

**CHALLENGES FACED BY ENGLISH LANGUAGE
TEACHERS IN TEACHING WRITING SKILL**

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

**Submitted by
Shobha Shrestha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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**T.U. Reg. No.: 9-2-590-68-2008
Second Year Exam
Roll No.: 280612/070**

**Date of Approval of
the thesis proposal: 01/10/2015
Date of Submission: 25/06/2016**

DECLARATION

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

Date: 24/06/2016

.....
Shobha Shrestha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. ShobhaShrestha** has prepared this thesis entitled **Challenges Faced by English Language Teachers in Teaching Writing Skill** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents who devoted their whole life to enlighten me and to my respected teachers who always supported and inspired me to meet the right paths.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my honorable teacher thesis supervisor, Dr. **LaxmiBahadurMaharjan**, Professor, Department of English Education, T.U., for his meticulous guidance, constructive help, encouragement and valuable suggestion from the very beginning of the preparation of this thesis. Without his regular encouragement and constructive feedback, this task would never be in this form.

I would like to extend my sincere gratitude to Prof. Dr. AnjanaBhattarai Head, the Department of English Education, T.U.

I have no words to express my sincere gratitude to **Prof.Dr.Govinda Raj Bhattarai, Prof.Dr. AnjuGiri, Mr. Raj Narayan Yadav, Dr. Ram Ekwai Singh, Ms.HimaRawal, Mr. Bhesh Raj Pokherel, Ms. MadhuNeupane, Ms. SaraswotiDawadi, Mr. Khem Raj Joshi, Mr. Guru Prasad Paudel, Mr. Laxmi Prasad Ojhaand Mr. ReshamAcharya**and other faculty members for their precious suggestions and encouragement.

I would like to express my thanks to **Ms.MadhaviKhanal** and **Ms.NabinaShrestha**, the librarian, Department of English Education, for their kind co-operation, me with the necessary materials and encouragement to complete this thesis. Similarly I would like to express my thankfulness to all the respondents and informants for providing me valuable information, suggestions and time while carrying out this research.

I am indebted to my parents and my sisters Sangam and Pratishya for their support and encouragement to complete this task.

Last but not the least, many thanks to my friends **MrBalaRamAdhikari, Ms. Prabita Sharma, AmitJayaswal,Dipak Prasad Ojhaand Samjhan Dhal** who supported me to accomplish this work. Finally I would like to thank **Ms.MandiraMaharjan**of Mandira computer System, Kirtipur, NayaBazar for her excellent computer services.

ShobhaShrestha

ABSTRACT

The present research work entitled "Challenges Faced by English Language Teachers in Teaching Writing Skill" is an attempt to find out the challenges faced by English language teachers in teaching writing skill and to suggest some pedagogical implication. The researcher selected forty secondary level English teachers from twenty government aided school of Sindhuli district through non-random purposive sampling procedure. The questionnaires were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis and interpretation of data it was found that challenges faced by English language teachers while teaching writing skill to the students are weak in grammar, lack of English writing environment in the school, poor in spelling, grammar function, lack of developing critical thinking.

This thesis consists of five chapters. The **first chapter** deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms are included. The **second chapter** covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The **third chapter** deals with the methods and procedures of the study which includes design of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the **fourth chapter** presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summary of the findings. **Fifth chapter** deals with conclusions and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	:	Cambridge University Press
DOE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
et al.	:	And Other People
FOE	:	Faculty of Education
GT	:	Grammar Translation
i.e.	:	that is
M. Ed.	:	Master in Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
TU	:	Tribhuvan University
Viz.	:	Namely