

Effective Language Teacher from Students' Perspectives

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

**Submitted By
Sabita Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

I hereby declare that to the best of my knowledge, this is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:2023/04/02

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Recommendation for Acceptance

This is to certify that **Ms.Sabita Shrestha** prepared this thesis entitled **Effective Language Teacherfrom Students' Perspectives** undermy guidance and supervision.I recommend the thesis for acceptance.

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Dedication

Dedicated

To

*My loving Parents who taught me first letter of my life and who spent
whole life to make me what I am today.*

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Sabita Shrestha

Abstract

This is a study on "**Effective Language Teacher from Students' Perspectives**". The objective of this study was to explore the qualities of effective English language teachers as perceived by English language learners. All secondary schools of Kathmandu district and all the secondary level students studying in those schools were population of my research. Among them, only 40 students were selected as the sample for the study by using convenience sampling procedure. The data were collected through structured interview. This research was based on survey research design. The collected data has been analyzed and interpreted by using qualitative and quantitative methods. It has been found that effective language teacher must have competency like technical knowledge, pedagogical skills, interpersonal skills and personal qualities in the perspectives of the students. It was found that effective teacher are able to guide and train students towards independent learning. Likewise, effective English teachers should be able to use various materials including video, audio, and multimedia. Further, effective teacher are approachable and friendly.

This thesis consists of five chapters. The first chapter is introduction which consists of 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 of the key terms. The second chapter included review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deal with methods and procedures of the study which covers design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter included the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also presented.

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LIST OF SYMBOLS AND ABBREVIATIONS

EFL : English as Foreign Language

F : Frequency

FL : Foreign Language

P : Percentage

SLA : Second Language Acquisition

TL : Target Language