CHAPTER ONE

INTRODUCTION

The current study is on "Tasks for Teaching Writing at Secondary Level." This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1   Background of the Study

Teaching or learning of any language involves many skills and sub-skills. Teaching does not only mean standing in front of students in the classroom and reading or describing what is written in textbooks but making students involved in different language skills and sub-skills. English language teaching includes several skills and aspects for example; listening, speaking, reading, writing, grammar, vocabulary, pronunciation, etc. Among them, listening, speaking, reading and writing are regarded as four primary language skills. These four language skills are further categorized into receptive and productive skills in which listening and reading are receptive skills, and speaking and writing are productive skills (Harmer, 2007). Receptive skills are the pre-requisite for productive skills in the sense that we can rarely produce anything without receiving something. That's why, for a successful communication all the basic language skills are to be developed in learners.

Writing is one of the productive skills. It is an important and crucial language skill through which we can share our ideas in a more formal, systematic and organized way. We can define writing as the symbolic representation of language through the use of graphic signs (Yule, 2010). It is an act of expressing thoughts, ideas and feelings in written form. It is regarded as the visual representation of speech. It includes different sub skills for example use of appropriate and contextual words, proper use of punctuation, correct

spelling, correct sentence structure, etc. Writing is the complex process as it depends upon conscious intellectual efforts of an individual.

Learning writing is not as easy as learning other language skills. Nunan (1989) argues that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language. He further says that all children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly. So, writing cannot be acquired easily and naturally but requires much time, effort as well as practice.

Teaching writing requires the use of appropriate techniques as well as tasks according to the context, level and interest of the students. Kelly (2017) says that EFL students' writing skills develops through four stages: a) the word level, b) the sentence level, c) the composition level, and d) the academic/professional level. Only one or single method of teaching writing does not work for these different stages. Instead, every stage needs different methods. Thus, we need to be aware of appropriate methods, techniques and tasks for every stage.

1.2   Statement of the Problem

Teaching is a challenging job in that a teacher needs to deal with heterogeneous students to mitigate their individual needs and interests addressing various expected as well as unexpected classroom problems. English language is not our mother tongue. As it is used as foreign language in the context of Nepal, teaching English is not an easy task. Teaching writing in EFL context is more challenging and difficult task. Teaching writing is different from teaching other language skills. Writing is regarded as the most difficult skill for L2 learners to master because "the skills involved in writing are highly complex" (Richards and Renandya, 2002, p. 303).

Though there are different techniques of teaching writing, teachers are still confused which techniques to use while teaching writing in EFL context. In other words there is not any clear-cut set of tasks to be used while teaching writing in an EFL class. Many researchers have conducted different research works on teaching writing and have found many classroom tasks but still, English language teachers in EFL context have not found those tasks contextual in each time. That's why most of the teachers of English are unable to develop fluency and accuracy in students' writing skills in English language. Thus, I have been interested to find out the best tasks for teaching writing at secondary level.

1.3 Objectives of the Study

This study had the following objectives:

a. To find out the tasks used by secondary level English teachers in teaching writing at secondary level.
b. To examine the most preferred tasks for teaching writing in EFL context.
c. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

a. What are the tasks for teaching writing used by secondary level English teachers?
b. What are the most preferred tasks for teaching writing in EFL context?

1.5 Significance of the Study

This study is directly related to English language teaching. So, English language teachers of school level will be benefitted and it will also be helpful for the students to develop fluency as well as accuracy in their writing skill.

Teachers will be benefitted from the best tasks of teaching writing skill at secondary level which will be crucial for mentors and counselors too. I hope this research will equally be beneficial to curriculum experts and textbook writers while designing curriculum and writing textbooks.

It will equally be helpful to the university students and will be benefitted to the future researchers to carry out further research in the related field.

1.6   Delimitations of the Study

This study had the following limitations:

a.   It was limited within Kathmandu and Lalitpur district.
b.   It included the secondary level English teachers.
c.   Similarly, the study incorporated the notion of teaching writing skill in EFL context.
d.   The study was delimited to twenty-five secondary level English teachers of Kathmandu and Lalitpur.
e.   Likewise, it employed questionnaire as a tool for data collection.
f.   The design was the survey.

1.7   Operational Definitions of Key Terms

Operational definitions of key terms are given below:

Writing- Writing in this study refers to one of the language skills which is needed to master over the language.

EFL Context- EFL context here refers to the context where English language is used as a foreign language.

Tasks- Activities that take place in a classroom while teaching writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the details of reviewed studies and their implications in this study. Different theoretical perspectives and research works are included in this part. Similarly, implication of the review for the study and conceptual framework are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

Under theoretical literature, I have presented the introduction of teaching writing, essentials for successful writing, tasks for teaching writing that conclude controlled, guided and free writing activities , process writing and roles of the teacher.

2.1.1 Teaching Writing

In terms of human development, writing is "a relatively recent phenomenon" (Yule, 2010). Teaching writing doesn't have a long history. "Even as late as the 1970s, L2 writing was not viewed as a language skill to be taught to learners; instead it was used as a support skill in language learning" (Carter and Nunan, 2001, p.28). It was only used to practice handwriting and to write answers to questions. They further mention:

> "The slow but significant shift from language- based writing
>
> classrooms to the study of composition techniques and strategies
>
> began with (1) researchers' recognition of the newly developing
>
> field of native English speaker (NES) composition and (2)
>
> teachers' realization of the needs of English L2 students in the
>
> academic environment, particularly the role of writing in gate-

keeping in post secondary institutions (e.g. entrance and

placement examinations) (Carter and Nunan, 2001, p.28).

Gradually, teachers and researchers started to realize the importance of writing skill in school setting because of the inclusion of writing skill in entrance examinations of different academic levels as well as other "standardized tests of English language proficiency such as the TOEFL Test of Written English, the University of Michigan's MELAB writing sub-test, and the British Council's IELTS writing sub-test" (Carter and Nunan, 2001, p.29). Nowadays, writing has become a crucial language skill which is needed for formal as well as informal communication. Teaching writing in this time is essential because of the growing concern on creative writing, academic writing, direct written tests, paper presentation, students' creativity as well as individual or personal writing. That's why "we need to pay more attention to helping students learn how to write well than previous generations of teachers did" (Ur, 2012, p.150). As there are different reasons for teaching writing, Wright, Betteridge and Buckby (2006) present the following reasons for writing in the foreign language classroom:

)	We can see, very readily, the learners' proficiency level: what language items the learners can use correctly and what mistakes they make. This is the traditional and still useful role for writing.

)	Many who are visual learners need to write in order to engage their way of learning; they need to see the language. Writing with this purpose means that is relevant even for learners who take no written examinations.

)	Learners can be made aware of the many different purposes for writing in society: describing, narrating, advising, etc.

Similarly, Scrivener (2005, pp.192-193) presents the following reasons for writing:

- Many students have specific needs that require them to work on writing skills: academic study, examination preparation and Business English are there common areas where written work is still very important.

- At the most basic level, your students are likely to be involved in taking down notes in lessons such as yours; this is a skill that is worth focusing on.

- Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions.

- It can give you a break, quieten down a noisy class, change the mood and pace a lesson, etc.

Scott and Ytreberg (1990, p. 69) write that even if there are difficulties in writing in the foreign language, it is still a useful, essential, integral and enjoyable part of the foreign language lesson. They present the following reasons:

- It adds another physical dimension to the learning process. Hands are added to eyes and ears.

- It lets pupils express their personalities. Even guided activities can include choices for the pupils.

- Writing activities help to consolidate learning in the other skill areas. Balanced activities train the language and help aid memory. Practice in speaking freely helps when doing free writing activities. Reading helps pupils to see the 'rules' of writing, and helps build up their language choices.

- Particularly as pupils progress in the language, writing activities allow for conscious development of language. When we speak, we don't always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Lots of structures in the language appear more frequently in writing, and perhaps most important

of all, when we write we have the time to go back and think about what we have written.

﹚ Writing is valuable in itself. There is a special feeling about seeing your work in print and enormous satisfaction in having written something which you want to say. So, teachers should never underestimate the value of making pupils' work public.

2.1.2 Essentials for Successful Writing

As writing is a complex process, it requires a number of sub-skills to be mastered on. Such sub-skills involve word and sentence formation, grammatical correctness, correct use of spelling and punctuation, content organization, etc. According to Nunan (1989, p.37), successful writing involves:

﹚ mastering the mechanics of letter formation;

﹚ mastering and obeying conventions of spelling and punctuation;

﹚ using the grammatical system to convey one's intended meaning;

﹚ organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures;

﹚ polishing and revising one's initial efforts;

﹚ selecting an appropriate style for one's audience.

2.1.3 Tasks for Writing

Writing activities, like oral activities, go from being tightly controlled to being completely free (Scott and Ytreberg, 1990, p.69). Teachers can include simple free activities while doing guided activities. In controlled and guided activities, the focus is given on language whereas in free writing activities the focus is on content as well as self expression.

2.1.3.1 Controlled Writing Activities

Controlled writing activities basically focus on language itself. Students write single words phrases, sentences, etc. in response to very tightly focused tasks

with limited options and limited opportunities for creativity. Such activities can be conducted to practice grammar, tense, sentences, vocabularies, spelling and so on that focus on language itself. Controlled writing activities include the following tasks:

1. Copying

It is a starting point for writing. It is good to ask students to read aloud the words that they are copying. It helps them to see the connection between the written and the spoken words. Learners can copy new vocabulary, a little dialogue, structure, something teachers want them to remember or whatever (Scott and Ytreberg, 1990).

2. Matching

Teachers can ask learners to match pictures and texts, or to choose sentence. Similarly, s/he can ask learners to match words with their antonyms, synonyms, meanings and so on.

3. Organizing

Copying by organizing can also be a good introduction to structured writing.

2.1.3.2 Guided Writing Activities

Guided writing activities also focus on language rather than on content. So, such activities also are used to practice language itself for example to change sentence structure, to practice vocabularies, to complete sentences or to develop short pieces of writing through simply guided exercises. "Teachers guide students to write longer texts in quite restricted or controlled tasks by offering samples, models, possibly useful language items, advice, organizational frameworks, etc" (Scrivener, 2005, p.193). Guided writing activities include the following activities:

1.   Fill-in exercises

Pupils do not require much active production of language, since most of the language is given, but they do require understanding. Fill-in exercises can be used for vocabulary work, filling in phrases and sentences (Scott and Ytreberg, 1990).

2.   Dictation

The teacher will dictate only half a sentence, and asking learners to complete it in their own way. The teacher will provide the actual language as well as the context. According to Scott and Ytreberg (1990), dictations should:

-) be short
-) be made up of sentences which can be said in one breath
-) have a purpose, and be connected to work which has gone before or comes after
-) be read or said at normal speed.

3.   Letters/ cards/ invitations

Letter writing is a popular language class activity, and it is indeed a useful way of getting learners to write short meaningful piece of writing giving simply guided exercises. Similarly, teachers should encourage learners to make and write on birthday cards as well as on invitation cards.

2.1.3.3   Free Writing Activities

In free writing activities, students write freely without overt guidance, assistance or feedback during the writing process, though a little or task may be set, and work may be 'marked' later (Scrivener, 2005). Free writing covers a wider range of activities such as writing stories, letters, essays, poems, book reviews, reports, advertisements, jokes, postcards, messages, journals, picture descriptions and so on. We can conduct the following activities under free writing activities:

1. Pre-writing

The main difficulty with free writing activities seems to be going from nothing to something. Even learners with lots of imagination don't always know what to write about (Scott and Ytreberg, 1990). All learners need to spend time on pre-writing work, so they can write fluently later. Pre-writing activities may include talking about the current events, selecting the topic, brainstorming, group discussion and so on.

i. Selecting the Topic

Teachers need to encourage students to choose their own topic related to the current events or s/he can help them in choosing topics. Students may choose different topics of their interest. A short simple conversation or discussion about the current events, issues, news or any subject matter of public concern can be helpful to choose topic, get ideas and collect thoughts.

ii. Brainstorming

Brainstorming is a pre-writing activity for free writing. It is a good and successful way of collecting different ideas about the topic on which students are going to write freely. It gives a clear picture for further writing or description. While conducting brainstorming, the teacher can use the board to collect as many ideas as possible and if it is in small groups, learners speak and take notes (Scrivener, 2005). The teacher can first write the topic on the board or s/he can ask students to select the topic themselves. Then, s/he can make small groups of students and ask the group to tell what they know about the topic or the teacher can ask students individually. After this the teacher can write different ideas about the topic on the board and ask students to develop their writing work. The teacher needs to do as much help as possible to the students to collect ideas about the topic and until the students complete their writing. It can be a very successful task for teaching writing in EFL context.

iii. Small Group Discussion

A short simple conversation and discussion about the topic can be enough for learners to get new ideas and collect different views and thoughts.

2. Writing

Writing includes writing essays, stories, poems, book and film reviews, advertisements, jokes, postcards, messages, instructions, descriptions, and so forth. In most of the time, writing skill is used to write new words, grammar rules and direct answers to questions rather than to develop writing skill. In order to develop writing skill in students, Ur (2012) presents the following writing tasks:

i. Creative Writing

Creative writing includes real stories, personal experiences, poems based on learners' creation, feelings and imaginations. Teachers should encourage learners in creative writing according to their interests.

ii. Instructions

Another task for writing can be writing instruction for something that learners know how to do, for example preparing some kind of food, writing directions how to get somewhere and so on.

iii. Interpersonal Communication

This task also helps students to develop real life writing skill. It includes writing a letter or email applying for a job, a letter of complaint, a reply to a letter, a comment on a blog, and an email telling a friend about your recent activities.

iv. Description

Lots of free writings include description. It can be a description of a view, a place or a person and a description of a process, such as a scientific experiment, the life- cycle of an animal, a sequence of events represented by a flowchart.

v. Responses to Literature

Responding to literature is also an important task for writing. Learners can write a review of their favorite book, play or film and a review evaluating a piece of literature the class has read.

vi. Persuasion

Writing an advertisement for a product, a leaflet promoting an institution, a tourist attraction, a course and a recommendation for some change in community, school, addressed to the appropriate authority are also important writing tasks.

vii. Information

Learners should be encouraged to write newspaper reports on different items of news, events or any piece of writing providing information on a particular person, event or invention.

While selecting writing tasks, teachers need to make sure that learners mainly get practice in the range of real-life writing tasks that they will face. As far as possible, teachers need to select the task most relevant for learners' needs. For this, Scrivener (2005, p. 196) presents some real-life writing tasks that may be relevant to our learners. They are:

Write real letters/ e-mails	Think of real people to whom students can write, e.g. to members of parliament, to prisoners, to manufacturing companies, to fan clubs, to local newspapers, to other schools, etc. Send them. Get replies. Write back.

Publish your own newspaper, magazine, handout, etc.	Class magazine, school magazine, fan newsletter, local news, campaigning on environmental or political issues, etc.
Advertise (ideas, school events, products, etc.	Advertise around the school, around town; send in your ads to local papers, etc.
Send comments, replies to discussions, reviews, etc. to web sites	There are now a wide number of discussions, message boards and newsgroups especially to students or for special-interest groups. Many shop and consumer sites invite reader reviews of books, products, events, etc.
Write questionnaires then use them out in the street	These can be written in English or in the learners' own language. Write up the results. Publish them!
Apply for things, fill in forms register for things, etc.	This can be done directly online if students have internet access or printed out on paper.

Students use their own language in a freer way. "Learners use the patterns they have developed to write an essay, letter, and so forth" (Hyland, 2003, p.4). The teacher should be initiator and helper, and is responsible for guiding learners while they are still working on it and suggesting possible ideas.

3. Post-writing

Post writing refers to any activity that the teacher and learners do after completing final draft. Post-writing activity includes "publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying

texts on notice-boards" (Richards and Renandya, 2002, p.319). Such activities play the great role to motivate learners in writing. Also, the teacher can ask students to make their portfolios and collect their writing works, so the learners as well as the teacher can evaluate learners' progression in writing.

Writing is an exciting and rewarding activity and is the most visible of the skills. Becoming a writer in a foreign language is magic- pupils can take writing home; their writing can be displayed; they can look back in their folders and see how much better they can do things now (Scott and Ytreberg, 1990).Thus, the teacher must be sure that any writing work conducted in the classroom must have real life purposes.

2.1.4 Process Writing

Linse (2005, p.101) writes that process writing is especially appropriate for ESL or EFL young learners because one of the prominent features is an emphasis on fluency. Process writing aims at producing "a good quality final piece of writing".

According to Ur (2012, p.160), "the best way to promote students' writing ability is through the process-writing cycle: the experience of writing a first draft, getting feedback and re-writing". Students need to perform various step-wise activities for the development of their writing skills. In other words, students need to go through various stages while writing.

Similarly, Richards and Renandya (2002, p.316) mention that writing process comprises four main stages: planning, drafting (writing), revising (redrafting) and editing. The stages are neither sequential nor orderly. Thus at the editing stage students may need to move back to planning stage or drafting. Though these all steps are equally helpful for native English speaking children as well as EFL or ESL learners "it might be possible to argue that editing and re-drafting are even more important when we are writing in a foreign language than when we are writing in our first language" (Harmer, 2007, p.326).Teachers need to carefully plan appropriate classroom activities that

support the learning of specific writing skills at every stage. Being based upon the views of different scholars the following steps of the writing process are presented as below:

〕 **Planning**

Planning is the first step for writing. It is a pre-writing activity. The teacher asks learners to think about any topic, may be related to current events and writes down the learners' ideas on the board. After selecting the topic, the teacher asks and also helps learners to brainstorm different ideas related to the topic. The teacher needs to give the time as well as necessary guidance, so all learners will be actively engaged.

〕 **Writing**

At writing stage, learners do their writing activity fluently. This stage is "to get thoughts and ideas down on paper" (Linse, 2005, p.107). Learners can write down their all thoughts and ideas related to the topic. The teacher need to remind that what they write must be related to the topic they have chosen. Learners write first draft which can be roughly written just to put their thoughts and ideas on paper. If possible the teacher should walk around the classroom and help learners with feedback while they are writing, so the learners will have fewer things to be corrected later

〕 **Revising**

Revising occurs when a writer looks for feedback from a teacher or another student (Vaca, Vaca and Gove, 2000, as cited in Linse, 2005, p.107). Teachers should encourage and help learners to make their writing interesting, clear, readable and comprehensible to the readers. For teachers, it is not necessary to correct each and every mistake that students make. Instead of giving them feedback every time, the teacher needs to encourage learners to revise on their own. Sometimes, teachers can encourage "letting children use a red pen so they can correct their own mistake" (Linse, 2005, p.109) and they also feel

happy and excited in doing so. Similarly, asking learners to exchange their work with their classmates and asking them to check each others' work can also be fruitful. By doing this, they, themselves can correct their minor mistakes before submitting to the teachers. So, friends or classmates can help them revise their work. However, teachers need to praise as well as give constructive suggestions and feedback for further improvements.

) **Editing**

After revising their writing, learners engage themselves in making their work final. They make necessary changes on their work on the basis of given feedback and prepare the final draft. "They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like" (Richards and Renandya, 2002, p.318). At last, they prepare the final version of their writing.

2.1.5 The Roles of the teacher

The role of the teacher may be different depending upon the context, nature and subject of teaching. Teacher is an artist, role model, facilitator, supporter, resource provider, tutor, and controller and so on. Although the teacher has multiple roles to play, the most important roles while teaching writing as suggested by Harmer (2007) are given below:

) **Motivator**

One of the most important roles of the teacher in writing tasks is "to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit" (Harmer, 2007, p.330). Some students find writing work easier, so they can easily generate ideas and go on writing while others may find it difficult. In such situation, the teacher needs to help suggesting some lines and motivate them for writing.

〕 **Resource**

When students are asked to write, we should be ready to supply needed information and language. We need to be available to help and support in their writing. We should walk around the classroom to look at their work while they keep on writing and give constructive advice and suggestions.

〕 **Feedback Provider**

We should be very careful while giving feedback on students' writing tasks. Teachers should give positive response and encouragement. The comments we do on students' works should help them improve their work.

2.2 Review of Empirical Literature

A number of researches have carried out on teaching writing skill. Those researches are reviewed here to facilitate my research work. I have reviewed them as follow:

Acharya (2011) carried out research on 'Activities Adopted in Teaching Writing Skills'. The main objectives of his study were to find out the activities adopted by the English teachers while teaching writing skill. He selected five schools of Kathmandu district. He used observation checklist to the English teacher to collect data. In his study, ten English teachers were selected randomly and schools were selected purposively. He found that only a few number of teachers make use of visual materials while teaching writing skill. Some other activities such as providing exercises, description of persons, students' participation, pre-writing exercises and controlled writing, free-writing, etc. were used by different teachers but oral composition was not used by any teacher.

Rai (2011) conducted a research on 'Problems in Teaching Writing at Secondary Level'. The main objective of his study was to find out the problems in teaching writing skill at secondary level. He purposively selected 5 secondary level public schools from Bhojpur district. He used questionnaire,

observation checklist and semi-structured interview as the tools for data collection. He found different problems related to teachers, teaching techniques and textbook used. The major problems related to teaching techniques were least focus on students' participation, problems in combining materials, problems in displaying/ exposing materials, teaching as per identified purpose, determining the exercise to facilitate students' learning, sequence in writing and problems in correcting students' writing.

Adhikari (2012) carried out a research on 'Problems faced by English Teachers in Teaching Writing Skill for Grade Nine Students'. The main objectives of his study were to find out the problems faced by teachers in teaching writing skill and to find out the causes of those problems. The total population of his study consisted of forty two English teachers of secondary level having the experience of at least one year in teaching English. He used questionnaires to collect data. From his study, writing practice of the students was found poor and most of the students made spelling and grammatical errors.

Dahal (2012) carried out a research on 'Role of Visual Aids in Developing Writing Skill'. Her study aimed to find out the usefulness of visual aids in teaching writing skill at secondary level. It was an experimental research. There were altogether 30 students of grade X who participated in the pre-test and post-test in the research. The students belonged to The Rising English Secondary School, Yanchche-5, Bhaktapur. She used the test items in her research study. She concluded with the finding that classroom teaching using visual aids are more effective than teaching without using visual aids.

Similarly, Thapa (2012) carried out a research on 'Teaching Writing Skill at Lower Secondary Level'. The main objective of this study was to find out problems in teaching writing skill. He selected 40 English teachers from lower secondary level of Gulmi district having the experience of at least one year in teaching English. From his study it was found that teaching writing at lower secondary level in the context of community based school is problematic

because of the difficulties and issues associated with both teachers and students.

Bhat (2012) conducted a research on 'Multiple Intelligence (MI) Approach in Teaching Writing Skill'. The main objective of this study was to find out the role of MI approach in teaching writing skill at intermediate level. The researcher purposively selected the students of grade 11 studying at Shree Janajyoti Higher Secondary School of Gulmi district. Pre-test, progress test and post-test were conducted as the tools to collect data. Teaching writing skill i.e. creative writing through MI approach was found to be better since the improvement has been seen in every test.

Adhikari (2013) carried out a research on 'The Techniques Used by IELTS Instructors While Teaching Writing Skill'. The main objective of his study was to find out the techniques used by IELTS instructors while teaching writing skill. He selected ten IELTS instructors from the 10 different institutes of Kathmandu valley using purposive sampling procedure. He concluded that more bound activities were suitable for guided writing and conversely students can express their views in free writing. Similarly 'making plan' in writing with selection of words, grammatical accuracy, logical presentation with illustration, proper organization were found as widely used strategies by the instructors in teaching free writing.

Riaz (2013) carried out the analysis of 'Writing Errors of Selected Engineering Students at the University of Engineering and Technology, Lahore'. The study comprised 25 undergraduate engineering students from five different departments at UET, Lahore selected through random sampling. The hand-written descriptive paragraphs on writing prompts given to the 3rd year students in BS Engineering were analyzed on the basis of six glaring problems related to tenses, prepositions, articles, word choice and spelling. The data were analyzed both quantitatively and qualitatively. Findings show that the order of frequency of errors in the writing of engineering students at UET is: word choice, tenses, spelling, capitalization, prepositions and articles. From this research, some of

the activities have been suggested as a solution to enhance student's writing skill. Using a variety of materials such as newspapers, reports, movie clips, movie trailers, literary extracts etc, integrating reading, listening and speaking with writing, giving activities instead of delivering lectures, developing habits of proofreading and self correction, encouraging peer- feedback, using rubrics for assessment can help motivate the learners to consider writing as an interesting task, to self- correct and eventually to improve accuracy as well as fluency in their writing.

In the similar way, Pela (2015) conducted a research on 'Developing Students' Writing through Facilitation. The main objective was to find out the process of development in students' writing skill when the teacher plays the role of the facilitator. It was an action research. The researcher selected forty five students of class ten of Shree Janasewa Higher Secondary School, Kirtipur, Kathmandu. Test items were used as the tool of data collection. The researcher finally found that regular practice from the part of the learners is needed and teachers should help learners.

Shrestha (2016) carried out a research on 'Challenges Faced by English Language Teachers in Teaching Writing Skill'. Her main purpose was to find out the challenges faced by English Language teachers in teaching writing skill. Survey research design was used in her study. She selected 40 English language teachers from government aided schools from Sindhuli district using purposive non-random sampling procedure. She found that demonstration techniques applied in classroom and use of materials was the best way of teaching writing skill.

Apart from these, no study has been carried out to determine the tasks for teaching writing in EFL context at secondary level. Therefore, I am keenly interested to find out the best tasks for teaching writing in EFL context at secondary level.

2.3 Implications of Review for the Study

By reviewing the theoretical and empirical literature, I got the significant ideas, information, and guidelines about teaching writing skill and different activities for doing it. General concept of teaching writing has become clear by consulting different books, theses in the department and journals.

However, I further have consulted various journal, articles, report, theses, etc. to make research work more clear. In literature review, our main focus is to examine and evaluate what has been done on very topic and build the relevance of this information to the current research work.

For this study, I reviewed various works of previous researchers. Acharya (2011) conducted research on "Activities Adopted in Teaching Writing Skill" and this study helped me to select methodology. Likewise, Rai (2011) helped in selecting sample and sampling procedure. In the same vein, Adhikari (2012), Dahal (2012), Thapa (2012), Bhat (2012) and Adhikari (2013) provided the detailed knowledge in the theoretical literature. Riaz (2013) and Pela (2015) provided the detailed knowledge about the classroom writing activities. Similarly, Shrestha (2016) helped me to design the conceptual framework as well as in the survey design and its procedure.

Apart from these, I also have consulted various books written by many scholars such as Nunan (1989), Scott and Ytreberg (1990), Carter and Nunan (2001), Richards and Renandya (2002), Hyland (2003), Linse (2005), Scrivener (2005), Wright, Betteridge and Buckby (2006), Harmer (2007), Yule (2010), Ur (2012). So, after reviewing all those seminal research works I update myself with research process and methodological tools which are very beneficial to my research work.

All of the research work, articles, journals, books, unpublished theses and online research have discussed about different objectives, methodology in different situations. Nevertheless, I come to know that my research work is different from other research and I could not find out the research on Tasks for

teaching writing in EFL context, a case of secondary level English teachers. So, I started my journey in a new study in the field of Language Teaching. I hope, this work is a new attempt in the exploration of above mentioned untouched area. That's why this research seems to be new study.

2.4 Conceptual Framework

Being based on theoretical as well as empirical study of available literature, the conceptual framework for this study has been made. Different tasks and classroom activities for teaching writing are selected for this study. The conceptual framework of my study will be as follows:

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                    ┌─────────────────────────────┐
                    │  Tasks for Teaching Writing │
                    └─────────────────────────────┘

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Controlled Writing│   │ Guided Writing   │   │ Free Writing     │
│ Activities       │   │ Activities       │   │ Activities       │
└──────────────────┘   └──────────────────┘   └──────────────────┘

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│     Copying      │   │ Fill-in Exercises│   │   Pre-writing    │
└──────────────────┘   └──────────────────┘   └──────────────────┘

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│    Matching      │   │    Dictation     │   │     Writing      │
└──────────────────┘   └──────────────────┘   └──────────────────┘

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│   Organizing     │   │ Letters/ Cards/  │   │   Post-writing   │
│                  │   │  Invitations     │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘

                    ┌──────────────────┐
                    │   EFL Context    │
                    └──────────────────┘
```
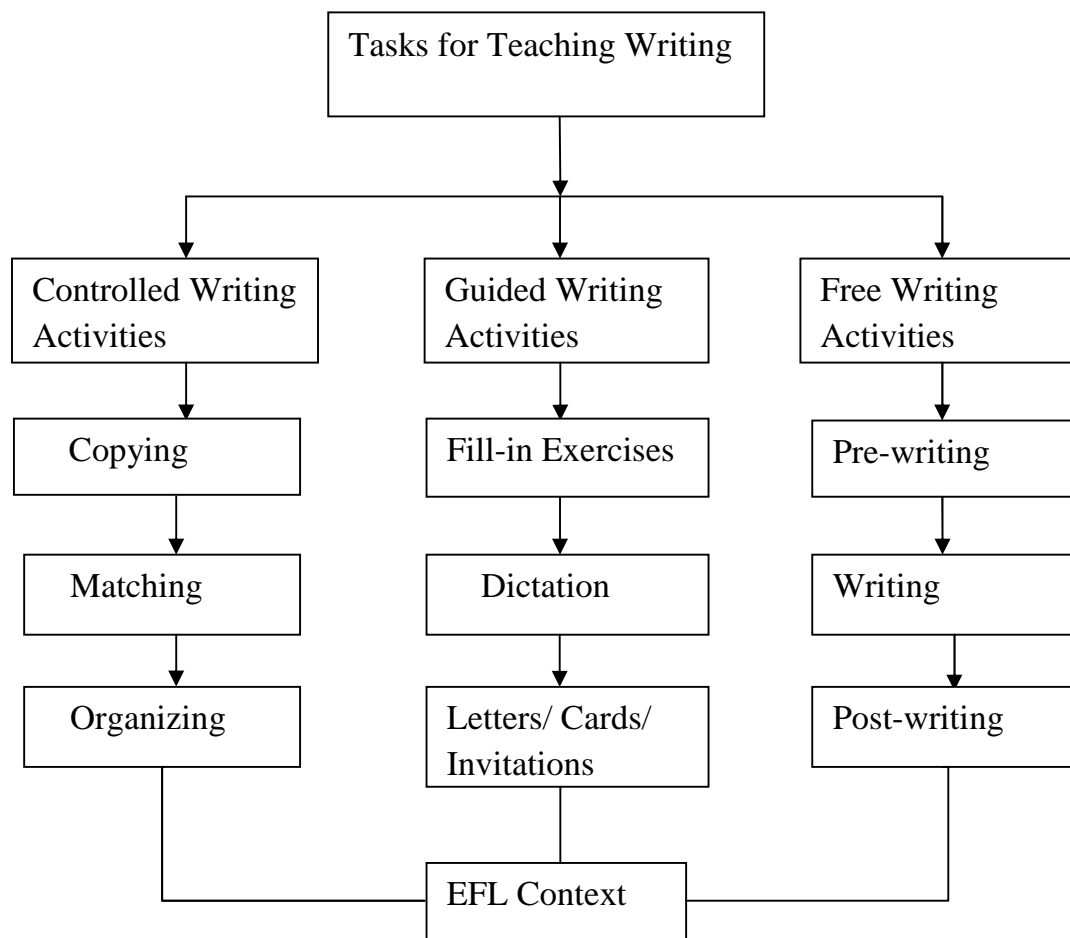
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of this research, the following methodology and procedures were adopted:

3.1   Design and Method of the Study

While carrying out any research work, a researcher has to follow a certain research design. I adopted the survey research design to complete my study. Survey design is widely used in social science and educational research. Primarily, it is carried out in the large number of population to find out an attitude, belief or behavior of particular group of people or an individual as well. According to Nunan (2010):

> Survey is the most commonly used descriptive method in educational research, and very in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and/or event at a single point in time.

Being based on survey research, this study follows the following steps:

Step 1: Defining objectives

Step 2: Identifying target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey procedure

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

Survey research is one of the important research methods used in educational investigation. It is mostly used to generalize the findings in a large number of populations. In survey research, data are gathered from relatively large number of population using certain sampling procedure where the whole population for the data collection is not feasible. So, I have selected this research design because it was helpful to get authentic and reliable data needed for this study.

3.2 Population, Sample and Sampling Strategy

The population of this study was all the secondary level English teachers of Kathmandu and Lalitpur district. Since, it is a small scale study; it is tough to collect data from each and every member of the respondents. Therefore, a sample is a subgroup of the population that we are interested. For this study, twenty five teachers were selected as a sample from different schools of Kathmandu and Lalitpur district.

Sample of the study was selected by using purposive non-random sampling procedure because it is difficult to visit remote area's school. So, I had used purposive non-random sampling for my convenience. I had collected data through questionnaire (open-ended and close-ended).

3.3 Research Tools

Regarding the use of tools for the data collection, questionnaire (open-ended and close-ended) were distributed to the teachers to collect data. So, I used questionnaire including 20 close-ended and 5 open-ended questions, as a tool to collect primary data.

3.4 Sources of Data

Both the primary and secondary sources were adopted to collect the data for this study.

3.4.1 Primary Sources of Data

As a primary source, I collected data from teachers of English who have been teaching English at secondary level in Kathmandu and Lalitpur district by administrating questionnaire.

3.4.2 Secondary Sources of Data

Various books like: Nunan (1989), Scott and Ytreberg (1990), Carter and Nunan (2001), Richards and Renandya (2002), Hyland (2003), Linse (2005), Scrivener (2005), Wright, Betteridge and Buckby (2006), Harmer (2007), Yule (2010), Ur (2012) as well as journals were used as the secondary sources of data in order to facilitate the study. Likewise, various articles, reports and websites were used to accomplish the study.

3.5 Data Collection Procedure

In order to collect the required data I visited to the selected different secondary schools of Kathmandu and Lalitpur district. Then, I went to the schools' head teachers and Secondary level English teachers and requested them for the permission to visit the school for my study. I informed the procedure and objectives of the study and administered questionnaire to the English teachers. After the allocated time is over, I collected the distributed questionnaires from the teachers. Finally, I thanked the teachers and schools for their help, support and co-operation.

3.6 Data Analysis and Interpretation Procedure

Every researcher has to follow the certain procedure to collect, analyze and interpret the data. The collected data were analyzed by using appropriate tools

and methods. Both statistical and descriptive methods were used to analyze the collected data.

3.7 Ethical Considerations

While collecting data, a culturally appropriate approach was taken to ensure that there are no ethical problems regarding this study. I clearly informed about my purpose of the study and took permission to keep the data confidential.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data collected from the primary sources. For this study, both close-ended and open-ended questionnaire were used to collect the required data. In this chapter, the data which were collected from the questionnaire are analyzed and interpreted.

4.1 Analysis and Interpretation of the Result

In this study, altogether 20 close-ended and five open-ended questions were asked 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. The responses of close-ended questions and open-ended questions are analyzed separately under the following headings.

4.1.1 Tasks for Teaching Writing Used by Secondary Level English Teachers

To find out the tasks used by secondary level English teachers in teaching writing at secondary level, I collected the responses of 25 teachers who were from Kathmandu and Lalitpur district that was the sample of my study. I prepared twenty close-ended questions and five open-ended questions to collect data. The responses were analyzed by using both statistical and descriptive tools.

4.1.1.1 More Applicable Task of Teaching Writing for Secondary Level Learners

Different writing tasks are used in teaching writing. Such tasks are included under controlled, guided and free writing activities. This item was designed to find out more applicable task of teaching writing for secondary level learners.

Table 1

Responses of Teachers on More Applicable Teaching Writing Task

Responses	No. of Respondents(F)	Percentage
Controlled writing activities	1	4.00
Guided writing activities	4	16.00
Free writing activities	5	20.00
All of the above	15	60.00

The above table shows that 60 percent of the teachers opined that all the tasks namely; controlled writing activities, guided writing activities and free writing activities are applicable in teaching writing at secondary level. Twenty percent of the teachers viewed that free writing activities are more applicable for secondary level learners. Similarly, 16 percent of the teachers opined that guided writing activities are more applicable and only 4 percent of the teachers opined that controlled writing activities are more applicable for secondary level learners. That means most of the teachers opined that all the tasks: controlled, guided and free writing activities should be conducted in teaching writing at secondary level.

4.1.1.2 Use of Controlled Writing Activities

Controlled writing activities involve matching, organizing, coping and so on. This item is designed to find out some controlled writing activities that we can conduct in teaching writing.

Table 2

Responses of Teachers on Use of Controlled Writing Activities

Responses	No. of Respondents (F)	Percentage
Matching	2	8.00
Organizing	9	36.00
Copying	0	0.00
All of the above	14	56.00

The above table shows that 56 percent of the teachers opined that all the controlled writing activities (matching, organizing and copying) should be used. Thirty-six percent of the teachers opined that organizing is more useful task. Similarly, only 8 percent of the teachers opined that matching should be used. It means most of the teachers opined that all the controlled writing activities are helpful in promoting writing skills.

4.1.1.3 Preferred Guided Writing Activities

Guided writing activities include fill-in exercises, dictation, developing letters/ cards/ invitations and so on. This item was designed to find the preferred guided writing tasks.

Table 3

Responses of Teachers on Preferred Guided Writing Activities

Responses	No. of Respondents (F)	Percentage
Fill-in exercises	3	12.00
Dictation	4	16.00
Letters/cards/invitations	5	20.00
All of the above	13	52.00

Table 3 shows that 52 percent of the teachers preferred to use all the guided writing activities: fill-in exercises, dictation and letters/ cards/ invitations. Similarly, 20 percent of the teachers preferred letters/ cards/ invitations, 16 percent of the teachers preferred dictation and 12 percent of the teachers preferred fill-in exercises.

4.1.1.4 Involvement of Students in Free Writing Activities

The respondents were provided the question about the degree of involvement of the students in free writing activities.

Table 4

Responses of Teachers on Students' Involvement in Free Writing Activities

Responses	No. of Respondents (F)	Percentage
Always	4	16.00
Usually	16	64.00
Sometimes	5	20.00
Never	0	0.00

The table shows that 64 percent of the teachers usually involved students in free writing tasks whereas 16 percent of the teachers always involved students in free writing tasks. Similarly, 16 percent of the teachers sometimes involved learners in free writing tasks.

4.1.1.5 Focus on Pre-writing Activities

Pre-writing activities include brainstorming, small group discussion, talking about the subject and so on. Mostly pre-writing activities are conducted while teaching free writing. This item was designed to find out the degree of conducting pre-writing activities while teaching free writing.

Table 5

Responses of Teachers on focusing on Pre-writing Activities

Responses	No. of Respondents (F)	Percentage
Always	6	24.00
Usually	13	52.00
Sometimes	6	24.00
Never	0	0.00

The above table shows that 52 percent of the teachers usually focused on pre-writing activities whereas 24 percent of the teachers always focused on pre-writing activities while teaching free-writing tasks. Similarly, 24 percent of the teachers sometimes focused on pre-writing activities while teaching free writing tasks. It means that most of the teachers usually focused on pre-writing tasks.

4.1.1.6 Involvement of Students in Small Group Discussion

Involving students in small group discussions can also be used as an important task because it helps learners to get new ideas on what to write and where to start from.

Table 6

Responses of Teachers on Involvement of Students in Small Group Discussion

Responses	No. of Respondents (F)	Percentage
Always	4	16.00
Usually	11	44.00
Sometimes	10	40.00
Never	0	0.00

Table 6 shows that 44 percent of the teachers usually involved students in small group discussion whereas 16 percent of the teachers always involved their students in small group discussion. Similarly, 40 percent of the teachers sometimes involved their students in small group discussion. It means most teachers preferred small group discussion in teaching writing.

4.1.1.7 Involvement of Students in Writing Dialogues

This question was designed to find out the degree of involving students in writing dialogues. The responses given by teachers are as follows:

Table 7

Responses of Teachers on Involvement of Students in Writing Dialogues

Responses	No. of Respondents (F)	Percentage
Always	2	8.00
Usually	7	28.00
Sometimes	16	64.00
Never	0	0.00

As the table above shows, 64 percent of the teachers sometimes involved students in writing dialogues, 28 percent of the students usually involved students in writing dialogues and 8 percent of the teachers always involved students in writing dialogues. It means that most teachers involved their students in writing dialogues.

4.1.1.8 Brainstorming

Nowadays, brainstorming is regarded as one of the most helpful techniques to collect ideas for free-writing activity. This item was designed to find out the degree in which the teachers agree with using brainstorming technique.

Table 8

Responses of Teachers on Brainstorming

Responses	No. of Respondents (F)	Percentage
Strongly agree	21	84.00
Agree	4	16.00
Disagree	0	0.00
Strongly disagree	0	0.00

This table shows that 84 percent of the teachers strongly agreed that brainstorming as one of the most helpful techniques to collect ideas for free writing tasks and 16 percent of the teachers agreed that brainstorming is one of the most helpful techniques to collect ideas for free writing activity. From this, I came to conclusion that brainstorming is one of the most useful techniques in teaching free writing.

4.1.1.9 Writing Real Letters

This task is conducted to develop students' real life writing skills. In most of the writing classes, learners are taught to write letters but those letters are not really sent to others. While teaching writing real letters, teachers ask students to write real letters and such letters are sent to the concerned ones. The responses of teachers on involving students in writing real letters are presented below.

Table 9

Responses of Teachers on Writing Real Letters

Responses	No. of Respondents (F)	Percentage
Always	2	8.00
Usually	5	20.00
Sometimes	16	64.00
Never	2	8.00

Table 9 contains that 64 percent of the teachers sometimes encouraged learners to write real letters and send to others, 20 percent of the teachers usually encouraged learners in writing real letters whereas 8 percent of the teachers always encouraged the learners to write real letters. Similarly, other 8 percent of the teachers never asked learners to write real letters for sending others. It means that most teachers encouraged their learners to write real letters and to send those letters to others.

4.1.1.10 Writing Postcards, Advertisements and Jokes

For real life writing skill development, learners should be encouraged in writing postcards, advertisements and jokes. The responses given by teachers are shown in the following table.

Table 10

Responses of Teachers on Writing Postcards, Advertisements and Jokes

Responses	No. of Respondents (F)	Percentage
Always	2	8.00
Usually	5	20.00
Sometimes	16	64.00
Never	2	8.00

The table presented above makes clear that 64 percent of the teachers sometimes asked learners to write postcards, advertisements and jokes and 20 percent of the teachers usually asked their learners to write postcards, advertisements and jokes. Similarly, 8 percent of the teachers always and other 8 percent never asked their learners to write postcards, advertisements and jokes. From this, I came to know that sometimes teachers should encourage learners in writing postcards, advertisements and jokes.

4.1.1.11 Asking Learners to Write Their Own Stories

Asking learners to write their own stories can also be an important task while teaching writing. This activity is useful to develop creativity in students. The responses of teachers regarding this activity are given below.

Table 11

Responses of Teachers on Asking Learners to Write Their Own Stories

Responses	No. of Respondents (F)	Percentage
Always	0	0.00
Usually	6	24.00
Sometimes	19	76.00
Never	0	0.00

The table presents that 6 percent of the teachers viewed that they usually asked learners to write their own stories whereas other 76 of the teachers opined that they sometimes asked learners to write their own stories to develop writing skill in learners. It means that most of the teachers engaged learners in writing their own stories.

4.1.1.12 Writing the Review of Favorite Books and Films

Writing the review of favorite books and films is also one of the most useful tasks to develop writing skills in learners. The responses of teachers towards this item are presented below in the table.

Table 12

Responses of Teachers on Writing the Review of Favorite Books and Films

Responses	No. of Respondents (F)	Percentage
Always	2	8.00
Usually	5	20.00
Sometimes	16	64.00
Never	2	8.00

Table 12 shows that 8 percent of the teachers opined that they always asked learners to write the review of their favorite books and films and 20 percent of the teachers usually asked learners to write the review of their favorite books and films. Similarly, 64 percent of the teachers viewed that they sometimes asked learners to write the review of their favorite books and films whereas 8 percent of the teachers never asked learners to write the review of their favorite books and films. This shows that most of the teachers encouraged learners to write the review of favorite books and films.

4.1.1.13 Using Pictures, Audio and Video Clips

Another important task for teaching writing is using pictures, audio and video clips in writing class and asking learners to write descriptions about that. The responses of teachers towards this activity are presented in the following table.

Table 13

Responses of Teachers on Using Pictures, Audio and Video Clips

Responses	No. of Respondents (F)	Percentage
Always	0	0.00
Usually	7	28.00
Sometimes	16	64.00
Never	2	8.00

The table 13 shows that 28 percent of the teachers opined that they usually used pictures, audio and video clips in teaching writing and asked learners to write descriptions about that. Similarly, 64 percent of the teachers opined that they sometimes used pictures, audio and video clips and asked their learners to write description to develop writing skills in them whereas 8 percent of the teachers never used audio and video clips in teaching writing. In conclusion, most of the teachers preferred using pictures, audio and video clips in teaching writing and asking learners to write descriptions.

4.1.1.14 Writing Responses to the Current News

Using newspapers in language classroom and encouraging learners to write the responses to the current news is also a crucial task for teaching writing. This task helps learners not only in updating with current news but also in exploring their ideas in the world. The responses of teachers on this activity are presented in the following table.

Table 14

Responses of Teachers on Writing Responses to the Current News

Responses	No. of Respondents (F)	Percentage
Always	1	4.00
Usually	9	36.00
Sometimes	15	60.00
Never	0	0.00

The above table makes clear that 4 percent of the teachers always used newspapers, 36 percent of the teachers usually used newspapers and 60 percent of the teachers sometimes used newspaper while teaching writing and encourage learners to response to the current news. It shows that most of the teachers made use of newspapers and asked learners to write responses to the current news to develop writing skills of secondary level learners.

4.1.1.15 Collecting New Words from Newspapers

Regarding collecting new words from newspapers, the responses given by teachers are presented in the following table.

Table 15

Responses of Teachers on Collecting New Words from Newspapers

Responses	No. of Respondents (F)	Percentage
Always	5	20.00
Usually	7	28.00
Sometimes	12	48.00
Never	1	4.00

This table 15 shows that 20 percent of the teachers viewed that they always encouraged learners to use newspaper to collect new words, 28 percent of the respondents usually and 48 percent of them sometimes used newspaper to collect new words while teaching writing at secondary level. But only 4 percent of the respondents never used newspaper for collecting new words while teaching writing.

4.1.1.16 Journal Writing

Journal writing can also be a helpful activity for the learners to develop their writing skill. This item was designed to find out the views of teachers on journal writing and the responses are given in the following table.

Table 16

Responses of Teachers on Using Journal Writing

Responses	No. of Respondents (F)	Percentage
Strongly Agree	12	48.00
Agree	12	48.00
Disagree	1	4.00
Strongly disagree	0	0.00

As the table above shows, 48 percent of the teachers strongly agreed that journal writing is a very helpful activity for the students to develop their writing skill. Similarly, other 48 percent of the teachers agreed with the helpfulness of journal writing activity to develop writing skill. Among them, 4 percent of the teachers disagreed with the view that journal writing is a very helpful activity for the students to develop their writing skill. In conclusion, most of the teachers agreed with the helpfulness of journal writing activity to promote writing skills in secondary level learners.

4.1.1.17 Maintaining Portfolios, Collecting Learners' Writing Tasks and Reviewing their Improvements in Writing Skill

It is important to encourage learners in maintaining portfolios to collect their writing tasks, so that they can review their improvement in writing skill. The responses of teachers on maintaining portfolios, collecting learners' writing tasks and reviewing their improvements in writing skills are shown in the following table.

Table 17

Responses of Teachers on Maintaining Portfolios, Collecting Learners'
Writing Tasks and Reviewing their Improvements in Writing Skill

Responses	No. of Respondents (F)	Percentage
Always	5	20.00
Usually	6	24.00
Sometimes	11	44.00
Never	3	12.00

Table 17 makes clear that 20 percent of the respondent opined that they always encouraged learners in maintaining their portfolios, collecting their writing tasks and reviewing their improvement in writing skill. Twenty-four percent of them usually asked learners to maintain their portfolios and collect their written pieces. Similarly, 44 percent of the respondents responded that they sometimes encouraged learners to maintain portfolios and collect their writing tasks to review their improvements later whereas 12 percent of the respondents responded that they never asked learners to maintain their portfolios. It shows that most of the teachers encouraged learners in maintaining their portfolios, collecting their writing tasks and reviewing their improvement in writing skill.

4.1.1.18 Helping Learners While Working on Writing

If possible, it is good to help learners while they are still working on writing. The responses of teachers regarding helping learners while they are still writing are given in the following table.

Table 18

Responses of Teachers on Helping Learners While Working on Writing

Responses	No. of Respondents (F)	Percentage
Always	11	44.00
Usually	7	28.00
Sometimes	6	24.00
Never	1	4.00

The table presents that 44 percent of the respondents responded that they always helped learners while working on writing, 28 percent of them responded that they usually helped learners while working on writing and 24 percent of the respondents responded that they sometimes helped learners while working on writing whereas 4 percent of the respondents never helped learners while working on writing. It means that most of the teachers preferred in helping learners while working on writing.

4.1.1.19 Correcting Students' Writing While Working on Writing

The responses of teachers on correcting students' writing while they are doing on it are presented in the table 19.

Table 19

Responses of Teachers on Correcting Students' Writing While Working on Writing

Responses	No. of Respondents (F)	Percentage
Always	7	28.00
Usually	5	20.00
Sometimes	9	36.00
Never	4	16.00

The table presents that 28 percent of the respondents responded that they always corrected students' writing while working on writing, 20 percent of them usually corrected students' writing while they were still writing on and 36 percent of the respondents sometimes did that whereas 16 percent of the respondents never corrected students' writing while they were still doing on it. From this, the conclusion is made that most of the respondents preferred correcting students' writing while students are doing on it.

4.1.1.20 Encouraging Learners in Re-writing

It is a post writing activity. When students prepare a piece of writing it is not always final as they need to revise, correct and edit on it. The responses of teachers on encouraging learners in re-writing their work are presented in the following table.

Table 20

Responses of Teachers on Encouraging Learners in Re-writing

Responses	No. of Respondents (F)	Percentage
Always	10	40.00
Usually	6	24.00
Sometimes	9	36.00
Never	0	0.00

The above table shows, 40 percent of the respondents responded that they always encouraged learners in re-writing their work, 24 percent of them usually encouraged learners in re-writing and 36 percent of the respondents responded that they sometimes encouraged learners in re-writing their work. It means most of the teachers preferred to encourage learners in re-writing their work.

4.1.1.21 Analysis Based on Tasks for Teaching Writing

Regarding tasks for teaching writing at secondary level, the respondents were provided with an ample opportunity to put their views in using various teaching writing tasks. The responses of most of the teachers were based on free writing and guided writing tasks. Similarly, some of the respondents' responses were about using not only free-writing but also guided and controlled writing based tasks too. The responses given by the respondents regarding the tasks which they conduct while teaching writing in their language classes are concluded in the following themes:

- Project work (e.g. creating leaflet, brochures)
- Writing notices, directions, summaries, memories, biography, condolence, sympathy, invitation cards, travelogues, drama and notes
- Writing through reverse reading
- Creative writing
- Process writing
- Summarizing
- Thematic learning, immersion activities and gallery work
- Collecting ideas from other's writing by exchanging written pieces with each other
- Information-gap
- Using skeleton stories, broken dialogues, strip stories, jumble sentences
- Writing word-meaning
- Reading for writing
- Sample writing
- Presentation

From the above mentioned responses, it can be concluded that most teachers focused on free- writing and guided writing tasks. However, controlled writing tasks were also used to copy grammar rules, vocabularies, and fill-in exercises and so on.

4.1.1.22 Analysis Based on Frequently Used Tasks in Teaching Writing

The respondents were given opportunities to write frequently used tasks in teaching writing in secondary level. Regarding frequently used tasks in teaching writing, the responses of teachers were as follows:

⟩ brainstorming

⟩ dictation

⟩ project work

⟩ discussion

⟩ group and pair work/writing

⟩ collecting words and writing their meanings

⟩ fill-in blank exercises, completing sentences, dialogues

⟩ providing sample writings and encouraging learners in writing stories, essays, letters, paragraphs, articles, report

⟩ book/ film review

⟩ reflections, responses, experiences

⟩ description of pictures, audios and video clips

From these aforementioned responses, we can come to the conclusion that teachers conducted various tasks rather than depending on limited tasks to develop learners' overall development in writing skill.

4.1.1.23 Analysis Based on Suggested Tasks for Teaching Writing in EFL Class

The respondents were provided the question that which tasks for teaching writing are to be focused more in EFL classroom and there were diverse responses regarding this question. One of the respondents responded that at first we should conduct controlled writing tasks because controlled writing tasks help to scan and collect the ideas, then we should conduct guided writing tasks because guided writing tasks help to develop to expand the ideas and after that we should use free writing tasks because free writing tasks innovate new

ideas. Similarly, the responses given by other respondents are presented as below:

⟩ Using pictures, images, audio and video clips

⟩ Dictation as it helps to develop the basic ideas of writing and supports for the development of all the other skills, too

⟩ Brainstorming – to generate the ideas of students, to make all students participated

⟩ Vocabulary games, word-meaning

⟩ Writing messages, e-mails, notes, letters to be published

⟩ Peer discussion / small group discussion, group work – are highly interactive and engaging, and lead to higher level of authentic sharing of thoughts, ideas and connections among students

⟩ Exposure of different kinds of writing texts

⟩ Process writing – planning, making an outline, preparing the first draft, revising, editing and final draft – managing all the stages of writing properly

Most of the respondents viewed that we should conduct controlled, guided and free writing tasks in a balanced way. Controlled writing tasks are useful to develop vocabularies and grammar skills. Guided writing tasks give clear instruction and don't let the students go beyond the topic or subject matter and such tasks provide basic knowledge to the students and also encourage them. Similarly, learners can use their creativity and they can express their views through free writing tasks. Some of the respondents' view was that students of secondary level can imagine, think and express their ideas freely, thus, free writing tasks help them to be more creative and such tasks promote self – expression.

4.1.1.24 Analysis Based on Encouraging Students for Developing Writing Skill

Secondary level learners need teachers' guidance, help and proper encouragements to get motivated in their work. Sometimes, they may not show their interest in writing. At that time, teachers should motivate, guide, help in learners' difficulties and encourage them to move forward. Regarding encouraging students for developing writing, the responses given by the respondents are presented in following points.

- Choosing the topics of learners' interests
- Self editing, pair and group editing
- Involving in dictation, parallel writing
- Providing writing models, samples
- Asking them to read their favorite novels, real stories, newspapers, articles and to watch their favorite movie and then asking them to write summary, review, articles
- Talking about the good writing of different writers and motivating learners to read
- Asking them to write their best moments, memories
- Creating groups and pairs, promoting group discussion, group writing so as to help them create ideas in pairs/groups and encouraging them to learn from each other
- Helping learners when they feel difficulties
- Conducting writing competitions and awarding the best writings
- Presenting the good writing pieces, encouraging learners for self – presentations
- Focusing in writing messages, e-mails, letters, newspaper articles
- Publishing good writing pieces in schools' magazines, newspapers
- Encouraging learners' to dare committing mistakes as they learn by doing
- Sharing each other's writing in groups, class

From the aforementioned responses, we can conclude that teachers should focus on performing the tasks rather than on forming correct answers. They should conduct learners friendly and learner centered writing tasks to develop their writing skill.

4.1.1.25 Analysis Based on Helping Students for Developing Real Life Writing Skill

Writing tasks which teachers tend to conduct in class must be related to real life writing skill. Students should be involved in different real life writing activities. This item was designed to find out the ways of helping learners for developing their real life writing skills. One of the respondents responded that unless we have burning candles, we cannot light others' extinguished candles, so a teacher himself/ herself must be a good writer. Students can positively copy from the teachers. To help students to develop their real life writing skill, first teachers should build up their understanding level. We must understand that writing is a rediscovery of our own hidden treasury.

The responses given by the respondents are as follow:

⟩ Promoting learners' interests-based writing tasks

⟩ Providing exposures and exercises which relate to the real life context

⟩ Connecting students to different newspaper houses so they can have accessed in publication

⟩ Publishing schools' magazines, journals and other materials collecting students' writings

⟩ Connecting learners in social media and encouraging them to write messages, e-mails, letters, articles, comments in current issues, responses

⟩ Creating the caring, loving and friendly environment to motivate them to be creators and to explore their real life experiences in written form

⟩ Making learners involved in different seminars and conferences

To sum up, teachers should inspire and encourage learners by providing them opportunities to express their feelings and creativity. They should be encouraged in creative writing, writing real letters, applications, notices, advertisements, articles, life experiences, feelings and imaginations. Teachers should be motivator, helpful and supportive.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the whole findings of the study, conclusions on the basis of findings and some recommendations based on the data analyzed and interpreted in chapter four. The following findings, conclusions and recommendations of the study had been derived based on the analyzed data.

5.1 Findings

On the basis of analysis and interpretation of the data, the major findings of the study are given below:

1. It was found that 60% of the teachers opined that students should be involved in all the writing tasks: controlled, guided and free writing tasks.
2. Almost 56% of the teachers used matching, organizing and copying (controlled writing tasks).
3. It was found that about 52% of the teachers used fill-in exercises, dictation, letters/ card / invitations (guided writing tasks).
4. Most of the teachers, i.e. 64% usually preferred to use free writing tasks.
5. Majority of the teachers, i.e. 52% usually focused on pre-writing activities.
6. Almost 44% of the teachers usually involved students in small group discussion.
7. It was found that nearly 64% of the teachers sometimes involved students in writing dialogues.
8. Most of the teachers, i.e. 84% strongly agreed brainstorming as one of the most helpful techniques to collect ideas for free writing activity.
9. It was found that about 64% of the teachers sometimes encouraged learners to write real letters.

10. It was found that approximately 64% of the teachers opined that they sometimes encouraged students in writing postcards, advertisements and jokes.

11. The majority of the teachers, i.e. nearly76% sometimes asked learners to write their own stories.

12. Most of the teachers, i.e. 64% sometimes encouraged learners to write the review of favorite books and films.

13. Almost 64 % of the teachers sometimes preferred to use pictures, audio and video clips in writing class and encouraged learners to write description about that.

14. It was found that 60% percent of the teachers sometimes made use of newspapers and asked learners to write responses to the current news.

15. It was found that nearly 48% of the teachers sometimes asked learners to collect new words from newspapers.

16. Most of the teachers, i.e. 48% strongly agreed that journal writing could also be a helpful activity for the learners to develop their writing skill.

17. It was found that about 44% of the teachers sometimes encouraged students in maintaining portfolios, collecting their writing tasks and reviewing their improvements in writing skill.

18. Almost 44% of the teachers preferred to help learners while working on writing.

19. It was found that nearly 36% of the teachers preferred to correct students' writing while working on writing.

20. It was found that nearly 40% of the teachers always encouraged learners in re-writing their work.

21. It was found that most of the teachers used other writing tasks which are project works, information-gap, sample writing, summarizing, students' presentations, providing exposures of reading materials and writing models.

22. Free writing tasks were found as the most frequently used tasks.

5.2 Conclusion

This study was carried out 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. Writing is a productive skill which is one of the crucial language skills to be developed in English language learners and it includes various sub-skills to be developed. Various tasks for teaching writing are conducted to develop writing skills in language learners. Such tasks are controlled, guided and free writing tasks. These tasks are used for different purposes. Controlled writing tasks are helpful to teach sentence structures, grammar rules, vocabularies, word- meaning and so on. Such tasks are used to provide knowledge and ideas to the learners. Guided writing tasks are conducted to develop learners' abilities and to expand their ideas. Similarly, free writing tasks are conducted to innovate new ideas in learners and to develop creativity skill in them. For the successful development of writing skills in learners, teachers should incorporate all the tasks in a balanced way by enhancing learner friendly and real life writing skills development tasks. From this study, it was found that most of the teachers frequently used vocabulary games, brainstorming, dictation, project work, discussion, group/pair work, collecting words and writing meanings, fill-in exercises, completing / developing dialogues and stories, providing sample writing tasks, books/films review, writing reflections, responses and experiences, writing instructions and descriptions. Similarly, the teachers suggested that teachers should use pictures, audios and videos and they should also provide exposures of reading materials to develop writing skill in learners. They viewed that teachers should encourage their learners to develop their writing skill by providing writing models, helping in their difficulties, promoting group discussion, sharing writings in group and through presentation. Here, most of the secondary level English teachers believed that real life writing skill can be developed by promoting learner centered writing tasks, providing real life context based exposures, connecting learners to different newspaper houses and accessing their writing in publication, and

using social media. Thus, it can be concluded that learners learn to write by writing so that real life writing development tasks should be emphasized to develop writing skills of learners in EFL class.

5.3 Recommendations

On the basis of findings from analysis and interpretation of data, some recommendations have been made. The recommendation is divided into three levels; policy, practice and further research related level. They are presented in the following sub-headings.

5.3.1 Policy Level

For the improvement of the quality of education in different level of English language, the government should be aware of the practices, needs and importance of writing skill in secondary level. So, being based on this study, the following are the recommendations to the policy makers:

1. Educators and curriculum developer should be aware of appropriate incorporation of different writing tasks for developing writing skill.
2. Curriculum designers and textbook writers should determine the proper tasks for teaching writing skill.
3. Teacher trainer should encourage the English teachers to employ real life tasks in course of teaching and learning.
4. The textbook writers should make the provisions of including real life writing skill development exercises in text books.
5. The government should provide more teaching materials that are helpful in developing speaking skill.

5.3.2 Practice Level

This research is equally beneficial for those who are at the practice level. Therefore this is very much significant for English teachers who are teaching in secondary level. The study has following implications at practice level:

1. Teachers should employ real life writing tasks in order to enhance the writing skill of the students.
2. Teachers should adopt participatory approach of language teaching
3. Teachers should create an adequate environment where students can generate and express their ideas.
4. Teachers should be aware of different writing related materials.
5. Required facilities and favorable classroom situation should be managed by the school administration.

5.3.3 Further Research

Here, some of the related areas are recommended for further research.

- Effectiveness of pre-writing activities in developing free-writing skill.
- Role of guided writing tasks in developing writing skill.
- Teachers' perception on controlled writing tasks in developing writing skill at secondary level.
- Techniques used for teaching free-writing: A case of university teachers.

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APPENDIX

Respected Sir / Madam,

Since this study is part of the research, the researcher is carrying out a survey entitled Tasks for teaching Writing at Secondary Level under the guidance of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu. The researcher would highly be grateful to you if you could kindly fill the following questionnaire with true information. The questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

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Researcher

Pratima Aryal

T.U., Kirtipur,

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Kathmandu

Name:…………………………………

Name of the institution:……………………………..

Qualification:…………………………………

Signature:…………………………………

Questions related tasks for teaching writing in EFL classroom to the secondary level English teachers.

A. In responding to these questions, please tick the alternatives that indicate your response.

1. Which task of teaching writing do you think is more applicable for secondary level learners?
   i. Controlled writing activities
   ii. Guided writing activities
   iii. Free writing activities
   iv. All of the above

2. Which of the following controlled writing activities do you use in teaching writing skill?
   i. Matching
   ii. Organizing
   iii. Copying
   iv. All of the above

3. Which of the following guided writing activities do you prefer in your language classroom?
   i. Fill-in exercises
   ii. Dictation
   iii. Letters/ cards/ invitations
   iv. All of the above

4. How often do you make your students involved in free- writing activities?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

5. How often do you focus on pre-writing activities while teaching free writing?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

6. Do you involve students in small group discussion to make their writing skill developed?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

7. How often do you ask students to write dialogues?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

8. Nowadays 'Brainstorming' is regarded as one of the most helpful technique to collect ideas for free-writing activity, do you agree with this?

    i.   Strongly agree ii. Agree   iii. Disagree iv. Strongly disagree

9. Do you ask your students to write real letters?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

10. Do you encourage students to write postcards, advertisement and jokes?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

11. Do you ask your students to write their own stories?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

12. Do you ask students to write the review of their favorite books and films?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

13. Do you use pictures, audio and video clips in writing class and ask students to write descriptions about that?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

14. How often do you use newspaper in your language classroom while teaching writing skill and ask students to write responses to the current news?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

15. Do you involve students in collecting new words from newspaper?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

16. It is thought that journal writing is a very helpful activity for the students to develop their writing skill. Do you agree?

    i.   Strongly agree ii. Agree   iii. Disagree iv. Strongly disagree

17. Do you encourage your students in maintaining their portfolio, collecting their writing tasks and reviewing their improvement in writing skill?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

18. Do you help your students while they are still working on writing?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

19. Do you correct students' writing while they are doing on it?

    i.   Always   ii. Usually   iii. Sometimes   iv. Never

20. Do you encourage your students in re-writing their work?

    i.   Always   ii. Usually   iii. Sometimes   iv.
        Never

B. You are humbly requested to give your responses on your own while answering the following open-ended questions.

1. What other tasks do you conduct while teaching writing in your language classroom?

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2. Which tasks do you frequently use while teaching writing at secondary level?

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3. Which tasks or techniques for teaching writing do you think are to be focused more in EFL classroom? Why?

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4. How do you encourage your students for developing their writing skill?

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5. How can EFL teachers help students to develop their real life writing skill?

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