

EFFECTIVENESS OF FREE WRITING STRATEGY IN TEACHING WRITING

**A Thesis Submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted By
Hum Bahadur Rana**

**Tribhuvan University
Faculty of Education
Tansen Multiple Campus
Tansen, Palpa, Nepal
2013**

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Thesis Proposal: 2069-08-16

Date of Submission: 2070-03-02

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: 2070/03/02

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Hum Bahadur Rana

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hum Bahadur Rana** has prepared this thesis entitled **Effectiveness of Free Writing Strategy in Teaching Writing** under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my profound gratitude to my respected Guru and thesis supervisor **Mr. Gopal Prasad Bashyal**, Lecturer and Head, Department of English Education, Tansen Multiple Campus, Palpa, for his constant help, co-operation, guidance and invaluable suggestions for this work. I am really indebted to him for his invaluable advice and encouragement from the very beginning.

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Hum Bahadur Rana

ABSTRACT

This research study attempts to find out the effectiveness of free writing strategy in teaching writing. To accomplish this task, all the students of grade 12 of Dewarali Higher Secondary School, Syangja, were selected for the collection of data. In order to achieve the objective, a test item was developed as a tool for data collection. Thirty students of grade twelve were purposively selected as the sample of the study. A pre-test was administered before starting teaching to determine their efficiency at entry point. After dividing students into two groups (as per odd-even ranking), experimental group was taught with due focus on free writing strategy. After four weeks, a post-test was administered to determine the students' free writing proficiency. Then the results of both pre-test and post-test were compared and analyzed in order to find out the effectiveness of free writing strategy in teaching writing.

This thesis mainly includes four chapters. The first chapter provides the introduction of the study. The introduction consists of general background, review of the related literature, objectives and significance of the study. The second chapter presents the methodology that includes the sources of data, population of the study, tools for data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data. The data have been studied and analyzed in terms of holistic analysis, group wise analysis and item wise analysis. Further an achievement analysis in pre-test, post-test and analysis of marks in terms of central tendencies as well as T-value have been carried out to make the analysis more significant. Similarly, the fourth chapter includes the summary of the findings and recommendations based on the analysis and interpretation of this study. Finally, the references and the appendices which are necessary for the validation of the research are also presented.

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LIST OF ABBREVIATIONS AND SYMBOLS

D	:	Difference
et al.	:	et cetera
ELT	:	English Language Teaching
F.M.	:	Full Marks
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
NOS	:	Number of Students
O.M.	:	Obtained Marks
P.	:	Page
PCL	:	Proficiency Certificate Level
SD	:	Standard Deviation
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
%	:	Total Percentage