

**TEACHERS' PERCEPTION ON STUDENT CENTERED TECHNIQUES IN  
TEACHING WRITING**

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

**Submitted by  
Sheshkanta Chapagain**

**Faculty of Education  
Waling Multiple Campus, Waling, Syangja  
Tribhuvan University, Kirtipur, Kathmandu  
2017**

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**Thesis : 5 Jan., 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.

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Sheshkant Chapagain

Date : 4 Jan, 2017

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Sheshkanta Chapagain** has prepared this thesis entitled **Teachers' Perception on Student Centered Technique in Teaching Writing** an Evaluation under my guidance and supervision. I recommend this thesis for acceptance.

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## RECOMMENDATION FOR EVALUTION

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## **DEDICATION**

Dedicated

to

My parents who made me successful and capable by providing what I asked them.

## ABSTRACT

This study entitled "**Teachers' Perception on Student-Centered Techniques in Teaching Writing**" aimed to find out the teacher's perception on student-centered techniques in teaching writing in the secondary level schools. Similarly, the other purpose was to analyze the techniques used to teaching writing and suggest some pedagogical implications. For this, the researcher selected forty different teachers of different schools of Syangja district by using judgmental sampling procedure and forty students of these schools by using random sampling procedure. The observation checklist and survey questionnaire were employed as research tools for data collection. The collected data were analyzed and interpreted by using percentage. From the study, it was found that writing exercises such as pre-writing exercises e.g. introduction to superscription, salutation, opening, body, ending and subscription in writing letters, free-writing exercises e.g. essay writing, and letter of application to the class teacher were used by the majority of the teachers. Similarly, Harmer's techniques such as 'what are they doing', fill in the blanks, parallel writing, description of persons, and dictation techniques were used fairly. Contrary to this, use of visual materials and communicative activities were poor and picture flower technique was rarely used.

This thesis comprises five chapters. **The first chapter** deals with the introduction of topic in which general background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational key terms are included. **The second chapter** deals with the review of both theoretical and empirical literature along with the implication of the review for the study. It also includes conceptual framework. **The third chapter** is concerned with method and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. **The fourth chapter** includes the interpretation and analysis of result along with summary of findings. Conclusions and recommendations are given in **the fifth chapter**. Moreover, it suggests some pedagogical implications for policy level, practice level and further study. This chapter is followed by references and appendices used for the study

## ACKNOWLEDGEMENTS

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## LIST OF ABBREVIATIONS AND SYMBOLS

A.D.	After the Death of Christ
CUP:	Cambridge University Press
eg.	for example
etc.	Etcetera
i.e.	that is
M.Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
OUP:	Oxford University Press
T.U.	Tribhuvan University
ELT	English Language Teaching
%	Percentage
P	Page