

TEACHERS IN TEACHING THE PROBLEMS FACED BY ENGLISH LANGUAGE WRITING

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

**Submitted by
Ramesh Chandra Moktan (Tamang)**

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Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Ramesh Chandra Moktan (Tamang) has prepared this thesis entitled **The Problems Faced by English Language Teachers in Teaching Writing Skill at Higher Secondary Level** under my guidance and supervision.

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DECLARATION

I declare hereby to the best of my knowledge that this thesis is original; no part of it was earlier submitted to the Department of English Education by any researcher.

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.....

Ramesh Chandra Moktan (Tamang)

DEDICATION

Dedicated

to

My parents and teachers who devoted their life to make me what I am today.

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I would like to extend my deep sense of profound gratitude to **Dr. Bal Mukunda Bhandari**, Reader Department of English Education, for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge for invaluable instructions, suggestions, guidance and kind cooperation in completing this study.

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Date: Chaitra, 2068

Ramesh Chandra Moktan (Tamang)

ABSTRACT

The present research entitled "**The Problems Faced by English Language Teachers in Teaching Writing** " is an attempt to find out the problems of English language teachers in teaching writing skill at higher secondary level. The main aim of the study was to find out the problems of the English language teachers while teaching writing. To carry out the research, I selected twenty higher secondary level schools from Kathmandu district. I selected four English language teachers from each higher secondary school. I used both questionnaire and observation checklist to collect the required information. Both the primary and secondary sources of data were used in this study. The collected data were analyzed and interpreted descriptively. The study found that all the English language teachers used only the textbook not other resources as the teaching materials in teaching writing.

This thesis had four chapters. The first includes the problems of teaching writing. Then discussion of the writing skill along with its components, review of literature, objectives of the study and the significance of the study had also been included. The second chapter contains the methodology which is sub-chaptered as the sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The fourth chapter contains the findings and recommendations of the study in which some pedagogical implications have been recommended to better the findings of this study as well as to strengthen such further studies. The final section of the study includes the bibliography and appendices.

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SYMBOLS AND ABBREVIATIONS

AD	After the Death of Christ
BS	Bikram Sambat
CUP	Cambridge Unviersity Press
Dr.	Doctor
e.g.	For example
ELT	English Language Teaching
etc.	et cetera
hrs.	hours
i.e.	that is
M.Ed.	Master in Education
Mr.	Mister
Mrs.	Mistress
No.	Number
P.	Page
Prof.	Professor
SL	Source Language
SLA	Second Language Acquisition
TL	Target Language
TU	Tribhuvan University
Vs.	Versus

CHAPTER ONE

INTRODUCTION

This is an introductory part of this thesis. It includes general background, writing skill, elements of writing, characteristics of writing objectives of the study and significance of the study.

1.1 General Background

Skills represent having enough ability, experience and knowledge to do something. 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. The four language skills are listening, speaking, reading and writing. To be able to use the language, to thoughts, intentions, wishes information, etc., a person needs a mastery of various elements. The four skills (reading, writing, speaking and listening) are often divided into two types. They are receptive skills and productive skills. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.

Listening is the respective skill in which we receive the message or information by listening. "Listening is the activity of paying attention to and, trying to get meaning from something we hear" (Underwood, 1989, p. 122). It is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary and grouping his meaning.

Speaking is primary a productive skill because language is primarily manifested in speech. Speaking is the production of language sounds in audible and meaningful form. We can define speaking as the ability to express oneself

fluently in a foreign language. It is a complex and complicated skill; in addition to the structures and vocabulary items, it involves thinking of what is to be said. The purpose of teaching speaking is to make our students learn some of the feature of spoken English which includes pronunciation, stress, rhythm, intention, etc. Pronunciation, grammar and vocabulary are the main elements of speaking skill.

Reading is a receptive skill of language. Reading generally means understanding or making sense of a given texts. Reading opens the gates of knowledge. Reading means perceiving a written text in order to understand its contents. We receive information when we read. It is the total understanding of a message in a text. Grellet (1995, p. 105) says, "Understanding a written text means extracting the required information from it as effectively as possible."

Writing is often regarded as the visual representation of speech and it is the last of the four language skills. It is an act of putting down the graphic symbols on paper that represent a language. It is a powerful medium of expression. It has been remarked that writing is the most difficult of the language to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating.

1.1.1 Writing Skill

Writing is a productive skill which involves manipulating, structuring and communicating. Writing is a process of representing a sound into symbol. Writing skill is regarded as a powerful medium of expression of thoughts, emotions, ideas and feelings. It is an act of putting down the graphic symbols on paper that represents a language. Writing is a system of written symbols which represent the sounds, syllables or words of language. It means all languages of the world which have written form, use graphic symbols that represent spoken sounds. Writing is one of the most important skills for learning a language. It is a productive skill which needs proper handling of the

mechanics of writing to make sensible sentences and paragraphs. Writing is one activity by which we can communicate with one another and transmit our culture, ideas and thoughts, from one generation to another. It provides us chance to acquire other ideas, feelings and thoughts. (Rivers, 1968, p. 33) says, "Writing refers to the expression of ideas in a consecutive way, according to be graphic convention of the language, the ultimate aim of the writer at this stage is to be able to express him in a polished literacy from which requires the utilization of a special vocabulary and certain refinements structures. Writing is the very complex process requiring many composite skills, like mental, psychological, rhetorical and critical." Writing is complex phenomenon in which three skills (i.e. listening, speaking and reading) are integrated. It is a difficult task, which takes much time to learn and to get mastery on it. White and Arndt (1993, p. 3) say, "Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own.

Written language is primarily transactional and message oriented. The goal of written language is to convey information accurately, effectively and appropriately. From this, we come to know that, students who learn the English language can not be perfect without writing. They can express their ideas correctly and appropriately when they are efficient in writing.

Teaching writing serves a variety of pedagogical purpose. The purposes of teaching writing are shown as follows:

- Writing enables us to provide for different learning styles and needs.
- Writing serves to provide the learners with some tangible evidences that they are making progress in the language.
- Writing provides exposure to do foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relaying on a single medium along.
- Writing provides a variety in classroom activities.

- Writing is often needed for formal and informal testing.

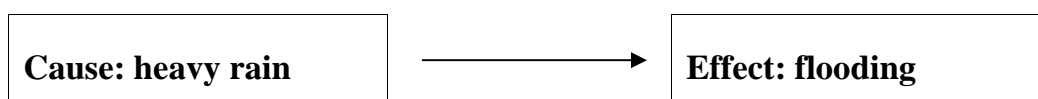
1.1.2 Elements of Writing

According to Bailey (2006, p. 51). The elements of writing are the various skills that are needed for most types of academic writing. Whether a shorter report, a longer essay or a dissertation .

1. Argument

This may be partly true, but

2. Cause and Effect



For example:

Heavy rain causes flooding.

Heavy rain produces flooding.

Heavy rain leads to flooding.

Heavy rain results in flooding.

3. Cohesion

Cohesion means linking phrases together so that the whole text is clear and readable.

For example: The former, while the latter

4. Comparison

The two basis comparative forms are :

- er is added to one -syllable adjectives (slow/slower) and two-syllable adjectives ending in -y (easy/easier).
- more is used with words of two or more syllables careful/more careful, quickly/more quickly

For example: The pacific ocean is longer than the Atlantic.

His work is more interesting than hers.

5. Definitions

For example: An Assignment is a task given to students.

6. Discussion

Many essay titles require the writer to exam: both sides of a case, and to conclude by coming down in favour of one side. These may be caused discussions, for and against or 'arguments' essays.

For example

- a) School uniforms- a step forward or a step back?
- b) Discuss the advantages and disadvantages of state control of industry.

For example

When writing essays it is often better to support statement by giving examples.

For example: Many departments, for instance medicine.

7. Generalizations

In written work generalizations are very useful because they can be used to present complex ideas or data in a simple form which is used top understand and remember.

For example: Language is important means of communication.

Computer are useful machines.

8. Numbers

Figures and numbers are both used to talk about statistical data in a general sense.

For example: The figures in the report need to be read critically.

9. Opening paragraphs

The subject can be introduced by giving some background information.

For example

In recent years, the internet has become an important tool of academic research.

10. References and Quotations

A reference is an acknowledgement that you are making use of another writers ideas or data in your writing.

For example

As Donner (1987 cited in Bailey, 2006, p. 58) pointed out, low inflation does not always lead to low interest rates.

11. Restatement and Repetition

Restatement is used in academic writing to expand or explain.

For example

..... individuals and employer express great creativity in arranging alternative transport, i.e. private buses arranged by employment or spontaneous car sharing

12. Style

Academic writing attempts to be precise, semi-formal impersonal and objective.

13. Synonyms

Synonyms are exactly the same in meaning.

For example: Firm- company

14. Variation in Sentence Length

Short sentences are clear and easy to read.

For example: Britain is an example of the university funding problem.

15. Visual Information

Visual devices such as graphs and tables are convenient ways of displaying large quantities of information in a form that is quick simple to understand.

1.1.3 Components of Writing

The components of writing are as follows:

Mechanics

Mechanics is also known as graph logical system. Mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens), capitals, abbreviations, and numbers which are often dealt within the revision or editing stage of writing.

Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. For example,

A: What time is it ?

B: Sorry, Sir. There was a traffic jam.

There is no grammatical or lexical links between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why B is late, and B is replying that it is due to traffic jam.

Cohesion

Cohesion refers to the grammatical and/or lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of a sentence : For example :-

A: Is Tom going to London?

B No, he is not going there.

There is a link between Tom and his, between is and going, and between London and there.

Orthographic and Paraorthographic Texts

Orthography deals particularly with writing system and spelling system.

Examples of parathographic texts include charts, tables, graphs, etc.

1.1.4 Classification of Composition

Composition writing can be of various types depending on the purpose of the writer and the genre she/he is involved in.

Descriptive Composition

Descriptive composition describes some object or place or person. The object may be a pen or a building or a car, the place can be an island, mountain, park or a riverside; and the person can be any teacher or a hero or a literary figure.

Narrative Composition

The aim of narrative essay is to narrate or report an event.

Imaginative Composition

Imaginative composition is a form of free composition in which the students imagine themselves as different persons or being in a different place.

Expository Composition

The purpose of an expository essay is to explain some object or to define or interpret something.

Argumentative Composition

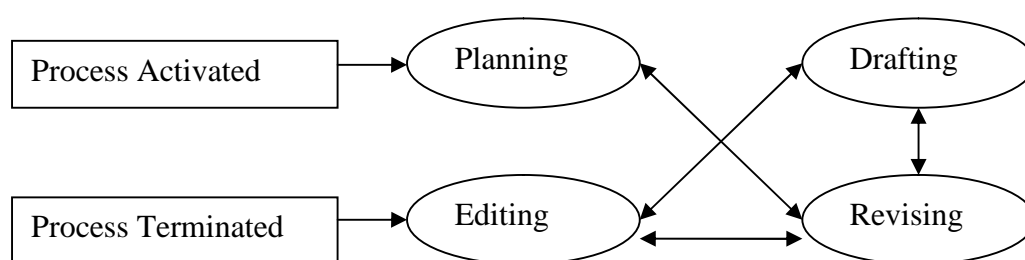
The aim of an argumentative composition is to convince the readers that the position be writer has taken on a subject is right.

Reflective Composition

Reflective essays, also known as personal essays, are the reflections of the writer's experiences on a variety of topics.

1.1.5 Stages of Teaching Writing

Richards and Renandya (2002, p. 315) outline the writing process as follows:



Based on these ideas, the stages of teaching process writing can be outlined below:

a) Planning

Planning is a pre-writing activity that encourages students to write. In planning stage, ideas and structures should effectively be organized.

b) Making

Here, the writer makes an outline on the basis of the organized notes. It might be written in short phrases, incomplete sentences, but it must be legible.

Outlines are valuable tools : the writer can add, drop, expand, substitute, coordinate or sub-ordinate the ideas later.

c) Preparing the First Draft

At the drafting stage, "the writers focus on the fluency of writing and are not pre occupied with grammatical accuracy or the neatness of the draft"

d) Revising, Editing and Producing the Final Draft

First draft is not the final product. The writer can change the words, sentences or even some part of organization. She/he can judge the overall coherence of the text. She/he can revise the whole text to check the characters, events and situation. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the readers.

1.1.6 The Existential Characteristics of Good Writing

Some essential characteristics of good writing are introduced as follows:

a) Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials.

b) Simplicity

Simplicity makes writing understandable and readable and never confuses the reader in understanding the message of the writing.

c) Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have an idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

d) Continuity

Continuity of thought is another important factor of a good writing. There should be continuing of thoughts word to following word, from one phrase to next phrase, from one sentence to another sentence and from one paragraph to another paragraph.

e) Free from Errors

Writing is a permanent record of thoughts and ideas expressed by a writer. So, it should be accurate.

The above characteristics of good writing play the vital role in the writing proficiency of lower secondary level students. They should have the ability to write clear, short, simple and continuous and error free sentences.

1.1.7 Writing Issues

In order to help students, write successfully and enthusiastically in different styles, we need to consider three separate issues:

a. Genre

A genre is a type of writes which members of a discourse community would instantly recognize for what it was. We know what a peer looks like, a theatre listing or the function and appearance of the cover copy on the back of a book. One of the decisions that we will need to make, therefore, is which genres are important and/or engaging for our students. Once we have done this, we can show them examples of texts within a genre (for example, a variety of different kinds of written invitations) so that they got a feel for the conventions of that genre. Such genre analysis will help students see how typical texts within a genre are constructed, and this knowledge will help them construct appropriate texts of their own. At lower levels, we may give them clear models to follow, and they will write something that looks very much like the original. Such guided writing will help students produce appropriate texts even with fairly limited English.

b. The Writing Process

Then students are writing-for-writing, we will want to involve them in the process of writing. In the 'real world; this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we will do all of these things again and again, sometime in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. before we produce our final version.

c. Building the Writing Habit

One other issue, which we can refer to as building the writing habit, deserves mention here. Many students either think or say that they cannot or do not want to write. This may be because the lack confidence, think it's boring or believe they have 'nothing to say'. We need to engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities

not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success.

1.1.8 The Writing Process

Writing is the process itself. When students are writing-for-writing, they have to involve in the process of writing. The writing process involves various stages as follows:

- i. Planning:** It is the first stage/step in the writing process where we think about what we are going to write and the order we are going to write it is so that we can write our first draft.
- ii. Drafting:** It is the second stage in the writing process where we write out our first version of something, knowing that we are probably going to amend it later.
- iii. Reviewing and editing:** At this stage of the writing process, we look at what we have written or drafted and make corrections and changes to it.
- iv. Final version:** After editing our first version, we produce a final version.

Many people think that this is a linear process, but we do all of these things again and again, sometimes in a chaotic order. Thus, we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. before we produce our final version (Harmer, 2007, p. 326).

1.2 Review of Related Literature

There are some studies that have been carried out in the field of writing skill at the Department of English Education. Further, numbers of studies have been conducted on other language skills as well. So, this is the first one that is going to be carried out on the problems of teaching writing skill at lower secondary level.

Pandey (2004) carried out a research on "The Effectiveness of Project Work Technique in Developing Writing Skill: A Practical Study". The objective of the study was to find out the effectiveness of project work technique in developing writing skill. The study was an experimental research. The researcher used both primary and secondary data to meet the objectives of the study. The population of the study was confined to 26 students of B.Ed. first year studying in Neelkantha Campus, Dhading. The main tool for the collection of data was a test paper. The finding of the study was that use of project work technique in teaching was found slightly more effective than conventional teaching.

In the same way, Rimal (2004) carried out a research on "The Effectiveness of Group Work Technique in Learning Writing Skill in English." The main objective of the study was to find out the effectiveness of group work technique in learning writing skill. He used both primary and secondary sources for data collection and selects one school of Lamjung district as the population of the study. The research used pre-test and post-test for primary data collection by dividing the students into two groups that is experimental and controlled group. It was found that group work technique in learning writing skill was slightly effective than the usual classroom technique.

Similarly, Sharma (2010) carried out a survey research on "Techniques Used by the Teachers While Teaching Writing" Objective of her research was to find out the techniques of developing writing skills used by the teachers while teaching English at lower secondary level. The researcher used two types of tools in collecting required information. They were observation check-lists and survey questionnaires. Her findings of the study was teacher uses the pre-writing, controlled writing, free writing exercises and letter of application the class teacher were used by the teachers to develop writing skills to their students.

Likewise, Mishra (2011) carried out an experimental research on "Effectiveness of strip story in Developing Writing Skill". The main objective of the study was to find out the effectiveness of strip story as a technique in developing writing skill. The researcher used both primary and secondary sources of data to meet the objectives. The researcher used test items as the main tools for the collection of data. The findings of the study show that the use of strip-story as a technique for the purpose of developing writing skill is more effective than teaching with usual classroom techniques.

1.3 Objectives of the Study

The study had the following objectives:

- a. To find out the problems faced by English language teachers in teaching writing skill at higher secondary level
- b. To explore the causes of those problems
- c. To suggest some pedagogical implications

1.4 Significance of the Study

Writing is the most fundamental and significant form of language. This study will be significant mainly for the students and teachers who are teaching English at higher secondary level. It will also be useful for textbook writers, syllabus designers and other persons who use as second or foreign language and are directly and/or indirectly related to language teaching.

CHAPTER TWO

METHODOLOGY

For the present study, I adopted the following methodology:

2.1 Sources of Data

I used both primary as well as secondary sources for collecting the data.

2.1.1 Primary Sources

The primary sources of the data were the English language teachers of higher secondary schools in Kathmandu district.

2.1.2 Secondary Sources

The secondary sources of the data were the various books, theses, articles, journals and other related published and unpublished documents some of those secondary sources were Arapoff (1970), Davis (1975), Picas (1982), Bailey (1983), Hedge (1989), Ur (1996), Richards and Renandya (2002) and Harmer (2008).

2.2 Sampling Procedure

First of all, I selected twenty higher secondary schools from Kathmandu district. Out of them, I selected four English language teachers from each higher secondary school. I took all the English language teachers as the subjects for the study.

2.3 Tools for Data Collection

I used the following tools to collect the required information:

a. Questionnaire

I prepared a set of questionnaires for the teachers and used to collect data.

b. Observational check list

A Check-list was developed and used while observing the classroom teaching of writing skill.

2.4 Process of Data Collection

I collected the data from the primary sources by distributing questionnaire and using observation checklist. For this purpose I adopted the following steps:

- a. At first, I went to the selected higher secondary schools and asked for the permission with concerned authority to carry out my research.
- b. Then I explained the purpose and the process of the research and requested him/her to get permission to carry out the research.
- c. After getting permission from the principal I consulted the English language teachers.
- d. Then I gave a questionnaire to the teachers and requested to fill up.
- e. After that I observed the classes of teaching writing.

2.5 Limitations of the Study

The study had the following limitations:

- a. Twenty higher secondary level schools from Kathmandu district.
- b. Four English language teachers from twenty higher secondary schools from Kathmandu district.
- c. The problems faced by English language teachers in teaching writing at higher secondary level.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is the body of the research which deals with the analysis and interpretation of data. Data were obtained from the questionnaire and observational check list. These data were analyzed and interpreted by using tools like tables, graphs and so on. This chapter has been divided into two headings. The first one deals with the analysis of the data obtained through questionnaire where as the second one deal with the analysis of the data obtained through observation checklist.

3.1 Analysis of the Data Obtained through Questionnaire

I made an effort to analyze the data collected through the questionnaire to find out the problems related to writing skill. The data have been analyzed in the following points below:

3.1.1 Textbook Related Problems

I asked the questions regarding textbook problems. The responses obtained through questionnaire regarding textbooks have been shown in the following table:

Table No.1
Textbook Related Problems

S.N	Problem Item no	Statements	Responses		
			Yes	No	Partially
1	1a	Textbook is lengthy and monotonous	54	16	10
2	1b	Difficult to finish within an academic year	28	46	6
3	1c	Unsuitable vocabulary and structures	21	50	9
4	1d	Less communicative	56	18	6
5	2	The textbook has insufficient writing exercises	62	12	6
6	3	Students don't bring their English Textbooks regularly	42	30	8
7	4	The text book is accompanied with less guided exercises	36	34	10
8	5	Difficult exercises have been given in a Problematic way	33	21	26

The table asserts that there were some significant problems related to the textbooks. Of the total, nearly 30.50% respondents agreed that textbook was difficult to be completed in time. Similarly, 67.50% of the respondents had positive responses upon monotonous and lengthy nature of textbooks.

As shown in the table, 40.50% respondents agreed that the textbook was not accompanied by guided exercises which could help the students improve their writing. In the same way, the inclusion of insufficient writing exercises in the textbooks had become a problem to 41.25% teachers.

Only 70% teachers claimed that the textbook was less communicative. On the other hand, the textbook itself had become a problem for few teachers. Only 52.5% respondents answered that the students attended without their textbook

and 30% teachers claimed that textbook didn't have appropriate vocabularies and structures for their level.

3.1.2 Problems Related to Homework

In order to find out the problems of homework, the respondents were asked about the issue of homework. Their responses are recorded in the following table.

Table No. 2
Problems Related to Homework

S.N.	Problem item no	Statements	Responses (in %)		
			Yes	No	Partially
1	11	The students do not do their homework daily	82	0	18
2	12a	Weak students copy talent students	86	0	14
3	12b	They copy their seniors' note	63.14	4.76	33.09
4	12c	They use answer book, guide etc.	14.28	0	85.71

As the table exhibits, most of the teachers i.e. 82% claimed that weak students copied from bright ones. This was the great problem that the teachers had been facing while teaching writing skill.

Regarding the copying from their seniors, or, notes of the old batch students, only 4.76% teachers answered 'No'. Nearly 63.14% teachers opined that the students had a tradition of being parasite. For this, 33.09% teachers partially agreed.

Similarly, one seventh of the teachers had been facing the problem of their students using bazaar notes and answer books while writing homework. The table clearly shows that 86% teachers partially agreed on this tradition of

writing homework. As shown in the table, majority of the teachers answered that the students did not write homework daily.

3.1.3 Problems Related to Physical Infrastructure and Management

When there is a good physical infrastructure and management in a school there is a good teaching learner process. In order to find out the condition of physical infrastructure and management in selected schools, some questions related with it was asked. The responses responded by informants have been presented in the following table:

Table No. 3
Problems Related to Physical Infrastructure and Management

S.N.	Problem Item no	Statements	Responses		
			Yes	No	Partially
1	14d	While making the students practice writing, the weak furniture of the classroom creates problem.	19.04%	38.09%	42.8%
2	22	I have not sufficient time for the preparation of writing classes.	14.28%	57.14%	28.57%
3	25	My classroom is crowded.	57.14%	28.57%	14.28%
4	26	Individual attention cannot be provided	52.38%	23.8%	23.8%
5		The classroom does not have enough space for pair work and group work.	57.14%	19.04%	23.8%

On the basis of responses provided by informants, the researcher found some significant problems regarding physical infrastructure and management. As shown in the table above, a majority of the teachers were facing the problem of

space in the classroom for teaching activities like pair-work, group work and so on. For this, 57.14% teachers answered ‘Yes’ and 23.8% teachers partially claimed it as a problem.

Similarly, 57.14% teachers claimed that the classroom was crowded. It is obvious that 52.38% teachers were unable to pay individual attention to each and every student of the classroom. Most of the teachers responded that the crowded classes were another problems of teaching writing skill.

3.1.4 Problems Related to Writing Exercise

In order to find out the problems related to writing exercises, the informants were asked some questions. The responses of the informants have been shown in the following table:

Table No. 4
Problems Related to Writing Exercise

S.N.	Problem Item no	Statement	Responses in %		
			Yes	No	Partially
1	8	They write short writing exercise but they feel difficult in writing long exercise	92	6	2
2	9	They make several grammatical mistakes	82	6	12
3	10	There are few guided writing exercises to enhance students writing	76.4	0	13.60
4	14a	While making the students practice writing, the students show their lazy nature	72.53	4.76	22.92
5	14b	While making the students practice writing, poor students copy others	80.47	18.03	1

6	14c	All the students do not get opportunity for practicing	52.38	33.33	14.28
7	17	Students ask me to repeat one writing exercise several time	26.08	27.80	47.09
8	19	The students are unable to elaborate given guide lines in writing a paragraph	33.33	14.28	52.38
9	20	Most of the students cannot write paragraph independently.	85.71	4.76	9.52
10	21	Easy writing and letter writing are difficult for the student of class eleven and twelve	90.37	0	9.53

As per the table, it is obvious that the teachers have been facing three more significant problems related to writing exercises. The problem item, 'they write short writing exercises but they feel difficulty in writing long exercises', was responded by all the teachers that it was major problem.

Similarly, 80.47% of the total teachers responded that poor students copied from others or talented ones. Another more significant problem was that most of the students could not write paragraph independently. Here 82% teachers claimed it as a significant problem which the teachers were facing in teaching writing skill.

Regarding the problems related to grammatical mistakes while writing exercises, most of the teachers i.e. 85.71% agreed that the students made several grammatical mistakes. In the same way, writing exercises corporated in the concerned textbooks played a vital role to enhance writing. As the teachers, responded, there were few writing exercises to enhance the writing skill of the students. Most of the teachers i.e. 72.53% responded that the scarcity of writing exercises was a significant problem which they were facing.

Most of the teachers responded that the students were not active and enthusiastic during practice hour. Accordingly, the teachers claimed that the students showed their lazy nature while practicing. All the students did not get opportunity for practicing and they were unable to elaborate given guidelines in writing paragraph were the other two problem. On the other hand, a minority of the teachers were suffering from the problem that they had to repeat a single exercise several times. A majority of the teachers claimed that the exercises like essay and letter writing were difficult for the students of class nine.

3.1.5 Problems Related to Mechanics

In order to find out the problems related to mechanics, the respondents were asked some questions. They answered differently. The responses have been presented in the following table:

Table No. 5
Problems Related to Mechanics

S.N.	Problem Item no	Statements	Responses in %		
			Yes	No	Partially
1	6	The students have poor handwriting	59.95	0	59.03
2	7	They are never careful about punctuation	47.61	9.52	42.8

As shown in the table above, a majority of the teachers found their students' handwriting poor. Regarding handwriting, 59.91% teachers opined that the students' poor handwriting created problem in teaching writing. No teachers responded that the students had good handwriting. The rest of the teachers agreed upon it partially.

In the total, 47.61% teachers fully supported and 42.8% teachers partially supported that the students were never careful about punctuation. Only 9.52 %

teachers responded that the students were careful about punctuation while writing.

3.1.6 Teacher-Student Interaction Related Problems

The researcher had asked the questions regarding the problem of the teacher-student interaction in the classroom. The responses that the respondents presented have been shown in the following table:

Table No. 6
Teachers- Student Interaction Related Problems

S.N.	Problem Item no	Statements	Responses in %		
			Yes	No	Partially
1	13	Students participation in classroom activity is poor	76.14	19.09	4.76
2	15	The students are not laborious to learn English	28.57	19.04	52.38
3	16	I don't correct student's writing daily	33.33	28.57	38.09
4	18	Describing pictures in writing cannot be managed well	33.33	42.85	23.8
5	28	I have to face disciplinary problem on the part of students	9.52	23.8	66.66
6	29	To motivate students while teaching writing is very difficult	23.8	28.57	47.61

Regarding the problem related to teacher-student interaction, the researcher found two significant problems. Nearly 28.57% teachers confirmed that the students were not laborious to learn English. In the same way, more than half teachers, i.e. 52.38% teachers partially supported it. Similarly, another significant problem as claimed by the teachers was that the student's participation in classroom was poor. In this regard, most of the teachers i.e.

76.19% answered that the student's participation in classroom activity especially in writing was very poor. Furthermore, a very few teachers partially responded for this statement.

As shown above, a very few teachers i.e. 9.52 were facing problem of discipline on the part of the students. Most of the teachers as partially responded this statement. One third of the teachers put view that they were facing problem to describe pictures by writing well. Approximately 33.33% teachers responded that they were facing the problem of checking homework daily.

3.1.7 Problems Perceived in Teaching Writing

The question is of open ended type in which teachers were asked to list down other problems, if any that they had been facing while teaching writing. Many of them have listed the aforementioned problems. The other problems, which have been found in this research are as follows:

- Students' poor base in English.
- Students' very poor background.
- Crowded classroom.
- Students weakness in grammar, especially in sentence formation.
- The students' lack of understanding about what they write themselves.
- Lack of attention.
- Laziness to write.
- Copying from talented ones.

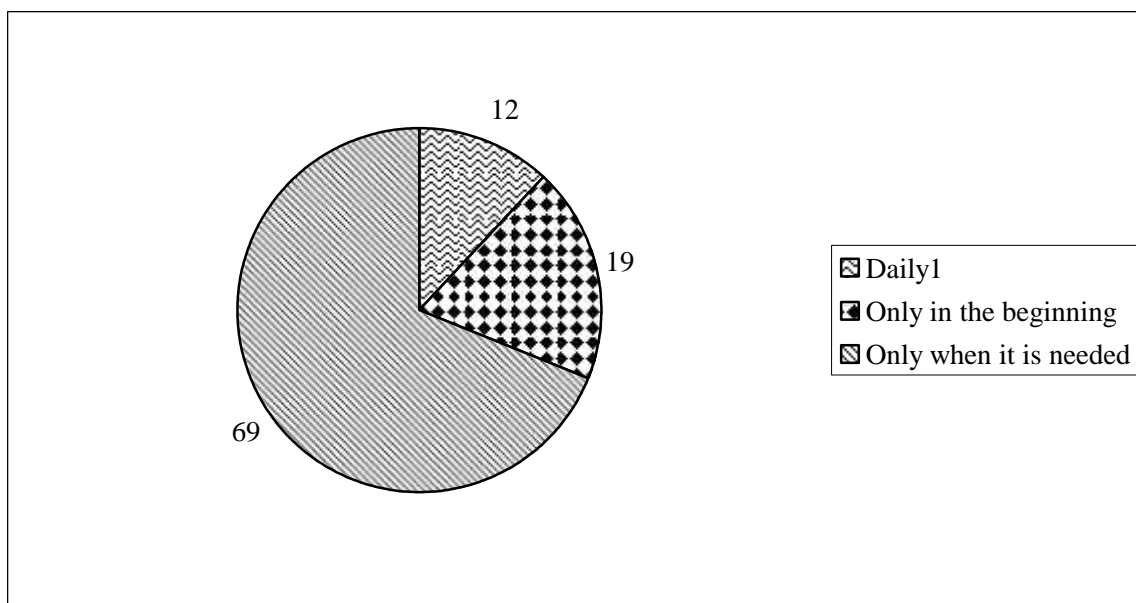
3.1.8 Causes of Problems

The researcher had also presented some questions regarding the causes of problems in teaching writing skill. The major causes of the problems have been discussed in the given below points:

a. Use of Teachers Guide for Teaching Writing

The responses of the informants regarding the use of teachers' guide for teaching writing have been summarized in the given below figure:

Figure No.1
Use of Teachers Guide for Teaching Writing



From the above figure, it is obvious that the large number of teachers i.e. 69% used teachers guide only when it was needed. The rest of the teachers that occupy 12% were the regular user of teachers guide while teaching writing skills. From the figure, it is clear that 19% teachers used teacher guide only in the beginning.

b. Materials Used in Teaching Writing

Language learning can be dull especially if the learners do not feel a real need to catch and give their attention. The learning process itself must be exciting and enjoyable. We can make it so by frequent change of activities and diversity of materials.

Regarding the use of materials in teaching writing, it was found that the teachers were free to write the materials that they had been using in the

presentation of written class. Here, in this regard the researcher found that a majority of the teachers used pictures in their class. This means that the use of picture was common for most teachers while teaching writing skill. But surprisingly usual classroom materials, flashcards, maps, table as well as charts, reference books, textbooks and practice books were used by less number of teachers for the presentation of writing classes. Similarly, the researcher found that some teachers used textbook, newspaper and magazine. Some teachers were found to use realia, writing clues, cutouts and sentence word card majority of the teachers ignored them. Some teachers used cut outs and word sentence cards. In the same way, the researcher found that a very few number of teachers used teaching notes, blackboard, flannel-board and sample writing together with cloze-test/exercises.

Writing sheets, cardboard, cassettes and puppets were the other teaching learning materials which were used by teachers.

c. The Teachers Who Give Extra Writing Exercise

The responses regarding the provision of extra writing exercises have been presented in the following table:

Table No: 7

The Teachers Who Give Extra Writing Exercise

S.N.	Responses	No of Ts	Percentage	Remarks
1	Yes	46	57.5%	
2	No	24	30%	
3	Not answered	10	12.5%	
4	Total	80	100%	

As shown in the table above, the teachers were given two alternatives, Yes and No. Nearly 57.5% teachers claimed that they provided extra writing exercise. On the other hand, only two teachers i.e. 30% did not give extra writing

exercises. They fully depended upon the exercises given in the concerned textbooks.

d. Frequency of Correcting Students Writing

The respondents were asked about whether they corrected homework of the students or not. The responses that they provided regarding this statement have been presented in the given below table:

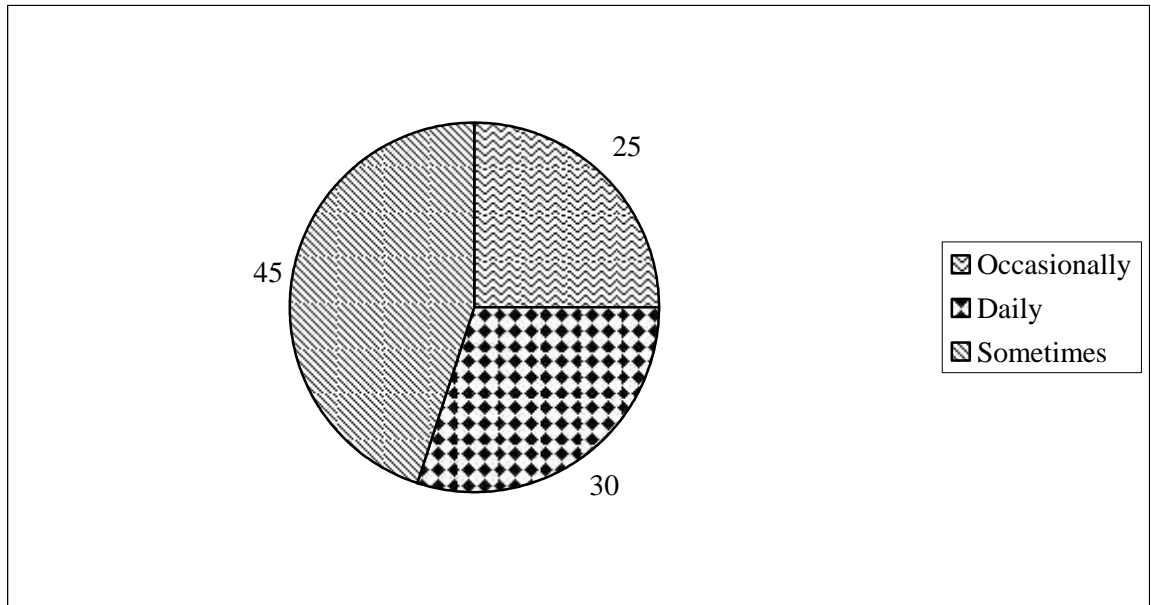
Table No. 8
Frequency of Correcting Students Writing

S.N.	Responses	No of teachers	Percentage (%)	Remarks
1	Daily	24	30	
2	Sometimes	36	45	
3	Occasionally	20	25	
	Total	42	100	

The table asserts that one of the causes of poor performance in writing was the system of correcting homework. Homework was given daily to make students practise what they had learnt. The teachers went ahead teaching new subject matter every day. Writing on the part of students is essential and it must be regular. Here, in the above table, out of hundred, only 30% teachers corrected students' writing daily. This means that 70% teachers did not correct their writing daily.

The table clearly shows that 45% teachers corrected students writing sometimes whereas most of the teachers had the tradition of correcting occasionally. The table has been presented in the following figure as follows:

Figure No.2
Teachers' Response



e. Ways of Correcting Students' Writing

To find out the techniques of correction especially for writing skill, the researcher administrated this question. They had to choose one alternative out of four alternatives and so did they.

The alternatives to be chosen were:

- 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.

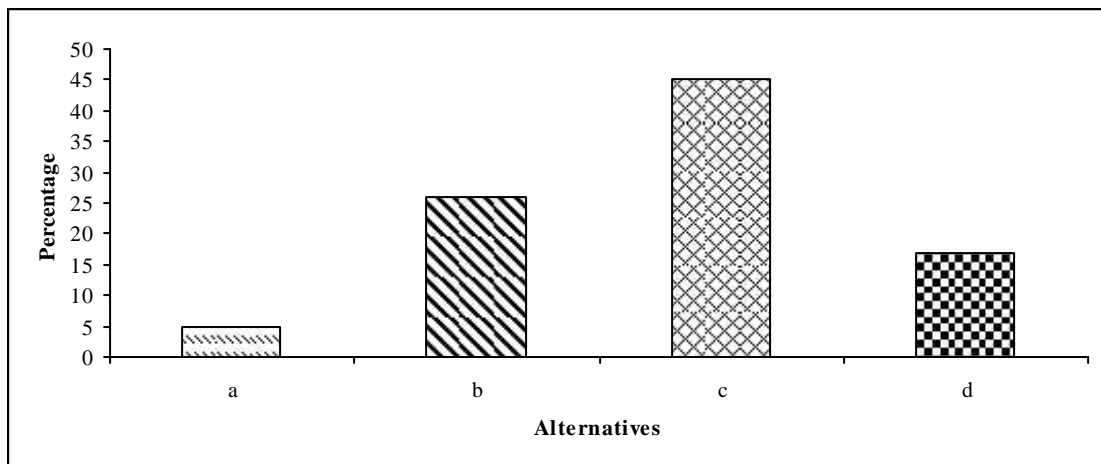
The responses provided have been presented in the given below table:

Table No. 9
Ways of Correcting Students' Writing

S.N.	Alternatives	No of teachers	Percentage (%)	Remarks
1	A	4	5	
2	B	26	32.5	
3	C	36	45	
4	D	14	17.5	

As shown in the table above, nearly 32.5% teachers corrected student's writing by pointing out the spelling, grammar, punctuation and conceptual mistakes. Similarly, more than half i.e. 45% teachers corrected by making suggestive correction in their mistakes. Surprisingly, about 17.5% teachers corrected students' writing for the sake of correction. These teachers checked students' writing just by making sure that students had done writing exercises. We can show the above information in the following bar-graph

Figure No. 3
Ways of Correcting Students' Writing



f. Situation of Free Writing Contest

In this question, the teachers were asked whether they conducted any free writing contest or not. In response to this, the researcher found varied responses which have been given in the following table:

Table No. 10
Situation of Free Writing Contest

S.N.	Responses	No of teachers	Percentage (%)	Remarks
1	Yes	66	82.5	
2	No	14	17.5	

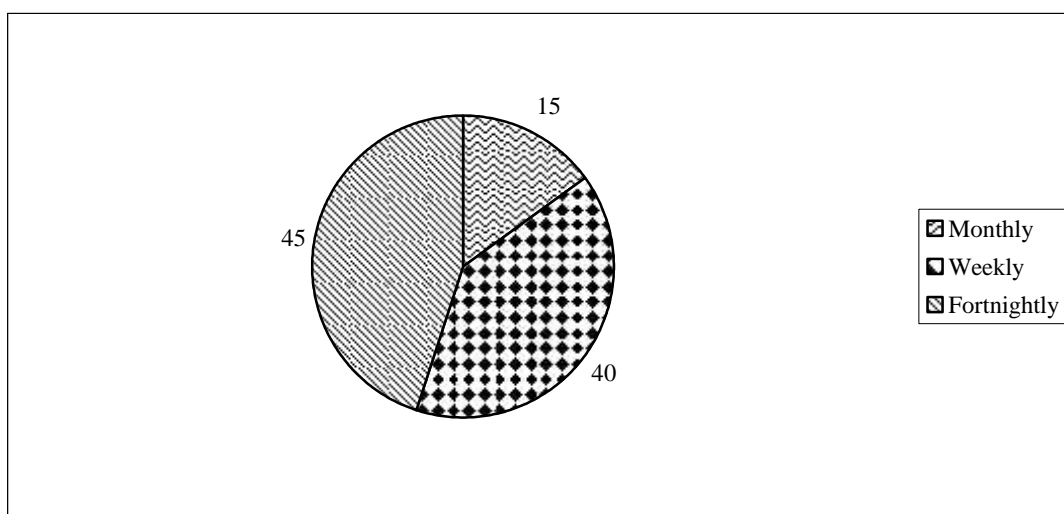
The table asserts that 82.5% teachers conducted writing contests. Only 17.5% did not have such tradition. In this connection, another sub question was asked to those who conducted such contest. In response to the sub question 'how often do you organize such writing contest? The researcher found the following result.

Table No: 11
Frequency of Organizing Free Writing Contest

S.N.	Organization of Writing contest	No. of teachers	Percentage (%)	Remarks
1	Monthly	12	15	
2	Weekly	36	45	
3	Fortnightly	32	40	
4	Terminally	0	0	
5	Non organizer	0	0	

We can show the above table in the following pie chart

Figure No. 4
Frequency of Organizing Free Writing Contest



The pie-chart shows that 15% teachers organized free writing contest monthly whereas the number of teachers organizing weekly and fortnightly seemed equal that is 45%. Schools organized terminal examination but no teacher responded that they organized free writing terminally.

g. Teachers' Participation in Training

The teachers were asked if they participated in any training programme. In response to this statement, they opined differently. The responses that they provided have been shown in the given below table:

Table No. 12
Teachers' Participation in Training

S.N.	Statements	No of Teachers	Percentage (%)	Remarks
1	Teachers who have participated in orientation class, teachers training, workshop and refresher courses.	55	68.75	
2	Teachers who have not participated in orientation class, teachers	5	6.25	

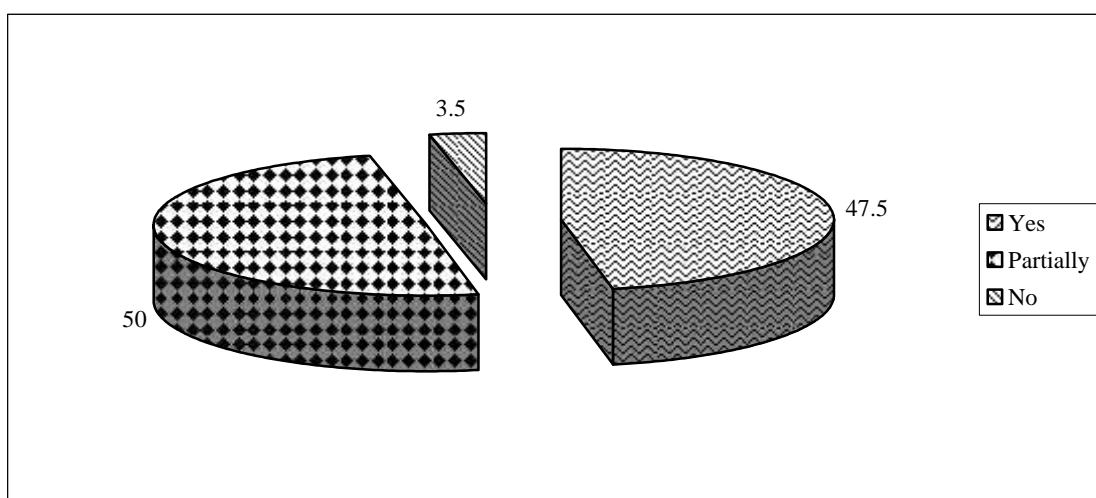
	training. Workshop and refresher courses.			
3	Teacher who have partially participated in orientation class, teachers training, workshop and refresher course.	20	25	
4	Teacher who has not answered	0	0	

The table itself speaks that majority of the teachers had attended orientation class, trainings workshop, and refresher courses. Of the total, around 68.75% teachers responded that they had participated in training programme whereas 25% had partially participated. However, 6.25% English teachers had not got chance to attend such training course.

h. The Teachers Who Find Training Helpful

Out of eighty teachers, nearly half teachers responded that trainings are helpful to teach English. In the same way nearly half teachers, that is 38 teachers responded it partially. Surprisingly, two teacher responded that the program was not effective in teaching writing skill.

Figure No. 5
Teacher's response on Training



i. Use of the English Language in Teaching Writing

To explore the environment of exposure in their classroom, four possibilities were listed down in question no. forty six and the teachers were asked to select one among them. The responses obtained from the teachers have been shown in the table below.

Table No: 13
Use of the English Language in Teaching Writing

Option no	Responses	No. of teachers	Percentage (%)
A	During the whole class	14	17.5
B	About half of the class	36	45
C	About one third of class	6	7.5
d	Most of the time	24	30

Above table reveals that majority of the teachers i.e. 45% teachers used target language about half of the class. However, the researcher found that the number of teachers who spoke English during the whole class was very low. Only 17.5% teachers spoke English whole time.

Surprisingly, the researcher found that 7.5% teachers used English about one third of the class. To put it in other words, roughly thirteen minute English exposure has become a significant cause of students' poor performance in English.

3.2 Analysis of the Data Obtained through the Observation Checklist

I observed some classes of English teachers teaching writing skill at higher secondary level. The data obtained through observation have been analyzed below:

In the classroom observation of the Bernhardt College I found Hira Ream Itani with teaching materials. He managed the classroom very well. He taught his students by using inductive method. He taught the subject matter very well. He

taught his students with the lesson plan. He used the textbooks as the teaching materials. He gave the tasks from the textbook to the students in teaching writing. He told the students to practice the writing exercises from the textbook. He gave some examples to make the content interesting, understandable and clear to the children. He provided different supplementary books to the students in teaching writing in the classroom. He told the students to work in pair and group. He made the group work relevant.

In the classroom observation of Deepak Sapkota, Janwahor Maharjan and Surendra Subedi I did not find them with teaching materials. In the classroom of Surendra Subedi I found him a passive English language teacher. He didn't manage the classroom very well. He did not teach the students by using teaching materials. He taught his students by using deductive method. All of these three teachers didn't teach the subject matter very well. They didn't teach their students with the lesson plan. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbook to the students in teaching writing. They didn't explain the subject matter very well. They didn't tell the students to practice the writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to children. They did not provide different supplementary books to the students while teaching writing in the classroom. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of S.S. college I got Gyanab Gautam, Narendra Man Mukhiya, Bipin Kumar Dahal and Bhumi Raj Bista with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided

different supplementary books to the students while teaching writing in the classroom. I saw them an active, excellent and intelligent English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Jubilant College I did not find Sishir Upreti, Laxman Bhandari, Manju Dahal and Deepak Ayar with the teaching materials. They didn't teach their students with the lesson plan. They didn't use the textbooks as the teaching materials. They taught their students by using deductive method. They didn't give any tasks from the textbook to the students while teaching writing. They didn't manage the classroom very well. They didn't explain the subject matter very well. They didn't tell the students to practice the writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to children. They didn't provide different supplementary books to the students while teaching writing in the classroom. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Ganeshman Singh College I found Prem Poudel, Sarita Regmi, Usha Neupane and Damodar Poudyal with the teaching materials in teaching writing. They managed the classroom very well. They taught their students with the lesson plan. They taught the students by using inductive method in the classroom. They used the textbooks as the teaching materials. They gave the tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of British Gurkha College I found Durga Bahadur Khatri and Akhanda Khanal with the teaching materials. They managed the classroom very well. They taught their students with the lesson plan. They taught their students by using inductive method. They taught the subject matter with the teaching materials very well. They used the textbooks as the teaching materials. They gave the tasks from the textbook to the students in teaching writing. They told the students to practice writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided the supplementary books to the students in teaching writing. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Sabita Situla and Bhupendra Gurung I didn't find them with the teaching materials. They didn't manage the classroom very well. They didn't teach their students with the lesson plan. They taught their students by using deductive method. They didn't teach the subject matter very well. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbooks to the students in teaching writing. They didn't tell the students to practice writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to the children. They didn't provide the different supplementary books to the students in teaching writing. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Siddhartha College I did not find Anil Khanal, Dibas Babu Pokhrel, Niranjana Sharma and Kapil Shaha with the teaching materials. They didn't manage the classroom very well. They didn't teach their students with the lesson plan. And they didn't use the textbooks as the teaching materials. They taught their students by using deductive method. They didn't give the tasks from the textbooks to the students in teaching writing. They didn't explain the subject matter very well. They didn't tell the students to practice the writing exercises from the textbooks. They didn't give any examples to make

the content interesting, understandable and clear to children. They didn't provide different supplementary books to the students while teaching writing in the classroom. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of ED-Mark College I got Yogendra Ghimire, Bal Ram Gaire, Binod Aryal and Bikash Neupane with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching as the teaching materials. They gave some tasks from the textbooks the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active, excellent and intelligent English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Mangal College I didn't find Prem Limbu and Lok Raj Regmi with the teaching materials. They didn't manage the classroom very well. They didn't teach their students with the lesson plan. They taught their students by using deductive method. They didn't teach the subject matter very well. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbooks to the students in teaching writing. They didn't tell the students to practice writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to the children. They didn't provide the different supplementary books to the students in teaching writing. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Khem Nath Situla and Shanti Ram Bhandari I found them with the teaching materials. They managed the classroom very well. They taught their students with the lesson plan. They taught their students by using inductive method. They taught the subject matter very well. They used the textbooks as the teaching materials. They gave the tasks from the textbook to the students in teaching writing. They told the students to practice writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided the different supplementary books to the students in teaching writing. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Gillete College I found Raju Manandhar, Sajesh Manandhar, Keshab Rijal and Kamala Paneru with the teaching materials. They taught their students with the lesson plan. They taught the students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Janamaitri College I found Netra Gyawali with the teaching materials. He managed the classroom very well. He taught his students by using inductive method. He taught his students with the lesson plan. He used the textbooks as the teaching materials. He gave the tasks from the textbook to the students in teaching writing. He told the students to practice writing exercises from the textbook. He gave some examples to make the content interesting, understandable and clear to the children. He provided the

supplementary books to the students in teaching writing. He told the students to work in pair and group. He made the group work relevant.

In the classroom observation of Motilal Fullel, Bimala Gyawali and Devendra Shaha I didn't find them with the teaching materials. They didn't manage the classroom very well. They taught the students by using deductive method. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbook to the students in teaching writing. They didn't tell the students to practice writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to the children. They didn't provide the supplementary books to the students in teaching writing. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Intensive International College I didn't find Krishna Hari Khatri and Gyatri Wagle with the teaching materials. They didn't manage the classroom very well. They taught the students by using deductive method. They didn't teach the subject matter very well. They didn't teach their students with the lesson plan. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbook to the students in teaching writing. They didn't tell the students to practice writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to the children. They didn't provide the supplementary books to the students in teaching writing. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Yogendra Bhattarai and Mamata Shrestha I found them with the teaching materials in teaching writing. They managed the classroom very well. They taught the students by using inductive method. They taught the subject matter very well. They taught their students with the lesson plan. They used the textbooks as the teaching materials. They gave the tasks from the textbook to the students in teaching writing. They told the students to

practice writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided the supplementary books to the students in teaching writing. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Hilbert International College I found Durga Dhami, Krishna Bhandari, Nawaraj Bhattarai and Gita Giri with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them as active English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Capital Hill College I found Ishab Raj Badu and Santosh Poudel with the teaching materials in teaching writing. They managed the classroom very well. They taught the students by using inductive method. They taught their students with the lesson plan. They used the textbooks as the teaching materials. They gave the tasks from the textbook to the students in teaching writing. They told the students to practice writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided the supplementary books to the students in teaching writing. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Rajan Sapkota and Raju K.C. I didn't find them a well trained and qualified English language teachers in teaching writing. They didn't teach their students with the lesson plan. They didn't manage the classroom very well. They didn't teach the subject matter with the teaching materials very well. They taught the students by using deductive method. They didn't use the textbooks as the teaching materials. They didn't give the tasks from the textbook to the students in teaching writing. They didn't tell the students to practice writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to the children. They didn't provide the supplementary books to the students in teaching writing. They didn't tell the students to work in pair and group. They didn't make the group work relevant.

In the classroom observation of Richmond Academy College I found Anju K.C. Aryal, Hari Belbase, Bhuvan Sharma and Umesh Kumar Yadav with the teaching materials. They managed the classroom very well. They taught their students by using inductive method in the classroom. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to the children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active, intelligent and experienced. English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In classroom observation of Laboratory College I got Sakindra Limbu, Bhupendra Kham, Bhabinder Kumar Rai and Sunil Bhujel with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They

explained the subject matter very well. They told the students to practice the writing exercises from the textbooks. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Gyankunja College I did not get Rupnarayan Shrestha with the teaching materials. He did not teach their students with the lesson plan. He taught his students by using deductive method in the classroom. He did not manage the classroom very well. He didn't use the textbooks as the teaching materials. He didn't give any tasks from the textbooks to the students in teaching writing. He didn't explain the subject matter very well. He didn't tell the students to practice the writing exercises from the textbook. He didn't give any examples to make the content interesting, understandable and clear to children. He didn't provide different supplementary books to the students while teaching writing in the classroom. I saw him a passive English language teacher in the classroom. He didn't tell the students to work in pair and group. He didn't make the group work relevant.

But in the classroom observation of Ratna Dev Bhatta, Kamal Adhikari and Rishi Wagle I found them with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an

active English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Everest International College I found Samyog Sharma, Navaraj Sapkota, Yogesh Sharma and Bhabishwor Thapa with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students while teaching writing in the classroom. I saw them an active, excellent and intelligent English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

In the classroom observation of Cambridge College I did not find Baldev Pokhrel, Pramesh Gyawali and Bhawani Kandel with the teaching materials. They didn't teach their students with the lesson plan. They taught their students by using deductive method in the classroom. They didn't manage the classroom very well. They didn't use the textbooks as the teaching materials. They didn't give any tasks from the textbooks to the students in teaching writing. They didn't explain the subject matter very well. They didn't tell the students to practice the writing exercises from the textbook. They didn't give any examples to make the content interesting, understandable and clear to children. They didn't provide different supplementary books to the students while teaching writing in the classroom. I saw them a passive English language teachers in the classroom. They didn't tell the students to work in pair and group. They made the group work relevant.

But in the classroom observation of Vima Rai I found her with the teaching materials. She taught her students with the lesson plan. She taught her students by using inductive method in the classroom. She managed the classroom very well. She used the textbooks as the teaching materials. She gave some tasks from the textbooks to the students in teaching writing. She explained the subject matter very well. She told the students to practice the writing exercises from the textbook. She gave some examples to make the content interesting, understandable and clear to children. She provided different supplementary books to the students while teaching writing in the classroom. I saw her an active English language teacher in the classroom. She told the students to work in pair and group. She made the group work relevant.

In the classroom observation of Holi Vision College I got Nandalal Subedy, Santosh Rai, Jina Rai and Sashi Rai with the teaching materials. They taught their students with the lesson plan. They taught their students by using inductive method in the classroom. They managed the classroom very well. They used the textbooks as the teaching materials. They gave some tasks from the textbooks to the students in teaching writing. They explained the subject matter very well. They told the students to practice the writing exercises from the textbook. They gave some examples to make the content interesting, understandable and clear to children. They provided different supplementary books to the students in teaching writing in the classroom. I saw them an active, excellent and intelligent English language teachers in the classroom. They told the students to work in pair and group. They made the group work relevant.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

After the close scrutiny of the data collected for this study, the researcher has come to list the following problems existing in teaching writing skill at higher secondary level in Kathmandu Valley.

4.1 Findings of the Study

The major findings of the study are as follows:

1. The text books which are prescribed for higher secondary level are not suitable and attractive because they are lengthy and monotonous and are difficult to be completed in an academic year. The writing exercises given in the textbook are insufficient, too.
2. Regarding the trend of writing homework, nearly 85 percent respondents claimed that weak students copied from the bright ones. In this connection, 82% teachers completely and the rest i.e. 18% partially agreed that the weaker students had such nature.
3. It was found that due to poor base in English and limited vocabulary power of the students, they wrote short writing exercises but they felt difficulty in writing long exercises.
4. Writing practice of the students was found poor and most of them made spelling and grammatical errors.
5. During this research as responded by majority of the teachers, students' participation in classroom activity related to writing was poor. It showed the students laziness and hesitation in classroom activity created a major problem which the teachers have been facing these days.
6. The other problems faced higher secondary level English teachers and their causes are:

- a. Student's poor base in English environment.
 - b. Inferiority feeling of poor students
 - c. Lack of time on the part of teachers for preparation of the subject matter at school
 - d. Diversity and vague writing exercises contrary to interest, level and knowledge of the students.
 - e. Inappropriate method and techniques
 - f. Lack of practice in English writing
7. The materials like supplementary readers, teacher's handbook, and students handbook, students' workbook and practice books were not available in the local market which created problems.
 8. Regarding the condition of English exposure during school hours, only few teachers claimed it to be good and remaining other agreed that the condition was poor or unsatisfactory.
 9. Most of the students did not prepare their homework as the teachers had no time to correct their work.
 10. Only 9.52% teachers used target language all the time during English period. An English period lasted excessively for forty minutes and most of the teachers used English slightly more than half of the time. This showed that the degree of exposure in government school was very poor.
 11. A few teachers used the textbooks as the teaching materials in teaching writing.
 12. Nearly 65% teachers explained the subject matter very well.
 13. Most of the English language teachers used the lesson plan while teaching writing in the classroom.

14. Most of the English language teachers taught their students by giving individual work, pair work, group work and project work related to writing skills.

4.2 Recommendations and Pedagogical Implications

The major recommendations and pedagogical implications of this study are as follows:

1. Firstly, the English textbook of higher secondary level is not appropriate to teach writing skill effectively. Many of the portions should be improved. Unnecessary exercises which are far from student's interest and level need to be replaced by a few exercises which would be straight forward to achieve the objectives of the concerned grades.
2. Copying from talented students' notebook has become a serious problem. So, the students should be encouraged to write their homework themselves if possible. The school should manage different sections grouping on the basis of their knowledge.
3. The policy of recruiting SLC degree teachers for teaching primary level need to be re-thought. Teachers with English background are to be engaged to form strong base in primary level.
4. The teachers should teach English through English. Degree of exposure during English period should be increased by using target language during whole period
5. Most of the teachers are not using instructional materials while teaching writing. So, instructional materials should be provided and additional course about how to use instructional materials should be added.
6. The teacher should stimulate the learners to participate actively in classroom activities.

7. An effective programme of teacher training is a must. In this program, the teachers are to be given training by the subject experts and course book writers so that it could bridge the gap between the expected techniques and applied techniques.
8. The District Education Officer and concerned bodies should draw their attention towards the poor written performance of government aided secondary level schools and should bring special package to uplift the poor condition of written skill.
9. All the language teachers should follow the teachers guide properly.
10. Every English language teacher should be encouraged to teach the students by using lesson plan in teaching writing.
11. Every English language teacher should encourage the students by providing positive feedback to improve their written work.
12. The English language teachers should be encouraged to teach the students by giving individual work, pair work, group work and project work while teaching writing in the classroom.
13. Every English language teacher should be encouraged to use the textbooks as the teaching materials in teaching writing in the classroom.

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Appendix-I

Name of Colleges, Teacher's Name, Qualification and Experience

S.N	Name of Colleges	Teacher's name	Qualification	Experience
1	G.S. College	Peshel Luitel	M.Ed.	5 years
		Muna Bhattarai	M.A.	2 years
		Kamal Nepal	M.A.	3 years
		Kishor Poudel	M.A.	5 years
2	Bernhardt College	Hira Ram Itani	M.Ed.	2 years
		Deepak Sapkota	M.A	5 years
		Janwahor Maharjan	M.A	10 years
		Surendra Subedi	M.A	6 years
3	Jubilant College	Sishir Upreti	M.Ed.	5 years
		Laxman Bhandari	M.Ed.	5 years
		Manju Dahal	M.A	7 years
		Deepak Ayar	M.A	
4	Ganeshman Singh College	Prem Poudel	M.Ed.	6 years
		Sarita Regmi	M.Ed.	6 years
		Usha Neupane	M.A	7 years
		Damodar Paudyal	M.Ed.	5 years
5	British Gurkha College	Sabita Situla	M.A	8 years
		Durga Bahadur Khatri	M.A/M.Ed.	2 years
		Bhupendra Gurung	M.A	5 years
		Akhanda Khanal	M.A	5 years
6	Siddhartha College	Anil Khanal	M.A	5 years
		Dibas Babu Pokhrel	M.A	7 years
		Narayan Sharma	M.A	4 years
		Kapil Shaha	M.A	2 years
7	Mangal College	Prem Limbu	M.A	15 years
		Khem Nath Situla	M.Ed.	7 years
		Shanti Ram Bhandari	M.Ed./ M.A	2 years
		Lok Raj Regmi	M.Ed./ M.A	2 years

8	Gillette College	Raju Manandar	M.A, M.Phil	23 years
		Sajesh Manandhar	M.A	10 years
		Keshab Rijal	M.A	1 years
		Kamala Paneru	M.A	2 years
9	Janamaitri College	Netralal Gyawali	M.A./M.Ed	10 years
		Motilal Fulel	M.A	5 years
		Bimala Gyaulali	M.A	7 years
		Devendra Shaha	M.A	5 years
10	Intensive International College	Yogendra Bhattarai	M.A	10 years
		Krishna Hari Khatri	M.A	2 years
		Mamata Shrestha	M.A	7 years
		Gyatri Wagle	M.A	3 years
11	Hilbert International College	Durga Dhami	M.A	3 years
		Krishna Bhandari	M.A	15 years
		Nawaraj Bhattarai	M.A	2 years
		Gita Giri	M.A	2 years
12	Capital Hill College	Santosh Poudel	M.A	2 years
		Ishab Raj Badu	M.A	5 years
		Rajan Sapkota	M.A	5 years
		Raju K.C.	M.A	10 years
13	Richmond Academy College	Anju K.C. Aryal	M.Ed.	3 years
		Hari Belbase	M.A	10 years
		Bhuvan Sharma	M.A	2 years5
		Umesh Kumar Yadav	M.A	5 years
14	Laboratory College	Sakindra Limbu	M.A/M.Ed.	5 years
		Bhupendra Kham	M.A	16 years
		Bhabindra Kumar Rai	M.A	2 years
		Sunil Bhujel	M.A	3 years

15	Everest International College	Samyog Sharma	M.A	7 years
		Navaraj Sapkota	M.A	10 years
		Yogesh Sharma	M.A	10 years
		Bhabishwor Thapa	M.A	4 years
16	Gyankunja College	Rupnarayan Shrestha	M.A	5 years
		Ratna Dev Bhatta	M.A	6 years
		Kamal Adhikari	M.A	6 years
		Rishi Wagle	M.A/M.Phil	10 years
17	S.S. College	Gyanab Gautam	M.A	10 years
		Narendra Man	M.A/M.Phil	4 years
		Mukhiya	M.A	10 years
		Bipin Kumar Dahal	M.A/B.A.S.M.,	27 years
		Bhumi Raj Bista	DNS.ND	
18	Holi Vision College	Nandalal Subedy	M.A	10 years
		Santosh Rai	M.A	5 years
		Jina Rai	M.A	7 years
		Sashi Rai	M.A	5 years
19	ED-Mark College	Yougendra Ghimire	M.A/M.Phil	6 years
		Bal Ram Gaire	M.A	10 years
		Binod Aryal	M.A	2 years
		Bikash Neupane	M.A.	
20	Cambridge College	Baldev Pokhrel	M.A	5 years
		Pramesh Gyawali	M.A	7 years
		Bhawani Kandel	M.A	2 years
		Vima Rai	M.A	2 years

Appendix- II

Questionnaire

College's name:

Address:

Experience (Years):

Teacher's name:

Qualification:

Date:

Please read the questions and answer them with reference to your school, students and yourself. They are only for the purpose of research and would not be used for any other purpose.

Tick the barriers you have faced while teaching English.

S. N.	Barriers	Responses		
		Yes	No	Partially
1.	Students don't bring their English textbook regularly			
3	The textbook of higher secondary level is: <ul style="list-style-type: none"> ▪ Lengthy and monotonous ▪ Difficult to finish in time ▪ Unsuitable vocabulary and structures ▪ Less communicative 			
4	The textbook is accompanied with less guided exercises			
5	Difficult exercises have been given in a problematic way			
6	The students have poor handwriting			
7	They are never careful about punctuation			
8	They write short writing exercises but they feel difficult in writing long writing exercises			
9	They make several grammatical mistakes			
10	There are few guided writing exercises to enhance			

	students writing in textbook			
11	The students do not write their homework regularly			
12	While writing homework <ul style="list-style-type: none"> ▪ weak students copy right ones ▪ they copy their seniors' note ▪ they use guide, answers books etc 			
13	Student's participation in classroom activity is poor			
14	The students are not laborious to learn English			
15	I do not correct student's writing daily			
16	Students ask me to repeat one writing exercises several times			
17	Describing pictures in writing cannot be managed well			
18	The students are unable to elaborate given guide lines in writing a paragraph			
19	Most of the students cannot write paragraph independently			
20	Easy writing and letter writing are difficult for the student of eleven grades			
21	I have not sufficient time for preparation of writing classes			
22	I have to face disciplinary problem on the part of the students			
23	To motivate students while teaching writing is very difficult			

24. What are the other barriers while teaching writing skill in English?
- a. _____ b. _____
- c. _____ d. _____

25. How often do you use the teacher's guide for teaching writing?
 a. Daily b. Only when it is needed c. Only in the beginning
26. What materials do you use in teaching writing?
 a. _____ b. _____
 c. _____ d. _____
27. Do you give extra writing exercises?
 a. Yes b. No
28. Do you teach students the use of capitals, commas, apostrophes, hyphen etc separately?
 a. Yes b. No
29. How often do you correct their writing
 a. Daily b. Sometimes c. Occasionally d. Never
30. Do you conduct any free writing exercise?
 a. Yes b. No
 If 'Yes' how often are they organized?
 Weekly b. Fortnightly c. Monthly d. Terminally
31. Which of the following techniques do you generally use to teach guide writing? (Write 1, 2, 3,4 from frequently used to less)
 a. filling the blanks in a close set
 b. completing sentences
 c. using picture cards
 d. using picture cues
32. What sort of writing exercises do you make the students do at higher secondary level?
 a. _____ b. _____
 c. _____ d. _____

Thanks

Appendix-III

Observational Check-List to Observe Writing Class

Teacher's Name:
Students' No.:
College:
Class:
Subject:
Unit:
Time:
Date:

[The best answer is indicated in the number 5 column and others are accordingly in the descending order]

S.N.	Activities	Result					Remarks
		1	2	3	4	5	
1.	Subject Matter						
	Presentation						
	Sequencing						
	Exemplification						
	Contextualization						
	Summary						
2.	Use of Language						
	Target language by teacher						
	Target language by student						
	First language by teacher						
	First language by students						
3.	Teaching learning process						
	Student's participation						
	Teacher's Role						
	Teaching Strategies						

	Systematic ness						
	Teaching Methodology						
	Reinforcement and feedback Evaluation						
4.	Classroom Activities/Management						
	Classroom environment						
	Classroom management						
	Physical aspects						
	Setting						
5.	Use of aids and materials						
	Preparation of materials						
	Visual materials						
	Visual aids						
	Audio- Visual aids						
	Supplementary materials						
	Appropriate use of materials						
	Sufficiency of materials						
6.	Attitudes of teachers and students						
	Interested to teach						
	Interested to learn						
	Eye contact						
	Class control						
	Expected behaviour						