2017 bs in Solukhambhu district. Her father's name is phurba Kitar Sherpa. Her mother's name is Angdaki Sherpa. Pasang was a brave girl. Her father was a mountaineer. Pasang wanted to be a mountaineer,too.

In 1989, she climbed Pisaanchule Mountain. It is 6091 meters high. It is in Manang district. She climbed Mount Blac in 1990. It is 4807 meters high. It is in France. It is the tallest mountain in Europe. She first tried to climb Mt. Everest in 1990 and then in 1991. She couldn't succeed in her either attempt. The wether was not so good.

She again tried in 1992. She failed in her third attempt again. Finally, she climbed Mt. Everest in 1993(22 April). She became the first Neplease woman to climb Mt. Everest.

What a great deed!

- i) When was Pasang Lamhu Sherpa born?
.....
- ii) What is her Mother's name?
.....
- iii) Name two other mountains she climbed before Mt. Everest.
.....
- iv) When did she try first for Mt. Everest?
.....

1. Look at the Pictures and make words.

Picture

2. Use the following words in the blank spaces.

brave mountaineer is attempt tallest

A. Ramesh is a boy. He can stay alone in the forest

B. He is the boy in his class.

C. I want to be a in future.

D. My village in Butwal.

3. Look at the picture and answer the following questions.

Picture

A. Who is laughing?

B. What came out of the bag?

4. Change the following words into plural.

Child _____ Children

Mouse _____

Donkey _____

Carrot _____

Monkey _____

Ox _____

Bench _____

5. Write the name of 12 months of year.

January

6. Write a short paragraph on Dashain Festival.

Dashain is our National Festival.

APPENDIX-1
QUESTIONNAIRE

This questionnaire is prepared to draw information for the work entitled "Role of Social and Economic Status of Marginalized Group in Developing English Language Proficiency", which is carried out under the guidance of Dr. Anjana Bhattarai, Reader, Department of English Language Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you all co-operate with me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work.

Thank You

Researcher:
Ashok Sapkota
M.Ed.2nd Year
Kirtipur, Kathmandu.

Name of the Student:.....

School:.....

Class.....

Address:.....

Sex: Male () Female ()

(Please tick (✓) the correct answer.)

1. What is the educational status of your parents?

a) Both educated b) one educated c) both not educated

2. Which ethnicity do you belong to?

a) Newar b) kumal c) magar d) others,.....

3. How many members are there in your family?

a) 5 people b)10 people c) below 5 d)above 10

4. What is your parents' occupation?

a) Service b) business c) agriculture d) others,.....

5. Will you join your parent's occupation?
a) Yes b) no
6. What is the structure of your family?
a) Nuclear b) joint
7. How many people are employed in your family?
a) One b) two c) above two d) none
8. From which class did you start learning English?
a) One b) two c) three d) four
9. English is important because it is an international language.
a) Strongly agree b) agree c) disagree d) strongly disagree
10. Do you think English is easy to learn?
a) Yes b) no
11. How do your parents feel when you learn English?
a) Happy b) sad c) angry d) none
12. Who praise you when you Learn English?
a) Father and mother b) sister and brother c) teachers d) all
13. English will be useful for you when you left the school.
a) Strongly agree b) agree c) disagree
14. Do you think English will be helpful to get better job?
a) Yes b) No

(Thanks for your kind Co-operation.)

APPENDIX-2

Interview Schedule for Parents

1. Why do you think English is necessary to teach to your children in primary level?
2. Which language is more important use while teaching? English or Nepali?
3. Does studying English help to your children to get prestige in society?
4. Is there a good possibility of getting a job in future when they study English in primary level in this district?
5. How do you feel when your child/children are interested to learn English?

APPENDIX -4

**The Classification of Marginalized Group in Terms of
Ethnicity**

A. Endangered Groups

1. Kusunda
2. Bankariya
3. Raute
4. Surel
5. Hayu
6. Raji
7. Kishan
8. Lepcha
9. Meche
10. Kusbadiya

B. Highly Marginalized Groups

1. Majhi
2. Siyar
3. Lhomi
4. Thudam
5. Dhanuk
6. Chepang
7. Santar Santhal
8. Thami
9. Jhangad
10. Bhote
11. Dhanuwar

12. Baramu

C. Marginalized Groups

1. Sunwar

2. Tharu

3. Tamang

4. Bhujel

5. Kumal

6. Rajbansi

7. gangai

8. Dhimal

9. Bhote

10. Darai

11. Tajpuriya

12. Pahari

13. Topkegola

14. Dolpo

15. Free

16. Mugal

17. Larke

18. Lohpa

19. Dura

20. Walung

D. Disadvantaged Group

1. Gurung
2. Magar
3. Rai
4. Limbhu
5. Chhairton
6. Tangbe
7. Tingaunle thakali
8. Baragaule
9. Marphali Thakali
10. Sherpa
11. Yakkha
12. Chhantyal
13. Jirel
14. Byansi
15. Yolmo

E. Advanced Group

1. Newar
2. Thakali