

CLASSROOM CULTURE IN HETEROGENEOUS ENGLISH CLASSES

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

**Submitted by
Narendra Prasad Bhatta**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Narendra Prasad Bhatta** has prepared this thesis entitled **Classroom Culture in Heterogeneous English Classes** under my guidance and supervision.

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DECLARATION

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

Date:

.....

Narendra Prasad Bhatta

DEDICATION

Dedicated

to

*My parents father **Hari Datta Bhatt** and mother **Gomati Devi Bhatt**, who
contributed a lot to lead me where I am today*

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Narendra Prasad Bhatta

ABSTRACT

The present study entitled, '**Classroom Culture in Heterogeneous English Classes**' was intended to find out the teachers perception towards classroom culture in heterogeneous English classes. In order to fulfill the objectives of the study, I selected 50 higher secondary level English teachers working in Kathmandu valley adopting purposive non random sampling procedure. Questionnaires were the tool for data collection. I used both open ended and close ended questions for eliciting required information for the study. The study showed that most of the higher secondary level English teachers were aware of classroom culture in heterogeneous English class. They believed on the fact that trust and acceptance of the classroom culture made the good environment in the class. Heterogeneous classroom is more interesting to teach because multiple ideas can be generated from different students and they can share their experience with each other.

This thesis consists of four chapters. The first chapter presents the general background on classroom culture in heterogeneous classes. It also includes the literature review, objectives of the study and significance of the study. The second chapter is concerned with the methodology used in the study, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of study are described. The third chapter provides analysis and interpretation of data. The data have been analyzed under the two headings. Under each heading teachers' responses are analyzed separately. The final chapter lists the major findings and recommendations of the study. The references and appendices form the concluding part of thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|------|----------------------|
| % | Percent |
| Dr. | Doctor |
| etc. | For example |
| i.e. | That is to say |
| No. | Number |
| P. | Page |
| Reg. | Registration |
| T.U. | Tribhuvan University |