

# **TEACHERS' PERCEPTION ON EXISTING SITUATION OF TEACHING WRITING**

**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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Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2017**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Jharana Pudasaini** has prepared this thesis entitled **Teachers' Perception on Existing Situation of Teaching Writing** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 10/04/2017

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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: 09/04/2017

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**Jharana Pudasaini**

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Date:

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## **ABSTRACT**

The present research study entitled **Teachers' Perception on Existing Situation of Teaching Writing** aimed to explore existing situation of teaching writing and problems teachers face in teaching at lower secondary level and to find out the causes of those difficulties. I have used the survey research design to carry out the research work. To meet the objectives of my study, I purposively selected thirty English teachers from fifteen schools in Makawanpur district by using non-random judgmental sampling procedure. As a tool for data collection, I used questionnaire to elicit the required information. Close-ended questions were included in the questionnaire. From the study it was found that majority of the teachers strongly agreed that knowing grammar of the language helps to develop writing skill. Teacher's role and participation of students were more effective during teaching writing. Most of the teachers strongly agreed that different subject matter like accuracy, explicitness, grammar, punctuation marks and so on help the English language teachers in teaching writing. Similarly, majority of the teachers strongly agreed that teaching learning process and classroom activities can solve the existing problems of teaching writing.

This thesis consists of five chapters. The first chapter deals with 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 consists of review of both theoretical and empirical literature with conceptual framework. The third chapter deals with methodology containing design and method of the study, population, sample and sampling strategy, study area or field, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis of data and interpretation of the results and summary of findings. The fifth chapter is about summary, conclusions and recommendations of the study

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

|       |   |  |
|-------|---|--|
| %     | : | Percentage                                   |
| CUP   | : | Cambridge University Press                   |
| Dr.   | : | Doctor                                       |
| e.g.  | : | For Example                                  |
| Ed.   | : | Education                                    |
| ELT   | : | English Language Teaching                    |
| ELTD  | : | English Language Teacher Development         |
| etc.  | : | And so on (form Latin 'et cetera')           |
| Ibid. | : | In the book just mentioned                   |
| M.Ed. | : | Master of Education                          |
| NCED  | : | National Center for Education Development    |
| NELTA | : | Nepal English Language Teachers' Association |
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| Pd    | : | Professional Development                     |
| Regd. | : | Registration                                 |
| T.U.  | : | Tribhuvan University                         |
| TPD   | : | Teacher Professional Development             |
| UK    | : | United Kingdom                               |