

CHAPTER-ONE

INTRODUCTION

The present study is on **Teachers' Perception on Existing Situation of Teaching Writing**. This introductory part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is the most advanced and powerful means of human communication. It is the specific and uniform possession of human beings. It is the universal medium to express human thoughts, feelings, ideas and emotions. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. Thus according to Richards (1985, p. 36) "Language is the system of human communication by means of structured arrangements of sounds to form larger units". The definition shows that human to express their thoughts and feelings by using language. In this regard Jespersen (1994. p. 4) writes:

Language is not an end in itself just as little as railway tracks it is way of connection between souls a means of communication.

Language is the most complete, the richest the best means of communication it bridges the physical chasm between individuals.

This shows that it is essential for an individual to get mastery over any language to survive in the society. There are so many languages in the world. Among them the English language is the most prestigious and dominant one. According to Harmer (2003, p. 18), “It is the international language and a vital tool for any student to become successful in communication.”

For him (ibid) “although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical economic and cultural factors which have influenced and the spread as the language.” Browns (1994, p. 49) writes “Language is the medium of human communication which acquired or learnt with the integration of four language skills listening, speaking, reading and writing. There is no interaction between the teachers and students in public schools. The students seem to be inactive. They do not show their interest in English as there is no English environment in public schools of Nepal. It has been a great problem in public schools.

1.2 Statement of the Problem

Among all the languages in the world, English, an international lingua franca, has gained an extreme popularity; it has been used as an official language in many parts around the globe, has been a second language of billions of people worldwide, and has also been a language of instruction in national and international transactions and academic institutions. In Nepal, English is given a priority over other foreign languages. It is taught as a compulsory subject from Grade 1 to Bachelor’s degree. English is widely accepted as the most dominant language of the world.

This study raises the issues regarding the existing situation of teaching writing at lower secondary level in public schools of Makawanpur district. Whether there is difficulty in teaching writing at lower secondary level in Makawanpur district or not should be analyzed. Here, the researcher is trying to find out the existing situation of teaching writing and problems teachers face in teaching at

lower secondary level in public schools in Makawanpur district, causes of those difficulties and some implications of this study have been presented.

1.3 Objectives of the Study

The present study had the following objectives:

- To explore existing situation of teaching writing and problems teachers face in teaching at lower secondary level,
- To find out the causes of those difficulties,
- To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in this study:

- What is the existing situation of teaching writing?
- What problems do the English teachers have to face while teaching writing at lower secondary grades?
- What are the causes of those difficulties?

1.5 Significance of the Study

The present study on ‘Teachers’ Perception on Existing Situation of Teaching Writing’ explored the existing situation of teaching writing and problems teachers face in teaching at lower secondary level in public schools of Makawanpur district. Therefore, this study will be significant to the stakeholders and practitioners involved in the field of English language teaching.

Writing is the most important aspect of language. This study is mainly focused to find out the difficulty in teaching writing at lower secondary level in public schools of Makawanpur district. This research will make the learners aware of their ability and some pedagogical implications while they are doing wrong in free writing. This research will be significant for the prospective researcher, who want to undertake further researches in teaching writing proficiency. This

study will equally be significant to those teachers who are teaching English language in public schools' of remote areas. It is also useful for textbook writers as well as curriculum designers in the ELT field.

In summary, this study will be beneficial for those who are directly or indirectly involved in English education like teacher trainers, teacher training institutions, subject experts, supervisors, observer teachers, policy makers, curriculum designers and trainee teachers.

1.6 Delimitations of the Study

The present study had the following delimitations:

- This study was limited to lower secondary level English language teachers.
- This study was limited to existing situation of teaching writing.
- The research was limited to 15 lower secondary level English teachers.
- It was limited to the questionnaire as tool to elicit the data.
- The area of study was limited to Makawanpur district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter broadly deals with the literature or theory of any research related to this study. It also deals with implications of the literature for the present study and the conceptual framework developed from the discussed theory and focus of the study. Therefore, this chapter has been divided into the following four broad parts: review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework.

2.1 Review of Theoretical Literature

Research is the systematic inquiry to describe, explain, predict and control the observed phenomena. It is the scientific study made on the topic or teachers' perceptions on Existing Situation of Teaching Writing under the specified condition. This section contains theoretical literature related to the study.

2.1.1 English Language Teaching

English is the most widely used language in the world; it is the language of international communication, politics, commerce, education and technology. Lederer (1990 as cited in Sthapit 1994 p.1) says that “one in every seven human beings speaks English. More than half of the world’s books are written in English and three quarters of international mails are in English.” Thus English language teaching is so important. Language teaching is not restricted within the four walls of classroom or within the boundary of a school, it goes beyond that. The main purpose of teaching English is to develop communication competence in the learners and to enable them to communicate in the English language. The immediate aim of language learning is to increase interacting skill with the language systems so that the production and receptive skills can be achieved. Language learning is the process of internalizing a

language with interaction of the four skills viz listening, speaking, reading and writing. Language learning means getting mastery over these four skills.

2.1.2 Language Skills

It is generally regarded that the natural order for the first and / or second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his / her early childhood where s/he listens to the language used by his family, friends and relatives and then comprehends it. Then s/he starts to speak. A completely deaf child can never speak because s/he cannot listen and no listening results in no comprehension of language. So, natural order of the language learning must be considered in mind while teaching language skills. Among four language skills listening and reading are the receptive whereas speaking and writing are the productive skills. If we divide them according to the natural order of the language, listening and speaking are primary whereas reading and writing are secondary because every normal human can listen and speak who may have learnt the skill of reading and writing.

Therefore, while teaching language all the language skills should be taught in a balanced way. The teacher should follow the natural order of the language skills as a child learns following the natural order while he acquires his mother tongue. The four skills are listening, speaking, reading and writing.

Listening is the first language skill. It is a receptive skill. Listening is the input given to the students especially to a beginner. While listening we understand the spoken language and then start to speak which is a productive skill. Speaking is the most common normal skill. Speaking is the most common, normal and extensively used means of communication.

Similarly, we understand the written language while reading. Reading is considered to be the third skill in the natural order. It is the receptive skill, which involves the productive skills which is the production of graphic symbols.

However, each language skill has its own importance. The language teacher needs to combine all the language skills in a balanced way.

2.1.3 Writing Skill

Writing is one of the productive skills of language. Writing gives students more thinking time than they get when they attempt spontaneous conversation. According to Harmer (2007, p. 122), this (thinking time) allows them more opportunity for language processing that is thinking about the language whether they are involved in study or activation. He (ibid) further writes that there is distinction between writing for writing and writing for learning. As writing is concerned, it is directed at developing the students' skills as writers. The main essence of this is that students should become better at writing whatever kind of writing that might be writing includes not appropriate language use but also text construction layout style and effectiveness.

Writing requires mastery of its basic components to make it an effective piece of discourse. Writing uses visual symbols or (graphic symbols) to represent sounds used in speaking. It is a productive skill which involves better organization of meaning and also more accuracy of form than speaking. However, the ability to express one's ideas in written form in a second language and to do so with accuracy and coherence is not easy. Since many speakers of English never totally master this skill. (Celce Murica & McIntosh 1979 P. 187) A good piece of writing is logical maintains cohesion and coherence, grammatically accurate, and correct in spelling and punctuation. A written text must also provide good reasons and evidences for opinion to clarify the concept or to persuade the readers. Good writing must be clear. Organized and made of well crafted sentences (Ur, 2008 pp. 160-161).

Each and every skill has its own specific significance. Writing is the most demanding language skill. Both in Educational field and future career, one will be judged in part by one's ability to put ideas down on paper. Writing is the most important skill in the academic world. Most of the certificates and degrees

are awarded on the basis of the people's writing proficiency. The role of writing is crucial in the field of academic or administrative field.

To sum up, writing is learned systematically. It can be less daunting and difficult than many learners believe. They should have crystal clear knowledge of writing as well practicing them appropriately in appropriate situation. They cannot do anything in a vacuum.

2.1.4 Strategies for Teaching Writing

The most important factors in writing exercise is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student's participation in the exercise while at the same time refining and expanding writing skills requires a certain pragmatic approach. The teacher should be clever in what skills they are trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teachers can employ them to ensure students' participation.

Choosing the target area depends on many factors; what are the levels of students? What is the average age of the students? Why are the students learning English? Are there any specific intentions for the writing? As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter in English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal / letter is equally out of place.

With both the target area and means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; are they preparing for something specific such as a holiday or test? Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach

this is by class feedback or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand such as taking a test, perhaps the teacher guided correction is the most effective solution. However, if the task is more general the best approach would be to have the students work in groups there by learning from each other. Most important by choosing the correct means of correction the teacher can encourage rather discourage students.

2.1.5 Approaches of Teaching Writing in the EFL Classroom

There is no hard and fast rule of teaching writing in EFL classroom. The teaching process may vary according to the learners, teachers, contexts, places etc. Teaching writing has always been controversial issue in the field of foreign language teaching and there are number of approaches methods and techniques for teaching. Writing in English as a foreign language (EFL) setting. EFL writing is one of the most important aspects of language teaching, moreover research about EFL writing has grown dramatically over the last 1980's and early 1990's. Consequently, writing has now become an interdisciplinary field of inquiry (Mastuda, 2003), historically there are three types of EFL writing approaches. They are; product approach, process approach and genre approach.

In the product approach students are supposed to produce the correct textual form that conforms to the model provided by their teacher. As the name suggests in this approach, the final product takes precedence over the process of learning to produce the product. "Under product approach, students are taught to develop competence in particular modes of writing ten communications by deconstructing and reconstructing model text." (Christmas, 2011, P, 1) Brown (2001) asserted that in product approach, successful learning

is measured by how well structured and grammatically correct a composition is.

Process based approach mainly focuses on the stages of writing such as planning, drafting, revising or redrafting and editing. This approach mainly focuses on constructivist theory and social interaction learning which was introduced by Russian psychologist Vygotsky (1978). In the process based approach learning methods play a vital role.

Genre based approach which mainly focuses on social context. In this approach writing is not only a linguistic and social activity; it is also a social act. Students are expected to present their work to a particular audience in a particular context, and with a certain purpose.

To sum up, the approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. In addition, and more controversially, attention to grammar is played down.

2.1.6 Steps of Writing Skills

The procedure of writing skills vary from one writing to another writing depending upon the types of writing but the common procedures or steps can be followed for our purpose. Writing skill isn't an easy job. It basically requires the deep knowledge of the subject matter along with the sound knowledge and skills of writing. Mastery over writing skills of the medium language is equally important. While writing any writing exercises, the following procedures, the common ones are to be followed.

a) Planning

It is the first step of writing skill. Here the writer has to specify the topic. So this can be called the specification of the topic. On which the writing is going to be written. The writer has to make precise statement of what he is going to write about.

b) Getting ideas

It is the second step of writing skill. It is the step of collection and formulation of the ideas. The writer has to jot down all the points he can think of on the subject. It means that the writer has to make a quick and short note including all the possible points. The points can occur in any order, i. e. the points can be disordered, too. "They may appear to be a disconnected series of points."

(Narayanswami – 2000)

c) Organizing the ideas:

It is the third step of writing skill. In this step the writer has to arrange the points headings collected in order. The statement of the theme should be read carefully in order to find a pattern of development of the theme. The main headings should be supported by sub- headings. This is the step of writing only the draft of headings and sub- headings.

a) Preparing an outline of the writing

It is the fourth step of writing skill. In the third step of, the main headings are properly ordered, but sub- headings may or mayn't be ordered. In the sub- headings are properly ordered under the main headings.

The main headings are normally indicated by capital letters A, B, C, - - -

- - - The sub-headings or divisions are indicated by Arabic numerals.

The further sub-divisions are shown by small letters a, b, c, - - - - - and supporting details of sub-divisions are marked by Roman numbers.

Thus, in this step, everything is properly ordered to make the perfect outline of the writing skill.

b) Production (free)

It is the last step of writing process. The writer has to write the complete writing on the basic of the outline prepared. After completion the

writing, the written has to read through the draft and revise it, paying attention to clarity and grammatical accuracy.

Finally, students produce the final draft of their writing. The final draft can be evaluated by the teacher with the help of certain writing criteria or features. The teacher is expected to give explicit ideas or suggestions about how to do better in the following tasks. The suggestions may vary from information, presentation and organization, to language style, grammar rules and vocabulary.

2.1.7 Key Components of Writing

Writing is a necessary and important area of literacy that supports comprehension, critical and creative thinking across central area. Students need a supportive environment to be able to practice the habits and process of successful writer. According to the North West Regional Educational Laboratory-2007, the key components of successful writing are as follows:

❖ Ideas/ Content

Ideas are the heart of message, the content of the piece of the main theme together with details that enrich and develop the theme. The more the ideas are strong the message will be clear. The writer should be clear, important, interesting and informative.

❖ Organization

It is the internal structure of a piece of writing. It is the creativity of the writer. Organizational structure can be based on comparison, logical, analytical, chronological history.

❖ Voice

The voice is the heart, the, magic, feeling of the individual writer coming out of the words. It is the personal flavour of the piece of writing.

2.1.8 Punctuation

Punctuation mark is the sign or mark used in writing to divide the sentences and phrases. (Webster, 1988), "Punctuation is an art or system of inserting points in writing /printing in order to make the meaning clear." Punctuation helps the writer to organize written language and clauses. Punctuation is an important part of any piece of writing.

Basic Punctuation marks are:

- | | |
|-------------------------|-----------|
| a) Full Stop | (.) |
| b) Comma | (,) |
| c) Colon | (:) |
| d) Semi colon | (;) |
| e) Question Mark | (?) |
| f) Exclamation Mark | (!) |
| g) Apostrophe | (') |
| h) Dash | (-) |
| i) Dots | (...) |
| j) Slash | (/) |
| k) Quotation Marks | (') (" ") |
| l) Brackets/Parentheses | () |

a) Full Stop (.)

Full Stop is used in the following ways.

- Full stop is used to show the longest pause at the end of the assertive and imperative sentences.

f) Exclamation mark (!)

- Exclamation mark is used after the expression which shows the surprise or excitement.

eg. Alas! He is dead.

What a great job she has got!

g) Apostrophe (')

Apostrophe is used to an expression to show possession.

eg. Rabbi's mobile.

- An Apostrophe is used to show that a letter or letters have been omitted from contraction.

eg. He didn't come home.

He's coming to school.

Rama came here at 6 o'clock .

h) Dash (_)

- It is used instead of colon or semi colon to make the writing vivid or dramatic.

eg. I want your work completed listen to this-by next Monday.

i) Dots (.....)

- It is used at the end of the incomplete sentence

eg. I am here and

j) Slash (/)

Slash is used to show the alternatives.

eg. EFL/ESL writing is a difficult and challenging process.

k) Quotation mark (' ') (" ")

- It is used to close direct quotation, dialogue titles of shorter work such as poem, short stories etc.

He said, "We must be honest."

l) Bracket/Parentheses ()

- It is used to close references and to separate extra information, and after though or a comment.

eg. Rivers (1968:244) Says, "Writing is not then a new skill which can be learnt in isolation."

Therefore, punctuation marks play a crucial role in writing because it helps to divide the sentences into different parts. It is the art or system of inserting points in writing.

2.1.9 Problems in Teaching Writing Skill

As a productive language skill, teaching of writing is not as easy as it is thought. It means teaching of writing is a problematic enterprise. The problem in teaching writing varies differently as per the level, purpose and setting of it. According to Windiyati (2010,p. 16).

Writing is very essential to be taught since ignoring the skills to write means not only ignoring writing skills themselves but also ignoring the contribution of writing skills toward the development of other skills. Compared to the other three skills, writing is considered to be the most difficult skill to master.

Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. The teachers can face problems in relation to teaching preparation, teaching

techniques, and the textbook used. To quote him, problems faced by teachers in teaching writing are various.

Windiyati (2010, p. 21) conducted a research with the aim to describing the problems faced by English teachers in teaching writing for grade VIII at SMPN-1, Kasembon Malang. Two school teachers were the subjects of his study. Both teachers made teaching preparation before they taught. However, they only made lesson plans and a semester programmes for one year in the early semester. As a consequence, the teachers got difficulties in understanding the instructional objectives, choosing themes and topics, combining materials from the textbook and the workbook used, having insufficient time to prepare all the instructional preparation, by being a foreign speaker of English language, due to lack of enough vocabulary of English language, not proper knowledge about the system of English i.e. grammar, due to the differences between American and British English, insufficient knowledge regarding the use of punctuation mark, due to lack of their own ideas in the related topic, due to lack of training for the teachers for teaching writing skill.

According to him (ibid), many teachers face the following main problems and apply the strategies to overcome the faced problems:

- a. The teachers' problems in relation to the teaching preparation,
- b. The teachers' problems in relation to the teaching techniques,
- c. The teachers' problems in relation to the textbooks used and
- d. The teachers' strategies to overcome the problems faced in the teaching of writing.

However, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. The teacher can face different problems in relation to different aspects of writing.

2.1.10 Teaching writing in Nepal

Teaching writing is one of the skills of teaching English as a foreign language. This is the skill which has got much emphasis in our context. This means our Nepalese practice of English language reflects that writing skill is measured with high marks. Writing is the skill which is perceived from different angles by different people. However, the common view about writing can be as a ‘form of problem-solving which involves processes such as generating ideas, discovering a voice with which to write, planning the ways of information gathering, goal-setting, monitoring and evaluating what is to be written as well as what has been written, and searching for language with which to express exact meaning. Similarly, there are many several reasons behind teaching this skill in our EFL setting. Some of the important reasons of teaching this skill in our country can be of the following types:

- Exposure to the foreign language through more than one medium or skill is effective than single medium or skill.
- Writing is often needed for formal and informal testing.
- Writing work helps the teacher to control the classroom.
- Writing provides variety in classroom activities, serving as a break from oral work.
- Written work provides the learners concrete evidence that are making progress and
- Writing provides feeling of more secure, especially to those who do not easily learn through oral practice.

However, in our Nepalese context, English language has been taught and learned as a foreign language. Teaching English language as a foreign language in Nepal reflects that writing skill has received more weightage than other skills. The main reason behind this is our faulty examination system. This

means we and our parents want students to be fluent writers. We expect our students to develop spontaneous and well writing capacity. On the basis of this capacity, we are habituated to test our students' success in English language learning. Accordingly, we have given more priority to the writing skill.

2.2 Review of Related Empirical Literature

A number of researches have been carried out in the field teaching writing at the Department of English Education. But, no research has been carried out on the "Teachers' Perception on Existing Situation of Teaching Writing". However, some of the related literatures of present study have been reviewed here in this section:

Karki (1996), carried out a research on 'A Comparative study on the English Language Proficiency between the Government and Private Schools of Grade 10 in Lamjung District.' The main objective of his study was to find out the language proficiency between government and private schools of grade ten and to suggest some pedagogical implications. He used survey design for this research and used questionnaire as a major tool to find out the data. He found that the students of private schools who were taught in the English medium from the very beginning were found better in every aspect than the students of government schools.

Paudyal (1999) carried out a study on "Comparative study of English language writing proficiency in higher secondary schools of Gulmi and Kathmandu". The main objective of this study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu district. This study also aimed to make comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. For this study, he selected 100 students of higher secondary level by using purposive non-random sampling procedure. Test items were his main tools for data collection showed that the students of urban areas were better than that way of the rural

areas. This study also explicitly showed that students of humanities specially the girls had better proficiency.

Barakoti (2001) carried out a study on “Errors Committed by PCL Second Year Students in Writing Free Composition.” The major objective of his study was to find out the errors committed by PCL students in writing free composition. For this purpose, he selected 80 students of PCL second year by using random sampling procedure. He used test items as the major tools to collect necessary data for his study. He found that the students had committed errors in sentence construction, spelling and organization of thought. It also showed that the students did not give proper attention to writing in comparison to other language skills.

Bhattarai (2002) also carried out the study on “A Comparative Study of the Writing Proficiency of the Bachelor’s Level Students.” The aim of his study was to highlight the writing proficiency of the Bachelor's level students of Kathmandu district. He selected 60 students from three different campuses and institutes of Kathmandu Valley as the primary source of his study. He used both open-ended and close-ended questions for data collection. He found that the students of institutes had greater proficiency in writing than the students of faculties.

Ghimire (2006) carried out a study on " Errors Committed by twelfth graders in Writing Free Composition" The aim of his study was to accomplish his study, he selected 100 students from five different higher secondary schools of Dhading district. He used both secondary and primary sources. The test items were his main tools for data collection. The errors in terms of tense, agreement, article, preposition and spelling and found that the students were better in using article than in writing preposition.

Khanal (2007) "The letter writing ability of Grade 10 students" He found that the students committed mistakes in the use of sender's address and date. He also

found that students committed many mistakes in using punctuation marks and the letter writing ability of boys was better than of the girls.

Guragain (2008) carried out a study on “Proficiency in free writing of grade eleven students of Kathmandu valley”. This study was carried out to compare free writing of grade eleventh students' proficiency and suggest some pedagogical implications. He used both the primary secondary sources. The proficiency was tested stream wise and findings showed that the student of humanities were good in free writing. The researcher suggested to conduct the activities for free writing that could increase the writing ability of the students.

Sharma (2009) carried out a study on “Writing proficiency of the students of higher secondary level”. The major objectives of the study were to find out the writing proficiency in terms of punctuation, articles, subject-verb agreement and preposition in the writing of twelfth graders. The study was for higher secondary level but the researcher just tested the one aspect of writings that is mechanics. So this study was not enough to find out the writing proficiency of the students because it only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed.

The above mentioned all researches are related to the teaching writing or writing skills. Some of them are related to comparative study on the English language proficiency, some are related to errors committed by PCL second year students in writing free composition, some are related to writing proficiency of the bachelor's level students, but my research is a bit different from theirs. In my research work researcher tried to find out the existing situation of teaching writing and problems teachers face in teaching at lower secondary level schools of Makawanpur district. This study is different from the existing ones. However, this research is new in the field of teaching writing in the department of English Education.

2.3 Implications of Review for the Study

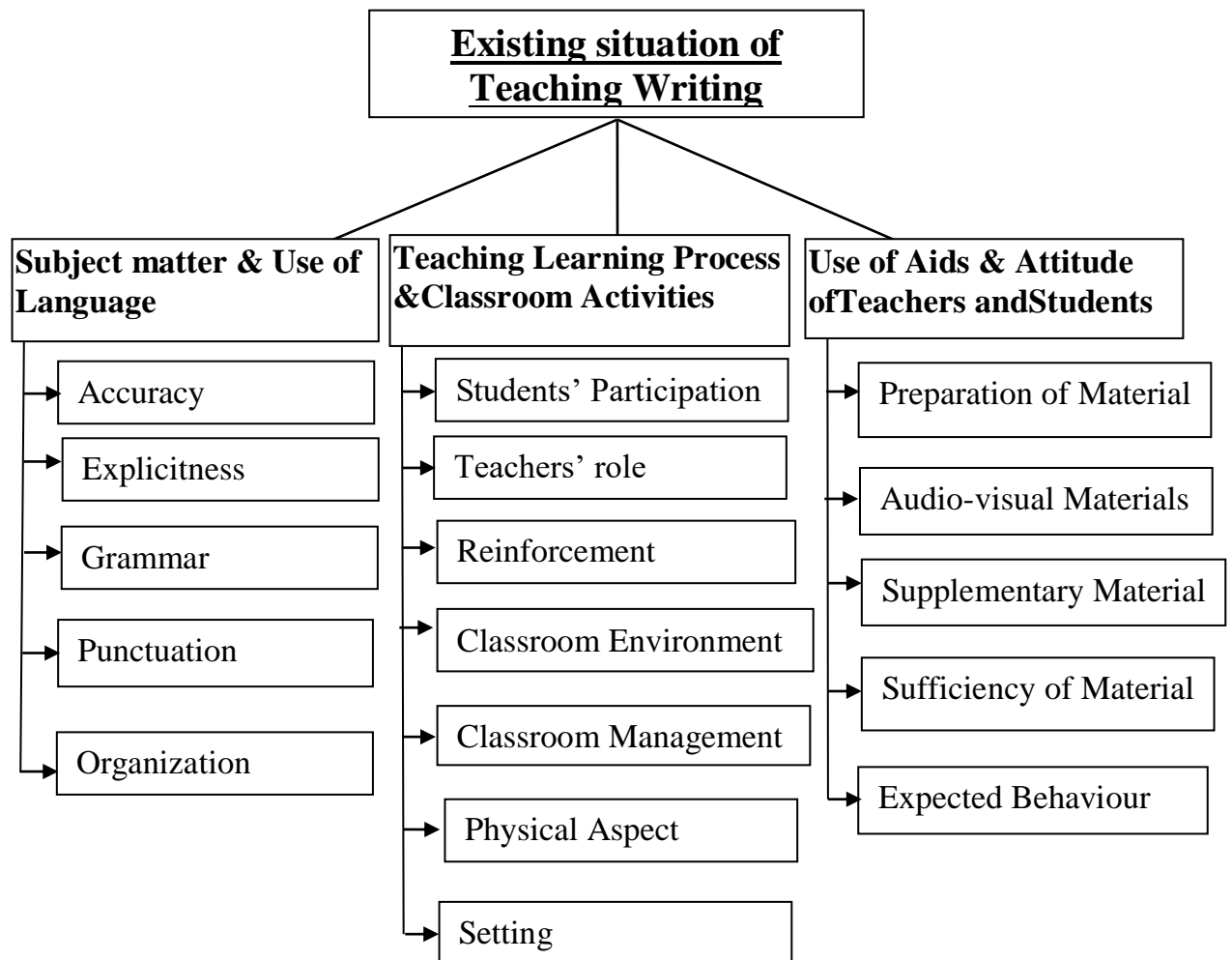
In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

These all reviewed research helped me while carrying out my own research for that these helped me while collecting data from different sources. This previous research helped me to find out the cause of writing problems and challenges in teaching writing at lower secondary level.

There is less research in this area. So I was interested in this afore, my study is new in area.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methodology used to achieve the set of objectives of the study is described in this section.

3.1 Design and Method of the Study

The present study on "Teachers' Perception on Existing Situation of Teaching Writing at Lower Secondary Level in Public Schools of Makawanpur District" was based on survey research design. Survey research is mainly carried out to find out people's attitudes, opinion and the specified behaviors on certain issues, phenomena, events and situation. According to Nunan (1992, p. 40), 'The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time'. Survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collects the data at a single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data are collected through questionnaires, observation, interviews, etc. In this research work, the researcher used questionnaires as a main tool in order to find out the challenges in teaching writing at lower secondary level in public schools of Makawanpur district. The finding of survey is generalizable and applicable to the whole group. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale

governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or events at a single point of time. Survey research was used to answer the questions raised in the study.

3.2 Population, Sample and Sampling Strategy

The population of the study was lower secondary level English teachers of Makawanpur District. The sample of the study consisted of 30 ELT teachers from different schools. Two teachers were selected from different fifteen schools which located in Makawanpur district. Non-random judgmental sampling procedure will be used to select the sample school.

3.3 Study Areas or Field

I have selected Makawanpur district as the area of my research work for the purpose of carrying out the research. To be specific, teachers' perception on existing situation of teaching writing at lower secondary level schools of Makawanpur district have been studied.

3.4 Data Collection Tools and Techniques

As the tool for data collection, the researcher used questionnaire to elicit the required data for the study. Each and every detail answers have been noted down on a diary in the form of points. The questions were related to research problem.

3.5 Data Collection Procedures

I followed the following process to collect the data.

- First of all, I prepared a set of questionnaire.

- Then I went to the field and got permission from the respected authority to consult the English language teachers.
- I built rapport with the respondents and explained them about the purpose.
- I distributed the questionnaire to the respondents and requested them to help by responding to questionnaire.
- Then I collected the questionnaire from them after one week of its distribution.
- Then I analyzed and interpreted the data in order to explore the existing situation of teaching writing and problems teachers face in teaching writing at lower secondary level in public schools of Makawanpur district.

3.6 Data Analysis and Interpretation Procedures

This chapter is mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The systematically collected data were analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire as a research tool. I have presented the facts in different list and tables. The data were collected from 30 teachers of English by distributing questionnaire. This study was carried out to explore existing situation of teaching writing and problems teachers face in teaching at lower secondary level. An attempt has been made here to describe in detail the teachers' perception on existing situation of teaching writing.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter presents the analysis and interpretation of the data collected from the questionnaire.

4.1 Analysis of Data and Interpretation of the Results

In this chapter, I have analyzed the collected data and interpreted the results from the data collected from primary sources. The primary data was obtained through questionnaire as a tool. I collected data from 30 English language teachers of English from Makawanpur district. An attempt has been made here to describe in detail the teachers' perception on existing situation of teaching writing on the basis of questionnaire. Questionnaire was used as a main tool for collection of data. The systematically collected data have been analyzed, interpreted descriptively in this section.

4.1.1 More Challenging Subject Matter in Teaching Writing

This section of the thesis deals with the analysis and interpretation of data with regard to more challenging subject matter in teaching writing such as accuracy, explicitness, grammar and punctuation. The summary of the data is presented in table 1:

Table 1

More Challenging Subject Matter in Teaching Writing

S.N.	Subject Matter	No. of Teachers	Percentage
1.	Accuracy	4	13%
2.	Explicitness	7	23%
3.	Punctuation	8	27%
4.	Grammar	11	37%

The data presented above, table 1 shows that 4 English teachers found more challenging in accuracy, 7 English teachers found more challenging in explicitness, 8 English teachers found more challenging in punctuation and 11 English teachers found grammar as a more challenging aspect in teaching writing at lower secondary level. The data shows that most of the teachers find grammar as a more challenging aspect of teaching writing rather than other subject matter of teaching writing.

From the above analysis it has been concluded that all the teachers have challenges in teaching writing skill.

4.1.2 Developing Writing Skill

This section deals with analysis and interpretation of data with regard to developing writing skill which is often use for teaching writing such as accuracy, explicitness, grammar and punctuation.

Table 2
Developing Writing Skill

S.N.	Subject Matter	No. of Teachers	Percentage
1.	Accuracy	11	37%
2.	Explicitness	4	13%
3.	Punctuation	8	27%
4.	Grammar	7	23%

The collected data revealed that 11 of the teachers used often use to develop writing skill, 4 often use explicitness to develop writing skill, 8 teachers often use punctuation for developing writing skill and 7 teachers often use grammar for developing writing skill. The data shows that most of the teachers preferred accuracy and least of the teachers preferred explicitness for developing writing skill.

From the above analysis it has been concluded that the least used subject matter for developing skill is explicitness and often used subject matter for developing writing skill is accuracy.

4.1.3 Role of Grammar for Teaching Writing Skill

This section of the thesis deals with analysis and interpretation of data with regard to role of grammar for teaching writing skill or developing writing skill. The summary of the results has been presented below:

Table 3
Role of Grammar for Teaching Writing Skill

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	12	40%
2.	Agree	18	60%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

The collected data revealed that 18 of the teachers agreed and 12 strongly agreed with the statement that role of grammar is most important for developing writing skill but no one disagreed and strongly disagreed in case of role of grammar of the language to develop writing skill. This data shows that all of the respondents have positive attitude towards the role of grammar for developing writing skill.

From the above analysis it has been concluded that all most all of the teachers have agreed towards the role of grammar for developing writing skill.

4.1.4 More Effective Learning Process and Classroom Activities for Teaching Writing Skill

This section of the thesis deals with analysis and interpretation of data with regard to teaching learning process and classroom activities for effective teaching writing skill. The summary of the results has been presented below:

Table4

More Effective Learning Process and Classroom Activities for Teaching Writing Skill

S.N.	Responses	No. of Classes	Classes(Percentage)
1.	Student's Participation	11	37%
2.	Teacher's Role	9	30%
3.	Reinforcement	7	23%
4.	Classroom Management	3	10%

Among the respondents, the collected data revealed that 11 teachers said that student's participation is vital for more effective learning process and classroom activities of teaching writing skill. Similarly, 9 teachers believed that role of teacher is important for teaching writing skill, 7 teachers believed that providing reinforcement for learners help to promote writing skill and 3 teachers believed that classroom management determined effective learning process for teaching writing skill.

From the above analysis it has been concluded that most of the teachers believed that student's participation is crucial factor for effective learning process of teaching writing skill.

4.1.5 Using Grammar in Teaching Writing

This section of the thesis deals with analysis and interpretation of data with regard to use of grammar in teaching writing for writing effectively. The summary of the results has been presented as follow:

Table5

Use of Pair Work and Group Work for Teaching Writing

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	17	57%
2.	Agree	13	43%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 17 teachers were strongly agreed and 13 teachers were agreed regarding the role or use of grammar makes the writing more effective and more accurate but none of the teachers were found disagree and strongly disagree regarding the use of grammar for teaching writing skill.

From the above analysis it has been concluded that most of the teachers were strongly agreed to the use of grammar for writing effectively and they believed that use of grammar in writing makes the writing accurate.

4.1.6 Use of Punctuation Marks for Teaching Writing

To elicit more information about the teachers' perception on existing situation of teaching writing, different questions were asked to them. In response to the question regarding the use of punctuation marks for teaching writing, they came up with different responses. The responses made by them have been summarized and presented in table 6.

Table 6

Use of Punctuation Marks for Teaching Writing

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	23	77%
2.	Agree	7	23%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

The data presented above table 6 shows that 23 teachers were strongly agree that the use of punctuation marks make writing more accurate and standard. Similarly, 7 teachers were agreed regarding the use of punctuation marks for writing but none of the teachers were disagreed and strongly disagreed regarding the use of punctuation marks for developing or making more effective writing.

From the above analysis it has been concluded that most of the teachers were agreed and strongly agreed regarding the use of punctuation marks for effective writing.

4.1.7 Use of Accuracy for Teaching Writing

This section of the thesis deals with analysis and interpretation of data with regard to use of accuracy in teaching writing. The summary of the results has been presented below:

Table 7
Use of Accuracy for Teaching Writing

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	16	53%
2.	Agree	9	30%
3.	Disagree	5	17%
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 16 teachers were strongly agreed, 9 teachers were agreed regarding the use accuracy while teaching writing skill. Only 5 teachers were disagreed to the use of accuracy in teaching writing but no one were strongly disagreed to the role of accuracy to the role of teaching writing.

From the above analysis it has been concluded that most of the teachers always give priority to the accuracy in teaching writing activities which helps the teacher to know about the writing processes.

4.1.8 Use of Aids to Bring Noticeable Change in Teaching Writing

This section of the thesis deals with analysis and interpretation of data with regard to use of aids and attitude of teachers and students such as preparation of materials, audio-visual materials, supplementary materials and so on to bring

noticeable change in teaching writing. The summary of the results has been presented as follow:

Table 8

Use of Aids to Bring Noticeable Change in Teaching Writing

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	24	80%
2.	Agree	6	20%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 24 teachers were strongly agreed to the use of aids and attitude of teachers and students and 6 teachers were agreed to the use of aids and attitude of teachers and students in teaching writing. They said that the role of aids in teaching writing helps to bring noticeable change. But, no one were disagreed and strongly disagreed to the role of aids in teaching writing.

From the above analysis it has been concluded that the most of teachers were strongly agreed and agreed to the use of aids in teaching writing.

4.1.9 Effective Devices of Teaching Writing: Accuracy, Explicitness, Grammar and Punctuation

This section of the thesis deals with analysis and interpretation of data with regard to effective devices of teaching writing such as accuracy, explicitness, grammar and punctuation. The summary of the results has been presented as follow:

Table 9

Effective Devices of Teaching Writing: Accuracy, Explicitness, Grammar and Punctuation

S.N.	Responses	No. of Teachers	Percentage
1.	Strongly Agree	9	30%
2.	Agree	21	70%
3.	Disagree	-	-
4.	Strongly Disagree	-	-

Among the respondents, the collected data revealed that 9 teachers were strongly agreed that accuracy, explicitness, grammar and punctuation marks are the effective devices of teaching writing and 21 were agreed that accuracy, explicitness, grammar and punctuation marks are the effective devices of teaching writing.

From the above analysis it has been concluded that most of the teachers agreed that accuracy, explicitness, grammar and punctuation marks are effective devices of teaching writing.

4.2 Summary of Findings

The focal point of every research study is its findings. It also, is the fulfillment of the objective of a study. The thesis entitled “Teachers’ Perceptions on Existing Situation of Teaching Writing” was an attempt to find out the teacher’s perceptions on existing situation of teaching writing and problems teachers face in teaching at lower secondary level. Moreover, this study was an attempt to find out the teachers’ perception for writing performance. This study was mainly conducted considering the fact that it adds a brick in the field of ELT and helps English teachers to make their class lively. On the basis of analysis of data and interpretation of the results, the following findings have been made.

- It was found that majority of the teachers of lower secondary level have challenges in grammar for teaching writing.
- Majority of the teachers give priority for accuracy to develop writing skill.
- It was found that most of the teachers have challenges in teaching writing and writing themes from textbook due to lack of knowledge regarding punctuation marks.
- Majority of the teachers strongly agreed that knowing grammar of the language helps to develop writing skill.
- Teacher's role and participation of students were more effective during teaching writing.
- Most of the teachers were strongly agreed that different subject matter like accuracy, explicitness, grammar, punctuation marks and so on help the English language teachers in teaching writing.
- Majority of the teachers were strongly agreed that teaching learning process and classroom activities can solve the existing problems of teaching writing.
- Most of the teachers were agreed that using punctuation marks in teaching writing process has an effective role in teaching writing.
- It was found that using accuracy in teaching writing activities helps the teacher to know about the writing processes.
- It was found that use of aids and attitude of teachers and students such as preparation of materials, audio-visual materials, supplementary materials and so on can bring noticeable change in teaching writing.

- It was found that using accuracy, explicitness, grammar and punctuation in teaching writing activities help the teacher to develop strategies and procedures of writing.
- It was found that majority of the teachers were agreed that accuracy, explicitness, grammar and punctuation marks are the effective devices for teaching writing.
- Majority of the teachers get their students to start writing by providing clues, pictures, tables and charts.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusions

This research was conducted to find out teachers' perception on existing situation of teaching writing. On the basis of the findings from the analysis and interpretation the researcher has made the clear conclusion which is concerned with the summary of each five chapters.

The topic of my study "Teachers' Perceptions on Existing Situation of Teaching Writing". The introductory part which includes background of the study which describes about the research topic and can quote from authentic writers to strengthen the ideas. In this item, each and every details related to the main headings should be included. The objective of study is to explore existing situation of teaching writing and problems teachers face in teaching at lower secondary level and to suggest some pedagogical implications. My research was limited to 30 English teachers from Makawanpur district. This study was limited to questionnaire as a tool for data collection. Operational definitions of the key terms used different specific terms in the research reports. I used 'language skill', and 'writing skill' in key terms which help the readers to understand the research report. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this item, the researcher went through the different sources available related to proposed study.

I used survey design research to find out English teachers attitude and behavior. The populations of the study were 30 English teachers, selected from Makawanpur district. As the main tool for data collection, I used

questionnaire to elicit the required data for the study. The systematically collected data have been analyzed on the basis of questionnaire as a research tool. The results of the teachers' perception have been analyzed under different subheadings/titles. This item also mentions the summary of the findings. In this section the outcome of the analysis and interpretation of the data is presented. This presents the main findings of the research study. It should be consonance to the objectives.

5.2 Recommendations

On the basis of the findings of the study recommendations have been made under following three levels (policy level, practice level and further research) as below:

5.2.1 Policy Related

For the improvement of quality of education in lower secondary and secondary level English language government should be aware of the practices, needs and importance of existing situation of teaching writing. My study encompasses all the following things which are quite beneficial for policy makers:

- It should be significant contribution to the designers in order to bridge the gap between the course, curriculum and teachers' wants.
- Teacher training programme organizers and teacher educators like NELTA, NCED should include and focus on existing situation of teaching writing.
- Teacher training related facilities for the existing situation of teaching writing should be increased.
- Authority persons should provide the teachers with theoretical input, so that teachers can apply the knowledge practically in the classroom.

For the improvement of quality of education, government and other related factors (education) should make strong policies.

5.2.2 Practice Related

My research is equally advantageous for those who are at practice level.

Therefore, I can confidently assert that my research is very much significant for the teachers especially for English teachers who do different activities at practice level. The practitioners of ELT are: teachers, text book writers, material producers etc. The major implications of the study in this level are:

- Staff meeting, different types of workshops, seminars relating to teaching techniques should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasion.
- The expert trainers should deliver different trainings to English teachers teaching at lower secondary level as their needs, level, and interests towards existing situation of teaching writing.
- ELT teachers should be encouraged towards the problems of teaching writing.
- Training programme related to accuracy, punctuation marks, grammar and explicitness for teaching writing.

5.2.3 Further Research Related

No work is final and no research is complete in itself. Since very little researches have been carried out in the field of teaching writing and no single research has been carried out on the teachers' perception on existing situation of teaching writing in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this study attempts to explore existing situation of teaching writing and problems teachers face in teaching at lower secondary level. It should be more relevant to carry out researches separately for the in-depth study of the existing situation of teaching writing.

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APPENDICES

APPENDIX-I

QUESTIONNAIRE TO THE ENGLISH TEACHERS

Dear respondents,

This questionnaire is a part of my research study entitled “**Teachers’ Perception on Existing Situation of Teaching Writing at Lower Secondary Level**” under the supervision of **Mrs. Madhu Naupane**, Lecturer, department of English Education, Tribhuvan University Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the present study.

Name of the school:

Date:

Name of the teacher:

Gender:

Please, tick the best answer.

1. Which of the following subject matter do you find more challenging in teaching writing?
 - a) Accuracy
 - b) Explicitness
 - c) Grammar
 - d) Punctuation
2. Which of the following subject matter do you often use to develop writing skill?
 - i). Accuracy
 - ii) Explicitness
 - iii). Grammar
 - iv). Punctuation
3. Knowing grammar of the language helps to develop writing skill?
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
4. Which teaching learning process and classroom activities do you find more effective while teaching writing skill?
 - a) Student’s participation
 - b) Teacher’s role
 - c) Reinforcement
 - d) Classroom Management

5. Different subject matter like accuracy, explicitness, grammar, punctuation and so on help the English Language teachers in teaching writing.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
6. Using grammar in teaching writing makes your writing effective.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
7. Teaching learning process and classroom activities can solve the challenges of teaching writing.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
8. Using punctuation in teaching writing process has an effective role in teaching writing.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
9. Using accuracy in teaching writing activities helps the teacher to know about the writing processes.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
10. Use of aids and attitude of teachers and students such as preparation of materials, audio-visual materials, supplementary materials and so on can bring noticeable change in teaching writing.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
11. Using accuracy, explicitness, grammar and punctuation in teaching writing activities help the teacher to develop strategies and procedures of writing.
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
12. Which of the following subject matter do you think helps to develop your writing skill?
 - i). Accuracy
 - ii). Explicitness
 - iii). Grammar
 - iv). Punctuation

13. Teaching writing plays a vital role for developing skills.

a) Strongly Agree

b) Agree

c) Disagree

d) Strongly disagree

14. Accuracy, explicitness, grammar and punctuation are the effective devices for teaching writing.

a) Strongly Agree

b) Agree

c) Disagree

d) Strongly disagree

Thank You for your kind co-operation.

APPENDIX III

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Shree Bal Jyoti Ma. Vi	Makawanpur
2	Shree Siddhartha Secondary School	Makawanpur
3.	Bhutan Devi Ma. Vi	Makawanpur
4.	Adhunik Secondary School	Makawanpur
5.	Pargati Higher Secondary School	Makawanpur
6.	Tribhuvan Higher Secondary School	Makawanpur
7.	Amar Lower Secondary School	Makawanpur
8.	Shree Sharada higher Secondary School	Makawanpur
9.	Shree Janak Ma. Vi.	Makawanpur
10.	Naba Jyoti Secondary School	Makawanpur
11.	Shree Kansa Gopal Higher Secondary School	Makawanpur
12.	Chandraodaya Secondary School	Makawanpur
13.	Shree Bal Bodh Ma. Vi.	Makawanpur
14.	Shree Barahi Ma. Vi.	Makawanpur
15.	Shree Mahendra Ma. Vi.	Makawanpur

APPENDIX IV
Name of Teachers

1. Prem Niraula
2. Ganesh Humagain
3. Sarswoti Adhikari
4. Risiram Pokherel
5. Vismaraj Sapkota
6. Susila Moktan
7. Kisor Parajuli
8. Attma Bidari
9. Ankur p. Gautam
10. Usa Poudel
11. Bhanubhakta Bista
12. Prem Bahadur Syantan
13. Shyam Subedi
14. Rajendra Thapa
15. Balkrishna Shrestha
16. Saroj Lamichhane
17. Suresh Regmi
18. Sarita Poudel
19. Raju Prasad Ghimire
20. Bishnuhari Gautam
21. Krishna Poudel
22. Bhanu Pathak
23. Bharat Sapkota
24. Shiva Karki
25. Amit Lama

26. Narayan Sharma
27. Nabin Poudel
28. Kedar neupane
29. Laxman Karki
30. Dev Raj Bhusal