

**TEACHERS' PERCEPTION ON TEACHING AND LEARNING
OF ENGLISH IN SYANGJA**

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

**Submitted by
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Sheela Gurung has prepared this thesis entitled "**Teachers' Perception on Teaching and Learning of English in Syangja**" under my supervision and guidance.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original;
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to any University.

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Sheela Gurung

DEDICATION

Dedicated

to

my husband and

my family members

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Sheela Gurung

ABSTRACT

The present research work entitled "Teachers' Perception on Teaching and Learning of English" was aimed at finding out teachers' perception towards teaching and learning of English in Syangja. To achieve the objectives, classroom observation and a set of questionnaire were prepared as a tool for data collection. The data were collected from the ten trained secondary English teachers of ten secondary level schools of Syangja district. The population of the study were selected by using purposive, non-random method. The trained teachers were provided a set of questionnaire to explore their perception towards teaching and learning of English and three classes of each of the teachers were observed in natural setting. The observation was recorded in narrative form with every detail of activities, procedures, comments and suggestions and later converted into observation form. The observation was later analyzed and interpreted both descriptively and statistically to find out teachers' perception on teaching and learning of English. It was found that teachers' perception towards teaching and learning of English was good and positive as English language seems to be more effective and efficient in the present age of rapid advancement in science and technology.

The thesis consists of five chapters. Chapter one deals with general background of the study, statement of the problems, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Chapter three consists of methods and procedures of the study encompasses research design study, sampling procedure, tools for data collection and data collection procedures. Chapter four consists of the analysis and interpretations of the obtained data. And the fifth chapter presents the conclusion of the study and recommendations. Moreover, it also suggests some pedagogical implications based on policy level, practice level and further research. This chapter is followed by references and appendices used for the study.

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LIST OF ABBREVIATIONS

A.D	Anno Domini
B.S.	Bikram sambat
CERID	Research centre for Educational INnovation and Development
CUP	Cambridge University Press
ELT	English Language Teaching
FOE	Faculty of Educaiton
HSEB	Higher Secondary Education Board
i.e.	That is
NCED	National Centere for Education Development
NESP	National Educaiton System Plan
P.	Page
T.U.	Tribhuvan University
MOE	Ministry of Educaiton