

**AN ANALYSIS OF COURSE BOOK “REASON TO WRITE:
STRATEGIES FOR SUCCESS IN ACADEMIC WRITING”**

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

Submitted by

Dhruba Raj Khatiwada

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Dhruva Raj Khatiwada has prepared this thesis, An Analysis of Coursebook “Reason to write: Strategies for Success in Academic Writing”, under my guidance and supervision.

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DEDICATION

Dedicated to

**My family members who devoted their entire life to make me what I am
today.**

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: 2067-12-18

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Dhruba Raj Khatiwada

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ABSTRACT

The present study is entitled, **An Analysis of Coursebook “Reason to write: Strategies for Success in Academic Writing”**. The main purpose of this study was to analyze the course book, ‘Reason to Write: Strategies for Success in Academic Writing (advanced)’ in terms of its academic aspects and writing skills mentioned in it. This research has been carried on the basis of theoretical framework mentioned by Harmer (2008) along with some additional ones. For this, the researcher prepared questionnaire containing 47 open-ended questions. Then the researcher went through the book ‘Reason to write: Strategies for Success in Academic Writing’. After that the researcher filled in the questionnaire himself by using content analysis and his own experience. Thus, the sources of data of this research are only secondary sources. In his research, he finds that this book has been prepared for develop writing skills. It has been prepared on the basis of task-based approach. So, this book follows the principle ‘developing writing skills by reading’. Similarly, while learning this book, students cannot remain passive because it has been written on student center teaching method. However, there are some obstacles to apply it in classrooms in our contexts since it has been written in western culture and contexts.

This study is divided into four chapters. The first chapter introduces general background of the topic, review of the related literature, objectives and significance of the study. The second chapter that is methodology encompasses the sources of data, process of data collection and limitations of the study. The third chapter analyzes, interprets and presents the data. Descriptive and analytical approaches are used for the purpose. The fourth chapter presents the findings of the study on the basis of the analysis and interpretation of data. On the basis of the findings some recommendations and pedagogical implications are drawn. The fourth chapter is followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	Ampersand
%	Percentage
/	Or
B.A.	Bachelor in Arts
B.B.S.	Bachelor in Business Studies
CUP	Cambridge University Press
Dr.	Doctor
ed.	Edition
etc	Etcetera
i.e.	That is
M. Ed.	Master's of Education
NELTA	Nepal English Language Teachers' Association
No.	Number
OUP	Oxford University Press
p	Page
PCL	Proficiency Certificate Level
pp	Pages
Prof.	Professor
S.N.	Serial Number
T.U.	Tribhuvan University
TV	Television
UNO	United Nation Organization
Vol.	Volume