

**TECHNIQUES USED BY THE TEACHERS WHILE TEACHING  
WRITING SKILLS**

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

**Submitted by  
Ashmita Sharma**

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

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Ashmita Sharma** has prepared this thesis entitled "**Techniques Used by the Teachers While Teaching Writing Skills**" under my guidance and supervision.

I recommend this thesis for acceptance.

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## **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 : 2066/

Ashmita Sharma

# **DEDICATION**

Dedicated

to

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

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**Ashmita Sharma**

## **ABSTRACT**

This research study entitled "**Techniques Used by the Teachers While Teaching Writing Skills**" aims to find out the innovative techniques used by the teachers for the grade eight students of government-aided schools. The researcher collected data from both primary and secondary sources. For the primary sources, the researcher selected five different teachers of different schools of Kathmandu valley by using judgemental sampling procedure and fifty students of these schools by using random sampling procedure. The observation checklists and survey questionnaires were employed as research tools for data collection. From the study, the researcher has 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 Yalin's picture flower technique was rarely used.

This thesis comprises four chapters. The first chapter deals with introduction which consists of general background, review of related literature, objectives and significance of the study. The second chapter deals with the methodology used in the study: the sources of data, (both primary and secondary), sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data to find out the techniques used by the teachers while teaching writing skills at lower secondary level. The collected data were analyzed and interpreted by using frequency distribution table, bar-diagrams, and pie-charts. The fourth chapter presents the findings derived from the analysis and the interpretation of the data. It also suggests some recommendations on the basis of the findings. The final section of the study includes the references and appendices.

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## List of Abbreviations and Symbols

%	Percentage
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



