

**READING CULTURE IN DEVELOPING WRITING SKILL AT
SECONDARY LEVEL**

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

**Submitted by
Lasang Tamang**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2019**

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Thesis submission: 30/06/2019**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms.LasangTamang** has worked and completed her M.Ed. dissertation entitled **Reading Culture in Developing writing Skill at Secondary Level** under my guidance and supervision.

I recommend the dissertation for acceptance.

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DECLARATION

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

Date: 26/05/2019

LasangTamang

DEDICATION

Dedicated to

My parents and all family members who devoted their entire life to make me what I am today.

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First of all, I would like to express my sincere and heartfelt gratitude to my respected and honorable guru as well as research guide, **Dr. Purna Bahadur Kadel**, Reader Department of English Education, T.U., Kirtipur who, enlightened me a lot by providing me with all sorts of ideas, techniques and information essential for carrying out this research work from the very beginning to the end. His scholarly guidance, continuous assistance, inspiration, encouragement, cooperation and constructive suggestions were indebted for my work.

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LasangTamang

ABSTRACT

The present study entitled **Reading Culture in Developing Writing Skill at Secondary level** main aimed explore how far the reading culture helps to enhance proficiency in writing in English at secondary level and to investigate the perceptions of teachers towards the reading culture to enhance proficiency in writing in English. In order to achieve this objectives, the study was conducted using mixed method. The sampling of this study was secondary level students of 5 different schools of Kathmandu. I completed the research taking 75 samples. The samples were selected on non-random basis. Similarly, 5 English teachers at least one from of each 5 schools in Kathmandu district were the population of the study. Questionnaire and interview were the tools used to collect the data for this study. As the study submitted both the qualitative and quantitative data to analyse. There would be analysed data with help of percentage. The findings of this study showed that reading culture help to develop writing skill. Reading culture is useful in developing writing skill. While students are engaged different reading activities they give high performance in writing skills. The students are engaged in different reading activities as a result, they develop their language learning proficiency. The teacher motivated students in reading different types of non-fiction genres. Especially my research associated with reading culture that help to develop writing skills of the students in different aspects such as correct use of punctuations, appropriate selection lexis, appropriate organization of cohesion, coherence etc. It was found that the students are encouraged reading different fiction and non-fiction to develop writing skill.

The thesis consists of five chapters. The chapter, one includes the introduction. Which consists of background of the study, statements of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, chapter two incorporates the theoretical review of related literature, imperial literature, implication of the study and conceptual framework. Similarly, chapter three presents design and methods, population sample and sampling

strategy, data collection tools and techniques, source of data, data collection procedures, data analysis and interpretation procedures and ethical considerations of the study. In the same way, chapter four incorporates analysis and interpretation of the data from questionnaires, analysis and interpretation of the data from interview. Finally, chapter five contains findings of the study, conclusions and recommendations related to policy, practice and further research. References and appendices included in the last part of the thesis presented to make the research valid.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	Cambridge University press
EFL	English as a Foreign Language
ELT	English Language Teaching
i.e.	id est. (= Latin for that is')
T.U.	TribhuvanUniversity
%	Percentage
S.N.	Serial Number