

Challenges in Teaching Writing at Basic Level

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

Submitted By

Dinesh Ghimire

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

2022

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Recommendation for Acceptance

This is to certify that **Mr. Dinesh Ghimire** has prepared this thesis entitled **Challenges in Teaching Writing at Basic Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date : 14/2/2022

Dr. Gopal Prasad Pandey
(Supervisor and Head)
Department of English Education
Tribhuvan University, Kirtipur.

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey

Reader and Head
Department of English Education
Tribhuvan University, Kirtipur

Chairperson / Supervisor

Dr. Bal Mukunda Bhandari

Professor
Department of English Education
Tribhuvan University, Kirtipur

(Member)

Mr. Bhim Prasad Osti

Reader
Department of English Education
Tribhuvan University, Kirtipur

(Member)

Date: 17/ 9/2020

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Binod Luitel

Professor (English Education)

Research Centre for Educational Innovation
and Development (CERID)

Tribhuvan University

.....

Member

Dr. Bal Mukunda Bhandari

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 23/ 2/2022

Dedication

Dedicated

to

My Parents, teachers and friends

Declaration

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

Date: 13/ 2/2022

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Dinesh Ghimire

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Abstract

The present study entitled “Challenges in Teaching Writing at Basic Level” was carried to explore the challenges of basic level students in free writing activities. My interest in strategies in teaching writing skills in EFL classroom arose from my own teaching experience since I experienced the writings produced by my students were difficult to understand because lack of proper structure, logics and coherence and cohesion. I used survey research design to accomplish this study. In order to carry out this study, I collected the data from forty basic level students studying in Roshi Rural Municipality Kavrepalanchok District, through random sampling procedure. A set of questionnaire and a test item were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. The findings of the study showed the students faced challenges in writing a cohesive paragraph. They are weak in writing grammatically correct sentences. They lacked confidence, they failed to generate ideas to drafts and couldn't write the effective sentences.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Whereas the second chapter incorporates the review of related literature, implication of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedure of this study. Similarly, fourth chapter encompasses analysis and interpretation of data. Finally, fifth chapter deals with findings, summary, conclusion and recommendations of the study. And, in the final section, references and appendices are included.

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Chapter I

Introduction

This study is on “Challenges in Teaching Writing at Basic Level”. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Terry (2009, p.2) argues that the reason most people never write is concerned with mistakes. Graves (1994, p.59) assumes such mistakes are the result of their little understanding of the pre-requisite knowledge for writing, such as grammar. Writing does not merely mean applying grammatical rules; it is more students' learning to communicate their written forms without worrying in making mistakes. Indeed, they also experience problem in getting ideas, organizing ideas and developing details, choosing correct sentences, as well as maintaining paragraph unity.

There are four language skills, which are necessary for teaching and learning a particular language. They are listening, speaking, reading and writing. Those skills are related to each other and cannot be independent; therefore, learner needs to master all of the four skills. Chitra and Thiagarajan (2001, p. 203) state that mastering language skills will determine the students' communicative competence in the target language. Among these skills, writing is one of the productive skills, which is very important for English learners. Richard and Renandya (2002, p. 302) state that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text based on their arguments. It seems common that many learners particularly those of foreign language learners have some degree of difficulties in writing.

Writing as defined by Odell (1981 as cited in Khaniya 2005, p. 137) is a good activity to improve our understanding of any subject.' The assumption is that the knowledge or ideas in a crude form may be refined by trying to put them on the paper. The argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them. Writing is such a skill which keeps us active as we communicate with one another and transmit our culture, ideas and thoughts from one generation to another, it provides us chances to acquire others' ideas, feelings and thoughts in 'a good way. Altogether there are four skills of language learning: listening, speaking, reading and writing. The writing skill is the output of listening, speaking and reading. Besides, writing is the second manifestation of language, speech being the primary one.

There is no hesitation that writing skill gives many contributions in the literary world. Brown (2004, p. 218) states that writing skill has become indispensable and has high significance in global literature. As it is known that business, transactions, records, legal documents, political and military agreement are written by those who are expert in their field with sound knowledge of writing skill. Besides, it is also apparent that in the literate culture nowadays, some degree of writing skill has become a prerequisite requirement for getting employment.

The problems challenges and problems exist in writing skills. Writing skill still become the weakest area in the students overall performance. It is argued that writing exercise and practice only keep student busy and out of mischief. Beside exercises given are mostly of conventional type in which it is easy to construct. According to Almubark (2016, p. 10), "A significant number of students may have learned such writing skills in the course of their education at the school level along with their weaknesses while undergoing their educational programs". The inexperienced and poorly qualified teacher may take them directly from textbook with an answer booklet, which is directly manipulated in the classroom. They may often be corrected as a group procedure in the classroom and they yield a wide spread of evaluative grades for the teacher records in response to such practices. It is therefore rescanable that students acquire difficulties in improving their writing skill.

This research study tries to improve the learner's writing skills as well as teaching writing style of the students. The teaching of writing skill must be innovative

and activities for effective learning outcomes at basic level. Such innovations reflect on the challenges faced by the basic level English teachers and students in Kavrepalanchok district in teaching writing skill. This study is mainly concerned with teaching writing in terms of problems and challenges while teaching English writing skill at basic level.

The basic level English curriculum includes all the language skills in a logical sequence and order. Its sub-skills are method of teaching, materials and evaluation system and so on. The basic level English curriculum includes teaching writing skills along with many sub topics such as expressing information explicitly, manipulating the script of a language. Moreover, expressing information explicitly through inference and figurative language to generate ideas for writing, developing vocabulary, transfer of information are more problematic at basic levels in teaching writing skill. So, teaching writing skill at basic level is a challengeable phenomenon for the language teachers and students as it is a formal and process-based skill of language teaching.

Statement of the Problem

Among the four skills, writing is an advanced and most difficult skill, which involves the encoding of a message by some kind, that it translates our thoughts into language. Writing is often a long and complex process in which the final text emerges through successive drafts. In Nepalese context, most of the students and teachers face various problems and of course, there are challenges while teaching writing to the students. Moreover, the students get less opportunity to be involved in writing activities in the classroom.

Teaching writing is a difficult task because the teachers have to incorporate grammar, spellings, coherence, cohesions and mechanics in it while teaching in the classroom. In my own teaching experience, teaching writing is a challenging job in comparison to other skills. My research was related with the challenges in Teaching Writing at Basic level. I tried to identify the challenges that Basic level Students are facing in Kavrepalanchok district while teaching writing in the classroom. Therefore, as a researcher I have selected this topic, which was an attempt to address the above-mentioned problems.

Objectives of the Study

The objectives of the study were as follows:

- a. To identify the challenges faced by basic level students in teaching writing.

Research Questions

This study was oriented to the following research questions:

- What are the challenges faced by students while teaching writing at basic level?

Significance of the Study

The study, “Challenges in Teaching Writing at Basic Level” is a significant work as it attempts to find out the effective strategies through which the students can develop their creative writing skills

The study will be significant for the students and teachers as it helps them to develop their understanding on creative writing skills. Since the researcher can review the empirical literature and also can take the reference for the related researches, it will also be significant for them. The findings may also be beneficial for material developers, textbook writers and publishers in developing textbooks and teaching materials which are more practical and suitable for actual teaching and learning situations. Moreover, the findings of the study may provide important information to policy makers and teacher educators.

Delimitations of the Study

The population of the study were students studying at basic levels. The study was limited to the response obtained from forty students of grade 7 and 8 studying in four different government aided schools at Roshi Rural Municipality Kavre. Questionnaire and test item were used as the tools to elicit the data on free writing skills.

Operational Definition of the Key Terms

Some terminologies are used in this study to describe the study procedure and findings. The terminologies used in the context of this study give the following meaning.

Free writing: The writing inspired by writer's own imagination based on individual selection of vocabularies and structures.

Difficulties: The challenges that exist during the process of writing.

Writing proficiency: The level of competency in which an individual is able to use language for both basic communicative task and academic purpose in writing.

Chapter II

Review of Related Literature and Conceptual Framework

This section consists of the review of the related theoretical literature and empirical literature, implication of the review for the study and conceptual framework of the study.

Review of Theoretical Literature

The review of the related theoretical literature of this study encompasses the theoretical reviews on language skills, the writing skill, and components of writing skill, stage of teaching writing and aspects of writing process.

Language Skills

The purpose of learning a language is to enable the students to communicate in that language. It is essential, therefore that every second of every language class is directed to equip students with the language skills they really need. We use language in terms of four skills, i.e. listening, speaking, reading and writing. The four language skills may rarely work in isolation. To get mastery over language, one needs to develop all the four language skills of it. According to Harmer (2007, p.167), "Receptive skill is a term used for reading and listening, skills where meaning is extract from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves". The four main language skills of languages are listening, speaking, reading, writing which are classified by the following ways:

- Receptive skills
- Productive skills

Among the four language skills, listening and reading are often known as receptive skills. These skills involve active participation of the listener or reader whereas speaking and writing are involved in the production of language for conveying message; therefore, they are often referred to as productive skills. Though we can draw some common features of these skills, they are different in many ways, mainly because of the sub skills involved in them. Speaking involves segmental as

well supra-segmental features such as stress, pitch, intonation. Writing, on the other hand, involves scripts, punctuation marks and pattern. Harmer (2007, p.165) argues that the single most important difference between writing and speaking concerns need for accuracy.

Writing is one of the most important skills in learning a new language. Being a productive skill, it needs proper handling of the mechanics of the writing to make sensible sentences and paragraphs. In another words, writing is an act of putting down the graphic symbols that represent the language in order to convey message. So that a reader can grasp the information, the writer has tried to import. This skill is considered to be the last language skill among the four and powerful medium of expressions.

The Writing Skill

While listening and reading engage students in receptive exercises such as comprehension tasks, intensive or exercises, etc. speaking and writing engage the learner more creative and productive exercises, such as describing a situation, narrating an events, expressing opinions. The main purpose of teaching a language, be it the mother tongue or a foreign language, is to developed four basic skills-listening, speaking, reading and writing. Of these, writing possesses special importance because "Reading maketh a full man; conference a ready man; and writing an exact man"(Bacon). It means, reading makes a full man, conference a ready man writing an exact man.

Drawing picture is not writing. Drawing letters is strictly speaking, not writing. A sign painter might paint Chinese characters, but he is not writing unless he knows how to write Chinese, unless he understands Chinese and the characters. Speaking and writing differ significantly, and require employing distinctly different teaching activities. Ur (2005) dist'inguishes between speaking and writing skills in the following points.

- Permanence
- Explicitness
- Density
- Organization

- Standard language
- A learnt skill

Developing a writing skill in foreign language is learning to put down at a speed greater than that of drawing conventional symbols of the writing system that represent the utterances one has in mind.

According to Nunan (1992);

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate a control of content, format, sentence, structure, vocabulary, spelling and letter format. Beyond the sentence, the writer must be structure and integrate information into a cohesive and coherent paragraph and texts. (p.36)

From the above definitions, writing is look in to two levels. In this simplest form, writing can be the act of putting down something, which is spoken in conventional graphic form. In this sense, writing is nothing ignore than the correct association of conventional graphic symbols with sounds, which has no significance importance for the writer. Writing is an act of transmitting thoughts, feelings and ideas from past to present and from present to future. It is an activity through which human being share their culture, religion, values, ideas and assumption from one generation to another.

Importance of writing

Writing is one of the most important and superior skill for learning a language because of its quality of being permanent. It is a productive skill. Writing helps to transmit thoughts, feelings and ideas from one to another in different time phases through graphic forms (Tan and Miller, 2008). Therefore, it is regarded as transparent of mirror, which can present our knowledge as well as experiences. Writing is the output of listening, speaking and reading skills.

Writing skill is the secondary and productive skill. In our examination system of all levels, the writing ability plays a vital role in securing good marks. If students are not trained in writing skill, they cannot give answers in a limited time of

examination (Khaniya, 2005). The students cannot be perfect in any language without the knowledge of writing skill.

Harmer (2007, p. 86) writes, “Writing as a co-operative activity, co-operative writing works well with both process and genre based approaches”. In the same way, he argues that the reasons for teaching writing to students of English as a foreign language include refinement, language development, learning style and most importantly, writing as a skill in its own right. So, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill. They can learn to express their ideas explicitly when they are efficient in writing. Writing helps students to learn second language, reinforces the grammatical structures, idioms and vocabulary that they have learnt in the class.

According to Richards (1997, p. 101). “Writing language is primarily language transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately”. Writing skill provides variety in the classroom activities. Written documents can be preserved for long time. Writing has widely used to transmit experiences and knowledge related to science, literature, religion, technology, philosophy, politics, sociology and culture. Furthermore, the following points make the writing so important.

Thus, we can say that the students who learn the English language cannot be perfect without the knowledge of writing skill because language learning is the integration of four language skills viz. reading, listening, speaking and writing. So, the students’ competence is better if they can write well. So, writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms.

Components of Writing Skill

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. According to Weir (1993 p.62), writing consist of four components, which are given below.

Mechanics

Mechanics refer to those aspects of writing such as spelling, use of punctuation marks, capitals and numbers, which are often dealt with in the revision or editing stage of writing. The use of comma, hyphen, semi-colon, full stop is very important in any written form of text. While writing something than we need to arrange the words, sentences and paragraphs to develop a strong and impressive product. In order to compose a text, it is very essential to teach about the mechanics of writing.

Coherence

Any combination of sentence to be a text or paragraph, the combination should be coherent. Coherence refers to the relationship between an utterance and the meaning it conveys. It is semantic relationship of different sense units between and among the utterances. So, random collection of sentence is not writing. In other words, writing should be meaningful in specific context or situation.

Cohesion

Cohesion refers to the grammatical and/ or lexical relationship between different elements of text. This may be the relationship between different sentences or between different parts of sentence. The use anaphora and cataphora that makes the text cohesive. Different linking devices such as personal, comparative, demonstrative reference, logical connectors etc. are use in the sentence or a text.

Orthographic and Para-orthographic text

The orthographic and para-orthographic features are characterized as important components of writing. Orthographic systems deals with linguistic system such as spelling, word phrase, classes. On the other hand, para-orthographic texts are related to the use of pie charts, maps, charts, tables, and graphics to convey some message.

Activities for writing skills in basic level. In regard to writing instruction at basic level education (in grade seven and eight), the present curriculum has allocated

35 per cent weightage for teaching writing (listening 10%, speaking 15% and reading 40%) (CDC, 2014). For writing instruction, the curriculum has clearly recommended to implement writing process: planning, drafting, revising and producing the final draft (CDC, 2014). The activities applied for writing skills at basic level curriculum in Nepal are;

Controlled writing. Controlled writing activity is carried out under the direct supervision of the teacher-students and have no freedom to make errors. This type of writing is helpful for the beginners. It includes combining, reproducing and completing (Rivers 1968, p.252). Combining exercises can join words into sentences, sentences into paragraphs and paragraphs into essays. Such exercises are on the brink of production. In production exercises students write without originality, what they have learned orally or read in their textbooks. Reproducing a piece of writing may be exact reproduction of something read either by copying it or by rewriting it from memory. In completion exercise some parts of sentences are given and students are required to complete with words or phrase. The best known completion exercise is "filling the blank".

Guided writing. In guided writing activities, students can be given some freedom in the selection of lexical items and structural patterns for their writing exercise (Pinacus 1993, p.110). Paragraphing, parallel writing and developing skeleton into a text type of activities can be done for guided writing. The guided writing activities included in secondary curriculum in Nepal are directions, instructions, obligations and prohibitions, posters, electronic text messages, post cards, advertisements, messages of condolence, messages of congratulations, menus, interpretation of (charts, graphs, tables, lists, pictures), short skeleton stories, news stories and invitation letters (CDC, 2014).

Free writing. According to Elbow and Belanoff (2000), freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. Freewriting in the L1 was one of the popular methods used during late 1960s and early 1970s as a way of discovering new English instruction during the neo-progressive movement, which began by opposing the teacher centered traditional instruction which paid little attention to creativeness (Fox & Suhor, 1986). However, its popularity withered in the mid-1970s as the back-to-basics movement began

because the advocates of this movement considered the English instructional methods used during the neo-progressive movement period, including freewriting, as shallow and permissive instruction with no discipline (Fox and Suhor (1986). In fact, free writing is the final stage on the development of the writing skill. Rivers (1968, p.252) says, "Free writing refers to the type of writing in any topic which gives complete freedom of expression. This type of writing is mainly characterized by the students' freedom selection of vocabulary and structure." It means student is independent to select words, organize ideas and able to express his /her thought freely. Writing free composition requires a careful planning and students should be helped in this stage too. Pinacus (1993, p.110) defines, " Free writing as the ability to write freely what has been taught", not "the ability to write anything at all". It means the writer should write any things beyond reading materials and given any topic as well. Free writing can be classified into four types: narrating, describing, replying and explaining. The free writing activities included in secondary curriculum in Nepal Letters and emails (personal/informal, official/formal), essays (descriptive, narrative, cause effect), newspaper articles, reviews of movies and books, brochures/ leaflets, Dialogue (with the situation given), paragraph on personal experiences, and short stories (CDC, 2014).

Para-orthographic Text Writing

Para-orthographic text writing system deals with linguistic symbols such as spelling, word, phrases, clauses, sentence etc. In addition, it is related to the use of diagram, figure, symbols, etc. that helps to display the information more vividly and accurately.

Aspects of Writing Process

Aspects of writing process refer to the duration and number of steps we take into account while writing. These aspects depend on the type of writing we are involved in before starting to write, the writer has to cross many steps. These steps of writing process are discussed below.

- a) **Brainstorming:** It is the first steps of the writing process. It involves thinking quickly and without inhibition to produce as many ideas as possible in the given topic or problems.
- b) **Outlining:** The writer makes an outline based on the brainstorming list. He/she leaves irrelevant points and arranges the relevant points in logical order.
- c) **Drafting:** At the drafting stage" the writers focus on the fluency of writing are not pre occupied with grammatical accuracy or the neatness of the draft"(Richards and Renandya 2002) .At this stage, the writer writes the first draft using the outlines previously.
- d) **Revising:** After the rough draft the writer revised and edits it. In this stage, the writer checks the relevant information, reader need in order to presenting information and revised it.
- e) **Preparing the Final Draft:** At this stage, the writer produces draft of their writing. The teacher with the help of certain writing criteria or features can evaluate the final draft. Moreover, it is the goal of writing process.

Developing a writing skill in foreign language is learning to put down at a speed greater than that of drawing conventional symbols of the writing system that represent the utterances one has in mind. This is divided in to several stages. Seely (1998, p.237) present the process of writing as follows:

- Planning and research
- Writing, drafting and revising
- Getting it on the page
- Using technology

Stages of Writing

Writing is a systematic process and consists of various types of stages. According to Harmer (2007, p. 167), there are four stages of writing they are:

- Planning
- Drafting
- Revising
- Editing and producing the final outcomes

Planning

This is the first stage of a good writing in various students in generating and gathering ideas and information required for their writing. The activities such as brainstorming, making notes, making outlines etc. are used in planning phase. Planning determines the framework and structure of writing and it is basement for further writing so planning is essential phrase of writing.

Drafting

Drafting is the actual writing process. Students are prepared for writing with the help of various planning activities and strategies then they are involved in their actual writing process based on the notes, thoughts, resources and outlines developed in the planning stage. Students may not care about accuracy in this phrase since it can be maintained through revising and editing. The focus will be given on fluency and relevance of information.

Revising

When first draft is ready students may consults their teachers for initial reaction and constructive suggestions. Then they revise their first draft according to the feedback and suggestions by the teachers, peers, and seniors. Revising therefore includes addition, deletion, reorganization rearrangement and rewriting. These processes are helpful to improve the writing.

Editing and Producing the Outcomes

This is the final stage of writing. At this stage, students are involved in editing their text. They may edit themselves or ask it to the peers and teachers for them. Editing focuses on grammatical accuracy, mechanics of writing, charts, tables, figures and so on. Students may not correct or edit every error. So the students should be encouraged for decent and managed editing. Finally, the students produce the final draft of their writing. Teacher can give explicit and constructive ideas, suggestions and feedback to produce better writing.

Approaches to Teaching Writing

Different approaches can be practiced in teaching writing. Some of the approaches used during teaching writing are as follows:

- The process approach
- The product approach
- The genre based approach
- Creative writing approach

The Process Approach

This process views writing as a process, which includes a series of successive stages. According to this view writing is a systematic, creative and discovery process in which the writer passes through many sub-processes, such as thinking, planning, generating, gathering information, processing information outlines notes, etc.

The Product Approach

This approach is the recent development in the field of teaching writing. According to this approach, writing is the product or an end. The process approach involves students in various processes and skills of writing and the product approach involves them in the end-focused practice. It is useful for beginners. Generally, copying, close exercise etc. are useful techniques in teaching writing according to product approach.

The Genre-based Approach

This approach deals with the generic features of written discourse. Generic writing is silently different from general process writing. Specific generic features need to be mentioned in the generic writing. For example, language used in advertisements is different from these. So we need some expertise in the particular genre to write in that genre. Students need to concern certain factors while writing generic writing texts such as knowledge of topic, context of reading, style of genre, readers of that genre and so on. It requires skills such as planning, revising, drafting, editing on one hand and on the other hand. It also deals with imitation and parallel writing ability.

Creative Writing Approach

It involves students in creative and imaginative writing rather than the complex and formal process writing such as business and academic writing. This approach shows that students have imaginative and creative ability for writing in every situation of their life. This approach shows that we should give imaginative tasks to the students for developing free writing skills. Creative writing provides students internal capacities and writing techniques. When students finished their work teacher need to read it and give progressive and constructive feedback and suggestions.

Challenges of Teaching Writing Skill

Writing skill is the identity of a person. It helps to make clear about the attitude of people on any events or issues. Every normal, physically all right, child learns his first language to speak in his language before he goes to school. But s/he needs guidelines and support to write. Comparatively writing is the most difficult skill to learn. The role of parents and teachers is important in teaching writing skill to students. Every student has to practice and learn to write in correct and meaningful way.

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

There are different factors which make writing difficult. Hedge (2005, p. 46) suggests the following three reasons explaining why writing is more difficult than others are.

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

It has been remarked that writing is the most difficult skill of language to acquire. We produce a sequence of sentences arranged in a particular order and linked together in certain ways in a skill. For most of the people, writing is a difficult activity both in the mother and in foreign language. Some of the global challenges of teaching writing are as follows:

- Students don't want to write
- Students keep making the same mistakes in writing.
- Lack of time for writing class
- modern methods of teaching language emphasize on speaking rather than writing
- Complexity in writing script of the world's language
- Taking writing skill as secondary and formal skill of language
- Interference of online language.

In the context of Nepal, teaching writing has various problems and challenges which obstruct the whole system of ELT in the classroom. These problems and challenges also affect the professional development of English language teacher of Nepal. English language is taught as foreign language in the universities and schools of Nepal. So, the problems and challenges faced by the basic level English teachers and students of our country while teaching writing skills can be presented below.

- lack of confidence towards English language teaching
- lack of planning of teachers for their writing class

- insufficient training opportunities to the basic English teachers about the latest methods and techniques in the field of teaching writing
- insufficient evaluation system
- gap between theory and practice
- mixed ability classes
- mixed language speaking
- poor physical facilities of the classroom and instructions.

The features which are not used in the spoken form are clearly used in written form. The writer must be more conscious about his writing because anybody can read his writing anytime. There is not any feedback while writing; he gets comment after readers read his writing.

According to Byrne (1982, p.45), there are three problems that make writing difficult. These problems are described in brief here.

Psychological Problems

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

Linguistic Problems

Oral communication is sustained through a process of interaction except in special circumstances, such as lecture, all the participants help to keep it going. Speech is normally spontaneous; we have little time to pay attention either to organize our sentence structure or to connect our sentences to some extent the latter is maintained through the process of interaction. We repeat backtrack, expand and so on, depending on how people react to what we say while incomplete and even ungrammatical utterances are tolerated. We also have a considerable range of prosodic features to our disposal. In writing, we have to compensate for the absence

of these features. We have to keep the channel of communication open through our own enforce and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce interpret on its own.

Cognitive Problems

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

Teachers and students have faced several problems while teaching writing skill. They are related to textbook, homework, infrastructure, management, supervision administration and so on. This research will try to find such problems, analyze them and suggest some measures for them.

Review of Empirical Literature

There are many studies carried out in the field of ELT (English Language Teaching) in Nepal. They are related to teaching different skills of English language. However, very few researches have intended to show the present scenario of the problems and challenges faced by English teachers in teaching writing skill. Some of the researches have been reviewed as follows:

Ghimire (2004) carried out a research entitled "A Study on the Proficiency of the Students in Writing Skill." This study was carried out to compare English writing proficiency of the students of different streams. Both primary and secondary sources data were utilized in the study. He selected three different higher secondary schools of Kavrepalanchok district where two of them were government aided and one was

private higher secondary school by using purposive sampling procedure. Test-items having fifty full marks were his major tools for data collection. His findings showed that the students of Education stream were more proficient in writing skill than the students of other streams.

Yadav (2004) carried out a research entitled “Problems in Teaching Oral Skill in English”. He attempted to find the problems in teaching oral skill in grade nine. The data were collected from twenty English teachers of secondary level and twenty students of grade nine from Saptari district. The questionnaires and test-items were the major tools for his study. The study emphasized the oral skill maximally. He enlisted the problems of physical facilities, limited amount of time, student disinterest towards the oral skill, crowded classes and traditional method of teaching as the major problems.

Chapagain (2006) carried a research entitled “Problems in Teaching and Learning Listening Skill”. The aim of this study was to find out the problems in teaching and learning listening skill. The study was confined to lower secondary level of Surkhet district. He gathered primary data from thirty English teachers having at least one year experience. The questionnaires were the major tools for this study. The researcher came with the conclusion that scarcity of instructional materials, large number of students, overuse of examination system, and dissatisfaction of the teachers toward the curriculum were the problems in teaching listening skill.

Ghimire (2006) studied the topic entitled, “Errors Committed by the Twelfth Grade in Writing Free Composition.” He has analyzed the errors in terms of tense, agreement, article preposition and spelling. He selected fifty students of Kanchanpur district by using simple random sampling procedure as the informants for the study. Test-items having subjective questions were his main tools for the data collection. He found that the students were better in using article than in writing preposition.

Kafle (2008) carried out a research “Study on Writing Proficiency of Grade Ten Students of Kathmandu Valley in Guided Writing.” He selected eighty students from four different schools by using simple non-random sampling procedure. Test-items were his main tools for data collection. It was found that students obtained more marks in parallel writing than other types of guided writing like, developing skill into

fuller text and paraphrasing. It also showed that the writing skill of girls in every selected schools were found better than the writing skill of boys.

Parajuli (2011) carried out the research on "Developing Writing Skill through Students Quality Circle". The main objective of his study was to develop writing skill through Students' Quality Circle. He followed the action research as a design. He selected the population as a non-random purposive sampling and administered the pre-test to determine the writing proficiency of the students. He administered the test as tools for data collection. The finding shows that after involving in SQC activities, students develop their writing.

Adhikari (2012) completed a research work on "Problems Faced by English Teachers in Teaching Writing Skill for Grade Nine Students." The objective of this research was to find the problems faced by English teachers in teaching writing skill. The study was designed as survey research. The sample population of this research was 24 secondary level English teachers from Nawalparasi district. A set of questionnaires with both subjective (open-ended) and objective (close-ended) questions was designed to collect the required information for the study. It was found that heterogeneous classes in which students from English medium secondary grades got admission together with Nepali medium students were not laborious to learn English.

Kharel (2017) conducted a research entitled "Developing Writing Skills through Short Stories". The objective of the study was to explore the skills and components of writing developed through short stories. The study was designed as action research. He used purposive sampling procedure to collect the required data for the study. He selected thirty students of grade nine from Panini Secondary School, DamakJhapa by using using non-random purposive sampling procedures. Subjective test items were the main tools of his research. The record sheets were used to keep the record of students' writing activities and test items used to evaluate their progress and performance during the classroom-teaching period. He conducted pre-test, progress tests and post-test for evaluating the students' progress. It was found that short stories are effective materials in developing students' components and sub skills of writing

Thus, above mentioned, reviews depict that there are many research studies carried out in the field of writing skill in our English Education department. These all

thesis were related to writing skills, however, there are not any research studies entitled "Problems and Challenges While Teaching Writing at Secondary Level". Therefore, I believe that this study would be a different and unique study, which explores the problems and challenges faced by the teachers while teaching writing skill in secondary level.

Implication of Review for the Study

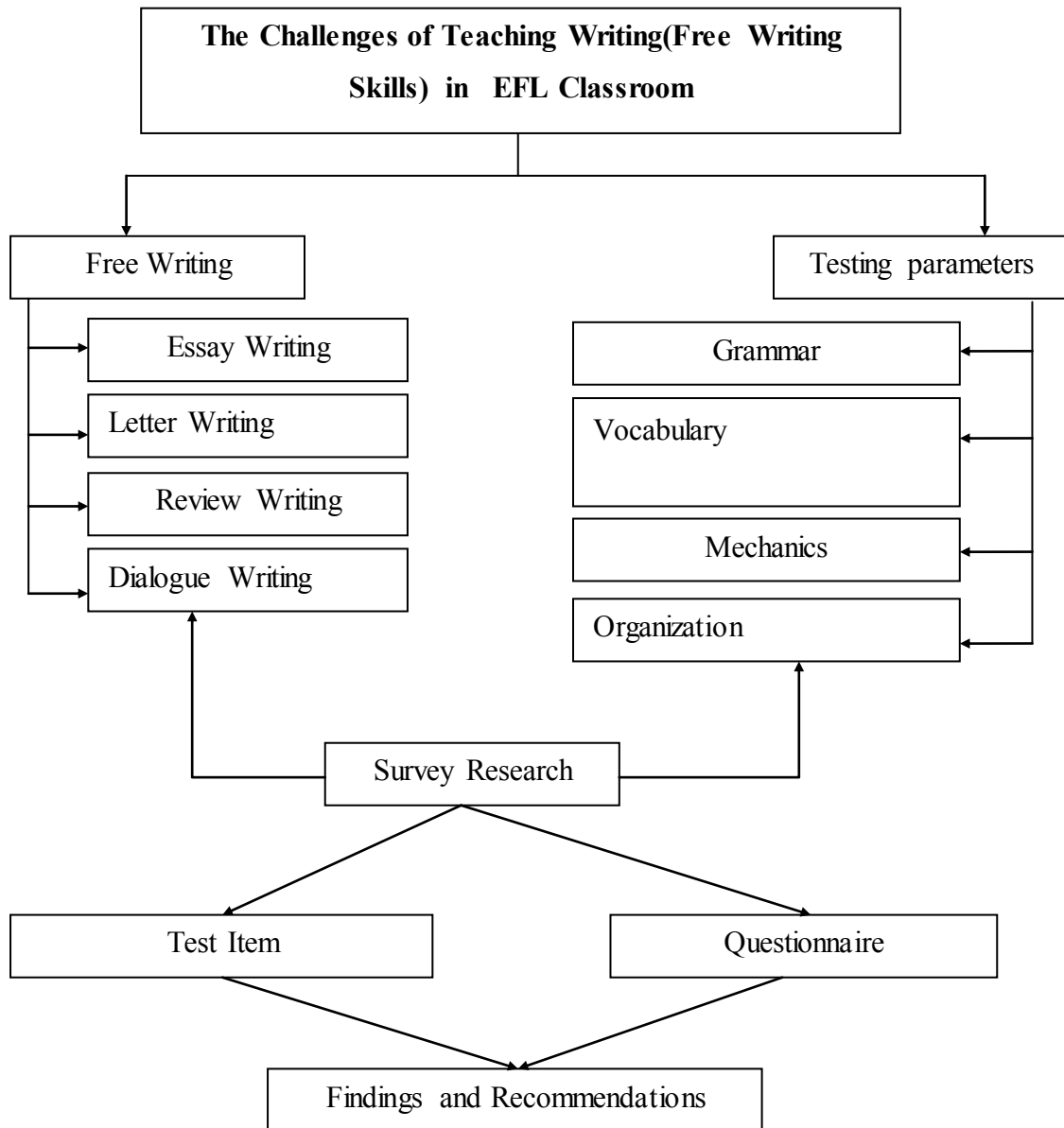
The above reviews to some extent are related to my study. After reviewing these studies, I have generated and gathered a lot of ideas and knowledge regarding my research work to proceed. I carried out a survey research with the support of the above reviewed research works. The study of Ghimire (2011) gave me many ideas for completing this study. I got the following ideas going through all the above researchers.

- Formulation of research tools.
- Analysis and interpret the data.
- Exploit suitable and relevant research design.

Similarly, Adhikari (2012) gave me insights about the problems, causes and their solutions which facilitated in my study. The work of Kharel (2017) helped me about using purposive sampling procedure and Parajuli (2011) assisted me for developing questionnaire for this study.

Conceptual Framework

Conceptual framework is representation of the understanding of the theories by researchers and his conceptualization of the relationship between different variables. Therefore, conceptual framework of my research will be as follows:



Chapter III

Methods and Procedure of the Study

A systematic study needs to follow a proper methodology to achieve the predetermined objectives. Therefore, I will be following the following methodology to obtain the objectives.

Design and Method of the Study

I adopted survey research design to complete my study. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Creswell (2012, p. 376) writes, "Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations." It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (2010, p. 140) says:

The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is most commonly used descriptive method in educational research, which is from large scale investigations to small scale attitudes.

From the above mentioned definitions, it can be said that data is collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group. In other words, surveys are used mostly in scale researches where a huge population is required to be included in research.

Survey research is a popular and widely used design in the field of education. Survey research entails the collection of data on a number of units and usually at a

single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association.” From the above discussion, we can conclude that survey is the important research design in the field of educational research. I strongly maintained the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives

Step 2: Identification of the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identifying survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

I implemented survey research as it is better suited to answer my research question, additionally, the survey could assist me to identify specific respondents and appropriate location from where I can collect the data. In conclusion, my study will be based on survey design because it includes the samples from a large population group and the finding of the result is generalized to the entire population.

Population, Sample and Sampling Strategy

The population of the study included all the basic level students studying in Roshi Rural Municipality Kavre, however I selected forty students among them by using random sampling strategy.

Research Tools

I used a set of questionnaire and a test item to obtain data from the respondents.

Sources of Data

I used both primary and secondary sources of data. To fulfill the objectives of the study, I used the following sources:

Primary sources of data. As a primary source, I collected data from forty students studying at basic level in Roshi Rural Municipality, Kavre, by administering questionnaire and a test item.

Secondary sources of data. The books such as Brown (1988), Gardner, (2008), Harmer, (1998 and 2007), Krashen (1984), Nunan (2002), and Richard (1997) were used as the secondary source of data in the study.

Data Collection Procedures

Firstly, I visited the specified basic level schools with the official letter from the department and asked for permission with the principal. Secondly, I built rapport with the respondents and clarified the objectives of the study. Then, I selected 40 basic level students using random sampling procedure. Then after, I took their test. Next to that, I administered a questionnaire to the teachers. Finally, I collected the responses of them.

Data Analysis Procedures

The acquired data were analyzed and interpreted in a descriptive way as per the need of the study. I processed the received the data following simple statistical computation with the Microsoft excel application. Those processed data were explained to avoid uncertainty of presented data and to support the evidence clearly in the study.

Ethical Considerations

In the research period, I was highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. I strictly avoided plagiarism while processing the data.

Chapter IV

Analysis and Interpretation of Data

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives.

Holistic Competence in Free Writing

The overall competence of the students of all selected schools has been analyzed and interpreted in details using mean and percentile calculation in free writing under this heading. The following table shows the overall competence of the students in free writing in terms of paragraph writing, dialogue writing, letter writing, review writing and essay writing:

Table 1
Holistic Competence of the Students in Free Writing

S.N.	No. of Students	Marks Obtained in Free Writing			Remarks
		High	Average	Low	
1	40	22	15.4	5	Satisfactory

The table displays that while carrying out a test to 40 sample respondents from four different schools of RoshiRuralMunicipality,Kavre, the highest marks scored is 22 and the lowest is 5. The table also states that, the mean score obtained by the students in free writing is 15.4 (out of 30) which makes 51.33% in average. Over all, the result in total seems to be satisfactory.

Item-wise Competence in Free Writing

Under this heading, the competence of the students of all selected schools in each item has been analyzed and interpreted in details with the help of mean and percentile calculation. The following table shows the competence of the students in paragraph writing:

Table 2
Item-wise Competence in Free Writing

Under this heading, the competence of the students in each item has been analyzed and interpreted in details with the help of percentile calculation. The following table shows the competence of the students in paragraph writing:

S.N.	Items	Full marks	Marks Obtained		Remarks
			Average	Percentage	
1	Essay	8	3.5	43.75	
2	Letter	5	3	60	
3	Paragraph	5	3.5	70	
4	Movie review	6	3	50	
5	Dialogue	6	4	66.66	
Total		30			

The table presents the result of the students' performance on individual question. It displays that the performance of the students is best in paragraph writing whereas poor in essay writing. As seen in the table, students have scored 3.5 marks in essay writing, 3 in letter writing, 3.5 in paragraph writing, 3 in movie review writing and 4 in dialogue writing in average.

The table elucidates that students are good in dialogue, letter and paragraph writing. Similarly, it indicates that they are average in movie review writing whereas, poor in essay writing.

Challenges Faced by Basic Level Students in Free Writing Activities

In the questionnaire, Appendix 1 total 21 questions were asked in order to identify the challenges faced by basic level students in free writing activities. The opinions of the respondents are tabulated in table 1 below.

Table 3
Challenges in Free Writing Skills in EFL Classrooms

Items	Always	Often	Sometimes	Never	Remarks
1. Feeling confident to write.	-	5%	40%	55 %	
2. Effective planning for a large writing assignment.	25%	30%	45%	-	
3. Writing first draft and rethinking		5%	20%	75%	
4. Writing effective sentences		20%	40%	40%	
5. Using the well-defined structure	-	50%	30%	20%	
6. Revising the writing	-	-	60%	40%	
7. Giving credit for the source	-	-	5%	95%	
8. Feeling difficulty to paraphrase and summarise	90%	10%	-	-	
9. Feeling difficulty to transfer the ideas while writing	-	50%	50%	-	
10. Ability to generate information	-	-	10%	90%	
11. Ability to make sentences comprehensible in the first draft	-	-	12.5%	87.5%	
12. Ability to make sentences lively		-	-	100%	
13. Ability to get rid of the mistakes on writing	-	-		100%	
14. Thinking in mother L1 and translating in L2	90%	10%	-	-	

The first item was asked to measure the confidence level of the students on the ability of their writing. The data reveals that only 5% of them feel confidence often while 40 % do sometimes and the remaining 55% are never confident about their ability to write.

Similarly, second item was asked to identify the effective planning of the students for a large writing assignment. The data presented in the table shows 25

percentages of them plan always, 30 percentages practice it often and 45 percentage practice it sometimes only.

Likewise, in the third item, when the respondents were asked how often they write first draft and rethink about their writing, 92.5 percentage teachers said that they start teaching the story by introducing the author and his contemporary situation while rest 7.5 percentage responded that they never teach short stories introducing writer and his contemporary situation.

Whereas in item 4, the respondents were measured their skills on effective use of the sentences and paragraphs, using correct grammar, punctuation, and spelling. The responses show that 20% do it often and 40% do it sometimes while 40% never do it.

Furthermore, the fifth item was asked to know the frequency of the use of a well-defined structure (introduction, body, and conclusion) in their writing, as appropriate. The data depicted in the table show that 50 percentages of them practice it often and 30 percentages practice it sometimes however remaining 20% never practice it.

In item 6, the students were asked to respond the frequency of revising their writing to make it clear, correct, and consistent. In response to it 20% of the students said that they do it often, 60% sometimes whereas rest 40 % never practice it.

Similarly, in item 7, the question was asked to measure the frequency on how accurately do they give credit for ideas and facts from other people in their writing. The table shows that 95% of the respondents never do it while only 5% of them practice sometimes only.

Item 8 was asked to explore the difficulty level that the students face to paraphrase, summarise, and integrate information from different sources. In response to it, 90% of the teachers said that they find it difficult always while remaining 10% found difficult often.

On the other hand, in item 9, the respondents were asked about the frequency of facing difficulty to transfer their ideas into meaningful written text because of

spelling, grammar, and lack of vocabulary. In response to it, 50% percentage of them said that they face it often while other 50 % said they suffer sometimes only.

Whereas as, in item 10 on generating lots of information fairly and quickly on the topic of interest 90% of the respondents responded that they feel difficulty always while rest 10% feel sometimes only.

Furthermore, item 11 was asked to measure the ability of the students on their skill of writing the sentences clear so that they are comprehensible to readers on first reading. The responses in the table has shown surprising results that 87.5 percentages said that they are never able to do so while a small number i.e. only 12.5 percentages are able to do it sometimes only.

While in item 12, none of the participants responded that they are able to make sentences lively in their writing.

Similarly, regarding item 13, all the students responded that they are never able to get rid of the mistakes on writing.

On the other hand, in item 14 the students were asked if they think and prepare the ideas in their language and then translate the thoughts into English. The responses of the students are shocking in the sense that almost all i.e. 90 percentages never practice it while only 10 % of them practice it often.

The final close ended question was asked to measure the frequency of noticing the problems in their writing and figuring out what the causes are. The responses of the teachers in the table show that none of them practice it.

Open Ended Responses

Under Appendix II (B), the respondents were interrogated six open ended questions in order to explore their competence on free writing activities and to identify the challenges faced by them. The collective opinions of the respondents to the open ended questions are interpreted below.

The easiest part of writing, In item , the students were asked about the easiest part of writing for them. While analyzing the easiness on the areas of writing for the students, the following results were revealed.

Table 4
Easiest Areas of Writing

S.N.	Items	Number of students	Percentage
1	Essay	8	26.66
2	Letter	16	53.33
3	Paragraph	25	83.33
4	Movie review	10	33.33
5	Dialogue	24	80

The table presents the result on ease felt on item wise writing as reported by the students. It is found from the data that the easiest areas of writings include paragraph writing, dialogue writing and letter writing. It is reflected on the data that 83.33% of the students feel paragraph writing as the easiest area of writing while 80% of the students feel dialogue writing as the easiest area of writing where as 53.33 % of the students feel letter writing as the easiest area of the writing.

The responses from open ended questions in item 16reveled the fact that most of the respondents feel comfortable to write paragraph and dialogue on given topic which are being practiced in their class. Moreover, all of them feel easy to write when they are given some ideas on brain storming. In conclusion, seen topics and already practiced topics are felt easier by the students. Thus, the easiest part of the writing process is inspiration. When it's there, the words flow like a raging river.

Table 5
Difficult Areas of Writing

S.N.	Items	Number of students	Percentage
1	Essay	32	80
2	Letter	14	46.66
3	Paragraph	5	16.66
4	Movie review	20	66.66
5	Dialogue	6	20

The table displays the result on difficulty felt on item wise writing as responded by the students. It is seen on the table that the toughest areas of writings

include essay writing and movie review writing. It is reflected on the data that 80% of the students feel essay writing as the toughest area of writing 66.66 % of the students feel movie writing as the toughest area of the writing.

To sum up, movie review writing and essay writing were found difficult by most of the students while reviewing the responses on item 17. The results found that, the main reasons on feeling essay writing as the toughest area on writing is; respondents were found to be ignorant about thesis statement and topic sentences. Most importantly, almost all the students find difficult to start up in essay writing. In conclusion, the part of writing where they have to think and come up with ideas seems very difficult to them.

Generating the ideas on writing. Regarding coming up with ideas for writing in item 18, mainly the students were found to develop their writing based on the samples given in book, ideas they get from teachers and surfing the related topic on the internet. The following table shows the responses collected from the students in the numeric form.

Table 6
Generating the Ideas on Writing

S.N.	Ways	Number	%
1	Generating the ideas on writing based on samples given in book	15	50
2	Generating the ideas based on the instructions from the teachers	6	20
3	Generating the ideas on related topic by surfing the internet	9	30
Total		30	100

The table shows the responses collected from the students on generating the ideas on writing in item 18. The data presented in the table clarifies that, 50 % of the respondents generate their ideas on writing based on the samples given in book while 20% of the respondents generate their ideas on writing based on the instructions they

get from their teachers and remaining 20% by surfing the related topic of writing on the internet.

In conclusion, all of students are somehow convinced about depending on some specific source for getting the ideas to generate on their writing. The ways such as discussion among the friends on topics and mind mapping tricks were found to be completely ignored by the students.

Writing for pleasure in free time. Item 19 was asked to collect the opinion on pleasure of writing in the free time. The collective opinions of the students reveal the fact that very less participants i.e. only 3.33 % of the students are habituated to write during their free time.

Strategies for improving free writing skills. On question, the students were asked to suggest the possible ways to improve free writing skills. Some of the collective responses commented by the students are mentioned below;

Student A- "It is better to better to read the related content and get ideas from teachers."

Student B- "It is necessary to write something every day so that we can review and improve ourselves."

Student C- "It is better to search related content on internet."

While summing up the response it seems that students are finding support via online resources however, they still feel much more confident when they get feedback from their teachers. Thus, the strategies suggested by the students include; writing something every day, surfing related content on internet, reading about the related topic in book and other reading materials and getting feedbacks from the teachers frequently.

Pre writing, while writing and post writing activities. Writing is not that easy. It takes study and practice to develop writing skills. For ESL/EFL students, it is important to note that writing is a process, not a product. Every student must be familiar with the three stages involved in writing: pre-writing, writing, and post-

writing. Pre-writing refers to things, tasks, preparations carried out before actual composing. These tasks may include analyzing the writing tasks or topics, generating ideas, collecting data, and outlining. While Writing is the stage of actual composing papers. At this stage, one will write as you s/he has planned and make use of all data and ideas collected in pre-writing. Post-writing includes proofreading, editing, and revising the topic written.

Analysis of Open-ended Questions

The final open ended question was asked to evaluate some of the pre writing, while writing and post writing activities that had been frequently practiced by the teachers. The pre writing activities they practice often were reviewing the class notes, handouts, and assignment, similarly, consider the assignment carefully and notice vocabulary related to a topic. On the other hand, while writing activities often practiced were edit for organization as they are writing, use a dictionary to check things that they are not sure about while writing. Some students also said that sometimes they write in their native language first and then translate it into English. Regarding post learning activities, the students reported that they discuss their work with other students to get feedback on how they can improve it. Similarly, they also discuss their work with their teacher to get feedback on how they can improve it. They also go back to their writing to edit the grammar, vocabulary, spelling, and punctuation frequently.

Chapter V

Findings, Conclusions and Recommendations

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

Findings

The overall challenges of the students in free writing in terms of paragraph writing, dialogue writing, letter writing, review writing and essay writing seems to be satisfactory as the mean score obtained by the students in free writing is 15.4 out of 30. It is also found that the students are good in dialogue, letter and paragraph writing, whereas, poor in movie review writing and essay writing. It is reflected on the data that 83.33% of the students feel paragraph writing as the easiest area of writing while 80% of the students feel dialogue writing and 53.33 % of the students feel letter writing as the easiest area of the writing. On the contrary, 80% of the students feel essay writing as the toughest area of writing whereas 66.66 % of the students feel movie writing as the toughest area of the writing.

The responses obtained from the questionnaire suggest that the students have lots of challenges in terms of free writing. The data show that majority of the students don't feel comfortable to write as they have responded that they are always afraid of making mistakes while writing. The students are not able to use well defined structure and frequently face problem to paraphrase, summarize, and integrate information from different sources. The students feel easy to write when they get seen topics and are given some ideas on brain storming but face difficulty to think and come up with ideas. However, the technology has been supportive tool for their writing. The students were found to develop their writing based on the samples given in book, ideas they get from teachers and surfing the related topic on the internet. The strategies suggested by the students include; writing something every day, surfing related content on internet, reading about the related topic in book and other reading materials and getting feedbacks from the teachers frequently.

Conclusions

The present research work entitled "The Challenges in Teaching Writing At Basic Level" is an attempt to explore the challenges of basic level students in free writing activities and to identify the challenges faced by basic level students in teaching writing activities. I selected forty basic level students studying in Roshi Rural Municipality, Kavre, through random sampling procedure. The questionnaires and a set of questionnaire and a test item were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. The findings of the study showed the students faced challenges in writing a cohesive paragraph. They are weak in writing grammatically correct sentences. The Major challenges of the students, they faced were lack confident in writing, they didn't generate the writing first draft and rethinking and didn't write the effective sentences, they couldn't able to use well defined structure. On the other hand, while writing activities, they never practiced were ability to generate the information in cohesive writing.

It is sad to state that very few participants i.e. only 3.33 % of the students are habituated to write during their free time. It is also found that the students feel easy to write when they get seen topics and are given some ideas but face difficulty to think and come up with ideas while engaging with free writing activities. The pre writing activities they practice often were reviewing the class notes, handouts, and assignment, consider the assignment carefully and notice vocabulary related to a topic. The major challenges were inadequate knowledge of the students in grammar and mechanics of writing, poor vocabulary power of the students, lack of interest and motivation, lack of contents and reference materials, improper use of coherence and cohesive devices by the students, hesitation for writing, individual differences of the students, poor English background of the students and lack of basic knowledge for writing process.

On the other hand, while writing activities often practiced were edit for organization and use a dictionary to check things that they are not sure about. And, the post learning activities were to discuss the work with other students and teachers to get feedback on how to improve. Mainly the students are found to develop their writing based on the samples given in book, ideas they get from teachers and surfing the related topic on the internet. Some of the strategies suggested by the students are;

writing something every day, surfing related content on internet, reading about the related topic in book and other reading materials and getting feedbacks from the teachers frequently.

Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

Policy related. The findings of this study suggest that students do not have adequate knowledge on the effective writing strategies, so it is necessary to equip them with a wide range of learning strategies from the policy level. Writing comprehension should be taken as an important part of overall language comprehension. So, the policy makers like experts, textbook writers and course developers should design the course and activities that help to enhance the writing comprehension of the students.

Practice related. The first, it is suggested to the teachers to make a spirit of giving guidance to the students in the classroom. It will make the students feel interested in learning English, especially in writing skill. The second, teacher should be able to select technique in teaching writing in order to increase the student's ability in writing for example instead of teaching deductively the students should be taught inductively. The third, students should be encouraged to write daily notes and the summary of each reading so that they will have practice of writing.

Further research related. The current study has been limited to secondary level learners, therefore, other levels should be further investigated in this field. Similarly, this study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale. Moreover, the further study can be conducted about other writing activities such as, guided writing, and controlled writing. In conclusion, further studies are required to overcome the limitations of the present study and to produce more convincing evidence of the challenges on free writing activities in ESL or EFL contexts.

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Appendix – I
Questionnaire

Name of the School: _____

Student's name: _____ (Optional)

Grade: _____

Place a tick(√) beside the most appropriate response. Using a Likert scale from 0-4, rate the following with 0 indicating not at all, 1 indicating a little, 2 indicating rather, 3 indicating much and 4 indicating very strong.

(I) Tick (√) the best answer from the following.

1. What are the problems faced by English Language Teacher while teaching writing skill in English ?

- a. Not understanding vocabulary and clues.
- b. Lack of making structure or sentences.
- c. Weak in grammar.
- d. All the students do not get opportunity for practicing.

2. How often do you use English Language while teaching writing skill to your classroom ?

- a. During the whole class.
- b. About half of the class.
- c. About one third of the class.
- d. Most of the time.

3. How often do you use materials while teaching writing skill ?

- a. Frequently.
- b. Sometime.
- c. Rarely.
- d. Never.

4. Which techniques do you apply in your class ?

- a. Demonstration.
- b. Experimental.
- c. Drill.
- d. Problem Solving.

5. Which language skill do you feel easy to apply in class ?
 - a. Listening.
 - b. Speaking.
 - c. Reading.
 - d. Writing
6. What materials do you use in teaching writing ?
 - a. Practice.
 - b. Pictures
 - c. Guided question from newspaper.
 - d. Journals
7. How often do you correct their writing ?
 - a. Daily
 - b. Sometimes
 - c. Occasionally
 - d. Never
8. What materials do you use in teaching writing?
 - a. Practice book
 - b. Pictures
 - c. Guided question from newspaper
 - d. Journals
9. Which of the following techniques do you generally use to teach guided writing ?
 - a. Filling
 - b. Completing sentence
 - c. Using picture cards
 - d. Using picture clues
10. How do you evaluate the writing skill of the students ?
 - a. Just by making sure that students have done the writing exercises
 - b. By pointing out the spelling, grammar, punctuation and conceptual mistakes
 - c. By making suggestive correction in their mistakes
 - d. By asking their friends to correct

(II) Answer the following question

- 1) Why is teaching writing necessary?

.....

.....

2) What different activities do you conduct to teach writing skill?

.....
.....

3) How do you focus on students participation, while teaching writing skill?

.....
.....

4) List out the materials that you usually use in teaching writing in class ?

.....
.....

5) Do you use any particular techniques if not, why you are not using then ?

.....
.....

6) Teaching writing is challenging point out the challenges that you face while teaching writing skill at secondary level ?

1.
2.
3.

7) What are the practical problems that you face while teaching textbook use ?

1.
2.
3.

8) What are those challenges which you face while teaching English in Secondary level ?

.....
.....

9) What do you suggest as the means that can be used to make writing text purposeful ?

.....
.....
.....

Thank You for taking time to respond.

Appendix – II

Questionnaire

Name of the School: _____

Student's name: _____ (Optional)

Grade: _____

Place a tick(✓) beside the most appropriate response. Using a Likert scale from 0-4, rate the following with 0 indicating not at all, 1 indicating a little, 2 indicating rather, 3 indicating much and 4 indicating very strong.

S.N.	In the English writing class.....	Always (1)	Often (2)	Sometimes (2)	Occasional ly (4)	Never (5)
1.	I feel confident about my ability to write.					
2.	I can effectively plan a large writing assignment.					
3.	I write first draft and rethink my writing.					
4.	I write effective sentences and paragraphs, using correct grammar, punctuation, and spelling.					
5.	I use a well-defined structure (introduction, body, and conclusion) in my writing, as appropriate.					
6.	I revise my writing to make it clear, correct, and consistent.					
7.	When writing, I accurately give credit for ideas and facts from other people.					
8.	I feel difficult to paraphrase,					

	summarise, and integrate information from different sources.					
9.	I feel difficult to transfer my ideas into meaningful written text because of spelling, grammar, and lack of vocabulary.					
10.	On a topic of interest to me, I can generate lots of information fairly and quickly.					
11.	Can you make your sentences clear-- so they are comprehensible to readers on first reading?					
12.	Can you get your sentences lively?					
13.	Can you get rid of most mistakes in grammar, spelling, punctuation, and so on?					
14.	Do you think and prepare your ideas in your language and then translate my thoughts into English?					
15.	Do you notice problems in your writing and figure out what the causes are?					

B. Open Ended Questions

1) What is the easiest part of writing for you?

2) What is the difficult part of writing for you?

3) How do you come up with ideas for writing? What helps you the most to make your writing better?

4) Do you write for pleasure in English in your free time?

5) What do you think can be done to improve your free writing skills?

6) Suggest some of the pre writing, while writing and post writing activities that you have been practicing frequently.

Thank You for taking time to respond.