

CHAPTER: ONE

INTRODUCTION

1.1 General Background

Language is human related phenomena i.e. natural tendency for human being only.

They produce certain kind of symbols, on the basis of which they always transfer their thoughts, feelings, desires, and beliefs. In this sense, Sapir (1921) defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols” (as cited in Lyons, 1992, p.3). In the process of producing symbols, there are certain criteria to form an utterance.

Language has certain framework of rule which helps to produce unlimited number of utterances. The way of producing symbol in larger form is limited but the amount of utterances can be unlimited. To Chomsky (1957) “From now on I will consider a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements”(p.13). To produce symbols in larger form based on certain framework is not sufficient for the occurrence of language to be meaningful. There should be given importance towards situation which creates the meaningfulness of language. Situation determines the variety of language use in which it occurs. To support this view, Wilkins (1977) puts “Language will occur almost wherever we come in contact with other people and will be different according to the nature of contact. Language also assails even in situation in which no other people present or when other people are present but are not producing language for our consumption”(p.134). The production of symbol in certain framework carries a

meaning in context, so in the process of communicating through language it has some kind of impact on the receiver or audiences and the speaker himself /herself as well.

Among all languages, English has the largest amount of vocabulary, two million words, and one of the huge bodies of literature. Because of its broader use, Crystal (1990) writes “Over two thirds of the world’s scientists write in English. Three quarters of the world’s mail is written in English. Eighty percent of all the information stored in the electronic retrieval system of the world is stored in English” (p.7).

Crystal’s statement makes us realize that there may not be any alternative language in the world which can replace English in near future. Crystal (1990) further writes that China was not in favour of the English language until 1959 but after twenty years, everyone in China is carrying a book of elementary English. This shows that even though China was against English as an international language previously but recently by realizing the importance of English language, she gives emphasis on learning it.

A number of new independent nations have no one widely spoken language which can be used for building national unity. For example, in Ghana and Nigeria, where English has been chosen as an official language to build national unity because there are many indigenous languages. Among them, the government was unable to decide to select the official language. So, English was chosen as an official language to place all the indigenous languages on the same footing (Crystal, 1990, p.3).

Language is an essential medium of communication which can be expressed through auditory and visual channel. It is the most highly developed and frequently used means of communication. It is the species specific to mankind in the sense that only human beings can have the capability to speak language and their mind is genetically equipped with the device to learn it. Lyons (1992) writes “It is the possession of language which most clearly distinguish man from other animals” (p.2).

1.1.1 English Language Teaching in Nepal

The history of English in Nepal goes back to pre-democratic days when this country was ruled by the Ranas. English in Nepal has come a long way since its birth. It seems to have entered Nepal during Bhimsen Thapa's Primeministership. Later, when the Rana Prime minister, Jung Bahadur Rana visited Europe, he realized the need of English. His diplomatic visit to Europe made him set up school. So, English was formally introduced in school level education system with the establishment of Durbar High School in 1854 by Jung Bahadur Rana. Then in 1981, it was included in the higher education with the establishment of Tri-Chandra College (www.geocities.ws/gk_nepaleyn/data/history.htm).

After Democracy, drastic changes came regarding the place of education in Nepal. The various education commissions formed by the Government of Nepal have recommended progressive switch over. Yet the importance of English to the Nepalese students could not be ignored and its importance was realized due to the fact that it is an international language, a link language or lingua franca, a library language and it is considered to be a window to the rapid progress of science and technology. If we give up this language then the nation will not keep pace with other countries. English is regarded as the language of international conferences, the language of the UNO, NGOs, INGOs and so on. The knowledge of English helps a person to be a citizen of the world.

With growing interests of the world towards English, Nepal has also realized it as the most important medium for the pedagogical purposes and for the surplus facts of our life. Thus, the government of Nepal has included English as a compulsory subject from primary to university level. Specially, the National Education System Plan

(NESP 2028 B.S.) has brought revolutionary changes by planning curriculum and textbooks with the provision of compulsory English of 100 full mark for each grade from grade four to bachelor's level. It is also taught as a subject of specialization in T.U. under Faculty of Education, Department of English Education and Central Department of English to produce highly qualified manpower.

1.2 Statement of the Problem

Teaching of writing exercises is more challenging job. It helps to make writing skills very good. Today most of the students at English are weak especially in writing. What may be the reasons behind them. I am so eager to know it. So, I decided to study about this matter. In this study, problems of writing exercises at grade eight students will be tried to find out. The researcher will also try to identify the teaching activities of writing exercises followed by the teachers which help to provide information about present situation of the teaching writing exercises.

1.3 Rationale of the Study

This present research centralized to find out the teaching activities and problems in writing exercise of the text book. I hoped that this work will be helpful to make writing skills effective and qualitative. I think teaching writing exercise has been challenging issue in the present context. Several researches are carried out in the field but it is hard to find out the research which focus in this issue. Hence, the whole research concentrated on the real need environment and difficulties in which helps the teachers, students, language planners, linguists, educationists and other researcher who want to carried out the research on writing exercises.

1.4 Research Questions

This study will be centralized in the following research questions:

- a) How do writing exercises classify to promote writing skill?
- b) What are the problems of teaching writing exercises at Grade Eight students?
- c) How do teachers teach writing exercises in the class room?
- d) What is the present situation of teaching writing exercises in grade eight in Okhaldhunga District?

1.5 Objectives of the Study

This study has the following objectives.

- i. To classify the writing exercises and activities
- ii. To find out the problems of teaching writing exercises.
- iii. To find out the present situation of teaching writing exercises of grade 8 English text book
- iv. To suggest some pedagogical implications.

1.6 Significances of the Study

This study will be significant in the following ways.

- i. It will provide the practical scenario about the teaching process of writing exercise.
- ii. It helps to identify the problems to the curriculum designers and text book writers in teaching writing exercise.
- iii. Since the English Teacher will get the information about the problem in teaching writing exercise at grade eight, they can think of the possible solution

in advance and then they will go to teach the writing exercise in the class room.

- iv. The study will prove to be very useful for district education office as it shows the actual problems faced by the English Teachers. As a result DEO will be compelled to launch some especial programs that will help teachers solve to problems related to teaching writing exercise.
- v. It will be very beneficial to the English Teacher as it shows the proper ways of teaching writing exercises.
- vi. When the guardians, the school management committee and the school administration realize the problems in this field, they will try their best to overcome them.
- vii. Since this study also aims at listing out the teaching writing exercise of text book, teaching techniques and the problems in teaching writing exercise, all the concerned bodies will be conscious to improve the teaching condition of writing exercises.
- viii. It will be helpful for the syllabus designers, text book writers, educationists, linguists, language planners, language teachers, students and other researchers who want to carry out the research on writing exercises.

1.7 Delimitations of the Study

This study had the following limitations:

- i. The population of the study was limited to 30 English Teachers of grade eight from 30 schools in Okhaldhunga district.
- ii. The research work was limited to the English Teacher who taught at Eight Class of government aided schools in Okhaldhunga district.

- iii. Only the teaching writing exercises were the field of this study.
- iv. The data was collected only by using questionnaire.
- v. Observation checklist was also used to make the data reliable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Review of the Related Literature

There are many studies being carried out in the field of ELT in Nepal. Many researches are there related to teaching different skills of the English language. Most of them have shed their light on the effectiveness of teaching language skills through different techniques, but very few studies have been carried out intending to show the present scenario of the problems faced by English teachers in teaching English. The topic selected for this study has already been touched by some researchers from its peripheral realms, but not yet on the same one.

Paudel (1977) carried out a research entitled 'Study of the Problems Faced by Secondary School Teachers in Teaching English in Patan District.' This research had been completed before M.Ed. English programme was started under the faculty of Education. The researcher was a student majoring in Education not in English. The population of the study was the teachers who were teaching the English language at Secondary Schools in Patan District. The survey method of study was used. The problems were investigated by studying the total population. The research, in the form of a bulky volume, found that there were many problems faced by secondary school teachers of English.

Dhital (1985) has also completed his thesis on the topic "A study of the Problem Facing the Teaching of English of Lower Secondary Level in Dhankuta District" in 1985. This dissertation has been prepared to identify the problems of the teachers in teaching English at Lower Secondary Level. Lack of English teachers, untrained

English teachers, their dissatisfaction with their job facilities and lack of exposure were the problems summarized in his finding.

Bhattarai (2002) conducted a study on 'The Writing Proficiency of the Bachelor's Level Students.' This research was an attempt to analyze and compare the writing proficiency. It was a cross-sectional comparative study and found that the students of medical science are more proficient than those of others. The major findings were that the students of institutes had greater proficiency in writing than the students of faculties, within institutes; students of medical science were more proficient than those of the others. This research was on the skill, writing, but searched nothing about the problems.

Sah (2003) carried out a research entitled "Writing Proficiency of Grade Nine Students." It was a cross-sectional study in which both primary and secondary sources of data were used. The population of the study were 100 students of grade-X from Siraha district. Test items were the major tools of data collection. The major findings of the study were explained as; the students committed mistakes in the use of comma more than in the use of other punctuation marks. This study also touched the section of Proficiency but did nothing about the problem in writing.

Ghimire (2004) carried out a research entitled 'A study on the Proficiency of the Students in Writing Skill.' This study was carried out to compare English Writing Proficiency of the students of different streams. Both primary and secondary data were utilized in the study. It was focused on proficiency so students were the informants. In this research work, the major findings have been presented under four different headings, i.e. holistic findings, stream-wise findings, textual non-textual writing based findings and actual teaching/learning situation findings.

Yadav (2004) carried out a research entitled "Problems in Teaching Oral Skill in English." He attempted to find out the problems in teaching oral skill in class 9. Altogether 20 English teachers of secondary level and 20 groups of the students were the informants for the study. The research work was restricted in Saptari District. The study emphasized the oral skill maximally. He listed the problems of physical facilities, limited amount of time, students disinterest towards the oral skill, crowded classes, and traditional method of teaching as the major problems.

Chapagain (2006) undertook a research entitled 'Problems in Teaching and Learning Listening Skill.' It was confined to Lower Secondary Level of Surkhet District. He gathered primary data from 30 English teachers having at least one year experience. He also observed 20 English classes. The researcher came to the conclusion that scarcity of instructional materials, large numbers of students, overuse of L₁, faulty examination system, dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

Dahal (2015) carried out a research entitled "speaking exercise of English text book of grade seven." her objectives were to identify the teaching activities used for teaching speaking exercise and to identify practical constraints faced by the teaching in conducting speaking in the classroom she found that teaching used different activities like group works, pair work discussion picture description etc. lack of facilities student hesitation, lack of training were the common problems summarized in her findings.

The present study is different from the above mentioned ones in the sense that none of them studied about the problems in teaching writing but this study directly dealt with the practical problems of the teachers in teaching writing skill.

2.2. Implication of Reviewed Literature

The main implication of the review literature is facilitated to do the research. Researcher collected eight research titles, out of them one is related to speaking exercise, two are related to writing proficiency and others are related to the problems of English language teaching. Those all researches are conducted in the department of English education. This study is to some extent related to my study. This study helped to me to get information about my study and then they help to explore on the theoretical concepts on my study too.

2.3 Theoretical Framework

The researcher was more interested to study about the writing exercises of grade eight English text book. Before going to research on this topic, he mentioned the theoretical view of writing which can be presented as follows:

2.3.1 Teaching of Writing

The chief purpose of teaching a language, be it the mother tongue or a foreign language, is to develop the four basic skills-listening, speaking, reading and writing. Of these, writing is of immense importance. According to Bacon (cited in Sharma et al. 2006: 254) "Reading make a full man, conference a ready man and writing an exact man."

Emphasizing the importance of writing, Bell says, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech" (Pahuja, 1995:164).

Writing is productive and last skill of language in natural order. It is a skill in which

we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Obviously, writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of Grammar Translation Method. Most of the classroom as well as examination activities are, by and large, dependent upon writing system. In this sense, writing is often needed for formal and informal testing. Writing activity provides a variety in classroom activities where only oral practice is focused. In that situation, writing activity serves as a break and students can utilize their imagination and creativity through written discourse.

The introduction and practice of some form of writing enables the students to provide for different learning style and needs. The students who do not learn easily through oral practice find writing as a paramount aid to retention. Hence, writing skill is equally important for those people who are linguistically dumb when they are supposed to speak. It has been remarked that writing is the most difficult of the language abilities to acquire or to learn. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. So, while teaching writing, the teachers have to pay attention to higher level skills of planning and organizing to higher graders and lower level skills of spelling punctuation, word choice and so on to lower graders.

2.3.2 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. The components of writing according to Munby, (1979) cited in Sharma et al. (2006: 2055) are:

i. Mechanics

It is also known as graph logical system; mechanics refers to those aspects of writing such as spelling, use of punctuation marks (eg. apostrophes, hyphens), capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Many students whose native-language orthography is very different from English have difficulty in forming English letters. Such students should get special training. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express. One of the reasons that spelling is difficult for students of English as a foreign language is that the correspondence between the sound of a word and the way it is spelt is not obvious. Similarly, overuse or under use of punctuation is often frowned on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers.

ii. Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. For example,

A. What time is it?

B. Sorry, sir. There was a traffic jam.

There is no grammatical or lexical link between A's question and B's reply but the

exchange has coherence because both A and B know that A is asking why B is late, and B is replying that it is due to traffic jam.

iii. Cohesion

It refers to the grammatical or lexical relationship between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. For example,

- A. Is Tom going to London?
 B. No, he is not going there.

There is a link between 'Tom' and 'he', between 'is' and 'going', and between 'London' and 'there'.

There are two levels of cohesion. They are:

- Sentential (inter sentential) cohesion.
- Textual (inter sentential) cohesion.

Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

iv. Orthographic and Para-orthographic Text

The orthographic system deals with linguistic symbols such as spelling, words, phrases, clauses, sentences etc. and para-orthographic text is related to the use of diagram, figure, symbols, etc. The detailed knowledge of the orthographic text is a complex skill.

Orthographic text mainly deals with:

- a. Complexity and irregularity in (English) spelling
 - b. Outstanding spelling eg. tough, cough, dough, heard dreadful, beard and leopard, people, theory etc.
 - c. The spelling of loan words for eg.
 - ghee (borrowed from Hindi).
 - campus (borrowed from Latin).
 - restaurant (borrowed from French).
 - d. Writing direction eg.
 - Left to right (English, Nepali).
 - Right to left (Urdu).
 - Top to bottom (Japanese) etc.
 - e. Syllable pattern/ structure eg.
 - Consonant clusters.
 - Doubling of consonants etc.
- Para orthographic text deals with
- a. Converting a text into chart, diagram etc.
 - b. Interpreting charts, diagrams etc. into orthographic.
 - c. Writing from maps, graphs, statistical data etc.
 - d. Writing something in the form of table, chart, diagram etc.

2.3.3 The Sub-skills of Writing

There is no doubt that writing is the most difficult skill for second language (L₂) learners to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. L₂ writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. It can be clearly looked at in terms of sub-skills of writing. The sub-skills of writing according to Munby, (1979) cited in Sharma et al. (2006 : 255) are :

- i. Manipulating the script of language
 - a. Forming the shapes of letters
 - b. Using the spelling system
 - c. Using punctuation
- ii. Expressing information explicitly
- iii. Expressing information implicitly through
 - a. Inference and
 - b. Figurative language
- iv. Expressing the communicative value of sentence and utterances
- v. Expressing relations within a sentence using
 - a. Elements of sentence structure
 - b. Model auxiliaries
 - c. Intra-sentential connectors

- vi. Expressing relations between parts of a text through lexical cohesion devices
- vii. Expressing relations between parts of a text through grammatical cohesion devices
- viii. Using indicators in discourse for
 - a. Introducing an idea
 - b. Developing an idea
 - c. Transition to another idea
 - d. Concluding an idea
 - e. Emphasizing a point
 - f. Explanation of point already made
 - g. Anticipating an objection
- ix. Reducing the text through avoiding irrelevant information

2.3.4 Stages in Development of Writing

The four language skills are integrated. A particular skill is better learnt in relation to other skills. Therefore, writing can not be taught in isolation. The most effective writing practice must have a close connection with what is being practiced in relation to other skills. In order to make them able to write English appropriately, the students must be taught systematically through five stages of development.

Rivers (1968, 245) has suggested five stages of writing which help the learners write in the foreign language. They are copying, reproduction, recombination, guided writing and free composition.

i) Copying

This is the first stage of writing in which students are required to copy the model given by the teacher or in the textbook. Specially for the lower grades, copying is useful for the recognition and production of letter shapes, for improving hand writing and spelling. Letters to be copied should be given in contrastive pairs or groups such as d:b, p:q, m:w, h:n, u:v etc. so that the students can see the minor distinctions and similarities between them. The students are asked to copy those words, phrases and sentences with which they are already familiar orally. The objective of copying at lower secondary level is to cultivate a good hand writing that gives no trouble for the readers to read (Pandey, 1996).

Copying stage is also called transcription. Such type of work is very useful for accuracy in writing. This stage helps students deepen and widen the impression of the sounds and symbols relationship in their mind. The students are required to have further repetition practice of basic dialogue or sentences Rivers (1968). Punctuation marks are also considered during this stage.

ii) Reproduction

During the second or reproduction stage the students will try to write without the original version that they have mastered or learned orally from their memory (without seeing a model). Reproduction is a bit more challenging than copying as students have to rewrite immediately remembering the shapes of letters, words and sentences without reference to their original form. Then they are asked to compare their writing with the original for correction. Next, they will be asked to write down sentences they have memorized, read and copied.

Another form of reproduction that is commonly used in foreign language classes is dictation. In order to emphasize difficulties in particular spelling, the spot-dictation procedure can be adopted. "Where particular difficulties of spelling are being emphasized, the spot-dictation procedure may be adopted : a complete sentence will be read, but only the word or words which are repeated will be written" (Rivers 1968:247). In the further steps of reproduction, the teacher asks the students to write the learned phrase or makes them describe a picture he is showing. Then, the students may be asked to write pattern drill responses of the repetitive type. At this stage, the emphasis is entirely on accuracy on reproduction.

iii) Recombination

At this stage of writing, the students are asked to write sentences that they have learnt previously with slight changes. The learners at this stage will write the type of recombination which they have already heard, produced orally and read in the textbook.

Completing sentences using pictures or using alternative words given, producing drilled patterns with slight changes on some parts then transforming sentences on the basis of given clues etc. are some examples of recombination. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences. Recombination is more challenging than reproduction as it requires thinking on the part of the learner.

After the students have acquired confidence in writing simple substitutions and transformations, they can be asked to make recombination around a theme presented to the class in a picture or a set of pictures. The recombination can be of various forms of memorized dialogues. Gradually, new vocabulary items are carefully introduced.

Dictation is also suitable for this stage which consists of arrangement of dialogue sentences, narratives and pattern sentences. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

iv) Guided Composition

This is the fourth stage of writing development. At the stage, the students will be given some freedom in the selection of lexical items and structural patterns for written exercise within a given framework. Guided composition is a technique of controlling writing in language learning. Here, the students are presented with controlled situation by providing them ideas, structures and vocabularies. At the beginning, the students are given completion exercises. Some types of drills and replacement exercises can be used at this stage.

Raimes (1938:103) says, "It gives students more but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out a series of questions to respond to, or information to include in their piece of writing. As with any free writing task, with guided composition, too, students should be able to discuss make notes share finding and plan strategies together before they begin to write."

Similarly, Rivers (1968) opines that some types of drills provide careful guides at this stage. Replacement exercises may be devised in which a section of the sentences can be replaced by a number of different phrases, giving the opportunity to express new meaning.

As the students advance in their writing skill, they may be allowed more freedom in lexical and grammatical choice. The writing practice is based on what they have read or have been reading. They are required to answer the questions based on their reading. They can write the summary of the texts that have been read. They can rewrite the story, narrate the dialogue, compose a dialogue from the narrated texts etc. Thus, writing at this stage is still under supervision and the teacher needs to act as a supervisor.

v) Free Composition

This is the last stage of teaching writing. It should, therefore, be practised only after students have done sufficient guided writing practice. This stage involves individual selection of vocabulary and structures for the expression of personal meaning. At this stage, the teacher should pay great care to the students' performance. They should be carefully trained to shift from guided writing stage into free composition stage. Forcing this fact, Rivers (1968:253) adds, "..... the teacher will need to exercise great care to see that they are not plunged abruptly from guided writing into a limitless sea of free composition. The transition has to be gradual".

At the beginning of this stage, the students are asked to describe, narrate, explain and summarize what they have read or heard. When they become accustomed to expressing themselves, they are given opportunity to express their ideas on the materials they have read. Precise descriptions of people, places and things can provide excellent training in exact expression at the initial stage of composition practice. Gradually, the students are asked to write letters and simple stories. Then, they can be asked to write the summary with a personal commentary of the text they read. Later, they are trained to compose different kinds of texts such as story, dialogue, essay etc.

Thus, writing is a difficult skill; the development of which requires gradual and systematic progression from one stage to another. At each successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasingly more freedom and challenges. So, both the teacher and the learner have to work patiently and persistently allowing necessary time for themselves to go through each of these stages until they reach the final stage where the learner can freely produce a piece of composition.

2.3.5 Pedagogical Purposes of Writing

From pedagogical point of view, writing enables the students to communicate through graphic system of language. It not only helps the learners spell appropriately according to the convention of the target language but also helps them control the structure of the language. Similarly, writing enables the class to express what they have learnt orally or by reading a text. Moreover, writing enables the students to select the appropriate words and phrases to write a text and to put ideas in logical order.

Writing serves a variety of pedagogical purposes. Regarding this, Raimes (1938:3) points out three important purposes. They are :

-) First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students.
-) Second, when our students write, they also have a chance to be adventurous with the language to go beyond what they have just learned to say to take risks.

-) Third, when the students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.

According to Byrne (1986:7), the pedagogical purposes of teaching writing are as follows:

- a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through or as practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
- b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
- c. Exposure to the foreign language through more than one medium is likely to be more effective than relying on single medium alone. Writing also provides variety in classroom activities, serving as a break from oral work, and increase the amount of language contact through work that can be set out of class.
- d. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

2.3.6 Problems in Teaching Writing Skill

There have been radical changes of attitude towards the role of writing in language teaching programs in schools. A hundred years ago modern languages were taught in the same way as the classical languages, through the written translation of texts. Then came the direct method of the 1930s and writing was virtually outlawed. This method came as a barrier to the emphasis given to writing by Grammar Translation (GT) method. There are some reasons why this skill is not given much attention. Firstly, most teachers think that this skill is automatically acquired by the learner as he learns to speak and read. Secondly, the mind of English language teacher is filled with the audio lingual air and its principle "Language is speech, not writing" as explained by Rivers (1968:37). Thirdly writing skill is regarded as a professional skill and it is very complex in its nature. On the other hand, writing is the product of many sub-skills. Without having sound knowledge of the sub-skills, one cannot be a good writer.

There are some factors which make writing difficult. Venkateswaran (1995) suggests the following three reasons explaining why writing is more difficult than other skills.

- a. The art of writing becomes difficult because we are required to write without the possibility of interaction or any feedback. It is solitary activity.
- b. Language itself is highly favorable to oral communication. This means that there are opportunities during one's speech, to repeat, back teach, expand, rephrase or record. Even ungrammatical sentences will be tolerated.
- c. Writing involves the use of a few structures which may not normally be used while speaking. It is learnt only through a process of interaction. This includes practice in the organization of our ideas. Also when we write, we have to always

imagine the reader before us.

2.3.7 Why Writing is Difficult

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. For most of the people, writing is commonly a difficult activity both in the mother tongue and in a foreign language.

According to Byrne (1986:4, 5) there are three problems that make writing difficult.

These problems are discussed in brief here :

a) Psychological Problems

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone, physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

b) Linguistic Problems

Oral communication is sustained through a process of interaction and, except in special circumstances, such as a lecture, all the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentences : to some extent the latter is maintained through the process of interaction. We repeat, backtrack, expand and so on, depending on how people react to what we say, while incomplete and even

ungrammatical utterances are tolerated..... We also have a considerable range of prosodic features to our disposal. In writing, we have to compensate for the absence of these features : we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own.

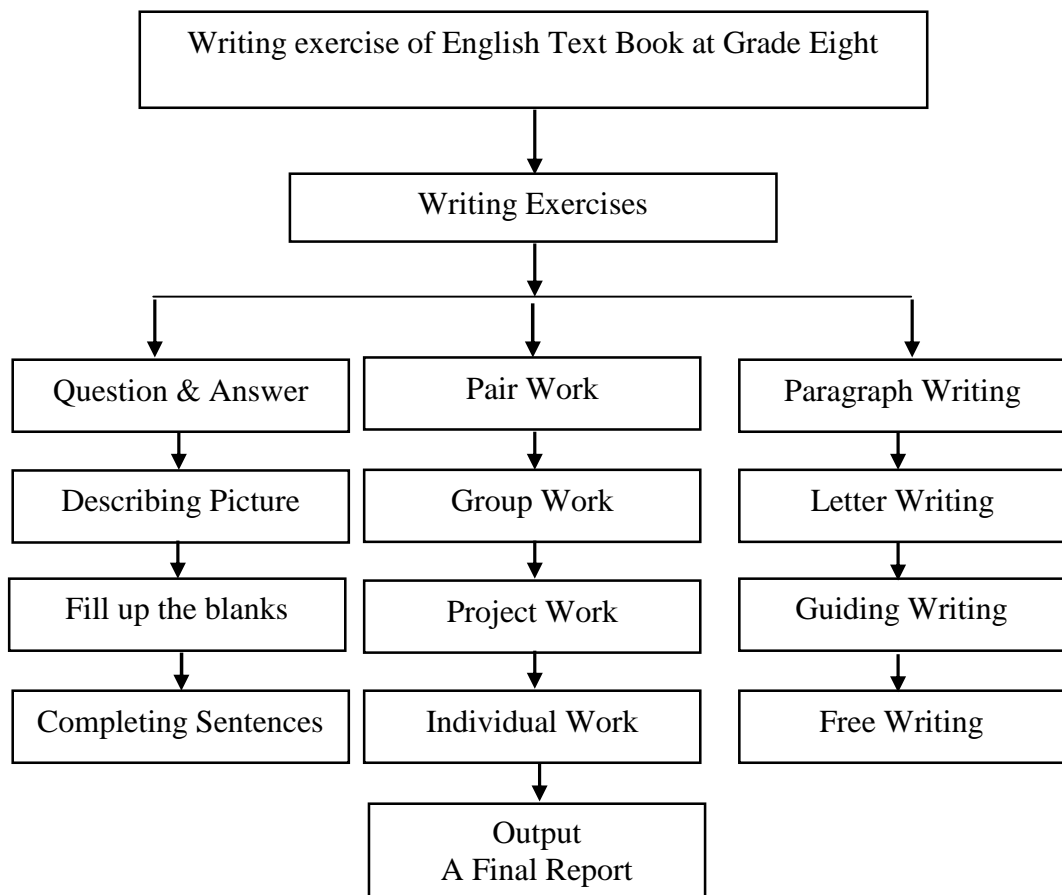
c) Cognitive Problems

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or professionally. Writing, on the other hand, is learnt through a process of instruction : we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

2.4 Conceptual Framework

The Study on writing exercises of English text book at grade eight is based on the following conceptual framework.

Figure No. 1
Conceptual Frame Work



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

To find out the impact of writing exercises of English text for grade eight, the researcher followed the observational research design in particular. In this type of research, the researcher visited different lower secondary classes. In observational research, the researcher observed the writing classes at grade eight. Then the researcher made check list of writing exercises of English text for grade eight English teacher. Then the researcher tried to find out the problem of writing exercises from class observation and questionnaire to the teachers. Finally, analyzing and describing the collected data, the research prepared the report of research.

3.2 Sources of Data

The researcher used both primary and secondary sources of data for this study.

3.2.1 Primary Sources of Data

The study primarily based on the primary sources of data. The data collected from the Grade Eight English teachers in government added schools of Okhaldhunga district.

(See Appendix I and II)

3.2.2 Secondary Sources of Data

The researcher primarily emphasized on the primary sources of data. Moreover he directly or indirectly consulted all the materials available both in print or electronic media which were related to the topic. He consulted many books, journals magazines,

articles or periodical publications and also went through the textbooks and teacher's guide of grade eight English text book.

3.3 Population of the Study

The total population of the study were 30 English teachers of Grade -8 in Okhaldhunga. (See Appendix – IV)

3.4 Sample Population and Sampling Procedure

The sample population was consisted of 30 English Teachers of Grade Eight. The researcher consulted information from government aided schools. They were purposively selected from both urban and rural areas of Okhaldhunga district. (See Appendix IV)

3.5 The Research Tools

The main research tools for the study were questionnaire and observation form. The researcher designed two different types of questionnaire to collect the experiences and opinions of the teachers: closed-ended (objectives) and open-ended (subjective) questions. Both types of questions set to identify the fact related to writing exercise. (see Appendix I) The researcher also developed the class observation form to make the research data more reliable.

3.6 Process of Data Collection

This process was followed to collect the primary data.

- a. Firstly a set of questionnaire prepared with the help of thesis guide.
- b. Then, the researcher visited 30 English Teachers classes of different schools after consulting the head teacher of the concerned schools and taking his or

her permission; he distributed the questionnaire and requested them to reply.

- c. Then, the researcher collected the field up questionnaire from them.
- d. He also consulted some teacher's trainers, school supervisors and district education office for collecting data. (See Appendix I and II)

3.7 Data Analysis and Interpretation Procedure

This chapter presents the analysis and interpretation of data collection procedure. The main aim of the study was to find out the challenges faced by English language teachers and students in the teaching of writing exercises. The data was analyzed and interpreted with the help of item-wise form. They are presented and displayed in various tabular forms. For this work I have tabulated and analyzed the data in the following order:

- Z Analysis of data obtained from objective questionnaire for the teachers.
- Z Analysis of the data obtained from subjective questionnaire for the teachers.
- Z Classroom observation of teaching writing.

This study primarily aims at finding out the problems of teaching writing exercises and the activities that the teachers apply in the classroom. The required data from the respondents were collected, checked and rechecked. The result of close-ended and open-ended questions tabulated and interpreted to identify the present situation of teaching writing exercises. As this is the core part of the research analysis and interpretation of data has been carried out in this section. Data are obtained from the due effort of the survey study. Since it is a survey research it requires a lot information from the practical field that helps to find out challenges faced by English language teachers and students in the teaching of writing exercises and provide the pedagogical implications to overcome them.

CHAPTER FOUR

RESULTS AND DISCUSSION

The result and discussions of data collected from the classroom teaching have been forwarded in this chapter.

4.1 Results

The present study shows the following results:

1. Instant writing activities are more frequently used in the language classroom but only few teachers use collaborative writing activities frequently. (See table no. 34)
2. Writing exercises of the textbook are useful and appropriate for class eight students. (See table no. 27)
3. Most of the teachers are found good, some are tolerable and the rest are poor at the classroom, when they are reaching writing.
4. Most of the teachers are found to initiate their writing class through previous lesson.
5. Teachers are found to use usual classroom materials rather than new ones.
6. Teachers are found using different writing activities. Among them question answer and individual work are used frequently in the classroom.
7. Activities conducted by the teachers are found satisfactory to the topics of the textbook and level of the students.
8. Teaching writing is found more problematic because of less time allotment to its teaching, a large number of student's lack of physical facilities etc.

9. The teachers give much attention in reading and writing rather than listening and speaking. Though each skills are given separately in the textbook.
10. Writing practice of the students is found poor and most of them make spelling and grammatical mistakes.
11. Most of the students do not prepare their homework as the teachers have no time to correct their work.
12. The degree of exposure in government aided school is very poor.
13. Majority of the teachers do not use teacher's guide daily. Only 20 % of the use it regularly.
14. The materials like supplementary reader's teacher's handbook student's workbooks and practice books are not available in the local market and created problems.
15. The cause of not checking homework daily is that the teachers have been assigned heavy work load.

4.2 Discussion

On the basis of the results of analysis and interpretation of collected data, discussion is made on the following way:

- ii) On the basis of the exercises of the textbook: Writing exercises found on the textbook are relevant to class eight students. Most of the given exercises are found at practice and production form. At first, questions are presented as problems, in the writing text, then the students practice to solve the answer. Most of the writing exercises given at the textbook are repeated in different lesson. Different writing exercises are given to fulfill the different language functions and the teachers used different activities to the students. Writing exercises are given more emphasis to practice language functions.

iii) On the basis of the teachers view : Most of the teachers are found good, some are tolerable and some were poor at the classroom when teaching writing at the classroom. Most of the language functions given at the textbook are practiced by the teachers and they are initiated their lesson by previous activities. Teachers use different writing activities according to exercises. Teachers express different problems on the basis of time allotment, large number of student's diversity in interest of the students, lack of practice etc. Writing is a productive skill though the teachers are found to give more emphasis equally on reading and writing.

4.2.1 List of the Writing Exercise in Terms of Topic and Language Function.

According to the curriculum development center the following types of writing activities and language functions are recommended in the textbook.

Writing exercise

- a) Questions and Answers
- b) Describing picture
- c) Fill up the blank
- d) Pair work
- e) Group work
- f) Project work
- g) Paragraph writing
- h) Letter writing
- i) Guiding writing
- j) Free writing

- k) Arrange the jumbled letter (page 56)
- l) Preparing the news report
- m) Notice of condolence (page 77)
- n) Develop the readable story
- o) Drawing Map/Figure (page 129)
- p) Convert the information into pie chart. (page 150)

Language Functions

1. Asking for information/Asking for the repetition.
2. Asking for direction/Giving direction.
3. Requesting.
4. Describing a person
5. Suggesting and advising
6. Getting things done.
7. Reporting
8. Expressing condition
9. Comparison
10. Expressing degree of probability
11. Expressing likes and dislikes
12. Giving reasons
13. Past habits
14. Expressing abilities
15. Persuading/reminding
16. Stating intention/ Predicting
17. Answering in brief

18. Giving and following instructions

4.2.2 Classification of Writing Exercises and Activities

In our context of teaching English, writing frightens the students. When writing comes, students are filled with anxieties, boredom and show their reluctance. Students also seem to be unwilling to invest time and effort for writing. Teachers also feel difficult to teach writing. They do not teach much writing in the classroom and as a result writing is frequently relegated to homework. With such situations in mind, we need to spend some time building the writing habit in students. Harmer (2006) suggests that we, as teachers, require to focus on two areas: instant writing and collaborative writing.

Instant writing: When students are asked to write on the spot, without much preparation or warning, this is called instant writing. The teacher can use it whenever s/he feels it appropriate because instant writing is not part of a long writing process. The instant writing tasks may only take ten to fifteen minutes or be even be shorter, but regular diet of such tasks can build students' confidence if they are appropriately chosen. Harmer (2006) provides some examples of instant writing.

) Sentence writing

) Using pictures

) Writing poems

Sentence writing: Students can be asked to write sentences either as language reinforcement or in preparation for a forthcoming activity. The following activities can be used to make student writers feel more comfortable and to remove the problems of those who think they have nothing to say:

) Dictating sentences for completion: It is a very simple way of getting students to write creatively, where students are dictated a part of a sentence and students are to complete the sentence or extend it in their own way. For example,

) 'My favourite time of day is.....'

-) The students have to write the morning or the evening, etc. This can be extended of course. The teacher can say ‘Now write one sentence saying why you have chosen your time of day.’
-) Writing sentences: Students can be asked to write two or three sentences about a certain topic. They can write about why exams are a good thing or a bad thing.
-) The weather forecast: At the beginning of the day the teacher ask students to write about themselves and their day as if they were writing a weather forecast. ‘What’s the weather like now? Are you happy or tired or energetic? etc.

Using picture: Pictures can provoke creativity in students. They are often workable for the students who respond to visual stimuli. Most of the learners are found to be the visual learners and they really benefit from pictures to produce writing. We can use pictures in various ways for developing writing in out students.

-) Describing picture: We can get our students to write about pictures we provide them. They can also be provided words which can be used to describe them.
-) Suspects and objects: It is a variation on picture description in which we give students a variety of pictures and ask them to write about one of them. When they have written their descriptions, the pictures are put up on the board. The students then give their description to another student who has to identity which picture is being described.
-) Story tasks: Pictures are really useful ways to prompt students into writing stories. There are a number of different tasks which students can be asked to undertake. Students can be given a series of pictures of random objects and ask them to develop a story using these words. We can also give them a series of pictures in sequence which tell a story. They have to write the story which the pictures tell.

Writing poems: Poetry writing activities can be profoundly satisfying for students because they can express themselves and poetry also enhances their creativity. For the beginners, we can use the pre-established patterns to help students write poetry:

-) Acrostic poems/alphabet poems: An acrostic poem is one where the first letters of each line, when read downwards, form a word. Students can be given any number of words to write acrostic poems for, such as beach, school, love mother, school, football, or freedom. For example,

Blue sea, sunshine on waves

Easy days

Afternoons of heat and playfulness

Charm of summer, anger of the storm

Home, and the itch of sand

Collaborative writing: Writing is often considered as a solitary task in which the writer is involved in a number of activities: generating ideas, organizing information, making a draft, revising and preparing the final draft. But in our contemporary classrooms, we can allow our students work collaboratively to produce various forms of writing because successful collaborative writing assists the students in learning from each other. More importantly, it gives each member of the collaboration access to other' minds and knowledge. In our writing classes, we can use many collaborative writing activities to faster the students' writing habit in a unique way.

Dictogloss: Dictogloss is the activity in which students re-create a text or story that the teacher reads to them. In this activity, students work in pairs or groups. They listen to the teacher telling them a story. After that, students work in pairs/groups to establish the main facts of the story. The teacher may again tell them story and students make notes of the events of the story. Now they discuss more and try re-creating their story using the words and language they have heard. When the groups have finished, their versions can be stuck up on the board or the walls. At the end, the students can look at different versions of the same story and compare with each other.

First lines, last lines: This is a group writing activity. This starts with all the students in a group sitting in a circle. Each student has a blank sheet of paper in front of them. The teacher dictates a sentence (for example, 'Once upon a time there was a beautiful princess...') The students all write it at the top of their piece of paper. Each student is told to write the next sentence of the story. Once this has been done, they all pass their piece of paper to the left and each student writes the next sentence of the story they now have in front of them. The papers are then passed one place to the left again. Each student writes the next sentence of the story in front of them. This procedure continues until each student has their original piece of paper in front of them. They are then told to write the last line of the story.

To sum up, writing is learnt by writing. Therefore, it is the teacher's job to provide students with ample opportunities to encounter with various kinds of writing tasks to suit their level and interests. Students involved in interesting and motivating writing tasks from the beginning of their language learning can obviously build up a better base for writing.

For grade eight English text, CDC (2015) has applied following types of writing exercises.

Instant writing exercises

-) Questions and answers
-) Describing picture
-) Fill up the blank
-) Arrange the jumbled letters
-) Drawing map

Collaborative writing exercise

-) Paragraph writing
-) Letter writing

-) Guiding writing
-) Free writing
-) Preparing the news report
-) Develop the readable story
-) Pair work
-) Project work
-) Group work

4.2.3 List of Language Writing Exercises According to Lesson of the Text Book

Writing exercises that support to develop all the skills of language but especially helps to improve writing skill. Every topic of the text book has the writing exercises. Students practice them to get the mastery over the language. According to the curriculum development centre, the following types of writing functions and writing exercises are applied in the text book.

Table No. 1: List of language writing exercise according to lesson of the text book

Unit	Topics	Language Function	Writing Exercise
1	Travelogue	Asking for information, Asking for repetition	Writing letters, writing a thank you letters and project work
2	An Expedition	Asking for direction/Giving direction	Engage yourself, activate yourself and study
3	Business and commerce	Requesting	Engage yourself, study and activate yourself

4	Biography	Describing a person	Engage yourself, study and activate yourself
5	Festivals	Suggesting and advising	Engage yourself, study and activate yourself
6	Technology	Getting things done	Engage yourself, study And activate yourself
7	Journalism	Reporting	Engage yourself, study and activate yourself
8	Dangers of Junk Food	Expressing condition	Engage yourself, study and activate yourself
9	Moral Stories	Comparison	Engage yourself, study and activate yourself
10	Habits and Behaviour	Expressing degree of probability	Engage yourself, study and activate yourself
11	Games and Sports	Expressing likes and dislikes	Engage yourself, study and activate yourself
12	District profile	Giving reasons	Engage yourself, study and activate yourself
13	Childhood Memories	Past habits	Engage yourself, study and activate yourself
14	Graphs and Charts	Expressing abilities	Engage yourself, study and activate yourself
15	Lincoln's Letter	Persuading / Reminding	Engage yourself, study and activate yourself
16	Fairy Tales	Stating intention predicting	Engage yourself, study

			and activate yourself
17	Forms and Cheques	Answering in brief	Engage yourself, study and activate yourself
18	Dictionary use	Giving and following instructions	Engage yourself, study and activate yourself

The table no. 1 shows that all the writing exercises are found in relation to topics and language functions. Writing exercises are given to practice the language function with simple style. Exercises are given at presenting practice and production form. At first the textbook writer presents the text (exp. reading text) in the first part of the lesson and then student try to answer the question. Writing exercises are given not only with writing skills but also with other skills too. All the four skills are given separately at the text book of grade eight. After being observed the whole exercises of the text, the following types of exercises are common:

- Activate yourself
- Engage yourself
- Reading and answer
- Writing practice
- Describing picture

These above mention exercises are mostly recurred in the textbook. These exercises are related to topic wise with a language function practice. These exercises are also related to develop other skills (i.e. listening, reading, speaking). In the textbook reading text is presented in the first than writing text is presented. Before the writing text speaking text is mentioned. Activities are not directly given in the textbook.

Teacher selects the writing activities according to exercises. The researcher has found the following writing activities used by selected teachers in the observation classes.

- Pair work
- Group work
- Project work
- Role play
- Individual work

4.3 Analysis of Data Obtained from the Objective Questionnaire for the Teacher

This section deals with the analysis and interpretation of the data collected from primary sources for the analysis, at first the researcher classified all the data on the basis of the objective/subjective questions and class observation form. As regards to objective questions, the researcher has tabulated the data as well.

4.3.1 Analysis of the Data Obtained from Objective Questionnaire for the Teachers

Under this title, item wise analysis of all the responses of sixteen objective questions (See Appendix - I) have been analyzed.

Q.No.1 Students write short writing exercise they feel difficulty in writing long exercises.

- a) Strongly agree b) Disagree
- c) Agree d) strongly disagree

The analysis of Q.No.1 has been given below:

Table No. 2: Students feel difficulty in writing long exercises

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
12	40	9	30	6	20	3	10

Table No. 2 shows that 12(40%) teachers strongly agreed with the statement and 30% teachers agreed that students write short writing exercise but they feel difficulty in writing long writing exercises. 20% teachers undecided and only 10% teachers disagreed with the statement.

Q.No.2: They make several grammatical mistakes.

Regarding the question no. 2 on basis of responses provided by informants has been analyzed below.

Table 3: They make several grammatical mistakes

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
3	10	15	50	3	10	9	30

Table No.3 shows that 50% of the teachers agreed with this statement, they made several grammatical mistakes among them 10% teachers strongly agreed and 10% undecided with the statement but 30% teachers disagreed with this statement.

Q.No.3: There are few guided writing exercises to enhance student's writing.

Regarding the question no. 3 on basis of responses provided by informants have been analyzed below.

Table 4: There are few guided writing exercises to enhance student's writing

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
6	20	12	40	3	10	9	30

Table No.4 shows that 20% teachers strongly agreed with there are few guided writing exercises to enhance student's writing. 40% teachers agreed and 30% teachers disagreed with the statement. But 10% teachers' undecided with this view.

Q.No.4: While making the student's practice writing, the students shows their lazy nature.

Regarding the question no. 4 on basis of responses provided by informants have been analyzed below.

Table 5: Students show lazy nature in practicing the exercises

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
12	40	15	50	-	-	3	10

Table No. 5 shows that 40% of teachers strongly agreed with the statement while making the student's practice writing, the students show their lazy nature. 50% teachers agreed but 10% teachers disagreed with the statement.

Q.N.5: While making the student practice writing poor students copy others.

Regarding the question no. 5 on basis of responses provided by informants have been analyzed below.

Table 6: While making the student practice writing poor students copy others

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
9	30	12	40	6	20	3	10

Table No. 6 shows that 30% teachers strongly disagreed with this statement while making the student practice 40% teachers agreed and 10% teachers disagreed with the statement. Only the 60% teachers' undecided with this view.

Q.N.6: All the students do not get opportunity for practicing.

Regarding the question no. 6 on basis of responses provided by informants have been analyzed below.

Table 7: All the students do not get opportunity for practicing

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
12	40	18	60	-	-	-	-

Table No.7 shows that 40% teachers strongly agreed towards the statement All the students do not get opportunity for practicing. 60 teachers agreed with statement. But no teachers ticked the options in undecided and disagree.

Q.N.7: Students ask me to repeat one writing exercises several times.

Regarding the question no. 7 on basis of responses provided by informants have been analyzed below.

Table 8: Students ask me to repeat one writing exercises several times

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
6	30	18	60	-	-	3	10

Table No. 8 shows that 30% teachers strongly agreed with the statement "Students ask me to repeat one writing exercises several times." 60% teachers agreed and 10% teachers disagreed with this view. But nobody teachers respond or undecided option.

Q.N.8: The students are unable to elaborate given guidelines in writing paragraph.

Regarding the question no. 8 on basis of responses provided by informants have been analyzed below.

Table 9: Unable to elaborate given guidelines in writing paragraph

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
9	30	12	40	3	10	6	20

Table No. 9 shows that 30% teachers strongly agreed with the statement the students are unable to elaborate given guidelines in writing paragraph. 40% teachers agreed and 20% teachers disagreed with the statement But 10% teachers were undecided with this view.

Q.N.9: Most of the students cannot write paragraph independently.

Regarding the question no. 9 on basis of responses provided by informants have been analyzed below.

Table 10: Most of the students cannot write paragraph independently

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
3	10	12	40	6	20	9	30

Table No.10 shows that 40% teachers agreed 10% teachers strongly agreed with this statement Most of the students cannot write paragraph independently. 30% teachers disagreed with the statement. But only 20% teachers undecided with this view.

Q.No.10: Thank you notes and letter writing are difficult for the students of grade eight.

Regarding the question no. 10 on basis of responses provided by informants have been analyzed below.

Table 11: Thank you notes and letter writing are difficult for the students of grade eight

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
3	10	9	30	3	10	15	50

Table No.11 shows that 10% teachers agreed strongly agreed and 30% teachers agreed towards the statement thank you notes and letter writing are difficult for the students of grade eight. But 50% teachers disagreed with the statement. Only 10% teachers remained undecided with the statement.

Q.N.11: You also give extra writing exercises.

Regarding the question no. 11 on basis of responses provided by informants have been analyzed below.

Table 12: You also give extra writing exercises

Options			
S.N	Responses	No. of teacher	Percentage (%)
1	Agree	18	60
2	Disagree	9	30
3.	Undecided	3	10
Total		30	100

Table no. 12 shows that 60% teachers claimed that they give extra writing exercises. On the other hand, only six teachers that are 30% do not give extra writing exercises. They fully depend upon the exercises given. Two respondent out of 20 neither answered 'agree', nor 'disagree' and remained undecided.

Q.N. 12 You teach writing exercise in the classroom daily.

Regarding the question no. 12 on basis of responses provided by informants have been analyzed below.

Table 13: You teach writing exercise in the classroom daily

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
-	-	15	50	6	20	9	30

Table No.13 shows that 50% teachers claimed that they teach writing exercises in the classroom daily. On the other hand only 9 teachers that are 30% do not writing exercises in the classroom daily. But 20 % teachers remained undecided.

Q.N.13 You take any special training for teaching writing.

Regarding the question no. 13 on basis of responses provided by informants have been analyzed below.

Table 14: You take any special training for teaching writing

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
-	-	21	70	-	-	9	30

Table No. 14 shows that 70% teachers had taken special training for the teaching of writing and 30 percent teachers had not taken training for the teaching of writing.

Q.N.14 You conduct the activities relevant to course objectives.

Regarding the question no. 14 on basis of responses provided by informants have been analyzed below.

Table 15: You conduct the activities relevant to course objectives

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
6	20	21	70	3	10	-	-

Table No. 15 shows that 90% teachers claimed that they conduct the activities relevant to course objectives but 10% teachers remained undecided.

Q.N.15: All the writing activities given in the prescribed in the textbook are adequate.

Regarding the question no. 15 on basis of responses provided by informants have been analyzed below.

Table 16: All the writing activities given in the prescribed in the textbook are adequate

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
-	-	15	50	3	10	12	40

Table No. 16 show that 50% teachers agreed with this statement 'All the writing activities given in the prescribed in the textbook are adequate. 40% teachers disagreed remained undecided.

Q.N.16: You feel difficulty in teaching writing exercise.

Regarding the question no. 16 on basis of responses provided by informants have been analyzed below.

Table 17: You feel difficulty in teaching writing exercise

Options							
Strongly agree		Agree		Undecided		Disagree	
No.	%	No.	%	No.	%	No.	%
-	-	6	20	3	10	21	70

According to table no. 17, 70% teachers claimed that they do not feel difficulty in teaching writing exercises. On the other hand 6 teachers that are 20% feel difficulty in teaching writing exercises. But 3 teachers remained undecided.

4.3.2: Analysis of the Data Obtained from Subjective Questionnaire for the Teachers

All the responses taken from 14 subjective questions (see Appendix ii) have been analyzed on the basis of individual items.

Q.No.1: Is teaching writing exercise in the classroom an easy task? Why?

Regarding the questions no.1 almost all the teachers felt teaching of writing as difficult job. They also said that teaching of writing was an essential but a lack of time lack of confidence in the students, student's poor base in English, and large number of students made teaching writing exercises difficult?

Results of question no.1

Question no.1 was intended to know from participating teachers that is teaching writing an easy task? The responses of the selected teachers can be shown in the following table.

Table 18: Teaching writing: easy task

Responses	No. of teachers	%
Yes	9	30
No	21	70

Table no.18 shows that 30 percent teachers 'said yes' but 70% teachers said 'No'. So the results show that majority of the teachers felt teaching of writing as a difficult job. They also said that teaching of writing was an essential but a difficult job.

Q.No.2: How do you conduct writing activities in the classroom?

Regarding the question no 2 the majority of the teachers from government aided schools wanted to apply the student centered methods in teaching writing exercises. Because they said that when they provide more examples students observe and analyze the examples and illustrations and they generalize and improve their writing skill. Some respondent teachers pointed the necessary of both different activities according to student's level and base.

Results of question no.2

Question no.2 wanted to know how the teachers conduct the writing activities in the classroom. The researcher found two types of responses from the selected teachers. It can be shown in the following table.

Table 19: Conduct writing activities in the classroom

Conducting writing activities	No. of teachers	%
By focusing the teacher centered	3	10
By focusing the student centered	27	90

Table no 19: shows that 90 percentage teachers conducted teaching writing exercises by focusing student centered method. But 10% teachers follow the teacher centered method to conduct the teaching writing exercises.

This shows that despite some exceptions, majority of the teachers focused the learners in teaching writing exercises.

Q.N.3: How does a student feel towards doing writing exercises?

Regarding the question no 3 most of the teachers from government aided schools said that mostly students feel difficulty doing writing exercises because of the following reasons:

1. Students are very poor base in English
2. Lack of confidence in the students.
3. Students are very poor in vocabulary.
4. Students are very poor in sentence formation.
5. Students do not pay attention.

Results of question no. 3

Question no.3 Designed to know student's feeling towards writing exercises. The researcher found that students felt difficulty towards teaching writing exercises. The

causes that teaching writing exercises difficult mentioned by the selected teachers can be divided into two parts. It can be presented as follows:

Table 20: Students' feeling towards doing writing exercises

Causes that are made teaching writing difficulty	No. of teachers	%
First part		
1. Students are very poor base in English.	15	50
2. Lack of confidence in students.		
Second parts		
1. Students are very poor in vocabulary	15	50
2. Students do not pay attention		

Table no.20 shows that 50/50% teachers mentioned part I and part II as the causes of making teaching writing exercises difficulty.

Q.N.4: Which technique do you mostly follow to teach writing exercises?

With regard to question no.4 most of the respondents advocated that project work is focused in teaching writing exercises. Some teachers were of the opinion that role playing, pair work, individual works have also focused while teaching writing.

Results of question no. 4

Question no.4 was designed to find out the technique applying in the classroom, while teaching writing exercises. The selected teachers listed some techniques applied in the classrooms. The researcher divided the techniques into two parts mentioned by the responded teachers. It can be presented in the table as follows:

Table 21: Techniques followed by teacher to teach writing exercises

Teaching techniques	No. of teachers	%
<p style="text-align: center;">First part</p> 1. Project work. 2. Individual work.	21	70
<p style="text-align: center;">Second parts</p> 1. Pair work 2. Role playing	9	30

Table no.21 shows that 70% teacher applied the project work and undivided all work while teaching writing. But only 30% teachers emphasized the pair work and role playing in the teaching of writing exercises.

Q.N.5: What kinds of materials do you use in teaching writing exercise?

Regarding the question no.5 most of the teachers said that exercises are the inevitable parts of language teaching. According to the selected teachers, they have used the following materials while teaching writing skill:

Printed Materials: Textbooks, Reference/practice book

Audio Materials: Cassettes

Visual Materials: Pictures, sentences card, word card, flannel board, black board

Results of question no. 5

Question no.5 was intended to know the using materials while teaching writing exercises. The responded teachers listed some materials that are used by the teachers. The researcher classified the materials into three parts mentioned by the selected teachers. This can be shown in the following table.

Table 22: Use of teaching materials

Teaching materials	No. of teachers	%
Printed	9	50
Audio	6	30
Visual	12	20

Table no.22 indicates that 30 % teachers mentioned that they have to use printed materials and 50 % teachers emphasized the visual materials. But only the 20 % teachers mentioned the audio materials.

Q.N.6: How do you motivate your students in doing writing exercises as homework regularly and enthusiastically?

With regards to question no.6, most of the teachers responded that students can meet their needs by using different activities to motivate students in doing writing exercises as homework. Such activities enable them to motivate in their real life. The respondents considered such activities to be more appropriate to motivate students towards writing exercise. Such activities which supported to motivate students as opined by the respondent teachers as below:

1. Teachers should make the class interesting.
2. Teachers should initiate the class based on the previous one.
3. Teachers should make the students feel the importance of writing skill of language.
4. Teacher should provide positive response towards students' attempts.

Results of question no. 6

Question no.6 wanted to know from the participating teachers how they motivate their students in teaching writing exercises. The researcher has classified the responses into two parts from participating teachers. It can be presented as follows.

Table No 23: Writing exercises as homework regularly and enthusiastically

Activities that motivates the students	No. of teachers	%
First part I		
a) Teachers should make the class interesting.		
a. Teachers should initiate the class based on the previous one	12	40
Second parts ii		
a. Teachers should make the students feel the importance of writing skill of language	18	60
b. Teacher should provide positive response students' attempts.		
c. Teacher should correct the students' mistake regularly.		

Table no. 23 shows that most of the teachers (60%) emphasized the part ii activities to motivate the students. But 40% teachers followed the part i activities to motivate the students.

Q.N.7: Are you satisfied with the writing performance of your students? why?

Regarding question no.7, almost all the teachers were not satisfied with the writing performance of their students. Only some students are good in writing exercise but

most of the students are very poor in writing due to lack of practicing, lack of confidence in students, lack of time etc.

Result of question no.7

Question no.7 asked teachers to say about the satisfaction with the writing performance of the students.

Table 24: Teachers' satisfaction with the writing performance of the students

S.N	Do you satisfy with writing performance of the students?	%
1.	Yes	3
2.	No	27

Table no.24 demonstrates that among the respondent teachers 27(90%) teachers are not satisfied with the performance of the students while 3(10%) teachers are satisfied.

Q.No.8: What is the role of the lesson plan to teach writing exercises in the classroom?

Regarding the question no.8 most of respondents mentioned that teachers had to be lesson plan. They think that lesson plan is a preplanning before going to classroom. They claimed that lesson plan is necessary to make the teaching effective in the classroom. The respondents have mentioned the following importance of lesson plan to teach writing exercises in the classroom.

- 1) Without lesson plan, teaching of language becomes unclear and boaring.
- 2) Lesson plan is necessary make the class interesting and funny.
- 3) Lesson plan helps in gaining the students.
- 4) It also supports to handle the classroom.
- 5) It helps to increase the teacher's teaching ability.

Result of question no. 8

Question no.8 asked teachers to say the role of lesson plan in teaching writing exercises in the classroom. The responses of selected teachers divided into part 1 and part 2 which is shown in the table as follows.

Table 25: Role of lesson plan

Role of lesson plan	No. of teachers	%
<p style="text-align: center;">Part 1</p> <p>a. Without lesson plan, teaching of language becomes unclear and boarding.</p> <p>b. Lesson plan is necessary to make the class interesting to make the class interesting and funny</p>	12	40
<p style="text-align: center;">Part 2</p> <p>a. Lesson plan supports to handle the classroom.</p> <p>b. It helps to increase the teacher's teaching ability</p> <p>c. The teacher felt confident with subject matter</p>	18	60

Table no.25 Reveals that 40% teachers mentioned part 1 and 60% teachers mentioned part 2 as the role of lesson plan.

Q.N.9: How many times do you check your students' copy in a week? What type of feedback do you give them?

Regarding question no.9, most of the respondents mentioned that they have checked daily student's copy. They said that writing exercises have provided to students as the daily homework and checked at the time of leisure class. They opined that teachers should provide the positive feedback to the students to improve the writing skill.

Results of question no. 9

Question no.9 asked the teachers to say about checking students copy the responses of selected teachers can be presented as follows:

Table No. 26: Checking of the students' copy

S.N.	Do you check the students' copy daily?	No. of response
1	Yes	27
2	No	6

Table no.26 reveals that among the proudly responded that they regularly check student's copy. But 6(20%) teachers stated that they have no time to check student's copy daily.

Q.N.10: Do you think that present writing exercise of the textbook are useful and appropriate for your students?

In response of this question, majority of the respondents stated that present writing exercise of the textbook are useful and appropriate for the students but some respondents claimed that unnecessary and vague writing exercises have also taken place in the textbook.

Results of question no. 10

Question no. 10 to find out the perception of the responded teachers about the writing exercises of textbook. The perception of the responded teacher can be shown in the following table:

Table 27: Useful and appropriateness of present writing exercise of the text book

S.N.	Do you think that present writing exercises of the textbook are useful and appropriate for your students?	No. of students
1	Yes	27
2	No	3

Table no. 27 indicates that most of the teachers 27(90% teachers mentioned that present writing exercises of the textbook are useful and appropriate for the students but 3(10%) teachers claimed that vague and unnecessary writing exercises have also taken place in the textbook.

Q.No.11: Are you feeling difficulty in teaching writing exercise in the classroom? If yes, please make the list of the problems faced in the classroom.

In response to this question majority of the respondents stated that a large number of students, poor participation of student's lack of confidence in the students, lack of the time etc. are the major problems in the teaching of writing exercises. The respondents have mentioned the following problems in teaching writing exercises;

1. Time allocation for the teaching of writing is not enough.
2. Large number of students.
3. Lack of confidence in the students.
4. Students are very poor base in English.
5. Students are very poor in vocabulary.
6. Students are very poor in grammar, especially in sentence formation.
7. Both teachers and students lack enough materials like practice book, reference book etc.
8. The students do not pay attention.

9. Students feel lazy to write.
10. They commit mistakes in punctuation and spelling.
11. Most of the students have no habit of praising.
12. Talented students write fast while weak students consume time.
13. Poor students copy from talented students.
14. Students do not attempt writing related exercises.
15. Unnecessary and vague writing exercises.

Results of question no. 11

Question no.11 asked the teachers to make the list about the problems of teaching writing exercise in the classroom. The respondent teachers are made the list of problems. Then the researcher categorized the problems into three parts mentioned by selected teachers. It can be presented as follows:

Table 28: List of teaching writing problems

S.N.	Problems of teaching writing	No. of teachers	%
	Part I		
a.	Time allocation for the teaching of writing is not enough	15	50
b.	Large number of students.		
c.	Lack of confidence in the students.		
d.	Students are very poor base in English.		
e.	Students are very poor in vocabulary		
	Part II		
a.	Students are very poor in grammar, especially in sentence formation.	9	30
b.	Both teachers and students lack enough materials like practice book, reference book etc.		

c.	The students do not pay attention		
d.	Students feel lazy to write.		
e.	They commit mistakes in punctuation.		
Part III			
a.	Most of the students have no habit of practicing.		
b.	Talented students write fast while weak students consume time.	6	20
c.	Poor students copy from talented students		
d.	Students do not attempt writing related exercises		
e.	Unnecessary and vague writing exercises		

Table no.28 reveals that 50% teachers presented part I, 30% presented part II and only 20% mentioned the part III. Problems while teaching writing.

Q.N.12: Please, can you give some suggestion to avoid these problems?

Regarding question no.12: The respondents have mentioned the following suggestions to solve the problems of teaching writing exercises:

1. Necessary and appropriate writing exercises should be included in the textbook.
2. For the effective teaching and learning a class must not have more than 40 students. Therefore the concerned bodies should open more schools and provide more teachers, classrooms and the facilities required for them.
3. Teaching load of English teachers should be lessened so that those teachers can spare time to go through student's script and pay individual attention to them.

4. Copying of bright students by poor ones has become a serious problem. So the students should be encouraged to write their homework themselves. So If possible the school should manage different section/grouping on the basis of their knowledge.
5. Instructional materials should be provided and additional courses about how to use instructional materials should be added.
6. Encourage the students to improve their vocabulary as well as writing ability,
7. Students should be made interested to write exercises.
8. The policy of recruiting S.L.C degree teachers for teaching primary level need to be re thought teachers with English background are to be engaged to from strong base in primary level.
9. The teachers should stimulate the learners to participate actively in classroom activities.
10. All the language teachers should follow the TG properly.
11. Teachers should provide the knowledge of grammar to the students.
12. Teachers should motivate the students to increase the confidence.

Results of question no. 12

Question no.12 was designed to find out the suggestion to solve the teaching writing problems mentioned by respondent teachers, the researcher classified the suggestions into three parts provided by selected teacher about the teaching writing problems. It can be shown in the following table.

Table No 29: Suggestion to solve the teaching writing problem

S.N.	Suggestion to solve writing problems	No. of students	%
	Part I		
a.	Necessary and appropriate writing exercises should be included in the textbook.	12	40
b.	Large number of students should be managed.		
c.	Students should be encouraged to write their homework themselves.		
d.	Teaching load of English teachers should be lessened. So that those teachers can spare time to go through student's script and pay individual attention to them.		
	Part II		
a.	Instructional materials should be provided and additional course about how to use instructional materials should be added.	6	30
b.	Encourage the students to improve their vocabulary as well as writing ability.		
c.	Students' should be made interested to write exercises.		
d.	The policy of recreating S.L.C. degree teachers for teaching primary level need to be rethought		

Part III			
a.	The teachers stimulate the learners to participate actively in classroom activities.		
b.	All the language teachers should follow the TG properly.	9	30
c.	Teachers should provide the knowledge of grammar to the students.		
d.	Teachers should motivate the students the increase the confidence.		

Table no. 29 shows that most of the teacher (40%) mentioned the suggestion of part I. Then 30/30 suggestion are provided by the respondent teachers in part II and part III.

Q.N.13: What are the different types of writing exercise mentioned in your text? list them.

Regarding question no. 13, the respondents have mentioned the following types of writing exercises based on the textbook.

- a) Question and Answer
- b) Describing picture
- c) Fill up the blank
- d) Pair work
- e) Group work
- f) Project work
- g) Paragraph writing
- h) Letter writing
- i) Guiding writing

- j) Free writing
- k) Drawing map/figure
- h) Notice of condolence
- i) Preparing the news report.
- j) Develop the readable story
- k) Arrange the jumbled letter

Results of question no. 13

Question no 13 asked the respondent teachers to find out the different types of writing exercises in the textbook. The researcher categorized the responses into instant writing and collaborative writing which can be shown in the table.

Table No. 30: Writing exercises

S.N.	Writing exercises	No. of teachers	%
	Instant Writing Exercises		
a.	Question and answer	18	60
b.	Describing picture		
c.	Fill up the blank		
d.	Arrange the jumble letters		
	Collaborative Writing		
a.	Project work	12	40
b.	Paragraph writing		
c.	Letter writing		
d.	Guiding writing		
e.	Free writing		
f.	Pair work		
g.	Group work		
h.	Develop the readable story		
i.	Preparing the news report		

Table no. 30 shows that 60% of teachers presented the instant writing exercises. But only 40% teachers mentioned the collaborative writing exercises.

4.4 Classroom Observation of Teaching Writing

This section deals with the classroom observation of 30 teacher of lower secondary class eight at Okhaldhunga district. The researcher prepared an observation check list that had been taken as a complement of questionnaire. Here, the researcher has tried to observe how the teacher taught writing and what sort of problems they faced while teaching it. The researcher tried minutely to analyze the activities used in the teaching writing and the problems faced by the teachers while teaching it. For this, the researcher used different rating scales viz- good tolerable, poor, Yes, No, frequently sometimes seldom etc.

This section is discussed and elaborated under different headings.

4.4.1 Appearance of the Classroom

Appearance of the classroom refers to how well the teachers appeared and handled the classroom while teaching writing exercises. The researcher observed the classes to see what extend the teacher are able to handle their classes for the successful teaching.

The data can be presented as:

Table 31: Appearance of the classroom

Rating	Good		Tolerable		Poor	
	No. of teacher	%	No. of teacher	%	No. of teacher	%
Clean	21	70	6	20	3	10
self confidence	3	10	24	80	2	10
Punctual	3	10	9	30	18	60

The table no. 31 shows that 70 % teachers were good 20 % were tolerable and 10 % were poor in the clean appearance of the classroom. Then 10 % were found good, 80 % were found tolerable and 10 % were poor in self confidence. But 10 % were found good, 30 % were tolerable and 60 % were poor in the punctual appearance of the classroom. Thus, it is clear that appearance of the classroom for teaching of writing was little satisfactory on the classroom understudy.

4.4.2 Initiation of the Lesson

While teaching of writing in the classroom initiation of the lesson plays a vital role.

The researcher observed carefully how the teachers initiated the lesson to the students in classroom for teaching writing. The data can be presented as:

Table 32: Initiation of the lesson

Rating	Yes		No	
	No. of teacher	%	No. of teacher	%
a. was the lesson objective clear to the students?	12	40	18	60
b. was the lesson based on previous one?	15	50	15	50
c. was the start of the lesson interesting?	24	80	6	20
d. was the class arranged properly	21	70	9	30

The table no. 32 shows that 40% teachers' lesson objectives were clear to the student and 60% were not similarly 50% teachers initiated the lesson based on the previous one and 50% were not and 80% teachers initiated the lesson interesting and 20% were not. Then after 70% teachers were arranged the class properly and 30% were not.

Thus, by observing the above table initiation of the lesson for the teaching of writing was not satisfactory.

4.4.3 Development of the Lesson

The researcher observed the class that how the teachers developed their lesson while teaching of writing. It was found that development of the lesson for teaching writing was satisfactory on the classroom understudy. The data can be presented as:

Table 33: Development of the lesson

Rating	Good		Tolerable		Poor	
	No. of teacher	%	No. of teacher	%	No. of teacher	%
a. Subject matter and sequence	12	40	9	30	9	30
b. relevant to the curriculum	6	20	21	70	3	10
c. Relevant to the textbook	6	20	15	50	9	30
d. Relevant to the level and interest	6	20	15	50	9	30

The table no. 33 shows that how the teachers developed their lesson while teaching of writing. Out of 30 teachers 40% teachers were found good and 30% were found tolerable and 30% were poor at subject matter and sequence. Then 20% teachers were found good, 70% were tolerable 10% were poor at developing the lesson through relevant to curriculum. After then, 30% were good, 50% were found tolerable and 20% were found poor at relevant to textbook. At last 20% were found good, 50%

were found tolerable and 30% were found poor at relevant the student's level and interest.

Thus, development of the lesson for the teaching writing at the classroom was satisfactory.

4.4.4 Teaching Writing Activities

To promote the writing skill of the students, different activities are used. The researcher listed some activities that are applied in the classrooms and tried to observe their frequency of use by the teachers. Teachers were found to use different activities in their classes. They tried their best to promote the students writing skills.

Table 34: Teaching writing activities

Instant Writing activities	Frequently	Sometimes	Seldom
Question and answer	50	30	20
Describing Picture			
Collaborative activities			
Paragraph writing	20	30	50
Letter writing			
Guiding writing			
Free writing			

The table no. 34 shows that teachers used all the given writing activities according to writing exercises. There is not equally used in the teaching of writing activities. Out of thirty teachers, 50 % teachers applied instant writing activities frequently whereas only 20 % teachers applied collaborative writing activities frequently in the language classroom.

But most of the writing activities mentioned above in table no. 34 were found to be used in the class satisfactorily according to textbook.

4.4.5 Instructional Materials

While teaching of writing in the classroom teaching materials play a significant role.

The researchers observed carefully how often the teachers used the teaching materials.

It was found that teachers were using usual classroom materials rather than the new ones. The table below shows that the use of teaching materials in the classroom.

Table 35: Teaching materials

Instructional materials/Rating	Good		Tolerable		Poor	
	Size and clarity	3	10	12	40	15
proper use	9	30	18	60	3	10
Appropriateness to the lesson	9	30	214	70	-	-

The table no. 35 shows that 10 percent teachers were found good, 40% were tolerable and 50% were found poor at size and clarity of the materials. Then 30% were found poor at proper use of materials. And then after 30% were found good, 70% were found tolerable and nobody was found poor at appropriateness of materials to the lesson. Hence it is known that a less numbers of teachers use extra teaching materials in the classroom.

Though they are very useful to motivate students in learning the lesson,

4.4.6 Teachers' Activities

To promote the writing skill of the students, different activities are used. The researcher listed some activities that are applied in the classrooms and tried to observe their frequency of use by the teachers. Teachers were found to use different activities in their classes. They tried their best to promote the students writing skills.

Table 36: Activities for teaching writing

Activities	Frequently	Sometimes	Seldom
Role play	20	20	50
Group work	20	10	70
Question answer	30	60	10
Individual work	30	70	10
project work	-	30	70

The table no. 36 shows that the researcher listed five different activities to teach writing. I found that teachers were found to use question/answer and individual work frequently because of large number of students. The teachers were found to use group work, role play frequently. Similarly they were also found to use project work seldom. They used other activities rarely in class eight English teachers used individual work and question answer more frequently than the other activities.

4.4.7 Students Participation

More time should be given in practice of writing. The following table shows the involvement of the students in writing.

Table 37: Students participation

Rating	Frequently		Sometimes		Seldom	
	No. of teacher	%	No. of teacher	%	No. of teacher	%
Participate actively	9	30	18	60	3	10

Table no. 37, shows that out of 30 teachers 30% teacher were found frequently and 60% were found sometimes made the students participate actively. 10% were found seldom to participate in teaching writing exercises of the classroom. This makes it clear that all of the teachers at least tried to involve the students in writing practices through different ways.

CHAPTER FIVE

SUMMARY CONCLUSION AND IMPLICATIONS

5.1 Summary

This research is done on the basis of 'A study on writing exercise of English textbook of a grade eight. ' In this research a researcher made a detailed list of writing exercises found on the textbook of grade eight and found out the several function according to CDC. The researcher went to different 30 lower secondary school of Okhaldhunga districts the researcher observed the classes of English teacher to find out the activities and problems of writing at English when teaching at the classroom as a sample and then ask question related to writing exercises.

Then the researcher made several questionnaires to the teachers who taught English at grade eight. When I finished to collected data, I tabulated them in tabular form for facilitating the data to interpret. The main purpose of this study was to find out the writing exercise in terms of topic and language function. Then to find out the problem of teaching writing exercise and find out the activities that the teacher apply in the classroom, then after to suggest some pedagogical implication. The main findings of this study can be presented as below:

- 1) Most of the teacher opinion that students feel difficulty in writing long exercises. (See table no. 2)
- 2) Instant writing activities are more frequently used in the language classroom. But only 20 % teachers use collaborative writing activities frequently. (See table no. 34)
- 3) Most of the students copy other's writing exercises.

- 4) 60 % teachers provides extra writing exercises to the students.
- 5) 50 % teachers teach writing exercises daily.
- 6) Lack of time, lack of confidence in the students, students' poor base in English and a large number of students have made the teaching writing difficult.
- 7) 90 % teachers apply student centred method to teach writing exercises.
- 8) 70 % teachers apply the question answer and individual work frequently while teaching writing.
- 9) Most of the teachers checked regularly students' copy.
- 10) 50 % teachers initiated the lesson based on the previous one.
- 11) Most of the students are not participated actively.
- 12) Most of the teachers are trained for teaching writing.
- 13) Teachers opinion that all the students have not got opportunity for practicing in teaching writing.
- 14) 50 % teachers apply the visual materials to teach writing exercises.

5.2 Conclusion

Almost all the lesson had writing exercises at the text book. Writing exercises were related to class eight student's level and interest. The Writing text was given for writing practice to the students for different language functions. Most of the writing exercises were related to reading skill and few exercises were related to reading and writing skill. Actually, the writing activities are not given at the writing exercises in the curriculum but the teachers used activities according to need.

Teachers found several problems when teaching writing exercises. Lacks of facilities, lack of training, lack of time, lack of practice were the common problems to the

teachers. Most of the teachers were used usual classroom materials to teach writing exercises.

5.3 Implications

The implications of the study are recommended for the following level:

1. Policy Level

The researcher has just tried to find out the problems of teaching writing and to find out the activities that teacher apply in the classroom, By the help of this study, the lower secondary curriculum developer, syllabus designer and textbook writer under the ministry of education curriculum development centre should be developed the writing exercise not only related with the reading text but also the equally in four skills.

2. Practice Level

This research work has shown that there were many problems in teaching writing at the classroom and all the activities cannot be applied in different exercise. That's why some other teaching materials and solutions of problems should be added to simplify the classroom activities.

3. Further Research Level

The researcher has just observed the 30 classes and asked questionnaire to the teachers to find out the problems of teaching writing activities that apply at the classroom to teach writing exercise. It does not confine the limitation and further study on it. The researcher hopes that it will be the starting point for the further study.

This research is only related to writing exercises. So, research can be done in different an exercise that's why the door is open for everyone to do the further research.