

**PROBLEMS IN TEACHING WRITING AT
SECONDARY LEVEL**

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

**Submitted by
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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj Rai** has completed the research of his M.Ed. thesis entitled **Problems in Teaching Writing at Secondary** level under my guidance and supervision.

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DEDICATION

Dedicated to

My parents who devoted the great span
of their lives to stand me in this
position, even under a very
complicated situation.

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ABSTRACT

The thesis entitled '**Problems in Teaching Writing**' was an attempt of the researcher to find out the problems of teaching writing at secondary level schools in Nepal. It further aimed to explore the causes of those problems. Both the primary and secondary sources of data were used in this study. Descriptive and analytical study design along with both qualitative and quantitative data were used. A sample of five teachers from purposively sampled five secondary level community schools from Bhojpur district was taken for the study. The study found that teaching writing is problematic due to the problems related to both the teachers and the students. Teachers' problems were related to the three main context; problems related to teaching preparation, problems related to teaching techniques, and problems related to textbook used. The main problems related to the students were- neglecting the thinking time, understanding and applying the aim of writing, passive participation of the students, problems to follow the writing sequence, students' age, level, learning style and interests, poor vocabulary, insufficient grammatical knowledge, lack of creativity and so on. There are some specific causes of these problems to occur in teaching writing. The main causes were found out as- poor professional ability of the teachers, insufficient funding in education by the government, geographical complexity, poor socio-economic level of the parents, lack of writing habit, mother tongue influence in teaching, insufficient writing practice, traditional ways of teaching and learning, personal variables of the students, least focus on student participation and so on.

The thesis has been divided into four chapters. The first chapter deals with the general background, review of the related literature, objectives and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The fourth chapter contains the findings and recommendations of the study.

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