

**PERFORMANCE IN THE ENGLISH LANGUAGE:
PERCEPTION OF TEACHERS AND STUDENTS**

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

**By
Lok Bahadur Budhathoki**

**Faculty of Education
Tribhuvan University,
Kirtipur Kathmandu, Nepal
2008**

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(Specialization in English Education)**

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2008**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Lok Bahadur Budhathoki has prepared the thesis entitled **'Performance in the English Language: Perception of Teachers and Students'** under my guidance and supervision.

I recommend the thesis for approval and acceptance.

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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:

.....

Lok Bahadur Budhathoki

DEDICATION

This thesis is dedicated to my parents and wife who devoted their life and took all the pains to make me what I am today.

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Lok Bahadur Budhathoki

ABSTRACT

The present thesis entitled '**Performance in the English Language: Perception of Teachers and Students**' aims to find out the possible causes of poor performance by students. For this purpose, eighty students, (10th graders) and four English subject teachers of Bardiya District were selected through simple random and non-random sampling procedure. The questionnaires were the tools for collecting primary data. The data were analyzed and interpreted statistically and descriptively. After analyzing the data, the main findings of the research have shown that a single classroom consists of above 100 students, which is inconvenient for the students to learn English. Similarly, weak students were not paid attention for motivation and encouragement. Teachers used only teacher centered techniques so that students' participation is quite poor. Besides, lack of teaching-learning materials was also found to be a dominant cause.

This thesis consists of four chapters. Chapter one introduces the study with its general background showing light on English language teaching, importance of English language, theories of language learning and teaching, language acquisition and learning, challenges of teaching and learning English language in Nepal and factors affecting language learning. It also incorporates review of the related literature, objectives and significance of the study. Chapter two deals with the methodology of the study. It comprises source of data, sampling procedure, tools and process of data collection and limitation of the study. Similarly, chapter three presents the analysis and interpretations of the data. Data were analyzed by using different tables and their descriptions. Finally, chapter four discusses the findings of the study. On the basis of findings pedagogical implications (recommendations) have been suggested. References and appendices present additional information about the research work.

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References

Appendices

Appendix- A: Questionnaire for teacher

Appendix- B: Questionnaire for students

Appendix -C: Name list of schools, teachers and students

Appendix - D: Responses obtained from informants

ABBREVIATIONS AND SYMBOLS

%	-	Percent
AD	-	Anno Domini
e.g.	-	for example
ELT	-	English Language Teaching
G.T.	-	Grammar Translation
H.S.S.	-	Higher Secondary School
i.e.	-	that is
LAB	-	Language Aptitude Battery
LAD	-	Language Acquisition Device
MLAT	-	Modern Language Aptitude Test
NEC	-	National Education Commission
No.	-	Number
S.L.C.	-	School Leaving Certificate
S.N.	-	Serial Number
S.S.	-	Secondary School
SL	-	Second Language
Vol.	-	Volume