

STRATEGIES USED IN TEACHING OF WRITING ESSAYS

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

**Submitted by
Rita Pandey**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2011**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Rita Pandey** has completed the research of her M.Ed thesis entitled "**Strategies Used in Teaching of Writing Essays**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Rita Pandey

DEDICATION

This thesis is dedicated to my late father and my mother who are like sun and always give me light in every step of my life and my brothers and sisters who inspired me to develop good personality for beautiful life.

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ABSTRACT

This research entitled **Strategies Used in Teaching of Writing Essays** is an attempt to find out the strategies adopted by secondary teachers in teaching writing essays. It also aims to find out teachers' perception towards strategies used in teaching of writing essays. In order to achieve these objectives, two research tools viz. class observation form and interview were prepared. Ten secondary schools of Rupandehi district were purposively selected having one teacher from each school for the collection of data. After preparing the tools, I visited the sampled schools to develop a rapport with the teachers. Then, I observed the classes of the selected teachers for four days focusing on the strategies of teaching writing essay and also interviewed to the selected teachers. Very divergent situation was found in the strategies of teaching writing essay. Regarding classroom observation, 87.5 per cent teachers motivated the students towards writing whereas 12.5 per cent teacher did not motivate. Similarly, only sixty per cent teachers highlighted the importance of writing in pre-writing stage. Fifty per cent teachers were found to provide a brief introduction of the topic orally before writing. Likewise, 70 per cent teachers were found giving oral instruction while-teaching activities. Similarly, all teachers were found doing well in post- writing activities. Regarding teachers view towards teaching of writing essay in language class, I found that all the teachers agreed that writing is necessary for learning English and their students faced many problems while writing essay. They also agreed that the strategies they used in the classroom help the students to do better in writing essay. But not all teachers were found to apply the same way in teaching writing essay.

The present study consists of four chapters. The first chapter deals with general background, objectives of the study, significance of the study and review of related literature. Chapter two deals with the methodology of the study which consists of source of data, population of the study, tools of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the data. And chapter four deals with the summary, findings and recommendations for pedagogical implications.

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