

**TASKS FOR TEACHING WRITING AT SECONDARY  
LEVEL**

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

**Submitted By  
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**Faculty of Education  
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**Submitted By  
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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: 20/11/2017

.....

**Pratima Aryal**

# DEDICATION

*Dedicated*

*To*

*My parents who devoted their whole life to enlighten me and my teachers without whose support and inspiration, none of my success would be possible.*

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Date: 20/11/2017

**Pratima Aryal**

## **ABSTRACT**

This thesis entitled "Tasks for Teaching Writing at Secondary Level" is an attempt to find out the tasks used by secondary level English teachers in teaching writing at secondary level and to examine the most preferred tasks for teaching writing in EFL context. Both primary and secondary sources of data were used to collect data. The data were collected by administering the questionnaire to 25 teachers of secondary level schools of Kathmandu and Lalitpur districts. Two sets of questionnaires (close-ended and open-ended) were employed to collect data. The sample of the study was selected through purposive non-random sampling procedure. The data were analysed and interpreted in order to find out tasks for teaching writing. A survey was conducted to achieve the objectives of the study. The major findings of the study show that teachers preferred controlled writing tasks to teach sentence structures, grammar rules, vocabularies and word-meaning. They preferred guided writing tasks to develop learners' ability and to expand their ideas. Similarly, they preferred free writing tasks to innovate new ideas and develop creativity skills in learners. In the similar way, free writing tasks were found as the most preferred tasks. The teachers suggested that teachers should use pictures, audios and videos, and they should also provide exposures of reading materials to develop writing skills in learners. It is recommended that teachers should provide exposures related to real life context and they should conduct real life writing skill development tasks.

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related and conceptual framework that consists of review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework. Similarly, the third chapter deals with methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedure, data analysis procedure and ethical consideration. Likewise, the fourth chapter includes the analysis and interpretation of the results. Furthermore, chapter five includes findings, conclusions and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, are included.

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## LIST OF SYMBOLS AND ABBREVIATIONS

|                |   |   |
|----------------|---|---|
| %              | : | Percentage                                    |
| &              | : | And   |
| EFL            | : | English as a Foreign Language                 |
| e.g.           | : | For example                                   |
| ELT            | : | English language Teaching                     |
| ESL            | : | English as a Second Language                  |
| Etc.           | : | Etcetera                                      |
| F              | : | Frequency                                     |
| i.e.           | : | That is                                       |
| IELTS          | : | International English Language Testing System |
| L <sub>1</sub> | : | First Language                                |
| L <sub>2</sub> | : | Second Language                               |
| MELAB          | : | Michigan English Language Assessment Battery  |
| NELTA          | : | Nepal English Language Teachers' Association  |
| No.            | : | Number  |
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| TOEFL          | : | Test of English as a Foreign Language         |