

THE MAXIM OF ORDER FROM TEACHERS' PERSPECTIVE

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

**Submitted by
Ganesh Kumar Kandel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ganesh Kumar Kandel** has prepared this thesis entitled "**The Maxim of Order from Teachers' Perspective**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

My parents

Who devoted their entire life for my study and made me what I am today

DECLARATION

I hereby declare that to 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: 2012/05/07

Ganesh Kumar Kandel

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Date:

Ganesh Kumar Kandel

ABSTRACT

The thesis entitled "The Maxim of Order from Teachers' Perspective" is an attempt to find out the teachers' perception towards the maxim of order. Moreover, this study is an attempt to find out the teachers' classroom behavior or culture of teaching which is the reflection of their belief system and maxim. This study was mainly conducted considering the fact that it adds a brick in the field of teacher development and ELT and helps English teachers to make their class lively. Similarly, this study was conducted by considering the fact that why most of the Nepalese teachers prefer the maxim of order in their classroom which is reflected in their culture of teaching. The study was carried out to find out the teachers' perception towards the maxim of order and to find out their classroom behavior/culture of teaching as well. To meet the objectives of this research, 10 teachers who were teaching in different schools of Surkhet district were selected as the primary sources of data. They were interviewed and 3 classes of each teacher were observed. This research concludes that most of the Nepalese teachers have got positive attitude towards the maxim of order. They believe that it is easier to teach and learn the language if there is calm and peaceful environment throughout the lesson. Similarly, most of the Nepalese teachers want to maintain formal relationship with their student and want to be respected from their students all the time.

I have divided this thesis into four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations. The first chapter deals with the general background, review of the related literature, objectives of the study and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last or fourth chapter reports the findings along with recommendations in which some pedagogical implications have been recommended on the basis of the findings of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	per cent
&	:	and
CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
etc.	:	and so on (from latin 'et cetera')
i.e.	:	That is
I ₁	:	Interviewer
I ₂	:	Interviewee
Ibid	:	In the same book and page number (from latin 'ibidem')
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
p.	:	Page Number
Prof.	:	Professor
Regd.	:	Registration
S.N.	:	Serial Number