

**PERCEPTIONS OF GUARDIANS ON USE OF ENGLISH
AT HOME**

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

Submitted by

Kaman Singh Rai

Faculty of Education

Tribhuvan University Kirtipur,

Kathmandu, Nepal

2018

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DECLARATION

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

Date: 13-04-2018

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This is to certify that **Mr. Kaman Singh Rai** has prepared this thesis entitled **Perceptions of Guardians on Use of English at Home** under my guidance and supervision.

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DEDICATION

Dedicated

to

The person who gave me the birth, showed me the beautiful world and taught to be a civilized person however she is not remained any longer here in the world in these days my mother Mrs. Shubha Laxmi Rai, Father Mr. Harka Bahadur Rai and whole family member for their everlasting love, affection, inspiration, help and care till to this moment.

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ABSTRACT

This research work entitled the "**Perceptions of Guardians on Use of English at Home**" has been carried out to identify the perceptions of guardians on the uses of English by their children at home. This survey research and non - random judgmental sampling procedure were used to select the 40 guardians as respondents whose children were studying English as a major subject in higher level study in Gaighat of Udayapur district. The main aim of the study was to seek out the perceptions of guardians on the uses of English. Questionnaires containing both the close ended and open ended questions were used as the tool for the data collection. It was found that most of the guardians have positive attitude and perception toward uses of English and to encourage to their children to learn English with taking English as a major subject at higher level.

The thesis has been organized into five chapters. Chapter one includes the background of the study, statement of the problem , objectives of the study, research questions, significances of the study, delimitation of the study, and operational definition of the key terms. Chapter two deals with the review of theoretical literature, review of related empirical literature, implication of the review and conceptual framework. Chapter three deals with methods and procedure of the study, design of the study, population sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, data analysis, and interpretation procedures, Chapter four deals with analysis and interpretation of the result and summary of finding and Chapter five deals with the conclusion and Recommendation are made on policy makers or related, practice related and further research related area of the application. The appendices and references are placed at last of this thesis.

LIST OF SYMBOLS AND ABBREVIATIONS

B. Ed	= Bachelor of Education.
C D C	= Curriculum Development Center
C U P	= Cambridge University Priors
E L T	= English Language Teaching
F O E	= Faculty of Education
IOE	= Institute of Education
K.U.	= Kathmandu University
M. E d	= Master of Education
M. Phil	= Master of philosophy
M O E	= Ministry of Education
N C D	= Nepal Curriculum Development
NELTA	= Nepal English Language Teachers Association
NESP	= National Education System Plan
NGO	= Non-Government Organization
OALD	= Oxford Advance Learners Dictionary
OUP	= Oxford University Press
PCL	= Proficiency Certificate Level
P. U.	= Purbanchal University.
SLC	= School Leaving Certificate
SSRP	= School Section Reform Programme
TU	= Tribhuwan University

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