

**TECHNIQUES OF TEACHING FREE WRITING SKILL AT SECONDARY
LEVEL**

A THESIS

**SUBMITTED TO THE DEPARTMENT OF ENGLISH EDUCATION
IN PARTIAL FULFILMENT FOR THE MASTER OF EDUCATION IN
ENGLISH**

**SUBMITTED BY
ACHYUT BARAL**

**TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
JANTA MULTIPLE CAMPUS,
ITAHARI, SUNSARI**

2021/2077

**TECHNIQUES OF TEACHING READING SKILL IN ENGLISH AT BASIC
LEVEL**

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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.

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Achyut Baral

Date: 4th Feb 2021

DEDICATION

Dedicated

To

My Parents and Gurus

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First of all, I would like to express my deepest sense of gratitude to my honorable thesis supervisor **Mr. Tirtha Raj Acharya**, Lecturer Department of English Education, Janta Multiple Campus for his incredible amount of assistance and inspiring words. Therefore, I feel myself very lucky and proud to have worked under his supervision.

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ABSTRACT

This study entitled “Techniques of teaching free writing skill at secondary level” attempted to find out the techniques used by the English teachers in while teaching free writing skill at secondary level. It also aimed to find out the teachers’ opinions towards teaching free writing. This research was based on survey based quantitative research design. In order to achieve these objectives, 15 secondary level (specifically at grade 9) English teachers of Itahari sub metropolitan city were selected as the sample of the study through the use of purposive sampling procedure and observation checklist and questionnaire were used as the data collection tools. The data were collected, analyzed and interpreted by using simple statistical tools and description with percentage tables.

The findings of the study showed that, all the teachers used these techniques in good way, they are: providing importance of writing composition, giving the significance of writing composition of that particular topic and asking the students to check their composition again to ensure clarity. And most of the teachers used oral medium for instruction in their classes. It was also found that the techniques that the teachers applied in real classroom teaching were not matching with what they theoretically mentioned in the questionnaire. From the overall findings, this study shows that most of the teachers were good in pre-teaching, while-teaching and post-teaching phase of teaching free writing. Very few have been found as an excellent and some of them were poor as well. That’s why, they should be provided training. In the same way, most of the teachers used only oral form for instruction. And they faced some problems while teaching free writing. In my view, it is better to use both mediums for instruction because only oral medium the students may not get the enough information and training should provide to the teachers for using techniques in

excellent way. Mostly, writing has taken as examination point of view. So, the students do not have enough practice in writing. Therefore, the problems occur in teaching writing. This thesis has been divided into five different chapters. The first chapter includes the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study. Similarly, second chapter deals with the review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. Third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying statistical tools like frequency and percentage in the fourth chapter. It also includes analysis of data and interpretation of the results and summary of the findings. Accordingly, the fifth chapter includes conclusions and recommendations. Some recommendations for policy related, practice related and further research related are presented in this section. This chapter is followed by references and appendices.

LIST OF ABBREVIATION AND SYMBOLS

CDC –	Curriculum Development Center
EFL –	English as a Foreign Language
e. g. –	For Example
ESC –	English as a Second Language
ICT –	Information and Communication Technology
i.e. –	id est (Latin), that is
L1-	First Language
L2-	Second Language
M. Ed. –	Masters of Education
NES –	Native English Speaker
T.U.	Tribhuvan University
VIZ –	Namely

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