

**TEACHERS' STRATEGIES FOR DEVELOPING  
WRITING SKILL OF THE STUDENTS**

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

**Submitted by  
Rambha Sen**

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

**2018**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. RambhaSen** has prepared this thesis entitled **Teachers' Strategies for Developing Writing Skill of the Students** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:15-02-2018

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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: 14-02-2018

.....

**Rambha Sen**

## DEDICATION

Dedicated to:

*My loving parents, whose inspiration, encouragement and support lead me  
where I am today.*

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## ABSTRACT

The present study entitled **Teachers' Strategies for Developing Writing Skill of the Students** was an attempt to find out the strategies used by the teachers for developing writing skill of the students. Keeping the objectives in consideration, ten secondary level English teachers from ten schools of Kathmandu valley were selected through the use of purposive non-random sampling procedure. A set of questionnaire and observation checklist were the research tools for eliciting the data. The collected data from the respondents were analyzed and interpreted descriptively with the help of simple statistical tools such as table, pie-chart and percentile. From the study, it has been found that while using the questionnaire to the teachers they responded that they mostly use the strategies i.e. quick writing, parallel writing, re-writing, five-minute writing, narrating events writing letters, collaborative writing and describing people, object, places for developing writing skill. In their real practice in classroom, they didn't use collaborative writing, describing people, objects and places in the class. It shows that there is gap between response and practice. In response to the questionnaire, teachers responded they use all above mentioned strategies to develop the writing skill but in the practice all above mentioned strategies were not found used for developing writing skill of the students.

The thesis has been incorporated into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the related literature, review of empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with the methodology and procedures of the study under which design of the study, population , sample and sampling strategy, research tools,

sources of data, data collection procedures, data analysis procedures and ethical considerations have been included. The fourth chapter focuses on the analysis of data obtained from the questionnaire and observation checklist under which analysis of data and interpretation of results. And the fifth chapter of the study consists of findings conclusion and recommendation of the study. The recommendations are provided to be applicable in policy related; practice related and further research related areas. It ends with the list of references and appendices.

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## LIST OF ACRONYMS/ ABBREVIATIONS

%	: Percentage
CUP	: Cambridge University Press
Dr.	: Doctor
ed.	: Edition
e.g.	: for example (example gratia)
Eds.	: Editors
ELT	: English Language Teaching
i.e.	: That is
Ltd.	: Limited
M.Ed.	: Master of Education
Mr.	: Mister
Mrs	: Mistress
Ms.	: Miss
No.	: Number
OUP	: Oxford University Press
P.	: Page
PP.	: Pages
Pvt.	: Private
Prof.	: Professor
Reg.	: Registration
T.U.	: Tribhuvan University
Vol.	: Volume
www.	: World Wide Web