

**TEACHERS' PERCEPTION TOWARDS A *PERFECT*
ENGLISH GRAMMAR AND COMPOSITION
OF GRADE SEVEN**

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

**Submitted by
Kamal Aryal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2014**

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2014**

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N. 1712

- Kamal Aryal (2014)

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 : 2014/09/08

Kamal Aryal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kamal Aryal** has prepared this thesis entitled **Teachers' Perception Towards *A Perfect English Grammar and Composition of Grade Seven*** under my guidance and supervision.

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DEDICATION

This thesis is dedicated

to

*My father Purushottam Sharma Aryal, Mother Ganga Devi Aryal and
Sisters Samjhana Aryal, Prativa Aryal who devotedly tried to
bring me to this position*

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August, 2014

Kamal Aryal

ABSTRACT

This research work entitled "Teachers' perception towards *A Perfect English Grammar and Composition Grade VII*" is an attempt to analyze the textbook in terms of its academic aspects, and needs and interest of the learners. In the process of this study, I collected data from primary source. The primary sources of data were the responses provided by the English teachers who are teaching *A Perfect English Grammar and Composition*. The total samples were 40 English language teachers from 40 different selected private schools from Palpa district. It is a survey study based on quantitative analysis of the data. In order to collect the data questionnaire were prepared for the teacher. The obtained data were tabulated and analyzed using a simple statistical tool. The findings of the study are based on teachers' perception on the textbook. So, it was found that teaching English grammar is necessary to make student more creative. Similarly the textbook to a great extent exhibits authenticity of the reading materials, most of the respondents agree with and it incorporates some paraorthographic texts such as table, diagram. Therefore, it provides the learners with a reading experience. But glossary, a very important part of a language textbook, is excluded all teachers have negative response on it. As well as the exercises are sufficient for the students in developing academic skills, so most of the respondents agree with it.

This study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, limitations of the study and operational definition of the key terms. The second chapter includes review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework. The third chapter includes methods and procedures of the study which consist of design and methods of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedure, and data analysis and interpretation procedures. The fourth chapter deals with the analysis and interpretation of results, analysis of data and interpretation of results and summary of findings. The last chapter consists of conclusion, recommendations, policy related, practice related and further research related

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