

**STRATEGIES USED BY PRIMARY LEVEL TEACHERS
IN TEACHING WRITING SKILLS**

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

**Submitted by
Rina Kharel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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Proposal: 20/07/2014
Date of submission: 10/04/2017**

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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Rina Kharel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Rina Kharel** has prepared this thesis entitled “**Strategies Used by Primary Level Teachers in Teaching Writing Skills**” under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents and family who devoted their entire life to uplift me

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ABSTRACT

The thesis entitled **Strategies Used by Primary Level Teachers in Teaching Writing Skills** is intended to discover the strategies used by teachers in ELT classroom at primary level. It is a survey research. Twenty teachers who were teaching English in Rupandehi district were selected using purposive non-random sampling procedure. A questionnaire containing the close - ended questions and class observation checklist were used as the tools for data collection. From the analysis and interpretations of the collected data, it was found that some of the techniques were used most frequently and some of the techniques were used less frequently. Among them drill, complete word and sentence and answer question techniques were most frequently used. Pair work, role play and project work techniques were used less frequently. Most of the teachers stated that teaching writing is necessary at primary level. Likewise, teachers training is also most important for teaching writing at primary level.

This study has been divided into five chapters. **Chapter one** includes 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. **Chapter two** deals with the review of theoretical literature, review of related empirical literature, implications of the review and conceptual framework. **Chapter three** deals with methods and procedures of the study, design and method the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. **Chapter four** deals with the analysis and interpretation of the results and summary of findings. **Chapter five** consists of conclusion and recommendations.

Recommendations are made on policy related, practice related and further research related area of application. The appendices and references are given in the final part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of symbols and Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statements of the Problem	4
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definition of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-21
2.1 Review of Related Theoretical Literature	7
2.1.1 English Language Teaching	7
2.1.2 English Language Teaching in Nepal	7
2.1.3 Teaching Writing Skill	8
2.1.4 Writing Skills	10
2.1.5 Characteristics of Good Writing	12
2.1.6 Importance of Writing	13

2.1.7 Strategies Used in Teaching Writing	17
2.2 Review of Related Empirical Literature	18
2.3 Implications of the Review for the Study	19
2.4 Conceptual Framework	21
CHAPTER THREE: METHODS AND PROCEDURES OF	
THE STUDY	22-24
3.1 Design and Method of the Study	22
3.2 Population, Sample and Sampling Strategy	23
3.3 Study Area/Field	23
3.4 Data Collection Tools and Techniques	23
3.5 Data Collection Procedures	24
3.6 Data Analysis and Interpretation Procedures	24
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF	
RESULTS	25-35
4.1 Analysis of Data and Interpretation of Result	25
4.1.1 Analysis of Data Obtained from Closed Ended Questions	26
4.1.1.1 Teaching Writing Necessary for Language Learning	26
4.1.1.2 Problem Solving Applicable Strategy at Primary Level	26
4.1.1.3 Use of Correction Technique in ELT Classroom	27
4.1.1.4 Group Work Strategy Helpful to Teach English	27
4.1.1.5 Practice of Drill in ELT	28
4.1.1.6 Making Students Practice Project Work	28
4.1.1.7 Practicing Question and Answer Technique in Classroom	29
4.1.1.8 Practicing Discovery Technique in Classroom	29
4.1.1.9 Teacher's Training for Teaching Strategies	30
4.1.1.10 Practicing Pair Work Technique in Classroom	30
4.1.1.11 Strip-Story Useful Technique in Teaching Writing	31
4.1.1.12 Use of Complete Word and Sentences in Primary Level	31
4.1.1.13 Dictation Technique in ELT Classroom	32
4.1.1.14 Role Play Technique in ELT Classroom	32
4.1.1.15 Repetition Technique in ELT Classroom	33

4.2 Analysis and Interpretation of Data Obtained from Class Observation	
Checklist	34
4.3 Summary of the Findings	35
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	36-39
5.1 Conclusions	36
5.2 Recommendations	37
5.2.1 Policy Related	38
5.2.2 Practice Related	38
5.2.3 Further Research Related	39
REFERENCES	
APPENDICES	

LIST OF TABLES

Table No. 1.	Teaching Writing Necessary for Language Learning	26
Table No. 2.	Problem Solving Applicable Strategy at Primary Level	26
Table No. 3.	Use of Correction Technique in ELT Classroom	27
Table No. 4.	Group Work Strategy Helpful to Teach English	27
Table No. 5.	Practice of Drill in ELT	28
Table No. 6.	Making Students Practice Project Work	28
Table No. 7.	Practicing Question and Answer Technique in Classroom	29
Table No. 8.	Practicing Discovery Technique in Classroom	29
Table No. 9.	Teacher's Training for Teaching Strategies	30
Table No. 10.	Practicing Pair Work Technique in Classroom	30
Table No. 11.	Strip-Story Useful Technique in Teaching Writing	31
Table No. 12.	Use of Complete Word and Sentences in Primary Level	31
Table No. 13.	Dictation Technique in ELT Classroom	32
Table No. 14.	Role Play Technique in ELT Classroom	32
Table No. 15.	Repetition Technique in ELT Classroom	33

ABBREVIATIONS

%	percentage
A.D.	After the death of Christ
CUP	Cambridge University Press
Dr.	Doctor
E.g.	for example
et al.	and other people (latin et alja)
etc.	et cetera
i.e.	That is to
M.Ed.	Master of Education
OUP	Oxford University Press
P.	Page
P.P.	Pages
T.U.	Tribhuvan University
viz	Namely(Latin-videlicet)