

**DEVELOPING STUDENTS' WRITING THROUGH
FACILITATION**

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

Submitted by

Hikmat Singh Pela

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

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DECLARATION

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

Date: April 15, 2015

.....
Hikmat Singh Pela

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Hikmat Singh Pela** has prepared this thesis entitled “**Developing Students’ Writing Skill through Facilitation**” under my guidance and supervision.

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DEDICATION

Dedicated to

**My family members who devoted their entire life to make me what I am
today**

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April 2015

Hikmat Singh Pela

ABSTRACT

This present research work entitled ‘Developing Students’ Writing through facilitation’ aimed at finding out the role of teacher as Facilitator in developing writing of the students. For the accomplishment of the research work, the researcher selected the forty five students of grade ten of Shree Janasewa higher Secondary School of Kathmandu district. First of all I administered a pre-test to get the students’ initial proficiency level and at the end of my teaching, I administered a post- test. During the four week teaching period, I administered two progress tests. The students’ answer sheets were analyzed to see the improvements in their writing. By comparing the answer sheets of pre-test and post – test, it was found that writing ability of the students was improved after adopting the role of teacher as facilitator.

The study consists of five chapters. Chapter one deals with the introduction. It consists of background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study delimitations of the study and operational definitions of the key terms. Similarly, chapter two consists of the review of related literature and conceptual framework. It deals with review of related theoretical and empirical literature, implications of the review of the review for the study, and conceptual framework. Likewise, chapter three presents methods and procedures of the study. This includes design of the study, population and sample, sampling procedure, data collection tools, and data collection procedure. In the same way, chapter four consists of results and discussion of the data. Finally, chapter five incorporates summary, conclusion, and implications. On the basis of results and discussion, some important findings and Implication for the policy level, practice level and further research have been made. This chapter is followed by references and appendices to make the work more valid.

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LIST OF SYMBOLS AND ABBREVIATIONS

BBA	Bachelors in Business Administration
BHM	Bachelors in Hotel Management
BPH	Bachelors in Public Health
ELT	English Language Teaching
CDC	Curriculum Development Centre
T.U.	Tribhuwan University
i.e.	id est (=Latin for 'that is')
ELF	English as Lingua Franca

CHAPTER ONE

INTRODUCTION

The present study entitled “**Developing Students’ Writing Skill through Facilitation**” consists of background of the study, statement of the problems, rationale of the study, significance of the study, objectives of the study etc. under introduction.

1.1 Background of the Study

All living creatures have some means of conveying information to others, communication being ultimately essential for their survival. Human being use language as a means of communication. Language is a system of symbols and rules that enables us to communicate. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. We use language in terms of four skills, i.e. listening, speaking reading and writing, and their sub skills. The sub - skills of listening and reading include: predictive skills, recognizing function and discourse pattern. Whereas the sub-skills of speaking and writing include: engage in discussion, clarifying information and gathering information and organizing the ideas respectively. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types: *receptive* and *productive*.

Regarding these skills Harmer (2007) writes: A receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive* skills are the term for speaking and writing skills where students actually have to produce language themselves (p.270).

It is certainly the case that when speak or write we are producing language, and when we listen or read we are trying to extract meaning of what we have read and listened to . However, listening and reading also demand considerable language activation on the part of the listener or reader. Listening, speaking, reading and writing are integrated not only while learning a language but also in real life situation. We understand the spoken language while listening and we understand the written language while reading. All the language skills are co-related to each other while learning a language in real situation. They play a dominant role in the field of teaching and learning of English Language. They are always in perfect harmony and they form an important chain.

Regarding, writing, it is a way of recording language by visible marks. It is a process of representing a sound into symbol. Writing skill is regarded as a powerful medium of expression of thoughts, emotions ideas and feeling

Rivers (1968) says:

Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is able to express him in a polished literacy from which requires the utilization of a special vocabulary and certain refinement structures.

Writing is a complex process requiring many composite skills, like mental, psychological, rhetorical and critical (p.243)

Writing is an art of using language but it is a very complex task to write clearly and explicitly. The ability to express ones ideas in written form in a second language and to do so with reasonable accuracy and coherence is the most important in learning Second language. Correct, effective and appropriate

writing in logical sentence structure is the most desired thing. Writing, thus, is clearly much more than the production of graphic symbols.

Regarding teaching and learning of the English language the Curriculum Development Centre (CDC) of Nepal has proposed two main purposes for the Secondary level. They are: one is to enable students exchange ideas with people of any nationality who speak or write English and next to expose them to the vast treasures of knowledge and pleasure available in written and spoken English. Similarly, it points out seven general objectives of teaching English. 'Gain the skills necessary to write appropriate and effective English' is one among them. For this, students should learn to plan, organize and develop paragraphs in clear, correct and appropriate grammatical structures using appropriate punctuation marks.

Writing is an important skill. The teacher has to play vital role for developing students' writing skill. The students heavily depend on the teacher. They feel what to write when asked to compose even a simple and short paragraph on any topic. So the teachers need to be aware of the fact. To make students competent in writing, the teacher should motivate the student by creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Furthermore, the teacher also needs to provide language where necessary. The teachers need to look at their work as it progress, offering advice and suggestions in constructive and tactful way and finally teachers should respond positively and encouragingly to the content of what the students have written. Regarding the role of teacher it is necessary to act as manager, guide, and a facilitator and not of authoritarian and teaching and learning English should be fun. The teacher needs to maximize the fun-like activities in order to make students active and help them to generate ideas and provide hints when

students need it. Students need to develop thinking skill because memorized facts would rapidly become obsolete.

1.2 Statement of the Problem

The assessment system is mainly based on written examination system that is why students are evaluated on the basis of their performance in written examination. Students have to write cohesively and coherently to score good marks in examination. In the present context, the result of public school students in English is below than expected level. There may be several reasons behind this.

In this regard Sapkota (2012, p.72) argues;

...among the different language skills, the students feel writing skill to be the most difficult in real practice and in the examination. The students depend mostly on teacher's notes; guess papers, general books where very few consult the reference resources. In this context, the only solution lies in the continuous pursuit of knowledge and skills. If the learners have the skills and habit of learning independently, they will be able to face the challenges.

The move to a more student-centred way of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominantly as a dispenser of information. The introduction of problem-based learning with a consequent fundamental change in the student teacher relationship has highlighted the change in the role of the teacher from one of information provider to one of facilitator. It is the role of the teacher to facilitate this process rather than to act simply as an information provider. Teachers need the ability to

communicate with students in an informal way in the small group sessions, and to encourage student learning by creating an atmosphere in which open exchange of ideas is facilitated. Teachers are able to function most effectively if, in addition to those skills, they also had subject-based knowledge. The increasing availability and use of learning resource materials also brings with it the need for the teacher as a learning facilitator. No set of course materials, whether in print or electronic format, is perfect for all students. It is the responsibility of the teacher to facilitate the student use of the resources by overcoming any deficiencies in the materials and by integrating them with the curriculum. The more responsibility and freedom given to the student, the greater the shift required in the teachers' role. Not all teachers adapt to this different role. My experience regarding learning writing is also similar. Students mostly depended upon the teacher; we sought direct and clear cut answer from the teacher. The teacher did not make us take part in pair work and group work, we were exam-oriented. There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills such as; spelling, punctuation, word choice and so on.

When students are provided challenging, interesting and fun-like activities, they will be motivated to it and do not feel bore. The teacher should encourage students to take part in group work and collaborative activities to develop writing skill in interesting way. Therefore this study entitled "Developing Students' Writing Skill through Facilitation" tries to find out how the students' writing skill can be changed by adapting the teacher's role in the classroom by involving them in different activities like pair and group works.

1.3 Objectives of the Study

The present study had the following objectives:

- i) To find out the process of development in students' writing skill when the teacher plays the role of the facilitator
- ii) To suggest some pedagogical implications.

1.4 Research Questions

This study tried to find out the answers of the following research questions:

- i) How can learners' grammatical aspects such as subject verb agreement, developing and organizing ideas, and spelling of writing be improved through facilitation?

1.5 Significance of the Study

Learner centered activity has a high value in ELT fields .This research tries to find out the possible ways of improving writing skill through facilitation. So, it will be especially beneficial for language teachers. Language teachers may utilize the ideas to motivate the students in writing task. Textbook writers may utilize the findings in producing the effective textbook. Similarly, researchers, curriculum designers and the person who are involved in the field of teaching and learning may utilize the finding as per their needs.

1.6 Delimitations of the Study

The study had the following delimitations:

- i) This study was limited to only one school, Shree Janasewa Higher Secondary School, Kirtipur, Kathmandu.
- ii) It was limited to forty five students of class ten.

iii) Data were collected through the use of test items.

iv) The study was limited to writing skill which incorporated grammar (Subject verb agreement, developing and organizing ideas) and mechanics (spelling, punctuation, layout).

1.6 Operational Definitions of the Key Terms

Facilitation: The teacher intervenes the regular activities in the classroom adopts more democratic roles and focuses in learner autonomy.

Action Research: A type of research which is carried out to see whether there is improvement in students writing or not.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what had been already been studied in the department of English Education and how those research works become helpful to this present study.

2.1 Review of Related Theoretical Literature

In this section, I tried to describe different topics such as English language teaching, language skills, writing skill, language games etc. in order to develop theoretical understanding for my research.

2.1.1 English Language Teaching

The English language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of the English language in information technology, media, business, etc., has made it inseparable part of the present day world. Today English is not confined to its native speakers. It has become the language of the people who speak it and all the areas where it is spoken. English is a widely used medium of communication for different purposes, not only the vehicles of writing or reading British or American Literature. Awasthi(2003,p. 22) writes, “ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English Education.” English language is taken as a medium of instruction in technical subject like science, medicine, engineering and professional courses like BBA, BHM, BPH, nursing and so on.

Since English is an inseparable part of life, the teaching of English emerged as a separate discipline. Now English is taught in private language schools and institutions all over the world (Harmer, 2007, p.23).

The use of English language in the world is growing day by day. As a result the teaching of English is also growing fast with growth of its use. Regarding this fact, Richard and Rodgers (2001) say “Whereas today English is the world’s most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion and government in the western world.”

English language teaching in the present day has become a challenging job. The issues of linguistics and cultural imperialism, political and cultural identity and methodological diversity have made the teaching of English much complex and challenging. Moreover, the role of English as a Lingua Franca has made teaching English more debatable. For Jenkins (as cited in Harmer (2007, p.21), the evidence of ELF, learners need to learn not English but about Englishes, their similarities, differences, issues etc. Since there are Englishes, questions like which dialect of English should be taught? are emerging as an issue in ELT in the present day. While looking ELT from methodological perspective, we find that it is in the post method pedagogy(Harmer, *ibid*, p.20). Since the adaptation of newer and nobler methods for over hundred years could not work as an end for the solution of ELT problems, methodologists constructed post method pedagogy, which provides framework to examine and analyze and methods in ELT. Post method pedagogy suggests any methods which are used in language teaching in general and English language teaching in particular should be local cultural sensitive, they should be generated through practice and they should be able to empower learners. The post method pedagogy also suggests teachers and students to be autonomous individuals. According to Bhattarai (2006) English teaching situation is built upon different historical facts, and the way a nation responds to them. For years English

has occupied a prominent place in the Nepalese syllabus and for years it stood for the teaching and the learning of it through literary genres, the methods being unquestionably grammar, translation and direct. In context of Nepal, English is said to have an entry since the first British Father Cray Brawl arrived here in 1682 A.D. However, officially it entered the country in 1854 A.D. when Durbar High School was established; it was at that time, only for the children of Ranas. The teachers were from Britain (Awasthi, 2003, p.24). Today out of the total, approximately 30 thousands primary to higher secondary schools, almost half the number are English medium ones (Awasthi, *ibid*, p. 26). In such schools, except Nepali subject, all the other subjects are taught through English language and in government schools, it is a subject under the syllabus for primary to secondary level. It covers the total weightage of hundred marks for such courses relating the final examination. This shows the growing interests and necessities of the English language teaching in the context of Nepal. For the upliftment of society and for the promotion of professional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing winds and shifting sands of language teaching.

2.1.2 Language Skills

Learning a language is to learn to communicate. In order to communicate perfectly, one should mastery of its different skills. Language skills are categorized into receptive and productive skills. Listening and reading skills come under receptive skill and productive skill incorporates speaking and writing. All skills are important as these are interrelated to each other. Learners learn to speak by speaking and learn to write by writing. They are always in perfect harmony and they form an important chain. When one chain will abort the whole system will be affected. So, learner should provide adequate opportunities to have a practice on these skills.

2.1.2.1 The Writing Skill

Writing is the process of expressing ideas with the help of certain conventional graphic symbols. It is productive skill. A writer should have sound knowledge on vocabulary and the rule of putting language elements in a meaningful way.

Writing is not simply a random collection of unconnected sentences. It has to be organized and well connected. Well-connected and organized piece of writing could communicate writer's ideas to the readers effectively. Correct, effective and appropriate writing in logical sentence structure is the most desired thing.

Simplicity and directness are the most useful properties of good writing. Writing involves encoding of a message of some kind of translating our thoughts into language in graphic form. Writing, thus, is clearly much more than the production of graphic symbols. Writing is superior to other language skills because of its quality of being permanent. Thus, we can say that the students who learn the English language cannot be perfect without knowledge of writing skill.

Writing is a trade in which every educated man, woman, and child should be skilled. Writing is a trade, which any one can master if he goes about it in the right way. It is true that writing skill is often the only trade of some people like the poets, novelists, newspaper reporters and editors. These might be called specialists in writing, and writing is their main occupation and way of making a living. But writing skill is universal trade and it is necessary for every person to know it to a certain extent. (Ivanic 1998, p.6)

In order to be a good writer, one should acquire different sub skills of writing.

Regarding this, Hedge (2005, p.119) writes following points:

- Having something to say (a sense of purpose).
- Being aware of the reader (a sense of audience).
- Developing the ideas (a sense of direction).
- Organizing the content clearly in a logical manner.
- Manipulating the script.
- Using the conventions, e.g. spelling, layout.
- Getting the grammar right.
- Developing sentence structure.
- Linking ideas in a variety of ways.
- Having a range of vocabulary.

The above mentioned sub skills should be considered while composing a piece of writing .The sub skills play a dominant role in writing for creating coherence and cohesion in a written text.

2.1.2.2 Approaches to teaching Writing

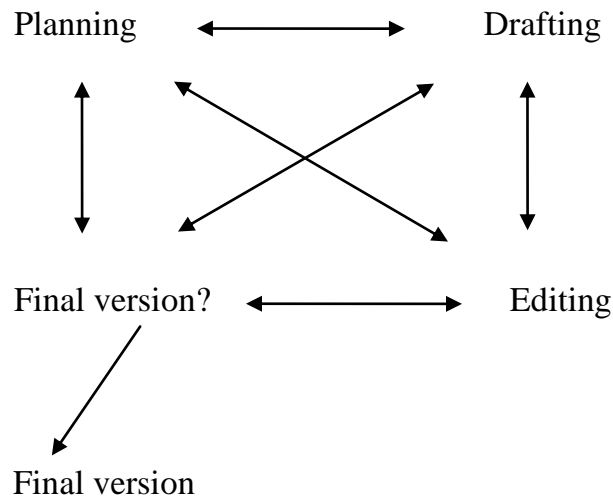
There are different approaches that can be used for giving practice in writing skill. On the basis of purpose of teaching writing, we have to select the approach accordingly. Regarding the approaches of writing Harmer (2007, p.325) writes:

We need to choose between them, deciding whether we want students to focus more on the process of writing than its product, whether we want them to study different written genres and whether we want to encourage creative writing –either individually or collaboratively.

Harmer (2007) discusses the following approaches to student writing:

- a) **Product Approach:** In product approach, we focus in the end product. When concentrating on the product, we are only interested in the aim of a task and the end product. Product approach of writing is mainly useful for teaching mechanics of writing. Copying, parallel writing, close-exercises are some useful activities used in product approach.
- b) **Process Approach:** Unlike product approach, process approach focuses on entire process of writing rather than an end product. It involves students on pre writing, drafting, and editing, redrafting, and finalizing phases.

Harmer (2007, p.326) presents following diagram to illustrate the process of writing:



Writing as a process is a complex process and various stages of drafting, reviewing, and redrafting etc. are done in a recursive way. Thus, at the editing stage we may feel the need to go back to a prewriting phase and think again we may edit bits of our writing as we draft it.

- c) **Genre Based Approach:** The ways of writing poem and the way of writing advertisement is different. Similarly, how we write a letter to pen friend is different from how we write a letter to the director of the company. Every genre of writing has its own format and style. Harmer (2007, p.327) states: students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the convention and style of the genre and the context in which their writing will be read, as well as by whom.
- d) **Creative Writing Approach:** Creativity is one of the important skills of human. We feel proud when we create something of our own. Gaffield- Vile (1998, as cited in Harmer 2007, p.328) writes “Creative writing is a journey of self- discovery, and self- discovery promotes effective learning.” As a teacher we have to provide proper guidance and opportunities for having creative writing practice.
- e) **Writing as a Collaborative Activity:** Collaborative writing is effective for teaching learners with different abilities. Learners share their ideas in the group and produce written text by combining their ideas. Shy students also encouraged to participate in writing. Weak students get help from their friends.

2.1.2.3 Components of Writing

Writing is a complex process which incorporates several components. In order to come with the final product of writing, we have to take different things into consideration. Components of writing are;

a) Mechanics

Mechanics is the basic component of writing. It incorporates spelling, use of punctuation marks, and so on. Harmer (2007, p.323) presents the following three basic components of writing:

- hand writing
- spelling
- layout and punctuation

b) Cohesion

Cohesion refers to the grammatical and lexical relationships between different elements of a text. A text should have certain relationship among its elements in order to convey meaning effectively.

c) Coherence

Coherence refers to semantic relationship between different sentences of a text. Coherence helps to make any piece of utterance meaningful and unified. It hangs the language elements together.

2.1.2.4 Stages of Teaching Writing

In order to get the final product of any writing pieces, we have to follow certain stages. For Richards and Rennandya (2002) following are the stages of writing process.

a) Planning

Planning is pre- writing activity that prepares learners for writing. Planning stimulates thoughts for getting started. Planning is done through brainstorming, consulting resources for information making notes and organizing notes.

b) Drafting

In this stage, students notes down the gathered ideas in written form. They try to note down their ideas as far as possible. They mainly focused on content.

c) Responding

In this stage, the teacher responds on students writing. S/he provides feedback for further improvement. Teacher provides feedback on contents, language, arrangements and mechanics of writing.

d) Revising, Editing

On the basis of teacher feedback, students revise and edit their writing in order to make it meaningful and readable. Context, appropriateness, language, cohesion, and coherence are checked in this stage and final draft is prepared. We can involve our learners in self-correction and pair correction.

e) Post- Writing

After revising and editing, the students writing is ready for publishing. In this stage, student's writing is either published on notice board or providing opportunity to share in the class.

2.1.2.5 Activities for Developing Writing

Different activities can be used for developing writing skill of the student. Our principle task is to maximize the student's participation in writing and facilitating their learning. Following activities can be done to develop writing skill.

a) Controlled Writing Activities

This is basic activities in which students are involved in combining, reproduction and completion of sentences. Students do not have freedom to express their ideas. According to Cross (2003) jigsaw sentences, copying with correction, sentence combining are some activities under this type.

b) Guided Writing Activities

In guided activities, students are provided certain guidelines and they have to perform written task. Students have some degree of freedom in these types of activities. According to Cross (2003) picture description, picture sequence story, summary, note writing half dialogues and story completion are some examples of this.

c) Free Writing Activities

This is an advance level writing activities in which students are provided topic and they have to write on their own way. Students are free to choose structure and vocabulary in order to express their ideas on the given topic. Students brainstorm, make plan, develop an outline and write. Letter writing, essay writing, writing poem are some examples of this.

2.1.3 Roles of Teachers in English Language Classrooms

The term 'Role' generally means one's duty or responsibility in a particular situation. The Oxford Advanced Learners (2007, 7th Ed.) defines 'role' as "actor's part; one's function, what person or thing is appointed or expected to do". Wright defines role as "... a complex grouping of factors which combine to produce certain types of social behavior" (1987, p.7). A role can also be defined as the part taken by a participant in any of communication.

We find very straightforward impression of teacher's behavior on students. Rogers (1961) mentions:

The way we dress, the stance we adopt and our attitude to the class make an immediate impression on students in this sense we need to make some kind of distinction who we are, and who we are 'as teachers'. This does not

mean that we should somehow be dishonest about who we are when we face students. There will always be a need to be ‘congruent’ (as cited in Harmer 2007, p.108).

Similarly, Dykstra (1978, p.4) considers the following characterization of the teacher’s role:

...near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their own level of ability might be(as cited in Wright, 1987 p.49).

According to Tarone and Yule (1989) role of teacher in ELT classroom are as follows;

- | | |
|---------------|--------------------|
| a) Planner | b) Informer |
| c) Manager | d) Facilitator |
| e) Monitor | f) Involver |
| g) Diagnostic | h) Resource Person |

Following Wright (1987), essentially, teachers have the following two major roles in the English language classroom:

- i) To create the conditions under which learning can take place: the social side of teaching.
- ii) To impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching.

The first one is termed as '*enabling*' or *management* function and the second the *instructional* function (pp.51-52)

Wright (as cited in Richards and Nunan, 1990, pp.82-84) mentions the following reasons for making a focus on teacher and learners roles a central issue in teacher education:

- i) The importance of teacher and learner roles in an understanding of language teaching has recently been highlighted in several important studies. Richards and Rodgers (1986), for example, in an analysis of language teaching approaches and methods, discuss the role relationships implicit in different approaches to language teaching.
- ii) The teacher-learner role relationship lies at the very heart of the classroom process. The language classroom is a social setting with its own conventions, norms, and behaviours. It is an essentially human institution with all the positive and problematical characteristics of such an institution.
- iii) Questions raised by an exploration of teacher and learner roles have an implicit appeal to the concerns of new entrants to the profession. An understanding of roles also mediates between theory and practice because it focuses on the people most intimately involved in the translating of theory into practice who are able to test and modify theory through practice and who are in the enviable position of being able to derive theory from practice-teachers.

Harmer (1991) mentions the multiple roles of a teacher in the English language classroom.

- The teacher as controller.
- The teacher as assessor.
- The teacher as organizer.

- The teacher as prompter.
- The teacher as participant.
- The teacher as tutor.
- The teacher as investigator.
- The teacher as performer.
- The teacher as teaching aid.
- The teacher as language model.
- The teacher as provider of comprehensible input.
- The teacher as motivator.
- The teacher as facilitator.
- The teacher as resource.
- The teacher as feedback provider.

Harmer has drawn important distinction between the roles of the teacher as a controller and facilitator since these two concepts represent opposite ends of a cline or control and freedom. The teacher needs to adopt different roles in the language classroom according to the situation.

Similarly, Cranner (1985) points out the roles of the teacher as *Motivator, Informant, Conductor, Diagnose, and Corrector* (as cited in Matthews, Spratt and Dangerfield, 1985, pp. 1-3).

Above paragraphs present different precise and broad roles of teachers that are found in most of the ELT classes. However, all the roles mentioned above are not eligible to apply in the classroom where current approaches of language teaching (CLT, TBLT etc.) are in verse of flourishing. The scholars, who see teaching as a joint venture of teacher and learner, regards role of a facilitator to be more plausible in the classroom.

2.1.4 Changing Perspective: From Teacher to Facilitator

Changes in learning theories, approaches, methods, techniques, science and technology have changed not only the practices in ELT classrooms but the use of words also has been changed. A good example is the word “teacher”. The word “teacher” is no more used to refer to the person who helps students to learn in the classroom rather many scholars prefer to use the term “facilitator”. Lopez (1994) says, “Today however, the teacher is a *facilitator of learning*” (cited in Kral, 1994, p.11). However this change did not come abruptly. The different term defining the roles of teachers came along with the shift in methodological change in ELT classroom.

Richards and Rodgers (2001, p.4) say,

Teachers play dominant role in the class in which GT method is followed and use deductive method for teaching grammar (language) which demands teacher to present the rules of the language and later learners follow the grammar exercises in controlled practices”. This gave the birth of teacher’s role as presenter, controller, master, transmitter .Similarly, they (p.38) further add, “The teacher’s function is threefold in the situational language teaching. In the presentation stage of the lesson, the teacher serves as model, in the practice phase he performs the role of manipulator and lastly his role changes into assessor.

Several roles are assumed for teachers in communicative language teaching.

Breen and Candlin (1980, p.99) mention:

The teacher has two main roles: The first role is to facilitate communication process between all participants in the classroom and... The second role is to act as an independent participant within learning-teaching group. These roles imply a set of secondary roles for the teacher, first , as an organizer of resources and as a resource himself, second as a guide with in the classroom procedures and activities... A third role is that of researcher and learner.

They further add;

... best teachers and instructors were those who brought their personality, passion and experience in the classroom- they didn't just teach about a subject, they opened up a conversation that included the learners and teachers. The classroom became a think task – a place where learning from each other became the norm and not the exception. (as cited in Richards and Rodgers 2001, p.34)

In the same way, prioritizing the communicative intent in English language teaching, about the role of teacher, Littlewood (1981) says, “The concept of the teacher as an *instructor* is [...] inadequate to describe his overall function. In a broad sense, he is a *facilitator of learning* and may need to perform in a variety of specific roles, separately or simultaneously” (p.92). These includes the following:

- As general overseer of his students' learning.
- As classroom manager.

- The familiar role of language instructor.
- He may act as consultant or adviser, helping where necessary.
- He will sometimes wish to participate in an activity as ‘co-communicator’ with the learners.
- In only one of these roles, then is he the traditional dominator of the classroom interactions.

Harmer (2007) looks, at the term “facilitator” in a much broader way than Littlewood does and points out that the ultimate aim of all roles is to facilitate the student’s progress in some way or the other. However, he also points out that different scholars use the term facilitator to refer to the role of teacher which is more democratic than autocratic and one who fosters learner autonomy the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge.

Similarly, Tudor (1993) indicates two main roles which teachers perform in most traditional modes of teaching. “The first is that of *knower*. The second role is that of *activity organizer*”. Both of these roles will persist in learner-centred approach, but teacher will need to assume a further role that of learning counselor” (p.24).

Traditionally, a class is taught by teachers through lectures. The teacher presents information orally while students listen, take notes and occasionally ask questions. This method sometimes leaves little room for classroom discussion or hands on work; the teacher is the focal point and usually takes most of the class time. A facilitator, on the other hand is an instructor who leads the class in discussion based on the materials covered. This is a student centred approach. Facilitator rarely lectures instead, they lead the class to discuss the material and share personal insights from real world examples. What we can say is that people who facilitate personal growth in the students are unique, extra ordinary, worthy of dedication. It requires a self assurance, a willingness to share self, to care, to begin

a journey, then launch the student on a personal quest which may not be shared, to send the student beyond the teacher, perhaps with the students never realizing and appreciating what was given. A facilitator is a person who acts as a team member, not as a teacher or a lecture. Being a teacher as a facilitator in the classroom, he makes a strategic list and facilitator who remembers to meet students' goals. He plans lesson by adjusting students' requests. In the same way, Tony (1987, p.13) presents six characteristics of a good facilitator as follow;

- a) Effective listening includes (i) good eye contact, ii) gives attention to what is being said – particular words, body language expression, iii) try to feel how person is feeling and thinking, iv) attempts to become involved in how the speaker is perceiving the world, v) send awareness to the person as a being with no judgmental overtones)
- b) Genuineness (i) direct personal encounter, person to person, ii) Defensiveness or retreating are minimal and real sharing is maximized, iii) because human growth is developmental , there is a peace in letting be in giving time to children to see things in different ways from our own, iv) The right to disagree is valued , honored, offered in peace.)
- c) Understanding (i) becoming immersed in how a student feels rather than how we feel they may feel or should feel, ii) Involves the students in learning to understand self and move toward understanding others, iii) reading the clues and cues and other sends and validating them)
- d) Respect (i) accept a student's experiences as important to him/her, ii) practice respect of others as a part of the classroom system and process)
- e) Knowledgeable (i) extensive knowledge of subjects taught, ii) love of knowledge and learning – with a desire to share the love and skills, iii) knows when to expedite learning by sharing personal insights and when to allow student exploration and personal discovery, iv) becomes involved in learning about the cultural background of students)

The above paragraph presents more or less similar views of scholars on the role of a facilitator in the classroom. All the scholars have tried to exemplify the role of a facilitator in relation to the roles that were thought to be prevalent in the teacher centred classroom. The departure point between the traditional role and facilitator is that facilitator allows high opportunity to exercise students control over different stages of the lesson. Therefore, what can be said is that the roles presented by the scholars in above paragraphs are not mutually exclusive. They fall in continuum if the two opposite ends of the continuum is autocratic to most democratic. In the continuum facilitator can be taken as most democratic role of a teacher and transmitter, controller, lecturer can be taken as least democratic (autocratic) roles. Roles such as guide, counselor, and resource may occupy nearly the space facilitator lies in the continuum. So, role of a facilitator can be taken as the combination of sub roles like guide, counselor, couch, director and resource.

2.1.5 Roles of facilitator in the ELT Classroom

Facilitation suggests openness towards the student and contains a more balanced power relationship between the teacher and student. Many commentators use the term *facilitator* to describe a particular kind of teacher, one who is democratic rather than autocratic, and one who fosters learner autonomy through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge. Regarding facilitation Gregory (2002, p. 10) mentions “Facilitation literally means “easing”. Its art is in drawing out the wisdom already embedded and lying dormant in the psyche of the learner. Facilitators are people with the skills to create conditions within which other human beings can, so far as is possible, select and direct their own learning and development. A facilitator is a “process guide” who works with a group to assist it to achieve self-defining purpose” The facilitator’s philosophy informs their approach and it is manifested as a concern with the psychological growth of the person.”

In facilitation methodology, teachers help students in learning. Thus the entire classroom environment is changed. Facilitation focuses on helping in learning. Facilitation includes several activities: such as reading, making mind maps and group presentation and engage the student's whole time. Facilitation is very effective to find out students creativity and talent. The teacher creates an active learning environment in his class; he helps the students to learn in various ways. Teachers may use collaborative learning and try to do an exciting experiment in his class. In modern learning environment, we see that "learning" is a more popular word than "teaching". Teachers have to understand the modern trends in teaching and learning process. Teachers have to make learning more interesting and interactive, so that students may learn better. Facilitation legitimizes learner's experiences by allowing the space for the learners to participate in the process of knowledge construction.

Regarding the role of facilitator Libeman (1998) mentions:

The teacher's role is to guide and assist students as they take on more responsibility for their learning. Teacher as a facilitator requires a change in standard teaching approaches.

Envision the class as a 'social-system' that required direction not instruction. With as little explanation or direction as possible present the class with a problem, concept or idea and an expectation about a final result or objective.

The problem should:

- Be well-conceived
- Meet course/class objectives
- Be appropriate for the time allotted
- Require collaboration and discussion

Students should discuss in small groups or pairs to at the final answer – the teacher should circulate from group to group listening, answer questions and redirecting where necessary. Final answers can be submitted in written or oral formats.

Facilitating learning may take many forms. The purpose of the facilitation is to move the responsibility for learners from the instructor to the student. One way to do this is give the students an explicit list of “learning objectives” for classroom sessions, reading assignments and homework assignments – the list contains concepts that are important for them to learn from the assigned exercises.

In conclusion, teachers as a facilitator of learning do following things in the classroom:

- a) They use appropriate resources and opportunities to create a learning environment that allows each child to construct his or her own knowledge. The teachers are in tune with their students and know how to pace lessons and provide meaningful work that actively engages students in their learning.
- b) They establish a safe, supportive and positive learning environment for all students. This requires planning on the part of the teacher to avoid safety risks, to create room arrangements that support learning, and to provide accessibility to students with special needs. The teacher is skilled in managing multiple learning environments for all the students in the classroom. Classroom procedures and policies are important parts creating a positive learning environment.
- c) The procedure and routines are implemented in such a way that learners are clear about what is expected of them in a certain activities.
- d) Teachers model and promote democratic values and processes that are essential in the real world.
- e) They listen thoughtfully and responsively.
- f) They foster cultural awareness and cultural sensitivity in her student.

- g) They make students feel valued and emphasize cooperative group effort rather than individual competitive effort through collaborative projects and a team spirit.
- h) They encourage students' curiosity and intrinsic motivation to learn and help students become independent, creative and critical thinkers by providing experience. They provide enough time for students to complete tasks and are clear about their expectations. Students are actively involved in their own learning within a climate that respects their unique developmental needs and fosters positive expectations and mutual respect.

2.1.5.1 Activities of facilitator

The teacher as facilitator motivates his students by creating right conditions for the generation of ideas and he should be ready to supply information and language where necessary and offers feedback to his students after correcting their written work. While the teacher acts as facilitator in the language classroom he makes change in his traditional role i.e. the teacher incorporates some different activities to foster learning of students. They are: pair work, group work, role play, project work. The teacher divides the students into different groups and students discuss with each other for the completion of exercises. For example:

Write a paragraph about Kathmandu. Use these notes:

Kathmandu – capital city – Bagmati river – city of temples – place for higher education- large population – Newari community

The teacher divides the students into different groups and students complete the exercise by discussing with each other, teacher provides hints if necessary, finally teacher corrects their work and provides feedback for further improvement.

Regarding role play Doff (1992, p.136) states “in a role play students imagine a ‘role’ (e.g. a police officer, a shop assistant), a ‘situation’ (e.g. buying food,

planning a party), or both. Role play should be improvised: Students decide exactly what to say as they go along.”

On the basis of above discussion we can say that, role play, pair work and group work are important techniques to develop written as well as communicative oral skills of the students in the ELT classroom. These techniques furthermore, motivate the students in the ELT classroom since they write the dialogue, predict the content of reading texts or compare notes.

2.2 Review of Related Empirical Literature

A lot of research works have been carried out, under the Department of English Education in the Faculty of Education; TU and in other institutions related to the issue of this study. The research works that I reviewed are as follows:

Pandey (2004) carried out study on “Effectiveness of project work technique in developing writing skill: A Practical Study” The main objective of her research was to find out the effectiveness of project work technique in developing writing skill. She used both primary and secondary sources of data. The sample of the study was fifty students of class ten of Pholchowki Uchha Madhyamik Vidyalaya Thaiba, Lalitpur. Test items were used as tools for data collection. She taught experimental group through language games. And taught control group as usual method. She found that teaching writing through project work is relatively more effective than traditional methods because there was improvement in students writing and students were motivated towards learning.

Similarly, Neupane (2008) carried out an experimental research on “Effectiveness of Teaching Aids in the Development of Writing Skill.”The major objective of the study was to find out the effectiveness of teaching aids in developing writing skill. Sample population of the study was sixty students of LumbiniAawashiyaMadhaymikVidhayalya, Nawalparasi. He found out that the

teaching aids have very high positive effect on the teaching writing skills of English since the experimental group had performed better in all the areas in the post test.

Likewise, Sharma (2010) conducted study on “Techniques used by the Teachers while Teaching Writing Skills”. Her main purpose was to find out the techniques of developing writing skills used by the teachers while teaching English at lower Secondary level. She used both primary and secondary sources of data. She purposively selected five government- aided schools and five teachers one from each school of Kathmandu district. The students were ten from each government – aided schools. Every nth student from each school was selected keeping in view the number of students enrolled in the grade eight under study. Thus, total sample population was 50 students and five teachers. The tools used were observation check-lists and survey questionnaires. Observation checklists were used to track down the techniques used by the teachers in different schools and survey questionnaires were used to identify the activities of the teachers to the selected technique.

Mishra (2011) conducted a study on “Effectiveness of Strip Story in Developing Writing skill.” His main objective of the study was to find out the effectiveness of strip story as a technique in developing writing skill. The sample population was thirty two students of grade seven of Shree Mitrata Higher Secondary, Anbookhaireni, Tanahun district. He used non-random judgmental sampling procedure for taking a sample. Subjective test items were the tools of the research. By comparing the result of pre-test and post-test he found out that strip story plays vital role in enhancing students writing skill.

Rijal (2011) conducted action research on “Role of Cooperative Language Learning in Teaching Writing”. His main purpose was to find out role of cooperative language learning in teaching writing. He selected thirty students using simple random sampling procedure. He used pre-test, two progressive tests

and a post-test to collect the data. The pre-test and the post-test were same in content and progress tests were also same but they were prepared according to the situation and the content and found that cooperative learning strategy has better impart on the performance of the students in area of writing.

Similarly, Bhandari (2011) has carried out research on “Brain Storming for Developing Writing”. The main objective of study was to analyze the effectiveness of brainstorming in writing composition. The students of grade nine from the North Star English Boarding School, Rakhu Bhagawati, Myagdi were purposively selected as sample population. He used questionnaires (describing events, paragraph writing etc.) as tools along with pre-test and post-test to evaluate the students’ progress in writing and found that in observation and writing in the pre-test students had scored only 38.50 % marks where in the post test students have scored 69.50% marks which shows Brain storming is effective for teaching writing.

In the same way, Yadav (2011) carried out research on “Effectiveness of Cooperative Language Learning in Teaching Creative Writing”. The major objective of the study was to find out the effectiveness of cooperative language learning in teaching creative write writing. He used non-random purposive sampling procedure to take the sample. The study was conducted in Future Star English of Sarlahi district. The main tools for the collection of data from the primary sources were the test items administered, pre-test, three progress tests and a post – test. The test items included story, poem, dialogue writing. The finding of the showed the students were curious to learn the cooperative learning method.

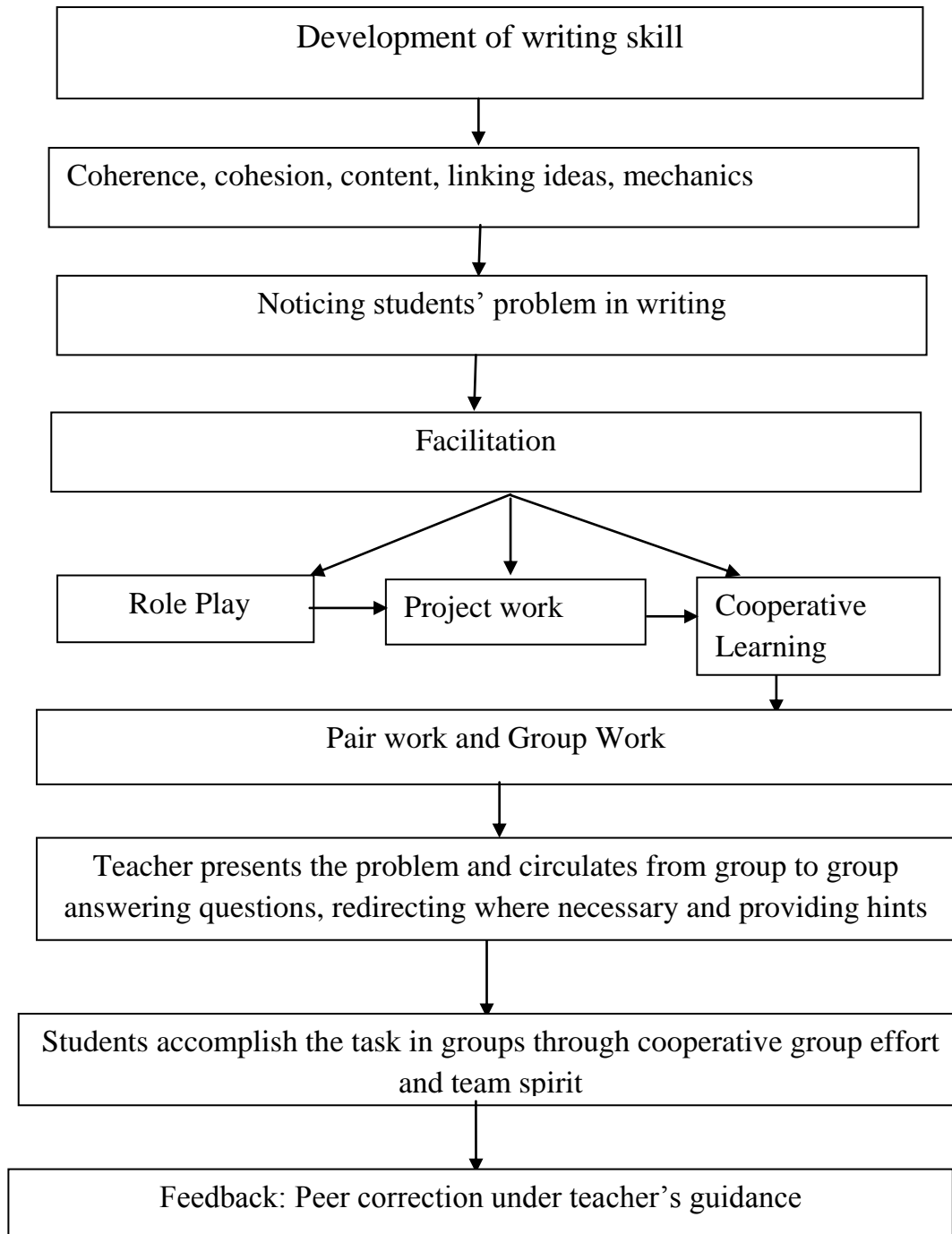
2.3 Implications of the review for the Study

Research work takes advantage of the knowledge which was explored in the past. The review of the researches provides theoretical and practical ideas for carrying out the research in present context. Furthermore, it helps the researcher to be familiar with technicalities, procedures, and practicalities of conducting research.

These research studies were conducted under the Department of English Education. These studies are to some extent related to my study. Altogether I reviewed seven different research works. After reviewing these works I have got lots of ideas regarding the role of teachers, teaching writing skill and procedures of conducting the action research. Writing is a productive skill, which refers to the expression of ideas in a consecutive way according to the graphic convention of the language. It is a complex activity; it requires active participation of students and continuous support from teacher. Out of seven different studies reviewed three research studies are related to teaching writing and followed the pattern of action research. So, I have got theoretical and practical ideas of conducting action research. Action research is a classroom investigation carried out to find out and solve the specific problems here and now, in local setting. I have collected some ideas for preparing test items, group division, preparing lesson plan. By going through these resources I got opportunity to delve into various aspect of research work.

2.4 Conceptual Framework

On the basis of the ideas getting from review of theoretical and empirical literature, I will develop following conceptual framework in order to carry out this research.



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

In order to carry out this research, I used the following methods and procedures:

3.1 Design of the Study

In order to carry out this research, I followed action research. The action research is a classroom investigation carried out to find out and solve the specific problems here and now, in a local setting. The action research is a systematic study that combines action and reflection with the intention of improving practice. Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the research. Often action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools or looking for ways to improve instruction and the students' achievement level. Action research addresses the immediate problems. It is conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities.

Kemmis and Mc Taggart (1988) say:

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices as well as their understanding these practices and the saturation in which these practices are carried out (as cited in Cohen et.al. 2010, p.298)

Action research is group activity. It is conducted aiming the improvement of the current affairs through the process of identifying and solving problems in a

specific context. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Best and Kahn (2006, p.21) say, “Action research is focused on immediate application, not on the development of the theory or on generalization of application”. It has placed its emphasis on a problem and in a local setting. Its finding is to be evaluated in terms of local applicability, not universal validity. Its purpose is to improve school practices and at the same time to improve those who try to improve the practices: to combine the research processes, habits thinking, ability to work harmoniously with others and professional spirit. On the contrary, action research is different from other because as other theoretical researches, it does not aim to develop a theory and its finding may not be valid. Action research works to bridge the gap between the theoretical and applied research.

In conclusion, it can be said that action research specifically to a disciplined enquiry done by a teacher with intent that the research will inform and change his or her practices in future. This research is carried out with the view to explore some new ideas or information. Basically, it is a scientific activity; the teacher will begin a cycle of posing questions, gathering data reflection and deciding on a course of action.

3.1.1 Characteristics of Action research

Action Research is a systematic approach to carrying out investigation and collecting information to improve classrooms practices. It is unique type of research. It has various characteristics and these characteristics have made it unique from other research. Highlighting the characteristics of action research Bhattarai (2005, p.18) says, “Action Research is firstly conducted by the practitioners, secondly, collaboratively, thirdly cyclical and fourthly it aims at changing the existing situation.”

Similarly Richards (2010, p. 171) has given some characteristics of Action Research. They are:

- a) Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- b) It is usually small-scale and is intended to help resolve problem rather than simply be research for its own sake.
- c) It can be carried out by an individual teacher or in collaborative with teachers.

On the basis of above mentioned characteristics we can say that action research is a small-scale research and it is beneficial to solve the problem in the classroom. And generally it is carried out by the teachers or practitioners collaboratively.

3.1.2 Procedures of Action Research

Action research by its procedure is not a single stage operation, so it requires multiple steps for completion. There are differences among experts regarding the exact names and number of steps of action research. Sagor (2005) sets out a straight forward four-step model of action research:

- (i) Clarify vision and targets
- (ii) Articulate appropriate theory
- (iii) Implement action and collect data
- (iv) Reflect on the data and plan informed actions (as cited in Cohen et al; 2010, p. 306).

On the basis of above discussion we can say that the action research follows step wise procedure. It is cyclic process as well.

According to Nunan (1992, p.19) seven steps should be followed while carrying out action research. They are as follows:

Step 1: Initiation: First of all the teacher is confronted with a problem and consults the expert in the initiation stage of research.

Step 2: Preliminary Investigation: The teacher and expert spend some time to observe the classroom situation, record classroom interactions and collect baseline data related to the concerned problem.

Step 3: Hypothesis: After reviewing the initial data, they form the hypothesis that the students are unmotivated the content of the classroom is not addressing the needs and interests of the students.

Step 4 Intervention: The teacher devised some new strategy by means of which the factor causing the immediate problem can be neutralized. There after new strategy is implemented in the same learners with whom there is real problem.

Step 5 Evaluation: After several weeks, the class was recorded again. There was much greater involvement of the students and the complexity of their language and students- led interaction was enhanced.

Step 6 Follow-up: Finally, the teacher investigated alternative methods of motivating students.

I selected the action research because it first and foremost situational, being concerned with the identification and solutions of problems in a specific context and it aims to improve the current state of affairs within educational context in which the research is being carried out.

3.2 Population and sample

All grade ten students of Kathmandu district were the population of this study and among them forty five students of class ten of Shree Janasewa Higher Secondary School; Kirtipur-15 Kathmandu were the sample of this study.

3.3 Sampling procedure

I purposively selected Shree Janasewa Higher Secondary of Kathmandu district as my study area. The students of grade ten were sample of this study.

3.4 Data Collection Tools

I used test items as a tool of data collection to conduct this research. Subjective test items were used. There were altogether four question items. Students were provided two hour to complete the test. Questions were designed on the basis of curricular objectives of grade ten textbook and SLC Specification Grid. The test items were of 50 full marks.

Questions were designed on the basis of following criteria:

The test items contained:

- a. Writing a story
- b. Writing a paragraph
- c. Composing a dialogue
- d. Writing plan

On the basis of above criteria I administered different pre-test, progress test and post-test items. Along with test items I used lesson plan and required teaching materials to teach the students.

3.5 Data Collection Procedure

I followed the step-wise methodological procedure in order to collect the required data. For this, I visited the field i.e. school at first and established the rapport with the authority. I made them clear about the purpose and the process of the study. Then I met the students and developed the rapport with them. Then, I administered a pre-test to find out students existing level of proficiency. Students were taught 6 days per week and one period was of 45 minutes. The total period of teaching was four weeks. I administered two progress tests in between the intervention period and post-test was administered at the end of my teaching and the answer sheets were analyzed for the result.

3.6 Data Analysis and Interpretation Procedure

Data were analyzed and interpreted both descriptively and statistically with the help of simple statistical computation like-mean. Then they were presented and displayed in different tabular forms and described. Mainly I used holistic and categorical discussion to analyze and interpret the data.

CHAPTER – FOUR

RESULT AND DISCUSSION

This chapter deals with the result and discussion of the collected data. The main concern of the present research work was to find out whether students 'writing skill is developed through facilitation.

In order to collect the data, subjective test items were prepared. Shree Janasewa Higher Secondary School of Kathmandu was selected purposively for the research. And class ten students were selected by using non random sampling procedure. After that pre -test was administered to find out their existing level. After that, the students were taught by facilitating. Two progress tests were administered during the intervention period. At last, post test was administered. The data obtained from the tests have been presented, analyzed and discussed under two main heading.

4.1 Results

This sub-chapter deals with the results i.e. the marks that the students obtained in the pre-test, progress test and post-test. I administered pre-test and intervened for four weeks. I also administered two progress tests in the interval of five days. At last I administered the post. The sample of this study i.e. forty five students of class ten were asked to solve four questions. From the comparison of the answer sheets of the students following results have been derived.

- a) The average score in pre-test was 13.02 (i.e. 26.044%), in the first progress test the average score was 19.28 (i.e. 38.57%), in the second progress test the average score was 32.42 (i.e.65.11%) and in the post test the average score was 36.64 (i.e. 73.60%).

- b) On the basis of the prep-test result the students were found very weak in their writing. The Students scored 586 marks out of 2250 full marks in the pre - test. Only 48% of the students scored 24 marks which is the highest marks in the pre-test. The lowest obtained mark is 7 i.e.14% which was also secured by only one student.
- c) Out of 45 students, only 13 i.e. 28.8% students scored above average and 32 i.e. (71.11%) students scored below the average score (13.02) in the pre - test.
- d) In the first progress test, the students scored 868 i.e. 38.57% out of 2250 full marks. Similarly, the average score was 19.28 which increased by 6.26 i.e. 13.91% than in the pre - test. The highest score was 30 i.e. 60% which was secured by only one student and the lowest score was 12 i.e. 24% which was also secured by only one student i.e. 2.22%.
- e) In the second progress test the total secured marks were 1459 i.e. 64.84% out of total 2250 full marks. Similarly, the average score was 32.4. The highest score was 42 i.e. 84% which was secured by only one student i.e. 2.22% and the lowest score was 26 i.e. 52% which was also secured by only one student i.e. 2.22%.
- f) Finally the post test was conducted and the record was kept. The test items were similar to the pre-test. The total secured marks were 1649 i.e. 73.2% out of 2250. The highest mark was 45 i.e. 90% out of 50 which was secured by two students i.e. 4.44% and 27 i.e.54% was the lowest score secured by only one student i.e. 2.22%. The average score of this test was 36.64.
- g) This post- test showed the progression of students from pre-test was positive as the total score and average score was higher here than previous tests.

From the above result we can say that, facilitation has better impact on teaching writing skill, it was found that the students writing was enhanced when the teacher facilitated in the classroom. Thus, this research concludes that if teacher acts as facilitator in language classroom it can play positive role in enhancing students writing skill.

4.2. Discussion

This sub-chapter discusses the results i.e. the marks that the students obtained in the pre-test, progress test and post-test. Altogether four questions were asked viz. ‘Writing a story’, ‘paragraph writing’, ‘dialogue writing’ and ‘writing a plan’. The result of the pre-test, progress test and post-test are discussed below:

4.2.1 Holistic Discussion

The result of the students in the pre-test, progress test and post-test have been compared in this section.

Table no.: 1 Holistic comparison of Test Scores

Tests	Pre-test	Progress-test I	Progress test II	Post test
Full Marks	2250	2250	2250	2250
Obtained marks	586	868	1459	1656
Average scores	13.02	19.28	32.42	36.64
Average Percentage	26.044	38.57	64.84	73.2

The above table shows that the average score in the pre- test is 13.02 (26.04%). Similarly, in the first progress test the average score is 19.28 (i.e. 38.57%) in the second progress test the average score is 32.42 (i.e. 64.84%) and in the post test the average score is 36.64 (i.e. 73.60%). The result shows the progress of the students.

On the basis of the above result, we can say that, Facilitation is effective for developing students' writing, it was also found that the students writing was enhanced when the teacher facilitated in the classroom. Thus, this research concludes that if teacher acts as facilitator in language classroom it can play positive role in enhancing students' writing skill.

4.2.2 Categorical Discussion

Under this heading, the test scores obtained by the students in the pre-test, progress test and post-test are discussed.

4.2.2.1 Discussion of the pre-test scores

Before I started teaching, I administered a set of test items (i.e. pre-test) to determine the students' proficiency in the Writing. The full marks of pre-test was 50 and the test items were 'Writing a story', 'Writing a paragraph', 'Dialogue writing' and 'Writing a plan'. The scores of the students are presented in the following table.

Table no.2

Students' score in the pre-test

S.N	No. of the students	Full marks	Marks Obtained	Percentage	Average Score
1	1	50	24	48%	13.02
2	1	50	23	46%	
3	1	50	22	44%	
4	1	50	21	42%	
5	1	50	20	40%	
6	1	50	18	36%	
7	1	50	17	34%	
8	2	50	16	32%	
9	1	50	15	30%	
10	2	50	14	28%	
11	8	50	13	26%	
12	8	50	12	24%	
13	6	50	11	22%	
14	5	50	10	20%	
15	3	50	9	18%	
16	2	50	8	16%	
17	1	50	7	14%	
Total	45	2250	586	26.04%	

The above table shows the marks obtained by the students in the pre-test. The total number of the students is 45. It shows that the students have scored 586 i.e. 26.04% marks out of 2250 full marks. The average score is 13.02. The highest marks is 24 i.e. 48% out of 50 full marks in this test. The lowest obtained marks is 7 i.e. 14% which is secured by only one student. 13 students have obtained score above the average and 32 students have scored below the average score. The marks obtained are very low and unsatisfactory. Students were found weak in grammar viz. subject verb agreement, spelling, word order etc. and were unable to express their ideas clearly. Among these aspects errors related to tense, word order were found to be most frequent for almost all the students.

4.2.2.2 Discussion of the first progress-test scores

After the pre-test I intervened and administered the first progress test in the interval of five classes. The teachings item were guided writing (story writing and paragraph writing) and free writing (dialogue writing and writing a plan).The following table shows the scores of the students of first progress test.

Table no. 3

Students' score in the Progress test I

S.N	No. of the students	Full marks	Marks Obtained	Percentage	Average Score
1	1	50	30	60%	19.28
2	1	50	29	58%	
3	2	50	28	56%	
4	2	50	26	52%	
5	1	50	24	48%	
6	1	50	23	46%	
7	2	50	22	44%	
8	2	50	21	42%	
9	4	50	20	40%	
10	6	50	19	38%	
11	6	50	18	36%	
12	7	50	17	34%	
13	4	50	16	32%	
14	2	50	15	30%	
15	2	50	14	28%	
16	1	50	13	26%	
17	1	50	12	24%	
Total	45	2250	868	38.57%	

The above table clearly shows that the students have obtained 868 i.e. 38.57% in this test out of 2250 full marks. The average score was 19.28. When the score of the first progress test was analyzed and interpreted it was found that average score is increased by 6.26 than in the pre-test. The highest score is 30 i.e. 60% and the lowest is score is 12 i.e. 24%. 17 students out of 45 secured above the average

score and rest of the students i.e. 28 are below the average score. The majority of the students are below the average score.

4.2.2.3 Discussion of the scores of second progress-test

After conducting the first progress test, another five days later second progress test was administered and record was kept as follows. The teaching items were guided (composing story and writing a paragraph) and free writing (composing a dialogue and writing a plan). The following table shows the scores of the students of second progress test.

Table no. 4
Marks obtained in the second progress test

S.N.	No. of the students	Full Marks	Marks obtained in frequency	Percentage	Average Score
1	1	50	42	84%	32.42
2	2	50	41	82%	
3	2	50	40	80%	
4	1	50	38	76%	
5	1	50	37	74%	
6	1	50	36	72%	
7	1	50	35	70%	
8	3	50	34	68%	
9	3	50	33	66%	
10	8	50	32	64%	
11	7	50	31	62%	
12	7	50	30	60%	
13	4	50	29	58%	
14	2	50	28	56%	
15	1	50	27	54%	
16	1	50	26	52%	
Total	45	2250	1459	64.84%	

The above table clearly shows that the students have scored 64.84% marks in this test. The students have scored 1459 marks out of 2250 full marks. The average score is 32.42 marks. The average score increased by 13.14 marks than in the first progress test. The highest mark is 42 out of 50 i.e. 84% which is secured by only one student. The lowest score is 26 i.e. 52% which is also secured by only one student. The students have improved their individual score in this test in comparison to the previous test.

4.2.2.4 Discussion of the post-test scores

After the intervention for twenty lessons, the post test was conducted and the record was kept. The test items of the post-test were similar to the pre-test. The result is presented in the following table.

Table no. 5
Marks obtained in the Post-test

S.N.	No. of the students	Full Marks	Marks obtained in frequency	Percentage	Average Score
1	2	50	45	90%	36.64
2	3	50	44	88%	
3	1	50	43	86%	
4	2	50	41	82%	
5	4	50	40	80%	
6	2	50	39	78%	
7	5	50	38	76%	
8	7	50	36	72%	
9	2	50	35	70%	
10	5	50	34	68%	
11	4	50	33	66%	
12	2	50	32	64%	
13	2	50	31	62%	
14	1	50	30	60%	
15	1	50	28	56%	
16	1	50	27	54%	
Total	45	2250	1649	73.2%	

The above table shows that the students have scored 73.2% marks in this test. The students have scored 1649 marks out of 2250 full marks. The average score is 36.64 marks. The average score increased by 4.22 than in the progress test II. The highest mark is 45 out of 50 i.e. 90% secured by two students. The lowest score is 27 i.e. 54% which is secured by only one student. 26 students out of 45 scored above average and 19 students scored below average.

After analyzing the answer sheets of the students it was found that due to lack of proper teaching methods, students have scored less marks in the pre-test whereas after the intervention, they scored good marks in the post-test. The role of teacher as facilitator was found to be fruitful in developing different aspects of writing. The overall progress of the post-test proved that the role of teacher as facilitator is worthy for developing students' writing.

4.2.3 Error Improvement of the Students

While learning a language students may commit errors. This is the process of development in language learning. As a language teacher, we should take students error positively. We have to study student error and give feedback for improvement. When students get proper guidance, they can improve their error and be able to produce errorless utterances.

To collect data for the research study, I prepared test item. Test item consist guided and free writing type of questions. Students were provided some clues and asked to write in guided type of questions. And in free writing type of question students were provided topic and asked to express their ideas on the given topic. While answering the questions they had to construct the appropriate sentences on their own and they also had to use appropriate tense according to the situation.

In order to make the observation of error and its improvement specific, I specified my study on finding out the error regarding the use of tense, generating and

organizing ideas and its improvement due to the positive effect of teacher's role as facilitator. Some of the examples of errors are listed below:

Table: 6 Examples of errors found

SN	Errors related to	Example
1	Tense	a) He saw a village then he gone b) He gone to near the pitcher
2	Spelling	a) rised (instead of rose) b) increse (instead of increase)
3	Word order	a) The water were pitcher in down low level. b) Nepal is river in rich for and forest
4	Incomplete sentences	a) Nepal is a "Hari ban, Nepal ko Dhan". b) He successful

When the pre-test was analyzed, the students were found very weak in their writing as the table above shows. They mostly repeated the same sentences. They used their opinions without fact and reasons.

After I intervened, I encouraged them for group work and pair works, motivate them to express their experiences so that they feel a sense of care in the classroom.

They were taught to generate and organize ideas to produce and coherent texts, which ultimately helped the students in developing their writing skill. Finally, when I analyzed the answer sheets of post-test, the students were found to be collecting ideas, organizing them to form a full-fledged text, their writing seemed well ordered.

So, from above discussion it was proved that, students writing is developed when the teacher acts as a facilitator in the ELT classroom.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

After the analysis and discussions of the study results in chapter four, the summary, conclusions and implications of the findings are presented in this section on the basis of the two research objectives and one research questions made in chapter one.

5.1 Summary

The main purposes of this research work were to find out the process of development in students writing skill when the teacher plays the role of facilitation and to suggest some pedagogical implications on the basis of its findings.

Therefore, after getting my proposal approved, as the process of data collection specified in the proposal I visited the school Shree Janasewa Higher Secondary school, Kirtipur and I established rapport with the concerned authority of the school. After this I started teaching in the school and collected data for the purpose of my research. I used different test items to collect the data. After collecting required data I analyzed the data. And after analyzing the collected data I presented the results on the table and the results have also been discussion.

Without having explicit knowledge on the subject matter it is really difficult and challenging to conduct research work. Therefore, to obtain basic information regarding the procedures of conducting action research, designing test items and other subject matter numerous theoretical literatures were reviewed. In the same way 7 different empirical literatures were reviewed to elicit the required information. This literature provided me basic information in my research area and subject matter. To conduct the research I followed action research design. 45

students of Shree Janasewa Higher Secondary school were the sample of the study and the school was selected purposively.

5.2 Conclusion

Our education system is basically depends on written examination. So, it is necessary to make our learners able to express their ideas accurately and appropriately in written form. Writing is productive skill. That is why; it needs a regular practice from the part of the learners. In order to make our learner good in writing skill, we should help them in developing writing habit. Habit can be developed through continuous practice. The more we engage our learner in writing activities, the more they develop habit and gain skill needed for producing comprehensive written piece. The role of motivation is important in language learning. It helps to make learning effective and long lasting. Involving students in group and pair works help them to motivate and make learning long lasting. And the role of teacher also becomes very important during their learning. So, the main purpose of this research study is to find out the process of development in students' writing skill when the teacher plays the role of facilitator and suggest some pedagogical implications from findings of the study. How can learners' grammatical aspects such as subject verb agreement, generating and organizing ideas were the main concerns of the study. Teachers, examiners, researchers, curriculum designers as well as those who are directly and indirectly involved in the field of ELT will be benefited from this study. In order to expand the knowledge on writing skill and role of teacher's different theoretical literature were reviewed. Similarly, seven different empirical literatures were also reviewed. Those literatures were useful to provide more ideas regarding research design, conducting tests, tabulating and presenting the result and so on. From those literatures the conceptual framework for the study was derived.

This study tried to find out the effect of teacher's role as facilitator in teaching writing skill especially composing dialogue, writing paragraph, developing story from skeleton and writing plan. To carry out the study, I selected forty five students of class ten. In order to collect data I administered pre-test, progress test and post-test. The collected data have been discussed and the findings of the study have been derived on the basis of the results.

After the analyses and discussions of the study results in chapter four the summary of the main findings is presented in this section in accordance with the two research objectives and one research questions brought up in chapter one.

According to analysis and discussion of the data following conclusion has been derived.

- a) The average score in pre-test was 13.02 (i.e. 26.044%), in the first progress test the average score was 19.28(i.e. 38.57%), in the second progress test the average score was 32.42 (i.e.65.11%) and in the post test the average score was 36.64 (i.e. 73.60%). This result shows continuous progression students writing.
- b) On the basis of the pre-test result the students were found very weak in their writing. The Students scored 586 marks out of 2250 full marks in the pre - test. Only 48% of the students scored 24 marks which is the highest marks in the pre-test. The lowest obtained mark is 7 i.e.14% which was also secured by only one student.
- c) Out of 45 students, only 13students scored above average and 32 students scored below the average score (13.02) in the pre - test.
- d) In the first progress test, the students scored 868 i.e. 38.57% out of 2250 full marks. Similarly, the average score was 19.28 which increased by 6.26 than in the pre - test. The highest score was 30 i.e. 60% which was

secured by only one student and the lowest score is 12 i.e. 24% which was also secured by only one student.

- e) In the second progress test the total secured marks were 1459 i.e. 64.84% out of total 2250 full marks. Similarly, the average score was 32.4. The highest score was 42 i.e. 84% which was secured by only one student and the lowest score was 26 i.e. 52% which was also secured by only one student.
- f) Finally the post test was conducted and the record was kept. The test items were similar to the pre-test. The total secured marks were 1649 i.e. 73.2% out of 2250. The highest mark was 45 i.e. 90% out of 50 which was secured by two students and 27 i.e.54% was the lowest score secured by only one student. The average score of this test was 36.64. This post- test showed the progression of students from pre-test was positive as the total score and average score was higher here than previous tests.

From the above result we can say that, facilitation has better impact on teaching writing skill, it was found that the students writing was enhanced when the teacher facilitated in the classroom. Thus, this research concludes that if teacher acts as facilitator in language classroom it can play positive role in enhancing students writing skill.

5.3 Implications

On the basis of major findings of the present study, the following suggestions and implications for the different levels are provided as follows:

5.3.1 Policy level

- a) The role of teacher as facilitator should be emphasized.
- b) The activities which requires students to be active (e.g. pair and group works) in the classroom should be included in curriculum as well as text book.

5.3.2 Practice level

- a) The teachers should encourage the students to take part in pair and group works and involve in peer correction.

5.3.3 Further research

This research is action research. It was only limited to the forty four students of class ten of Shree Janasewa Higher Secondary School, Kirtipur, Kathmandu. Therefore, I do not claim that it is complete in itself. As it is action research it could not cover in the greater number of population. So, further research can be carried out in this area. Here, I have tried to mention some suggestions and related areas for further research.

First, the sample of the study should be larger that help to derive real finding. It is suggested that more population should be included to find out the effectiveness of Facilitation. It helps to make the results valid and reliable. So, the findings can be reliable and could easily generalize to the whole population.

Second, this study is carried out in class ten. So, it is suggested to the further researchers to carry out the study in other levels as well. Similarly, further researches can be carried out to other language skills and aspects.

Third, this research is limited to one month period. For the more exploration regarding this area, language teacher can conduct experimental research.

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Appendix III

1. List of students studying at class ten of Shree Janasewa Higher Secondary School, Kirtipur, Kathmandu.

Roll no	Name	Roll no	Name
1	Rupa Shrestha	23	Mamata Neupane
2	Manisha Shrestha	24	SamjhanaMijar
3	SumanBajagain	25	NitamKhakda
4	KalpanaBhandari	26	SumanKhakda
5	Bikram Shrestha	27	DeepakMaharjan
6	RanjitaLakai	28	Ganesh Tamang
7	ChandrashekharPokhrel	29	Kumar Shrestha
8	Dayaran Adhikari	30	Nirjala Buda
9	MamataKhakda	31	BinodBhusel
10	Rita Bhandari	32	SuamnMijar
11	SujanPokharel	33	SamjhanaPokhrel
12	GauriThagunna	34	SanjeebPokhrel
13	RalinaKhakda	35	Raj Kuamr Shrestha
14	Dol Bahadur Budathoki	36	BipanKhatiwada
15	RanjitaBhandari	37	Samjhana Shrestha
16	SapanaKhakda	38	Sontoshi B. K.
17	SudipBabuPokhrel	39	BibekGhimire
18	Sujan Adhikari	40	KabitaBajagain
19	ShrijanaKhatri	41	Deepak Shrestha
20	BarshaTolange	42	BabukajiAchhimi
21	Labahari Adhikari	43	NirmalKumar Budathoki
22	BinodPokhrel	44	SarmilaMijar
		45	Shusma Joshi

Appendix II

Lesson plan -1

Subject: English

Date:

Class: ten

Time: 45 mins

Topic: Writing plan

A. Specific objectives:

At the end of this lesson the students will be able to write their plans for holiday.

B. Teaching materials:

Daily used material, sample sentences, language game.

C. Teaching learning activities:

i)Presentation and Practice:

- The teacher will write following words on the board:
Chitwan: hotel, tiger, rhino etc.
- The teacher will ask some questions like;
“What will you do during the holidays?”
Students in group: We will go to chitwan.
- Then the teacher will ask the students to tell their plan individually to some selected
Student: “I am going to chitwan. I will stay in a hotel”.
- Then the teacher will ask the students to guess the topic.
- Then the teacher will give some more situations.
Ilam: lodge, tea garden, sunrise, trekking
Janakpur: relatives, Ram Janaki Temple, railway
- After that the students are divided into different groups and write their plan. The teacher helps to the students where they feel difficulty.
- Finally when their task is completed, one member from each group is called in front to read their plan and others listen.

- The teacher will note down the mistakes on the board and students are encouraged to correct them

D) Homework:

Write a short description on your plan for upcoming winter vacation.

Lesson plan no 2

Subject: English

Date:

Class: Ten

Time: 45 mins

Topic: writing story

A. Specific Objective:

At the end of this lesson the students will be able to write a short story in the given situation.

B. Teaching Materials:

Daily used materials, pieces of story, picture

C. Teaching Learning Activities:

Presentation:

- The teacher will display the picture and ask students to guess about the story.
- He elicits the ideas from the students about the possible characters in the story and their role in the story.

Practice:

- Then students are divided into groups.
- The students will work together and they will describe the picture and will create a mind map based on the picture.
- Then the teacher will present the chart having clues and ask them to construct a readable story. They will work in group and share their ideas to construct the story.
- After the completion of the work they have to present their story in the class
- The mistakes are also corrected by the students themselves the teacher will provide clues for correction.

Evaluation

The students will write a story on the basis of the hints.

A hare - a tortoise – laughed at slow speed – challenge of a race –
agree – have sure of victory – slept – tortoise going – won the race –
slow and steady wins the race.

Homework:

The teacher will ask the students to rewrite the same story.

Lesson Plan 3

School: Shree Janasewa Higher Secondary School

Time: 40 minutes

Class: Ten

Date:

Teaching Item: Paragraph Writing

1. Objectives

At the end of the lesson, the students will be able to write a paragraph with the help of given clues.

2. Teaching Materials

A chart having clues

3. Teaching Learning Activities

Presentation and Practice

- i) The teacher will display the chart having clues and ask them to read it loudly.
- ii) Then he will divide the class into five groups.
- iii) The teacher will describe the paragraphs briefly.
- iv) Then the teacher will give the task each group to complete paragraph.
- v) Each team will discuss in groups. They will consult with other partners as well. They will work collaboratively. The teacher facilitates them, if they will feel difficult.
- vi) The teams will practice to complete the task so far as possible. They will praise and encourage each individual. Then he will ask them to exchange the paragraph with another group and correct it.

Production

Write a paragraph on the basis of following clues.

Natural resources – very important – sustain livelihood – provide raw

Materials – earn foreign currency –reduce unemployment

After the students complete their task they are encouraged to correct the errors in groups.

Lesson plan no 4

Subject: English

Date:

Class: Ten

Time: 45mins

Topic: Dialogue writing

A. Specific Objective:

At the end of this lesson the students will be able compose dialogue in the given situations.

B. Teaching Materials:

Daily used materials.

C. Teaching Learning Activities:

Presentation:

- The teacher will present a model of dialogue between a guest and receptionist with different possible languages.
- The teacher will also present some technical words such as: check in, book, etc. so that students will feel easy during conversation.

Practice:

- The teacher will provide the situations and students will practice in pairs and the teacher helps the students wherever they feel difficult.

Librarian and student

Shopkeeper and you

Production:

The students are provided with situations and asked to compose a dialogue groups.

Eg. Compose a dialogue between a guest and receptionist regarding the vacant room and facilities of a hotel.

Finally the teacher will encourage the students to correct errors in groups and provide necessary feedback.

Appendix I

Pre-test

1. Write a readable story with the help of the clues given below. Suggest a suitable title and a moral too. 15

A hot summer day - no water – very thirsty crow – flew in search of water – saw pitcher with some water- tried to drink- low level – dropped pebbles – level rose- quenched his thirst – successful

2. Write a couple of paragraphs on the topic ‘Importance of Natural Resources of Nepal’ on the basis of following hints. 15

Very important – provide raw materials – increase exports – reduce imports – promote tourism – earn foreign currency – employment opportunities

3. Compose a dialogue between a tourist and a receptionist on at least six exchanges using your own ideas. 10
4. Write a short description of your plan during your Dashain vacation. 10

Progress test I

1. Write a readable story with the help of the clues given below. Suggest a suitable title and a moral too. 15

A sleeping lion disturbed by a mouse- the lion angry- mouse begged mercy – promised to help in future – free – lion trapped in a net – mouse cut the net and freed the lion – gives life in return

2. Write a couple of paragraph on the topic 'Patriotism' on the basis of following hints given below. 15

Introduction – a great virtue – qualities of patriot – greatness of mother and motherland – examples of patriotism – a person without patriotism – your personal feeling about patriotism – conclusion.

3. Compose a dialogue between a shopkeeper and a student in at least six exchanges using your own ideas. 10
4. Write a short description of your plan during your Dashain vacation 10

Progress Test II

1. Write a readable story with the help of the clues given below. Suggest a suitable title and a moral too. 15

A hare and a tortoise – hare laugh at slow speed – challenge of a race – agree – both sure of victory – start the race - after some time hare sleep – tortoise going on and in the race – hare see the tortoise at the destination

2. Write a couple of paragraph the importance of “Electricity and its importance on the basis of following clues. 15

Introduction – importance of electricity in daily life –various uses of electric power – its dangers - conclusions.

3. Compose a dialogue between a teacher and a student after the SLC result is published. Use your own ideas. 10
4. Write a short description of your plan after SLC. 10

Post-test

1. Write a readable story with the help of the clues given below. Suggest a suitable title and a moral too. 15

A hot summer day - no water – very thirsty crow – flew in search of water – saw pitcher with some water- tried to drink- low level – dropped pebbles – level rose- quenched his thirst – successful

2. Write a couple of paragraphs on the topic ‘Importance of Natural Resources of Nepal’ on the basis of following hints. 15

Very important – provide raw materials – increase exports – reduce imports – promote tourism – earn foreign currency – employment opportunities

3. Compose a dialogue between a tourist and a receptionist on at least six exchanges using your own ideas. 10
4. Write a short description of your plan during your Dashain vacation. 10