**EFFECTS OF STUDENTS’ FLOW IN M. ED. ENGLISH**

**CLASSROOM**

**A Thesis Submitted to the Department of English Education**

**in Partial Fulfilment for the Master’s Degree in Education**

**Submitted by**

**Moti Ram Dahal**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2008**

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**(Specialization in English Education)**

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**Kathmandu, Nepal**

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**DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original, no part of

of it was earlier submitted for the candidature of research degree to any university.

 Moti Ram Dahal

Date: 2060-06-29

 **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Moti Ram Dahal** has prepared this thesis entitled **Effects of Students’ Flow in M.Ed. English Classroom** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: ……………………….

 **Dr. Tirth Raj Khaniya**

Professor

 Department of English Education

 Faculty of Education

 TU, Kirtipur, Katmandu

**RECOMMNEDATION 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

TU, Kirtipur

**Dr. Tirth Raj Khaniya** (Guide) **……………………**

Professor Member

Department of English Education

TU, Kirtipur

**Dr. Anjana Bhattarai …………………..**

Reader Member

Department of English Education

TU, Kirtipur

Date:

**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

TU, Kirtipur

**Dr. Jai Raj Awasthi ……………………….**

Professor Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

**Dr. Tirth Raj Khaniya** (Guide) **……………………..**

Professor Member

Department of English Education

TU, Kirtipur

Date:

**DEDICATION**

**Dedicated**

**to my parents and all well-wishers**

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October 2008 Moti Ram Dahal

 **ABSTRACT**

This thesis entitled ‘Effects of Students’ Flow in M. Ed. English Classroom’ was carried out in partial fulfilment of the master’s degree in Education. The objective of the study was to find out effects of the excessive intake of the students without entrance exam for screening and planning in M.Ed. English classroom on classroom management, teacher-student interaction and facilities available. The researcher selected seventy students studying at M.Ed. first year in TU, using simple random sampling and ten teachers were selected from the Department of English Education using non-random purposive sampling. He used two sets of questionnaires consisting of closed-ended and open-ended questions to elicit the data. The major findings of the study were that the teachers were compelled to teach as the way that an untrained teacher does. Classroom management and teacher-student interaction was found highly affected. The classroom and library facilities were also affected due to student’s flow. The teaching and non-teaching staff was also found inadequate. Majority of the teachers and students were in favor of the implementation of the entrance examination to check this flow and to reduce its negative effects on teaching learning procedure inside the classroom.

The thesis consists of four chapters. Chapter one includes general background, review of related literature, objectives of the study and significance of the study. Chapter two deals with methodology applied to carry out the research work. It consists of sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three presents the analyses and interpretation of the data collected from the respondents. Chapter four presents the findings and recommendations and pedagogical implications of the study. The references and appendices are given.

 **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**

**Table of Contents ix-xi**

**List of Tables xii**

**List of Figures xii**

**List of Abbreviation xiii**

**CHAPTER-ONE: INTRODUCTION**

1.1 General Background 1

1.2 Importance of the English Language 2

1.3 Entrance Examination: A Short Glimpse 5

 1.3.1 Importance of Entrance Examination 7

 1.3.2 Testing One’s Knowledge: A Pre-requisite for Enhanced Learning 9

 1.3.3 Entrance Examination at Central Department of Education 10

1.4 Role of Classroom Atmosphere in Learning 13

1.5 Literature Review 15

1.6 Objectives of the Study 18

1.7 Significance of the Study 18

**CHAPTER-TWO: METHODOLOGY**

2.1 Sources of Data 19

 2.1.1 Primary Sources of Data 19

 2.1.2 Secondary Sources of Data 19

2.2 Population of the Study 20

2.3 Sampling Procedure 20

2.4 Tools for Data Collection 20

2.5 Process of Data Collection 20

2.6 Limitations of the Study 21

**CHAPTER THREE: ANALYSES AND INTERPRETATION**

3.1 Analyses and Interpretation of Teachers’ Responses23 3.1.1.Teachers’ Responses on Entrance Exam 23

3.1.2 Teachers’ Responses on Classroom Management 25

3.1.3 Teachers’ Responses on Teacher-Student Interaction 28

3.1.4 Teachers’ Responses on facilities 30

3.2 Analyses and Interpretation of students’ Responses 33

3.2.1 Students’ Responses on Entrance Exam 34

3.2.2 Students’ Responses on Classroom Management 37

3.2.3 Students’ Responses on Teacher-Student Interaction 39

3.2.4 Students’ Responses on Facilities 42

**CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS**

4.1 Findings 45

4.1.1 Effects of Overflow on Classroom Management 45

 4.1.2 Teacher-Student Interaction 46

 4.1.3 Facilities 46

4.2 Recommendations 48

**REFERENCES**

**APPENDICES**

 **LIST OF TABLES**

 **Page No.**

Table No. 1: Admission Records in the Department of English Education 4

Table No. 2: Admission Records in the Central Department of Education 4

Table No. 3: Teachers’ Responses on Classroom Management 26

Table No. 4: Teachers’ Responses on Teacher-Student Interaction 28

Table No. 5: Teachers’ Responses on Facilities 31

Table No.6: Students’ Responses on Classroom Management 37

Table No. 7: Students’ Responses on Teacher- Student Interaction 40

Table No. 8: Students’ Responses on Facilities 42

 **LIST OF FIGURES**

 **Page No.**

Diagram No. 1: Teachers’ Responses on the Necessity of Entrance Exam 24

Diagram No. 2: Teachers’ Responses on the Cause of No Entrance exam 25

Diagram No. 3: Teachers’ Responses on Classroom Management 27

Diagram No. 4: Teachers’ Responses on Teacher-Student Interaction 30

Diagram No. 5: Teachers’ Responses on Facilities 33

Diagram No. 6: Students’ Responses on the Necessity of Entrance Exam 35

Diagram No. 7: Students’ Responses on the Cause of No Entrance Exam 36

Diagram No. 8: Students’ Responses on Classroom Management 39

Diagram No. 9: Students’ Responses on Teacher-Student Interaction 41

Diagram No. 10. Students’ Responses on Facilities 44

 **LIST OF ABBREVIATIONS**

AD Anno Domoni

B.Ed. Bachelor in Education

B.S. Bikram Sambat

CUP Cambridge University Press

Dr. Doctor

etc Et cetera

et al. et alii/alia(and others)

i.e. Id est (that is)

I.Ed. Intermediate of Education

M.Ed. Masters in Education

M.Phil. Master of Philosophy

NELTA Nepal English Language Teacher’s Association

No. Number

OPEC Organization of Petroleum Exporting Countries

P. Page

Ph.D Doctor of Philosophy

Pro. Professor

SAARC South Asian Association for Regional Cooperation

SLC School Leaving Certificate

TU Tribhuvan University

UNESCO United Nations Educational, Scientific and Cultural

 Organization

UK United Kingdom

Viz Videlicet (namely)

WWW world wide wave