







the bases where language dominance appears and flourishes.

Due to the difference in pronunciation, Tamang students are teased and insulted. Every language is different from others in phonology, morphology, syntax and semantics. This difference is their identity, but it has become a tool for isolation and an object to tease and dominate them. Thus, the linguistic dominance creates the sense of inferiority complexion and it prevents them from active participation in the classroom activities.

Psychologically, the inferior complexity bars them from active participation in English language classroom activities. Our education policies, practices of teachers and social attitudes towards minority communities are responsible for this inferiority complexion on minority communities like Tamang. They are hegemonized with the notion that the children of Brahmins/ Chettris (upper class people) are born with sharp minds and children of Tamangs are born blunt and they are not meant for higher level of learning. This hegemonic conception of social stratum reduces the confidence level of Tamang learners while participating in classroom activities.

Classroom structure, teacher and medium of instruction seemed to be power designer. In classroom structure, the teacher possesses power and students are influenced with that power. The students whose values, beliefs and convictions are similar to that of teacher have better relationship and higher status than those whose values, beliefs and convictions are different. Language is a tool to create power and so is knowledge. The students whose mother-tongue is the same as the medium of instruction feel superior and speak more confidently than those whose mother-tongue is different from the medium of instruction. They have less confidence even in the use of the language, the medium of instruction.

Cultural practices, classroom environment and people's attitude are the next influential factors for the creation and promotion of dominance in classroom activities. Tamang people are found to be superstitious because they have high respect to Lama and they cannot go against his order. This respect to their superstition confined them within their circle. Due to the difference in culture, they are blamed to be irreligious, non-sacred and sometimes even criminal and were/are treated in the same way. Most of the Tamang people in the rural areas are uneducated or less educated. It has affected their children's study. The students whose parents are educated and/or aware of education get support and supportive environment and studious culture in the house. But those whose parents are uneducated or less educated and unaware of the value of education cannot concentrate in study. They also have no study environment in the house. They go to the class with

no assignment and defeated mentality. This results their weak participation in classroom activities. Classroom environment is not motivating for study.

This has increased the dropped-out. The trend of getting married in early age and going abroad for employment and the culture of eating, drinking and relaxing leads them to be lagged behind in study. Teachers have a great role to lead their students in learning. If teachers are trained to handle multilingual students, to create appropriate language learning environment and to run child friendly classroom activities, students can lead their mother-tongue and English significantly.

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