

**MOTIVATIONAL TECHNIQUES ADOPTED BY FEMALE
TEACHERS IN ENGLISH LANGUAGE TEACHING**

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

**Submitted by
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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.

Date: 2019 /2/17

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. IndraBahadurGurmachhan** has this thesis entitled **Motivational Techniques Adopted by Female Teachers in English Language Teaching** under my guidance and supervision.

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DEDICATION

Dedicated to

My beloved parents **Mr. HiraBahadurGurmachhan** and **Mrs. Mangali Maya Gurmachhan** for their everlasting love and care.

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ABSTRACT

“Motivational Techniques Adopted by Female Teachers in English Language Teaching” was carried to explore the existing techniques of motivation in English language teaching created by female teachers and analyze the challenges faced in creating better motivation in English language classroom. Considering the objectives, the primary data were collected from six female teachers teaching English in class four from Sindhuli using purposive non-random sampling procedure. Classroom observation and interview were used as a tool to collect data and classroom observation guidelines and structured questions were designed for that. The obtained data from the respondents have been analyzed and interpreted using analytical and interpretative procedure. The study shows that all the teachers have good knowledge about motivational techniques but few are unaware about application of it. Motivational techniques are the activities, strategies, actions or the tasks which stimulate the learners to learning. Teachers motivate the learners using relevant teaching materials, making learning enjoyable and stimulating, providing motivational feedback and offering rewards in the classroom. Teachers use Nepali language while teaching English in the classroom, and focus on structure rather develop communicative competence. The study also shows that they foster learner autonomy by providing considerable freedom to the students to do activities, to find out, to guess, to discuss, to write, to consult, and to develop own knowledge. Similarly, the study shows different challenges like parents’ unawareness, time constraint, lack of need and problem based training and no inspirations can be avoided from encouragements, orientations, inspirations and supportive environment.

This thesis consists of five chapters. The first part deals with the introduction and background of the study. This chapter includes the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter deals with the review of the theoretical and

empirical literature, implications of the review for the study and conceptual framework, Chapter three includes design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations. Chapter four includes analysis of data and interpretation of results and finally, the fifth chapter deals with findings, conclusions, recommendations, policy related, practice related and further research related level.

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ACRONYMS AND ABBREVIATIONS

CDC	-	Curriculum Development Centre
HLNEC	-	High Level National Education Commission
NCED	-	National Centre for Educational Development
NNEPC	-	Nepal National Education Planning Commission
SMC	-	School Management Committee