

**PERCEPTION OF ADULT WOMEN STUDENTS
TOWARDS LEARNING ENGLISH**

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

**Submitted by
Tulsa Regmi**

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

2012

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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.

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Tulsa Regmi

DEDICATION

This thesis is dedicated to Non-Formal Education of Nepal and all Nepali English language learners

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ABSTRACT

The present study entitled '**Perception of Adult Women Students Towards Learning English**' was carried out to find out the perception of women students on English language learning and the textbook 'Our English'. I used both primary and secondary sources of data. The population of the study consisted of sixty informants. All of them were students of grade ten from different women schools of Kathmandu and Lalitpur districts. In order to find out the perception, a set of questionnaires was used. Data collected from field or informants were tabulated and analyzed applying simple statistical tools. I used tables, bar diagrams and pie-charts to analyze and present the collected data. From the collected data I found that women students are positive towards the English language learning. They wanted to talk in English. They loved and respected the people who speak English. Moreover, they wanted to teach English to their children and liked the schools which are focusing English from the very beginning. Though they faced difficulty in learning vocabularies, poems and essays, they felt that 'Our English' was a neither too difficult nor too easy subject.

This thesis consists of four chapters. Chapter one consists of general background, review of the related literature, objectives and significance of the study. Similarly, chapter two contains methodology adapted in course of study i.e. sources of data, tools for data collection, sampling procedures and limitations of the study. Chapter three presents the analysis and interpretation of the data obtained through primary sources. Chapter four includes findings and recommendations which are derived and suggested with the help of analysis and interpretation of data. References and appendices are included at the end of this work to make it more valid.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| % | Percentage |
| CUP | Cambridge University Press |
| DEO | District Education Office |
| Dr. | Doctor |
| e.g. | for example |
| ELT | English Language Teaching |
| et al. | and other people |
| etc. | etcetera |
| i.e | that is |
| M.Ed | Master in Education |
| Mr. | Mister |
| No. | Number |
| OUP | Oxford University Press |
| P | Page |
| Prof. | Professor |
| Regd. | Registration Number |
| SLC | School Leaving Certificate |
| SLA | Second Language Acquisition |
| T.U. | Trivuwun University |
| TV | Television |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UN | United Nations |