

CHAPTER ONE

INTRODUCTION

This study is on the 'Challenges Faced by English Language Teachers in Teaching Writing Skill'. This chapter 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.

1.1 Background of the Study

Writing is one of the most important skills in learning a new language. Writing is a form of an art and integral part of language learning. Writing is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. Turk and Kirkman (1989, p.1 as cited in Brown, 1994) write, “We start from the assumptions that thinking about writing can improve it, and that everyone can learn to write well. Most people, in reality can write successful letters to their friends and effective complaints about faulty goods.”

According to Harmer (2008, p .232) “Writing is an activity through which human beings communicate with another and transmits their accumulated culture from one generation to another it equality provides us with possibilities to discover and articulates ideas in many ways”.

Richards. (1990, p.313) says, “Writing is a system of written symbols which represents the sounds, syllables or words of language”.

Nunan, (1989, p.36), “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously”.

At the sentence level these include control of contents, format, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. The challenges faced by English language teachers in teaching writing skill is considered to be the most difficult skill to master, and writing is seen as a

complex activity, a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an English language context.

Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. As a productive language skill, teaching of writing is not as easy as it is thought. It means teaching of writing is a problematic enterprise. Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom.

1.2 Statement of the Problem

Writing is the advanced skill of learning language. We can achieve proficiency in different language skills. The student depends mostly on teacher notes, guess papers, general books, and independent work with teachers while learning, is the major problem of the total education system of Nepal. And writing is not an easy job because teachers might face several problems in the classroom.

Similarly, White (1991, p.3) says, "Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It is a permanent record, as a form of expression and as a means of communication". Writing is the system of written symbols which represents the sounds, syllables or words of language. Many students face problems while learning writing skills and teachers also struggle while teaching writing.

The researcher found out the challenges of teaching writing skills through this research entitled "Challenges faced by English Language Teachers in teaching writing skills at secondary level in Sindhuli Districts" in Sindhuli district which is very seriously to be taken into consideration.

The key challenges have been given below.

- a) The teachers' problems in relation to the teaching mechanics,
- b) The teachers' problems in relation to the text books used, and
- c) The teachers' problems in relation to the writing exercise.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out the challenges faced by English languageteachers in teaching writing skill,
- b) To suggest some pedagogical implications.

1.4 Research Questions

I had the following research questions:

- 1 What are the challenges faced by English teachers while teaching writing skill?
- 2 How do teachers overcome the problems that occur while teaching writing skill?

1.5 Significance of the Study

Teaching to a linguistically heterogeneous group is really intellectually challenging enterprise. Everybody can teach and can be a teacher but very rare person can be a good teacher. The higher portion of responsibility and duty to fulfill the need and demand of the contemporary society and make the learner competitive in this globalized village has come on the shoulder of teacher. It is only possible in dynamic and versatile teacher who can solve the challenges. Therefore, the finding of the research will be meaningful insight to those people who are concerned with language teaching and learning activities. Particularly noviceteachers will get significance from the study.

In the same way, students will get benefit by getting appropriate instruction in classroom. Similarly, the challenges in writing were not only face by the students but also by the teachers. Moreover, this study will be significant for school supervisors, students, parents, teachers, district education office and so on. Therefore, the researcher has attempted to analyze this situation through her study entitled “Challenges faced by English Language Teacher in Teaching Writing skill in Sindhuli District”.

1.6 Delimitations of the Study

This study had following limitations:

-) This study was limited to secondary and lower secondary level English teachers of government aided schools of Sindhuli district.
-) This study was analyze the academic situation of Sindhuli district only.
-) It was limited to the teachers of Government aided school.
-) The study was limited to 20 lower secondary English language teachers and 20 secondary level English language teachers.
-) This study was confined within 40 teachers and 2 teachers from each school.
-) Questionnaire was used as the main tools of data collection.

1.7 Operational Definitions of the Key Terms

Productive Skill: In this study the term refers to the active skill of the language which requires effort for the production of language.

Graphic Symbol: The term refers to symbol with the help of which we can express information in written form.

Challenges: The term refers to the challenges faced by secondary level English Language teachers while teaching writing skill in Sindhuli district.

CHAPTER TWO

REVIEW OF RELATED LITEATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

2.1 Review of Theoretical Literature

Here, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributing to my research work are discussed below:

2.1.1 Writing Skill: An Introduction

Writing is an expensive skills which is felt to be one of the most difficult language skills to be learnt or teach. It is the way of transferring the information through the use of graphic or visual symbols. However writing is not merely the transfer of ideas from mind to paper. It involves manipulating, structuring and communicative skills. Writing is a productive skill like speaking. Writing skills are specific capabilities which help the writer put into words his thoughts, ideas and knowledge in an effective, clear, comprehensible and at times in a unique or artistic manner.

Due to the lack of the co-ordination between the teachers and students who have diverse culture, tradition, language and ethnicity is very difficult to deal with.

2.1.2 Types of Writing

There are various types of writing. Several writers have proposed typologies of writing types. According to white, (1991) the following are the types of writing. They are:

a. Personal Writing

Personal writing for oneself and includes various kinds of aids of memories, well as diaries and journals e.g.

-) packing lists
-) shopping lists
-) address lists
-) recipes and Journals

So, personal writing is such type of writing which keeps records on personal memories, keeping diaries etc.

b. Study Writing

Study writing is one of the several of writings which include the following things:

-) making notes while reading
-) taking notes from lecture
-) making cards index
-) summaries
-) synopses
-) review
-) report of experiments
-) work shops
-) visits

c. Public Writing

Public writing is a writing which includes the following activities:

-) writing letters of inquiry
-) letter to the editor

-) filling and
-) applications are unpublished writing.

d. Creative Writing

It is a writing which includes poems, stories rhymes, dramas, all types of writing which are mainly for one but which may be share with others. It includes the following activities:

-) poem
-) stories
-) rhymes
-) dramas are used in creative writing.

e. Social Writing

Social writing is a type of writing which includes all the social relationship with family and friends, which is personal letters, invitations, notes of condolence, thanks etc. It includes the following things:

-) Congratulation
-) telephone message
-) instructions to friends
-) to family

Social writing focuses on social activities, group works, and other area as well.

f. Institutional Writing

It relates to professional roles of teachers, engineers and students and other friends. It includes the following things:

-) agendas instructions
-) note making
-) minutes

-) memoranda
-) reports
-) curriculum vitae

On the basis of these types of writing we can say that there are six types of writing. They are personal writing, study writing, public writing, creative writing, social writing and institutional writing.

2.1.3 Approaches to Teaching Writing

Specially, there are two approaches to teaching writing. They are process approach and product approach. Process oriented approach to teaching writing includes various activities performed in different stages in course of developing a text. It pays attention to various stages that any piece of writing goes through, pre-writing phase, editing, drafting, and finally publishing. The work involved in process writing. Process approach favours classroom activities. It believes that competent writers don't produce final texts at their first attempt but writing is long and often painful experience. Quality of the product depends upon the process.

Product writing approach to teaching writing focuses the end product which is full, final and finished. It believes that imitation, copying, transferring are the activities that lead to production of qualitative task. It doesn't take account of the process involved but in reality product is determined by the process. So, product is secondary where process is primary. The researcher will use the process approach to teaching writing in her thesis.

The process approach treats all writing as a creative act, which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

2.1.4 Stages of Writing Skill

There are three main stages of writing skill. The first stage is called 'manipulation' in which the learner simply manipulates the shapes of graphic counterparts of the phonological items are a spoken word in its written form. The learner learns mechanics of writing handwriting and punctuation i.e. capitalization, punctuation, full stop and so on.

The second stage is "structuring". In this stage the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraphs and forming a text. The third stage or the highest level of writing process is 'semantic stage' which the learners learn not only the mechanics of writing and structuring rules but also the significance of using a word, a phrase of a sentence in the overall context of the entire written script.

However according to Rivers (1968, p. 245) there are five stages of writing. They are copying, reproduction, recommendation, guided writing and free writing or composition.

Among them the two last stages guided writing and free composition are very useful for the students of secondary levels. They measure proficiency of English language writing. Writing English sentences is like swimming in a deep ocean where there is no certainty of length, depth, or width of structure and ideas.

So, in writing composition must understand the main stages of writing skills and as writing is an art of using languages. It is very complex task to write clearly and explicitly. So, the characteristics of good writing are essential.

2.1.5 Activities of Teaching Writing Skill

The things which are necessary for teaching writing are called writing activities. Different teachers apply different activities while teaching writing. According to Harmer, (1991, p.125) the following are four types of activities.

a. Parallel Writing

The concept of parallel writing is central to the teaching of connected discourse because it suggests that students will have a model from which they have to work for similar type of writing.

In other words, students will see a piece of writing and then they will use it as a basis for their own work. The original piece that students look at them will show English language is written and guide them towards their own ability to express themselves in written English.

b. Controlled Writing

In this type of writing activity, the students use a set of sentences or a written text along with directions and about the ways in which these should be done or modified. The students are expected to follow the instructions provided by the teacher in order to produce the final product.

c. Guided Writing

It is an intermediate stage between the controlled writing and the free writing. In such writing, students are given some freedom to choose their own words and sentence patterns. The exercises which students can do in this activity are paraphrasing developing skeleton into a readable text. Some of the activities for guided writing are : (a) Paraphrasing (b) Transforming (c) parallel writing.

d. Free Writing

In this writing activity, students will get complete freedom to select words, sentences and structures. They will be provided with the topic on which students express their ideas, opinions, feelings freely. The organization level of content ideas and structures depend on students writing capacity. The exercise which the students can do under this activity is easy writing, report writing, writing project work, and so on.

2.1.6 Components of Writing Skill

Writing is a cooperative activity which consists of various components that work together to construct a communicative environment in classroom activities

.Writing consists of a number of components .According to Richards, (1990), some essential components of writing skills are as follow.

a. Mechanics

Mechanics refers to that aspect of writing such as spelling, use of punctuation marks, capitalization and number which use to deal within the revision or editing stage of writing. Many students whose native language orthography is different from English have difficulty in forming English letters. Such students should get special training. Although incorrect spelling does not often prevent the understanding of written message, it can adversely affect the reader judgments.

However, the slight change in spelling of words can bring drastic change in the meaning they express. One of the reasons that spelling is difficult for students of English as a foreign language is that the correspondence between the sound of a word and the way it is spelt is not obvious. Similarly, overuse and underuse of punctuation is often frowned on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes piece of writing look awkward to many readers.

b. Coherence

Coherence is the relationship between an utterance and the meaning it conveys. It is the semantic relationship of the different sense units between and among the utterances. The thought in a paragraph should be connected and developed in a logical order to maintain coherence. The materials of a paragraph can be ordered in many ways, namely, chronological order, spatial order, logical order, climax, comparison, contrast and so on. Chronological order is the time order. The materials are presented according to the order of time. Spatial order is the time order to presenting the materials in the paragraph according to the position.

c. Cohesion

Cohesion is a feature required for all types of texts. Leech says, “By cohesion is meant the intra-textual relations of a grammatical and lexical which knit the past of the text together into a complete unite of discourse and which, therefore, convey the meaning of text as a whole”. Cohesion refers to the grammatical and lexical relationship between different elements of atext. Thus, cohesion plays significant role in a discourse to create texture a quality of being well formed text and to make it well formed stretch of languageCarthy, (2010, p.35) argues spoken and written discourses display grammatical connections between individual sentences and utterance this is known as what we call cohesion.

d. Orthographic and Para-orthographic Texts

The orthography system deals with linguistic symbols such as spelling, words, phrases, clauses, sentences. And Para-orthographic text is related to the use of diagram, figures, symbols, etc.

2.1.7 Stages in Developing Writing Skill

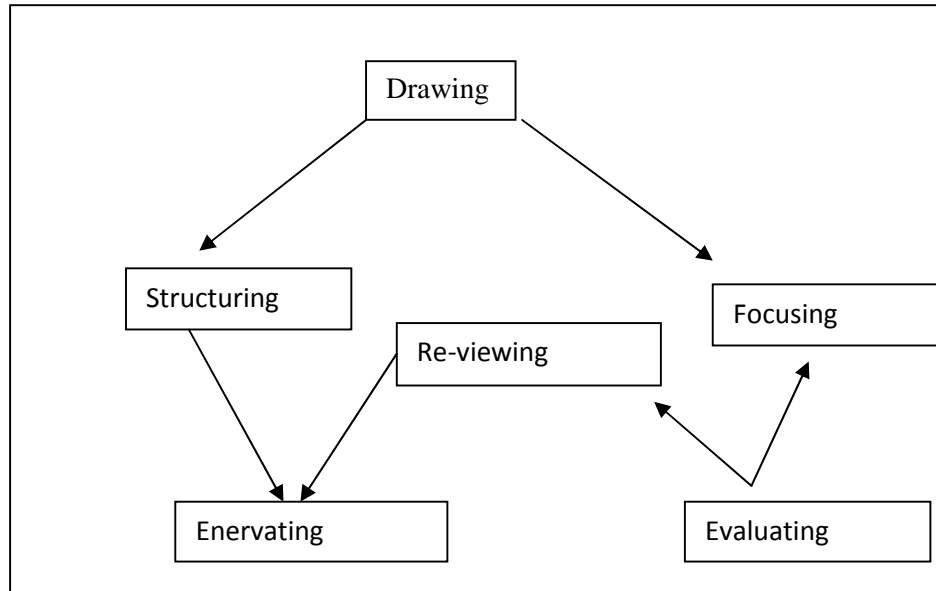
The four language skills are integrated. A particular skill is better learnt in relation to other skills. Therefore, writing cannot be taught in isolation. The most effective writing practice must have a closeconnection with what is being practiced in relation to other skills.

In order to make students able to write English appropriately, they will be systematically taught through different stages of development. While teaching writing skill, we must be clear about the approach which we want to follow. A different approach to teaching writing consists of four basic stages .Theyare

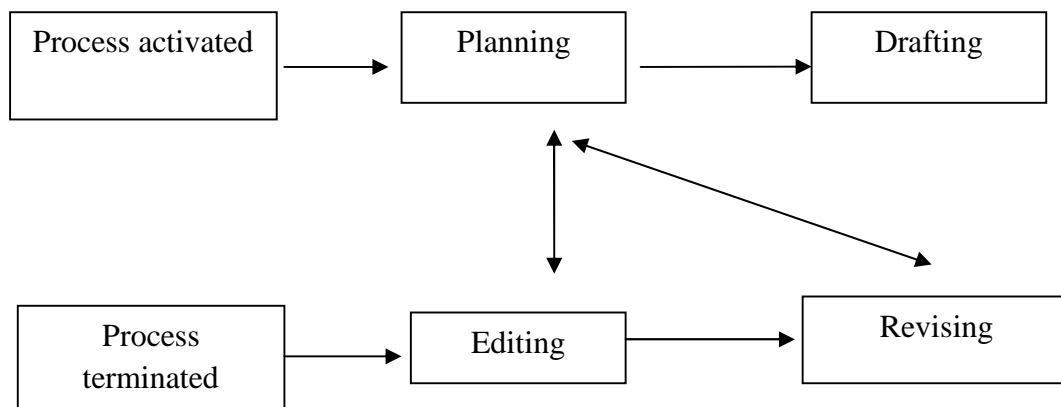
-) Planning
-) Making an outline
-) Preparing the first draft
-) Revisions, editing and producing the final draft.

Krashen (1984, p.17) says that many good writers employ a recursive, non-linear approach of writing of a draft may be interrupted more planning and revision.

White Arndt (1991) present the following model for writing process.



Similarly, Seow (2002, as cited in Rivers, 1968, p.257) make the following figure of writing process.



From the above model, I made different people have given different ways of developing writing skill. We need to select one model on the basis of our situation and context.

2.1.8 An Introduction to Sindhuli District Education

Kamalamai municipality is situated in Sindhuli district, Janakpur Zone. Sindhuli district is the pioneer district in education. Kamala higher secondary school is the first school in Sindhuli District. There are one hundred and twelve higher secondary schools (District Education office Sindhuli). In Sindhuli district education includes primary level (1-5), lower secondary (6-8) and secondary levels (9-10) respectively. In this district, pre-primary level of education is also available in some areas. Education is essential for everyone. But still, the unequal standard of education is still a major problem that needs to be solved.

2.1.9 Secondary Level English Teacher's Position

According to district education office Sindhuli, this source is verbally taken from Sindhuli district education office.

There are one hundred and twelve higher secondary English Teachers in Sindhuli district. The number of Permanent teachers is forty-one in Secondary level and temporary teacher is twenty-one and a Rahath Quota teacher is forty-two.

2.1.10 Challenges Faced by EFL Teachers While Teaching Writing Skill

This study primarily aims at investigating problems that are hindering the efficient teaching of English at Secondary level and lower secondary in Sindhuli district. The chief concern, here is to find out the challenges faced by the English teachers in teaching writing skill. Therefore, teaching writing is not an easy job because teacher might face several problems in the process of teaching writing in the classroom. The teacher can face problems in relation to teaching techniques, and the textbook used. And also the challenges faced by the teachers in teaching writing exercise.

2.1.11 The Essential Characteristic of Good Writing

Writing is a complex activity, which requires the ability to use the structure, the lexical items and their conventional representation. Not an effective piece of writing can be considered without the knowledge of varied skills. The learner must have the knowledge of mechanical skills, use of correct and appropriate words and sentences, appropriateness of content and style, stressing the need of mechanics of writing Bowen et al (1985, p. 254) discuss that "mastery of the mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners who do not yet write in any language". At the beginning level, students should learn to put thoughts into writing with the major emphasis on mechanics. The fundamental items for the mechanics of writing are, learning the alphabet; the left to right direction of English writing, printing and cursive writing, upper and lower case letters, alphabetizing, basic spelling pattern of English, rules of capitalization and word and sentence punctuation. The basic skills include writing letters, numbers, words, phrases and sentences correctly.

After a little writing practice, a learner can learn the alphabet, the left to right direction of English writing system and the upper and lower case letters. The capitalization, spelling and punctuation are the main concerns under mechanics. Non-literate learner should be guided through the mechanics a step at a time with individual attention. The literate and highly educated "beginner" will probably learn the mechanics at high speed, skipping many of the steps and in some cases omitting the stage altogether.

Writing is an art of using language to its best possible effect, to teach, to delight and to move an audience to a significant action. The effective and forceful use of language shuns verbal trickery, sophistry and all forms of sensationalism and harangue. The qualities of writing such as to support, illustrate, demonstrate, amplify and to express clearly and accurately are the touchstones of reasonable writing.

Writing involves thinking, planning, assembling classifying, organizing. It must have a clear presentation. The writing, which does not submit to the demands of the discipline, is obscure and hard to read. The reader refuses to read gibberish writing just as the sensible person refuses to visit a careless doctor or incompetent lawyer.

A brilliant piece of writing needs to be skillfully sustained with an alternative beginning and stimulating ending. Correct and effective writing is logical and simple. The logical sentence structure is the best possible sentence structure. The simple word is the right word, simplicity and directness are the secret of good writing.

An attempt is made, here to analyze the essential characteristics of good writing.

a) Economy

Compactness and effective style of writing without sacrificing the meaning is the secret of good writing. In other words, economical writing is efficient and aesthetically satisfying. While it makes a minimum demand on the energy and patience of readers, it returns to them a maximum of sharply compressed meaning. Discussion on economical writing, Berke (1990, p. 6) opines that economical writing contains no "deadwood" to dull the reader's attention, not an extra, useless phrase to clog the free flow of ideas, one following swiftly and clearly upon another. Just as a dentist inflicts no unnecessary pain, a lawyer any unnecessary risk, likewise it is the responsibility of a writer to inflict no unnecessary words on reader. Good writing is a like a gold coin, small in compass but great in value. It shows verbal trickery, sophistry and all forms of sensationalism and harangue.

b) Simplicity

Simplicity is the ornament of good writing. Simple writing flows smoothly like a river moving onward with current. It reduces embellishment and embroidery. A natural unpretentious style is the best. It signifies sincerity. It avoids flourish, flamboyance, grandiloquence and use of old Latinate words and phrase. In reality,

simplicity or naturalness of does not come naturally. It requires patient and majestic mediation. It is said that hard writing makes easy reading.

c) Clarity

A responsible writer is always in favor of clarity in writing. Good writing should not add to the complication. It should not set up an additional roadblock to understanding. The writers should be obliged to render their ideas in clear, orderly, readable and understandable writing. Writing should be free from the spider's nest. Whatever the writing, all should be readable, informative, clear, space, direct and most of all 'human'. Writing should not have any tinge of different interpretations or misinterpretations. The writer must always be aware of the reader over his/her shoulder. Exaggeration and hyperbolic and self-contradictory statements should be clearly expelled out in good writing.

d) Continuity

A good writing should have continuity of thought and natural cogency in ideas. Continuity in writing should be with each element. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to other sentence, from the first paragraph to second and from first chapter to the next. This concept is based on the natural link of ideas. Continuity in writing enables the writer to maintain a uniform standard from the beginning to the end.

2.1.12 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgemental skills. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic spelling patterns, and rules for word and sentence punctuations. Mechanics mainly includes capitalization, spelling and punctuation.

a) Capitalization

Carter and McCarthy (2008, p. 839) says "A capital (sometimes called upper case) letter marks the beginning of a sentence". Appropriate capitalization is a matter of convention. Many of the conventions e.g. capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on are very familiar to us. Furthermore, there are certain rules of capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

b) Spelling

The achievement of correct, exact and effective communication through writing is by the correct spelling of individual words. Misspelled words make the written script difficult to comprehend and account for the largest member of writing errors. The English spelling system is full of irregularities though there are some rules. Let us see one rule as:

e.g. One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second syllable, double the final consonant.

e.g. run running
stop stopped

c) Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses.

The different punctuation marks are used for different purposes. Carter and McCarthy (2008, p.88) writes common punctuation marks: symbols and typographic conventions as follow:

- a) Comma (,)
- b) Full stop (.)
- c) Question Mark (?)
- d) Exclamation Mark (!)
- e) Colon (:)
- f) Semi colon (;)
- g) Dash (-)
- h) Parenthesis ()
- i) Quotation Marks (" ... ")
- j) Hyphen (-)
- k) Apostrophe (')
- l) Single quotes (' ... ')
- m) Asterisk (*)
- n) At (In email add) (@)
- o) Forward Slash (/)
- p) Backslash (\)
- q) Per cent (%)
- r) Open bracket ((
- s) Close bracket)
- t) Square brackets [...]
- u) Chain brackets { ... }
- v) Underline Nepal
- w) Bold **Nepal**
- x) Italics *Nepal*

In the proposed thesis I will also analyze their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and grammatical item.

Grammatical Items

There are different areas of grammatical items in which the researcher will study. The areas are article, preposition and subject-verb agreement in the sentences, the students will write.

Article covers definite and indefinite articles (a, an, the). It is a quality noun and placed before them. The Kantipur, I saw an elephant.

Preposition is a word that expresses the relationship between a noun or pronoun and another part of sentences. The preposition express the relation of place, time, manner, direction, motion, reason purpose etc. The use of preposition completely changes the meaning of any sentences.

e.g. "They were written/to/by/with/him."

Subject-verb agreement covers the agreement of verbs with the number of subjects. Two main rules are:

-) Singular subject takes singular verb.
-) Plural subject takes plural verb.

e.g. They are studying.

Everyone is playing.

According to Murphy (1994) there are some rules which are as follows:

- a) The singular subject (he, she, it) takes singular verb (is, was, has, goes)
- b) The plural subject (we, you, they, girls)
- c) Both subjects come with – did, had, can, would, will, may etc.
- d) I sometimes comes with singular verbs and sometimes with plural.

Singular Subjects

In the race of writing students might commit some sorts of errors in the grammatical items like they might make errors while using singular subject with singular verb and so on.

- a) Somebody/Nobody/Everybody . . . something everything
- b) V-ing/ To-inf as a subject (Reading. . ./To read)
- c) Every . . . and (Every man and woman)
- d) No. . . and (No boys and girls)
- e) Arithmetic sums (Two plus two . . .)
- f) There + singular verb + singular subject. (There . . . a boy . . .)
- g) The number of + plural noun (The number of boys . . .)
- h) News, physical, measles, politics etc.
- i) Two nouns giving one meaning (bread and butter, Time and Tide)
- j) Certain amount: distance, measurement (3 rupees is a small amount of money)
- k) Many a + singular subject + singular verb (many a boy)]
- l) One of/ Either of/ Neither of/ Each of etc. (one of my friends . . .)

Plural Subjects

In the race of writing students might commit some sorts of errors in the grammatical items like they might make errors while using plural subject with plural verb and so on.

- a) Many/both several/ these/ those (Many boys are good)
- b) A few + plural noun (A few oranges are ripe)
- c) A + number of + plural non
- d) Police/ people cattle/ gentry etc
- e) There + plural verbs + plural nouns
- f) The + adjectives + plural verbs

From the above discussion writing is a complex process. The proper use of punctuation marks such as comma, semi colon, colon, hyphen etc. help the writer organize written language and in the proposed thesis I will also analyze their proficiency by analyzing their writing focusing their errors on punctuation, capitalization, coherence and cohesion and above grammatical item.

2.2 Review of Empirical Literature

A number of research works have been conducted in the fields of teaching writing in English language. Some of the studies related to this are reviewed here.

Katy (2008) carried out the research entitled “Challenges Faced by English Language Teacher” in Tanzania. The main purpose of her study was to find out the challenges faced by Tanzanian teacher while teaching English as a foreign language. She found the various challenges in teaching English in Tanzania. They are lack of good command of English both spoken and written form, no confidence from the part of teachers, the teachers are not assisted by teaching materials, lack of subject knowledge, lack of differentiation between pupils and the allocation of the teachers, and lack of knowledge of student’s level.

Khadka (2009) carried out a research on “Correlation between linguistic intelligence and Proficiency in reading and writing in EFL Classroom”. Her main writing objectives were to find out the linguistic intelligence students profile and level of language proficiency of the student and to compare the linguistic profile of the level of students with the language proficiency. She found that linguistic intelligence of female students was a little bit higher than that of male students.

Rai (2011) carried out a research study on, “Problems in teaching Writing at secondary Level”. The objectives of the study were to find out the problems in teaching writing skill at secondary level. He selected five high schools (secondary level) English teacher from different community school of Bhojpur district by using simple non-random sampling procedure as the informants for the data collection. The study explicitly show that the teachers problems of teaching writing at secondary level.

Sharma (2010) conducted a survey research on ‘Writing Proficiency of the Students of Higher Secondary School’. The objective of the study was to find out the writing proficiency on punctuation, subject-verb agreement and the preposition in the writing of the twelfth graders. The test items were used as the tools and techniques of data collection. Both primary and secondary sources of data were used in the study. The major finding of research was that the students writing proficiency was not satisfactory. They were found not able to insert the correct preposition and they lacked the knowledge of subject-verb agreement. However, this study was not enough to find out the writing proficiency of students in the sense that it only emphasizes grammar i.e. controlled writing.

Rai (2010) carried out a study entitled “A study of Challenges Faced by Bantawa Learner in Learning English as a Foreign Language”. The main purpose of study was to find out the challenges faced by the Bantawa learner in learning English and their causes. He selected hundred Bantawa learner and 10 secondary English teachers from the selected school, Bhojpur. Questionnaire, interview was to observation were the main tool of his study.

Regmi (2011) carried out a research entitled ‘Writing Proficiency of the Students’ of Baitadi district’. The objectives of the study were to find out their writing proficiency and to analyze their proficiency in free writing. The sample size of the study comprised of sixty students from three government schools and institutional schools. He used the test items to collect data. The test items included three essay-type questions. The raw data were analyzed in terms of different headings like total proficiency, college-wise proficiency, and sex-wise proficiency and stream-wise proficiency. The major finding of study was the average proficiency of the students in free writing was found to be 24.11 among the students representing three different schools. As a whole, 50% of students were found below average proficiency, i.e. 24.11. Furthermore in case of sex wise comparison boys were found more proficient than the girls with average marks 24.37 and 22.93 percent respectively.

Karki (2012) has carried out a research entitled "Developing Writing proficiency through Process Writing". The overall aim of the research was to develop students writing proficiency through process writing. He selected a secondary school by using non-random judgmental sampling procedure in order to select relevant number of population. He used the test items which contain description gives logic and essay. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class because the finding showed the within a three week of time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average of 58 out of 50. The progress was really attractive and satisfactory. They committed 20.45% in mechanics of writing. 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuation.

Present study is different from all the ones reviewed here in a sense that it has tried to find out the challenges faced by teacher while teaching writing skill at secondary level. Further, this study also aimed at finding out the causes of those problems along with some remedial solutions.

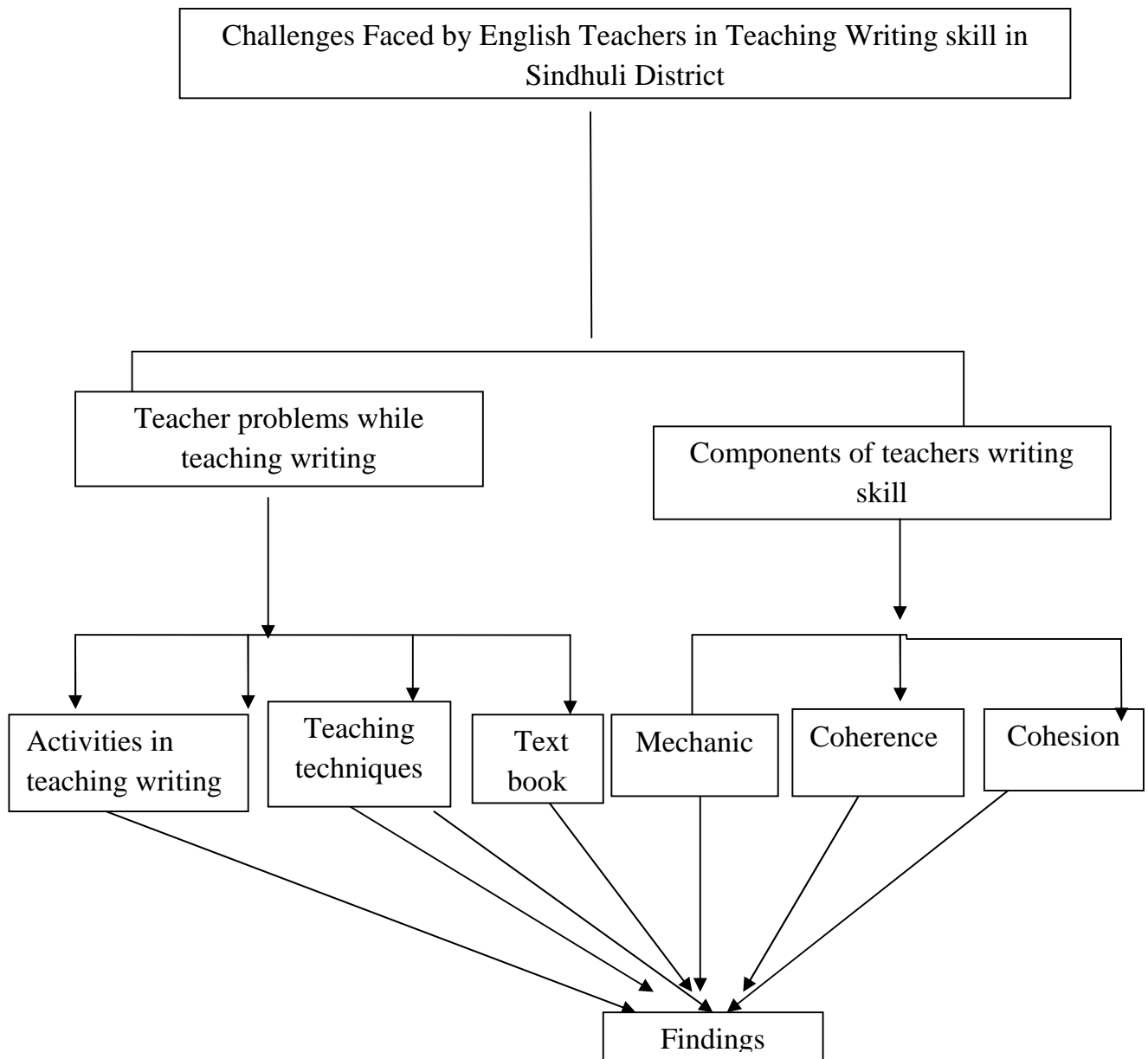
2.3 Implication of the Review for the Study

The reviewed works are to some extent related to my study. After reviewing these works the researcher has got lots of ideas regarding the problems faced by English teacher in teaching writingskills. Specially, the researches got information on survey research design from the study of Katy(2008) has found that the Challenges of Tanzanian teacher while teaching writing of good command of English skill, lack of confidence, lack of subject knowledge.Rai (2010) found that challenges faced by the Bantawa learner in learning English and their causes. Regmi(2011) found that the study of proficiency of the students in free writing. In order to conduct those researches they have used survey research design and the research also follow the same i.e. survey design. Therefore, after reviewing those research works.

The research got a lot of ideas on the process of survey research design. Likewise, they have used questionnaire of data collection and these all the researcher are the prime source, and “basis of my research study”.

2.4 Conceptual Framework

The researcher conceptualized the following Framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The research was based on the data obtained the directly administered test. Therefore, the process of study design and collection were as follows:

3.1 Design and Method of the Study

The design of this study was survey research design. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above explanation, we can say that survey research is carried out to eliminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetical-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation

approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and tried to get factual information, the use of survey research design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researcher had to follow the systematic process.

1) Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2) Decide the kind of survey required e.g. longitudinal, cross sectional trend study Cohort study

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal cross sectional, cohort, trend, study

3) Formulate research questions or hypotheses (if appropriate) the null hypothesis and alternative hypothesis.

This is the third stage in survey research. In this phase researcher prepare research questions more than this if s/he feels required then formulates hypothesis.

4) Decide the issues on which to focus

Within the area there might be numerous issues. We cannot conduct research on all issues / areas at the same time. Therefore, we have to decide the single issues on which we are interested to conduct research.

5) Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data / information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6) Decide the sampling required

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population i.e. random sampling, non-random sampling, or mixed sampling.

7) Decide the instrumentation and the metrics required

Here, in this phase, we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8) Generate the data collection instruments

In this phase, we have to generate instruments required for data collection e.g. questionnaire form, test items and so on.

9) Decide how the data will be collected (e.g. postal, survey, interviews)

After preparing the tools for data collection we have to decide the process the process / ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10) Pilot the instruments and refine them

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does and what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11) Train the interviewers (if appropriate)

If the researcher is going to use interview of a tools of data he need to be trained. Otherwise, actual data may not be observed.

12) Collect the data

After doing these all aforementioned points researcher collects the various research tools as his/her plan.

13) Analyze the data

Raw data themselves may not give any sense / information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean-mode median and so on.

14) Report the Results

Finally, after analyzing the data we have to prepare the report of our research.

3.2. Population, Sample and Sampling Strategy

All the secondary level English teachers and lower secondary level English teachers of Sindhuli district were the population of this study. The sample of this study constituted 40 English language teachers from government aided school. Who was selected from one teacher from secondary and one from lower secondary level English Language teachers'. The researcher used purposive non-random sampling procedure to select the sample of the study.

3.3. Study Area/Field

The area of this study was Sindhuli district and the field of it was concerned to find out the challenges faced by English language teachers in teaching writing skill.

3.4. Data Collection Tools and Techniques

The researcher used questionnaire tools for data collection. Both open-ended and close ended questionnaire were used as a techniques of data collection.

3.5 Data Collection Procedure

The researcher collected data using the following procedure.

- a. First of all, the researcher went to the selected schools with an official letter from the department.
- b. The researcher got permission from the authority to consult the English language teachers.
- c. The researcher built rapport with the concerned teachers and explained them about the purpose of my study.
- d. The researcher provided them with questionnaires to fill them up and asked to participate in interview.
- e. Then, I collected required information with the help of questionnaire and thanked them for providing information.

3.6. Data Analysis and Interpretation Procedure

The collected data were analyzed in a narrative way with description presenting in different tables.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of closed ended questions and open ended questions. The primary sources of data were collected from forty secondary and lower secondary level English teachers teaching in twenty different schools of Sindhuli district. The questionnaire also contained a list of the possible challenges faced in teaching writing skill with slight information about each of them practiced by English language teachers.

This study was carried out to find out the challenges faced by English language teachers in teaching writing skill. For this purpose the collected data were analyzed and interpreted under the following main headings:

-) Analysis of close-ended questions.
-) Analysis of open ended questions.

4.1 Analysis of Close-ended Questions

The responses of some close ended questions on challenges faced by English language teachers in writing skill have been analyzed below:

Item No. 1 Challenges Faced by English Language Teachers in Teaching Writing Skills

The researcher asked 10 close ended questions to the teachers of English. The researcher made an effort to analyse the data collected through the questionnaire to find out the problems related to writing skill in Sindhuli district. Their responses are given in the following table:

Table 1**Challenges Faced by English Language Teachers in Teaching Writing Skills**

Description of Item	Responses							
	Not understand vocabulary or sentences		Lack of knowledge in making structure or sentences		Weak in grammar		All the students do not get opportunity for practicing	
	No.	%	No.	%	No.	%	No.	%
Challenges Faced by English Language Teachers in Teaching Writing Skills	12	30	18	45	10	25	-	-

From the table, it is found that 30% teachers do not understand vocabularies or sentences while they face teaching writing skills. Similarly, 45% teachers faced the problems in making structure or sentences. Likewise, 25% teachers are found to be weak in grammar. None of the teachers do not get opportunities for practicing to the students. Hence, most of the teachers find lack of knowledge in making structure or sentences while they face teaching writing skills.

Item No. 2. Problems Related to English Language Use

Teachers' responses on the problem related to English language use are analyzed and interpreted in table 2.

Table 2**Problems Related to English Language Use**

Description of Item	Responses							
	During the whole class		Half of the class		One third of the class		Most of the time	
	No.	%	No.	%	No.	%	No.	%
Problems Related to English Language Use	4	10	16	40	12	30	8	20

Analyzing the responses to item2, it is clear that 10% teachers use English language during the whole class while teaching writing skill. This shows that most of the teachers were problem related to English Language use. On the other hand, half of the class i.e. 40% teacher got problems in language used while they teaching writing skill in language classroom. Whereas, one third of the class i.e. 30% of teachers got problem in English language used while they teach writing skill in language classroom. Likewise, 20% teachers get problems in English language used when they teach writing skills in language classroom.

Item No. 3: Materials Used by English Language Teachers

Lack of proper teaching materials teachers got challenges in teaching writing skill. The sub-heading has contained four item and these are designed so as to measure the frequency of materials used while teaching writing skill. Their response are given in the following table.

Table 3

Materials Used by English Language Teachers

Description of Item	Responses							
	Frequently		Sometime		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Materials Used by English Language Teachers	12	30	22	55	6	15	-	-

The above table clearly shows that most of the language teachers (i.e. 55%) respond that sometimes use materials while teaching writing skill. Similarly, 15 percent of the teachers respond that rarely use materials while teaching writing skill. Whereas 30 percent teachers respond that frequently use materials while teaching writing skill. Hence, a majority for teachers (i.e. 55%) respond that using materials is the best way teaching of writing skill.

Item No. 4: Techniques Applied in Classroom

When the respondents were asked to respond their views on which of the following techniques applied in classroom. They answered differently on this item. Their responses are given in the following table.

Table4
Techniques Applied in Classroom

Description of Item	Responses							
	Demonstration		Experimental		Drill		Problem Solving	
	No.	%	No.	%	No.	%	No.	%
Techniques Applied in Classroom	20	50	-	-	8	20	12	30

From above table it is clear that 50 percent teachers respond that demonstration techniques applied in classroom. Likewise, 30 percent teachers respond that problem solving technique applied in classroom. Similarly, 30 percent teachers respond that drill technique applied in classroom. However nobody teachers say that experimental technique applied in classroom. Hence, a majority of teachers respond that demonstration technique applied in classroom.

Item No. 5: Language Skill Feel Applied in Class

When the respondents were asked to respond their views on which language skill they applied in class, they answered differently on this item. Their responses are given in the following table.

Table5
Language Skill Applied in Class

Description of Item	Responses							
	Listening		Speaking		Reading		Writing	
	No.	%	No.	%	No.	%	No.	%
Language Skill Applied in Class	10	25	12	30	12	30	6	15

The above table shows 30 percent teachers respond that they apply speaking and reading in language class. Similarly, 25 percent teachers respond that they apply listening in language class. Likewise, 15 percent teachers respond that they apply writing in language class. Overall, most of the teachers apply (i.e. 30%) reading and speaking in language class.

Item No. 6: Evaluation of Writing Skill of the Students

Evaluation of writing skill of the students helps to edit and revise of the writing process. It helps to make clear and compliments, suggestions and corrections to learn English language. Each and every method have certain evaluation so, this section deals with evaluation of writing skill. The respondents were asked to respond their views on how do evaluate the writing skills of the students. They answered differently. Their responses are given in the following table.

Table6

Evaluation of Writing Skill of the Students

Description of Item	Responses							
	By making sure that students have done the writing exercise		By pointing out the spelling, grammar, punctuation and conceptual mistakes		By making suggestive correction in their mistakes		By asking their friends to correct	
	No.	%	No.	%	No.	%	No.	%
Evaluation of Writing Skill of the Students	6	20	14	30	20	50	-	-

The above table shows that 50 percent teachers respond that evaluation of writing skill of the students by making suggestive correction in their mistakes. Similarly, 30 percent teachers respond that evaluation of writing skill of the students by providing out the spelling, grammar, punctuation and conceptual mistakes. Likewise, 20 percent teachers respond that evaluation of writing skill of the students by making sure that students have done the writing exercise and no teachers respond that evaluation of writing skill of the students by asking their friends to correct. Hence, most of the teachers (i.e. 50%) evaluation of writing skill of the students by making suggestive correction in their mistakes.

Item No. 7: Emphasized the View of Examination

Examination point of writing skill is emphasized according to respondents. Learning to write well is an art of knowledge. Learning to write well is valued not simply for its own sake. Learning to write well enhances other skills. The activities are classified into teaching and learning activities and are elicited by listening, speaking, reading and writing.

Table7

Emphasized the View of Examination

Description of Item	Responses							
	Listening		Speaking		Reading		Writing	
	No.	%	No.	%	No.	%	No.	%
Emphasized the View of Examination	2	5	8	20	-	-	30	75

As it is presented in the table above, the most of the teachers (i.e. 75%) respond that they emphasize writing the view point of examination. Similarly, 20 percent respond that they emphasized speaking the view point of examination. Likewise, 5 percent teachers respond that they emphasized listening the view point of examination. However, no teachers respond that speaking the view point of examination. Hence, majority of teachers (i.e. 75%) emphasize writing the view point of examination.

Item No. 8: Materials Used in Teaching Writing

These are authentic and non-authentic materials for teaching. A good and professional teacher wisely chooses and refers the materials as needed. The respondents were asked to respond on what types of teaching materials used in teaching writing. Their responses on this item are given in the following table.

Table8

Materials Used in Teaching Writing

Description of Item	Responses							
	Practice book		Picture		Guided question from newspaper		Journals	
	No.	%	No.	%	No.	%	No.	%
Materials Used in Teaching Writing	40	100	-	-	-	-	-	-

The above table clearly shows that most of the teachers (i.e. 100%) respond that practice books are used in teaching writing as the materials. Similarly, no teachers respond that picture, guided question from newspaper and journals are used teaching writing as the materials. Hence, a majority of teachers (i.e. 100%) respond that practice books are used in teaching writing as the materials.

Item No. 9: Problems Related to Teaching Techniques

When the respondents were asked to respond their views on the problems related to teaching techniques. The answer of the respondent on this is given in the following table:

Table9

Techniques Used to Teach Guided Writing

Description of Item	Responses							
	Fill in the bank		Completing sentences		Using picture cards		Using picture clues	
	No.	%	No.	%	No.	%	No.	%
Techniques Used to Teach Guided Writing	8	20	26	65	4	10	2	5

From the above table it is found that most of the teachers i.e. 65 percent respond that completing sentences is the best technique used to teach guided writing. Similarly, 20 percent teachers respond that fill in the blank is the best technique used to teach guided writing. Likewise, 10 percent teachers respond that using picture cards is the best technique used to teach guided writing. However, 5 percent teachers respond that using picture clues is the best technique used to teach guided writing. Hence, most of the teachers i.e. 65 percent respond that completing sentences is the best technique used to teach guides writing.

Item No. 10: Frequency of Correcting Students Writing

Correcting students writing was the system of correcting homework. We know that homework is good for students. According to the responses that the secondary and lower secondary teachers check sometimes their homework. All the responses obtained through questionnaire are shown here in table 10.

Table10

Frequency of Correcting Students Writing

Description of Item	Responses							
	Daily		Sometimes		Occasionally		Never	
	No.	%	No.	%	No.	%	No.	%
Frequency of correcting students writing	16	40	24	60	-	-	-	-

The above table shows that 60 percent teachers respond that they correct students writing sometimes. Similarly, 40 percent teachers respond that they correct students writing daily. Likewise no teachers respond that correct students writing occasionally and never. Overall, most of the teachers i.e. 60 percent respond that they correct students writing sometimes.

4.2 Analysis of Open-ended Questions

Some open-ended questions on challenges faced by English language teaching writing skill have been analyzed below.

4.2.1 Teaching Writing

To identify to the necessity of teaching writing, I have collected some of the necessity by asking them individually. I ask them to tell the necessity that they mostly used teaching writing. Some of the necessity that they mentioned are as follows.

1. Teaching writing is necessary to improve student mistake.
2. To express the ideas, opinions, feelings in foreign language.
3. Teaching writing is necessary because a student cannot truly express unless he/she writes. Something is permanent only after we set in black and white.
4. Teaching writing is necessary to represent their hidden ability while expressing views and opinion in foreign language.

5. Teaching writing is necessary so that they can be a good writer.
6. Teaching writing is necessary to make perfect in writing without any mistakes.
7. Writing is the representation of students' ability in exam.

4.2.2 Activities Conducted to Teaching Writing Skill

When the respondents were asked to express their views on the type of the activities that they generally conduct while teaching writing skill. They present their answer differently. Some of the activities conducted by them are as follows:

1. Picture map, outline of different genre of literature use.
2. Guided writing, paraphrasing, free ideas, presentation.
3. Brain storming writing main points, completing sentences using words in sentences.
4. Pictures description, familiar events, giving summary, elaborating ideas natural scene.

4.2.3 Focus on Student's Participation While Teaching Writing Skill

When the respondents were asked to express their views on how they focus on student's participation while teaching writing skill. Some of the focuses on student's participation while teaching writing skill are as follows:

1. Teachers focus on group division according to diversity of students and activities according to the level of interest.
2. Teachers focus on students' participation by moving everywhere in the classroom and check every ones writing.
3. Teachers focus on giving topics, pictures and clues to describing.
4. Learners are encouraged to participate on writing providing motivation.
5. Teachers focus on prize who writes nicely.

4.2.4 Materials Usually Used in Teaching Writing in Class

When the respondents were asked to express their views in which materials they find most effective use in teaching writing skill, nearly 50 percent teachers respond that using newspaper cut outs, textbook, article, journals are the best materials usual used in teaching writing.

4.2.5 Techniques Used while Teaching Writing Skill

Teaching how to write effectively is one of the most important life longskill. Though the skills are many and take time and practice to master, they opened up countless opportunities across a lifetime. According to the respondent the following remarks have been made.

1. Technique according to the level, desire and nature of the students.
2. Multiple choices, match the words are also the particular techniques.
3. Technique to make learner improve their writing skill by discussing division of ideas.
4. Dictation, guided writing, free writing, letter writing.
5. It depends on context and topic.
6. Asking question to students.

4.2.6 Practical Problems that Face while Teaching Writing Textbook Use

Textbook is the area in which the language material is presented as they are prescribed in curriculum. A textbook is a teaching material for the teacher and a learning material for the learner. It is prepared to achieve goals and objectives determined by curriculum. The age, interest and individual differences of the students should be kept in mind while teaching textbook use. According to the respondent the following remark have been made.

1. All questions are not related to everyday activities.
2. Students are not truly motivated while using textbook use.

3. In textbook there isn't sufficient activity.
4. Few topics are raised in text book.
5. English textbooks are not in context of Nepal.
6. Not related to exam question.
7. Some lessons in the text book are not context based.
8. Students do not produce grammatically correct sentences.
9. There are not enough activities for teaching writing skill.
10. Students do not want to use their own opinion.

4.2.7 Challenges Faced while Teaching Writing Skill in English

When the respondents were asked to express their views on the type of the challenges that they generally faced while teaching writing, they presented their answer differently. Some of the challenges faced by them are as follows;

1. Problems on a classroom management.
2. Problems regarding the adaptation of different teaching methods and techniques.
3. Problems on selection, preparation and handling different teaching aids.

4.2.8 Used to Make Writing Text Purposeful

To make writing text purposeful students should get enough practice exercise text for writing skill. And text should be related to their interest and their age level. To make writing text purposeful students should get suitable text to read. According to the respondent the following remarks have been made.

1. Locally available materials such as newspaper, journals, articles, cut outs etc.
2. Creativity activity should be focused.
3. Many practice exercises are including in textbook.
4. Asking open-ended question and yes/no question.

5. Asking pictures, description in exam.
6. Practice of using various quotations in related topics.
7. There should be enough activities in textbook for writing skill.
8. Interesting activities in textbook should be included.
9. Utilizes of locally available materials, newspaper cutouts

4.2.9 Other Problems Perceived

When the respondents were asked to express their views on what types of problem that they generally perceive while teaching writing skill, they presented their answer differently. Some of the problems perceived by them as follows:

- a. Students' poor base in English.
- b. Students' weakness in grammar, especially in sentence formation.
- c. No colorful pictures, no association of lesson and exercise.
- d. No local information in the textbook.
- e. Students have not heard ample structures of English.
- f. Unsuitability of course content.
- g. Lack of teaching materials.
- h. Lack of attention
- i. Lack of skill-based curriculum
- j. Irregular students
- k. Lack of cooperating among English teachers.
- l. Unnecessary and vague writing exercises.

4.3 Summary of Findings

The main aim of the study was to find out the challenges faced by English language teachers in teaching writing skill. So, I selected forty English language teachers of Sindhuli district. Different questions were asked related to teaching writing skill. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation the findings of this study

are as follows:

-) Most of the teachers found lack of knowledge in making structure or sentences while they face teaching writing skill in language class.
-) It was found that most of the time of the teachers (i.e. 20%) got a problems in English language used when they teach writing skill in language class.
-) A majority of teachers (i.e. 55%) respondent that using materials is the best way teaching writing skill.
-) A majority of teachers (i.e. 50%) respondents that demonstration techniques applied in classroom while teaching writing is continuously going on.
-) Most of the teachers (i.e. 30%) applied reading and speaking in language class when they teach writing skill.
-) Most of the teachers (i.e. 50%) evaluation of writing skills of the students by making suggestive correction in their mistakes.
-) Majority of teachers (i.e. 75%) emphasized writing the view point of examination is the best way of teaching writing skill.
-) A majority of teachers (i.e. 100%) respondents that practice books are used in teaching writing as the material.
-) Most of the teachers (i.e. 65%) respondents that a completing sentences is the best techniques used to teach guided writing.
-) It was found that most of the teachers (i.e. 60%) respondents that correct students writing sometimes.
-) Most of the teachers focused on group division according to the diversity of students and activities according to the level of interest when they teach writing skill in language class.
-) Most of the teachers used multiple choice, match the words, dictation and letter writing while they teach writing skill in class.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the recommendation of the study on the basis of presentation, analysis and interpretation of the collected data.

5.1 Conclusions

The present research work entitled challenges faced by English language teachers in teaching writing skill is an attempt to find out the challenges faced by English language teachers in teaching writing skill and to suggest some pedagogical implication. The researcher selected forty secondary level English teachers from Sindhuli district through non-random purposive sampling procedure. The questionnaires were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of data, it was found data most of teachers found reading and speaking in language class is the best way of teaching writing skill. Similarly, most of the teachers respondent that demonstration techniques applied in classroom and using materials is the best way teaching of writing skills in a class room.

5.2 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:

5.2.1 Policy Level

Policy is a course of action of a government to systematize the activities of the people belonging to a particular field. It is the plan pursued by government. The study conducted on the research reports of the English language teaching would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The study suggests the following implication for the policy makers.

- a. The curriculum and syllabus designers should make the provision in the curriculum to promote the adaptation of new writing skills.

- b. The policy should be formulated to encourage the teachers to involve in seminars and to prepare ELT journals.
- c. The training should be organized to make the teacher conscious to use different techniques for their writing skill.

5.2.2 Practice Level

The implication of the research studies in the practical field as day to day life is categorized under practical level. The studies analyzed in the research are directly related to the practical field of English language teaching. Therefore, these would be very useful for the people concerned with English language teaching. The practitioners of ELT such as teachers, textbook writers, materials producers, linguists, principals and supervisors can effectively utilize the study. The major implications of the study in practice level are:

1. Novice teachers should not follow the traditional way of teaching rather they should think of modify by teaching writing skill in English.
2. All the teachers should be researcher and they should carry the research regarding the challenges faced by English language teacher while teaching writing skill in English.
3. Free writing activities should be provided to the students with regular correction (self-correction, peer correction and teacher correction).
4. The students should be made familiar with the basic spelling rules in a comprehensive way.
5. The teacher educators who have been involved and who will be involved in training teachers should motivate the trainee teachers to apply writing skills when they teach writing in a language class.

5.2.3 Further Research Level

The current study only has been limited to challenges faced by English language teachers in areas of study need further researchers. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area.

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Appendix I

Questionnaire

This questionnaire schedule has been prepared in order to accomplish the research work entitled “Challenges Faced by English Teachers in Teaching Writing skill which is being carried out under the guidance of Prof. Dr. Laxmi Bahadur Maharjan, Department of English Education T.U., Kirtipur, Kathmandu. It is hoped that your kind co-operation will be of great contribution in the accomplishment of this valuable research.

Researcher

Shobha Shrestha

Name:

Qualification:

Experience:

School:

Class:

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

1. What are the problems faced by English Language Teachers 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. 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
7. From the examination point of view, which skill needs to be emphasized?
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing

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 blanks
 - b. Completing sentences
 - c. Using picture cards
 - d. Using picture clues
10. How often do you correct their writing?
 - a. Daily
 - b. Sometimes
 - c. Occasionally
 - d. Never

(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 student's 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.

- i.
- ii.
- iii.

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

- i.
- ii.
- iii.

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?

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THANK YOU FOR RESPONDING