STRATEGIES ADOPTED BY GRADE TWELVE STUDENTS TO DEVELOP WRITING SKILL

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

Submitted by
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2015

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.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms.Nirmala Gautam** has prepared this thesis entitled **Strategies Adopted by Grade Twelve Students to Develop Writing Skill** under my guidance and supervision.

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DEDICATION

Dedicated

to

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

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Writing a thesis is, in a sense, a long odyssey. This thesis would not have been possible without help of many distinguished personalities.

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Nirmala Gautam

ABSTRACT

This research entitled "**Strategies adopted by grade twelve students to develop writing skill "** was carried to find out strategies adopted by grade twelve students of Kathmandu valley. The population of this study consisted of thirty students of two different schools. Survey questionnaire related to writing strategy was used to gather information. Fifteen students from each school purposively selected as the sample of this study. After preparing tool I visited the selected school and distributed the questionnaire to the selected students.I observed their classes for four days focusing on the strategies used in writing. The collected data were tabulated and interpreted using simple statistical tool. Table, bar diagrams pie charts are used to analyze and present the data. Here the response of the students are categorized in to three different learning strategies; meta-cognitive, cognitive and socio affective learning strategy. Making self-correction ,using dictionary, collecting related vocabularies were the broadly used strategies under meta-cognitive strategy. In the same way, taking notes, doing homework, memorizing writing rules were widely used strategies under cognitive learning. Similarly teachers encouragement, letting teachers to correct writing, interacting with teachers to learn writing were more frequently used strategies under socio-affective strategy.

This thesis has been divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, rationale of the study, objectives, research questions, significance, and delimitations of the study. Second chapter, deals with the theoretical literature, empirical literature and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the fourth chapter. The fifth chapter includes findings and recommendations . This chapter is followed by references and appendices to make the study reliable, valid and authentic.

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LIST OF ABBREVIATIONS AND SYMBOLS

CPU	Cambridge University Press
Dr.	Doctor
etc	Etcetera
Eds.	Editors
EFL	English as Foreign Language
e.g.	For Example
ELT	English Language Teaching
ESL	English as Second Language
Fig.	Figure
i.e.	That is
%	Percentage
L1	First language
L2	Second language
LS	Learning Strategy
M. Ed	Master in Education
No.	Number
Prof.	Professor
Reg. No.	Registration Number
T.U	Tribhuvan University
WWW	World Wide Wabe

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APPROVAL FOR RESEARCH

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