

**LOWER SECONDARY LEVEL TEACHERS' PERSPECTIVE
ON THE MAXIM OF EMPOWERMENT**

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

Submitted by

Rajan Karki

Faculty of Education

Tribhuvan University

Siddhajyoti Education Campus

Phosretar, Sindhuli

2015

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2015

T.U. Reg. No.: 9-2-532-7-2006 Date of Approval of the

Campus Roll No.: 68 Thesis Proposal: 2071/12/27

Second Year Examination Date of Submission of Thesis: 2072/08/08

Roll No.: 5900031 Date of Approval of Thesis: 2072/09/08

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: 2072/08/01

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DEDICATION

Dedicated

To

My parents who devoted their entire life to make me that I am today.

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to my respected Guru as well as my thesis supervisor **Mr. NaniBabuGhimire**, Lecturer of the Department of English Education, Siddha Jyoti Education Campus for his invaluable suggestions in completing this study.

I would like to express my sincere gratitude to **Mr. Durga Prasad Niraula, Lecturer and Head** of the Department of English Education, Siddha Jyoti Education Campus and I am highly indebted to his for providing me with first hand theoretical and practical knowledge in research methodology as well as for his perennial guidance to complete this thesis.

I also don't miss this opportunity to thank **Mr. RajanKoirala** the librarian, for helping me by providing me with necessary books and thesis.

I would also like to thank the **Principal and Lower Secondary Level English Teachers** in the Sindhuli district for responding to questionnaires. Similarly, I would also like to thank my friends **Mr. Surya Kumar Tamang** and **Mrs. Rama Shrestha** for their assistance during my research work.

Last but not least, special thanks to **Mr. Naresh Limbu** for his computer work and my friends for their direct and indirect support.

RajanKarki

ABSTRACT

The thesis entitled "**The Maxim of Empowerment from Lower Secondary Level English Language Teachers Perspective in Sindhuli District**" was an attempt to find out the lower secondary level teachers' perception towards the maxim of empowerment. Moreover, this study was 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 in ELT and helps English teachers to make their class effective. Similarly, this study was conducted to explore whether the Nepalese English teachers prefer the maxim of empowerment in their classroom or not. To meet the objectives of this research, ten teachers teaching in different schools of Sindhuli district were randomly selected as the primary source of data. They were interviewed and three classes of each teacher were observed. This research concludes that most of the English teachers have got negative attitude towards the maxim of empowerment. They believe that it is easier to teach and learn the language if there is calm environment and do not empower the students but they want to be empowered throughout the lesson. Similarly, most of the Nepalese teachers want to maintain formal relationship with their students and want to be respected from their students all the time.

This thesis consists of five chapters: The first chapter is introductory in nature. It includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of the review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the

study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percent
&	:	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