

**TEACHERS' EXTROVERT NATURE AND STUDENTS'
MOTIVATION IN ENGLISH LANGUAGE LEARNING**

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

**Submitted by
Sharmila Kunwar**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sharmila Kunwar** has completed the research thesis entitled **Teachers' Extrovert Nature and Students' Motivation in English Language Learning**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 17th Feb, 2016

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

Faculty of Education

University Campus,

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation by the following
Research Guidance Committee:

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

University Campus

T. U., Kirtipur

Chairperson

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

University Campus

T.U., Kirtipur

Member

Mr. Guru Prasad Poudel

Teaching Assistant

Department of English Education

University Campus

T. U., Kirtipur

Member

Date: August, 2014

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

University Campus

T. U., Kirtipur

Chairperson

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

University Campus

T.U., Kirtipur

Member

Dr. Ram Ekwel Singh

Associate Professor

Department of English Education

University Campus

T. U., Kirtipur

External

Date: 28th February, 2016

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: 17th Feb, 2016

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Sharmila Kunwar

DEDICATION

Dedicated

to

My Parents

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Date: February, 2016

Sharmila Kunwar

ABSTRACT

This study entitled **Teachers' Extrovert Nature and Students' Motivation in English Language Learning** aimed to find out the teachers' awareness about their extrovert quality and students' motivation in English language learning. I used non-random judgmental sampling procedure to select the sample and collected data from twenty higher secondary level English language teachers teaching in private and public schools in the Kathmandu valley and forty students through questionnaires. The chief finding of the research was that the teachers were aware of their extrovert qualities such as frankness, friendly behaviour, out-going, gregarious and social which had significant role in motivating students. Similarly, most of the students agreed that they participated in language learning actively with the teachers who talked a lot, frankly responded their questions and listened to them.

This thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions. The second chapter deals with theoretical and conceptual framework of related literature. The third chapter deals with methodology which incorporates design and method of the study, sample and sampling strategy, study area, tools and techniques of data collection, data collection procedure and data analysis procedure. The fourth chapter deals with the rigorous analysis and interpretation of the collected data and summary. The data were analyzed and interpreted by using tables and pie charts. The fifth chapter presents the conclusion and recommendation of this research. References and appendices form the concluding part of the thesis.

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LISTS OF SYMBOLS AND ABBREVIATIONS

%	Percent
/	Slash
CLT	Communicative Language Teaching
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
etc.	Etcetera
Edu.	Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
i.e.	idest (that is to say)
IATEFL	International Association of Teachers of English as Foreign Language
Mr.	Mister
Mrs.	Mistress
M.Ed.	Master of Education
MoE	Ministry of Education
No.	Number
NELTA	Nepal English Language Teachers' Association
OUP	Oxford University Press
p.	Page
pp.	Pages
TL	Target Language
T.U.	Tribhuvan University