

# **CHAPTER ONE**

## **INTRODUCTION**

This study is on the “Problems Faced by English Teachers in Teaching Writing Skill for Grade Nine Students.” This chapter consists of the general background, review of related literature, objectives of the study and the significance of the study.

### **1.1 General Background**

Language is the means of communication used by human beings to communicate thoughts and feelings. It is the system of human communication by means of structured arrangement of sounds to form larger units like Morphemes, words, clauses, sentences.

Language learning is learning of communication, in which all the aspects of communicative competence should be noted. It is a complex system consisting of six components: phonology, morphology, syntax, lexicon, speech acts and discourse.

According to Lyons (1978,p.8) “Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols.” Chomsky (1975) states that language is the innate capacity of native speakers to understand and form grammatical sentences. Language has been defined variously. No single definition of language is perfect itself. But it is widely accepted that language is a complete human phenomenon and its main function is to communicate.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication in addition to their national languages. Since English is an international language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been

used as a means of interaction and medium of writing by the people from educated and elite circle since Rana regime. Now-a-days, many countries around the world have given more emphasis in English language, realizing that English has played a great role in international trade, technology, education, entertainment and other aspect of social life. Due to this increasing expansion of the scope of English, demand of learning it as a second language has also been increasing rapidly. As we know that different languages are spoken in the world today. English deserves to be regarded as a world language. Yule (1985, p. 183) says “one person out of every four on the earth can be reached through English.” English is the mother tongue of most of the people of Great Britain, Canada, USA and Australia.

### **1.1.1 Brief History of English Language**

The history of English language in Nepal went back to 17<sup>th</sup> century when King Pratap Malla ruled over Kathmandu. However, English language was not popular among the ordinary people at that time. The inscription of Hanumandhoka states that King Pratap Malla knew fourteen languages including English. It proves that English had its existence in Nepal even before the time of Junga Bahadur Rana. Similarly, other assumptions revealed that English was started in Nepal during the period of Bhimsen Thapa. The British Government opened ‘Gorkha Bharti Kendra’ during his Prime Ministership. The people who came to Nepal to select the army spoke English. Nepali people who joined British army received a good salary. Therefore, people in Nepal attracted towards English language (Kafle, 2008, p. 4).

Junga Bahadur Rana, the first Rana Prime Minister of Nepal, visited Britain in 1850 A.D. to strength the ties of friendship with powerful British Empire. He realized the importance of English language to communicate and strength friendship with English people to make his position ever stronger in Nepal.

In order to give English education to the children of Rana and Royal families, he established Durbar High School in 1853 A.D. However, it was made open

for the general people in 1920 B. S. After the establishment of Tirchandra College in 1975 B.S., English became a compulsory subject in higher education in Nepal.

### **1.1.2 Importance of the English Language in Nepal**

English is known as a key to get success in every field of life. The field of science and technology remains incomplete in the absence of English language. Most developing countries like Nepal need English language to make country developed. The interest of every country is growing wider with the advancement of modern civilization. No country can offer to limit itself to its own store of knowledge and to the research of its own nation. Nepal cannot be untouched from above condition. So, the importance of English is increasing day by day in Nepal. Now the Government of Nepal has made English as a compulsory subject from Primary level to Bachelor level in education. So, it has got a high position in our curricula. It has also gained high prestige in both governmental and nongovernmental sectors in Nepal (Ghimire, 2004, p. 6).

The English language has played the role of mediator for international networking. Nepal has got the membership of international organizations like UNO, the SAARC, and UNSCO and so on. People use English as a common language in such organization. We use all the products of food, cloth, machine, equipments and manuals written in English language as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus levels are written in English. Without the knowledge of English, it is very difficult to get success in higher level of education (Harmer, 2000, p. 9).

Another factor for the need of English education is that the advanced countries have been helping Nepal in its development providing financial assistance and technical needs to deal with such technicians through English. We need to work in tourism, foreign affairs and international trades. Therefore, without the help of English language we cannot imagine the development of our nation.

### **1.1.3 The School Level English Language Teaching Situation: A Review**

English language teaching has traveled a fairly long way since its formal introduction in the school level curriculum in 1854. It remained in a limited scale up to 1938. After 1939, communities were allowed to open and run schools. Then, ELT spread gradually and become more systematic after 1951. In the beginning, the curriculum and textbook were imported from India. This tradition continued more or less up to 1970.

English was introduced from grade three to high school level. Students had to study two English papers consisting of 100 marks each before the implementation of the NESP 1971. Grammatical rules and exercises, translation exercises, prose and poetry were the contents incorporated in the English course. ELT at that time was literature oriented and obviously the emphasis was over written skill and the method of teaching was mainly grammar translation.

The Government decided to overhaul the existing education system by the end of 1970s. As result, new curricula were prepared and implemented accordingly. In the new curriculum of the school level, English no more remained a compulsory subject. Instead school could choose one of the five United Nations' languages. But this did not work because neither guardians nor students wanted to switch over to language other than English. So, in practice, English continued to be the compulsory language in every school from grade four despite its option in principle.

It was actually a transitional period of ELT in which English was confined to a single, 100 marks paper with only one textbook for each grade. During the period, new linguistic theories and language teaching methods appeared all over the world. The ELT experts in every corner of the world were eager to implement new methods in their teaching and had experienced better result than ever before. In 1981, one distinct point in ELT, bifurcation of schooling system started; private Boarding School and Public and community schools.

Most of the curriculum development centers, except in the case of national language Nepali, the medium of instruction became English. Moreover, the students are required to use English compulsorily for communication purpose within the school boundary. Thus, they got better opportunity to learn English.

On the other hand, no changes could be found in the government aided schools. The exposure remained mini since the medium of instruction remained Nepali except in English period. That is why, the parents who could afford have been admitting their children in private boarding school. But in this present study the private boarding schools are excluded as they have been maintaining relatively a good ELT environment (Bell, 1981, p. 57).

### **1.1.3.1 Teaching Language Skills**

The purpose of teaching 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 major skills are: listening, speaking, reading and writing. Haycraft (1978, p.8) says “to be able to use the language, to convey thoughts, intentions, wishes information and so on. A person needs a mastery of various elements.”

Among the four language skills, speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skills.

We can summarize the four language skills in the following way.

Medium	Speech	Written word
Receptive	Listening and Understanding	Reading and Understanding
Productive	Speaking	Writing

### **1.1.4 Teaching of Writing Skill**

The main purpose of teaching a language is to develop four basic skills: listening, speaking, reading and writing. Among the four language skills, writing has immense importance. Writing is a communicative skill. It provides relevant activities to lead students from controlled to free writing and gives advice on setting up a writing programme. Teaching is a prestigious and challenging job. Teaching of writing skill needs more attention from teachers than teaching of other skills. Different components and sub-skills of writing should be considered while teaching writing skill. Keeping in mind the importance of writing skill, students and teachers must be involved in the teaching learning process.

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating ideas, but also in translating these ideas into readable texts. Writing is a productive and last skill of language in natural order. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Writing normally uses a generally acceptable standard variety of the language. A piece of writing, however, with mistakes and half-finished sentences would be judged by many native speakers as illiterate since it is expected that writing should be correct. From the point of view of language teaching, therefore, there is often far greater pressure for written accuracy than there is for accuracy in speaking.

The writing should be as communicative, or functional, as possible. That is, it should be seen to fulfil the sort of normal communicative purpose, or functions, that writing should be recognized as a special part of language teaching, with its own aims and techniques. Writing has evolved in societies as a result of cultural change creating communicative needs which cannot really be met by the spoken language rather than being separate manifestations of language.

### **1.1.5 The Importance of Writing Skill**

Written texts are fixed and permanent so that reading can be done at whatever time, speed and level of thoroughness, the individual reader wishes. The written text is explicit; it has to make clear the context and all references. The content is presented much more densely in writing. A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. The introduction and practice of some form of writing enables the students to provide different learning style and needs. The students who do not learn easily through oral practice find writing as a paramount aid to retention. Hence, writing skill is equally important for those people who are linguistically dumb when they are supposed to speak. Emphasizing the importance of writing Bell (1981, p. 58) says” Writing is a tool used to express what is in our mind and for some people is almost as important as speech.” Similarly, giving the importance of writing skill Francis Bacon says, “Reading maketh a full man, conference a ready man and writing an exact man.”

Written records are more authentic than speech. Writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of Grammar Translation Method. Most of the classroom as well as examination activities are, by and large, depend upon writing system. In this sense, writing is often needed for formal and informal testing .Writing actively provides a variety in classroom activities where only oral practices are focused. In that situation, writing activity serves as a break and students can utilize their imagination, creativity through written discourse (Byrne, 1982, p.152).

### **1.1.6 Components of Writing Skill**

Writing is a co-operative activity which consists of various components that work together to construct a communicative environment in classroom activities. Writing consists of a number of components. They are as follow:

### **a. Mechanics**

It is also known as graphological system. Mechanics refers to those aspects of writing such as spelling, use of punctuation marks, capitalization, abbreviation and numbers which are often dealt within the revision or editing stage of writing. Many students whose native language orthography is very 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 a written message, it can adversely affect the reader's judgment. 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 a 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 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 order to presenting the materials in the paragraph according to the position. Logical order is the order of expressing to the position. It is the order of expressing central idea in a statement for using different supporting examples. In order to obtain coherence in a paragraph, different types of connectives can be used.



### **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 kind which knit the parts of a text together into a complete unit of discourse and which, therefore, convey the meaning of the text as a whole.” Cohesion refers to the grammatical and or lexical relationship 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 Kirtika going to Pokhara?

B: No, she is not going there.

There is a link between Kirtika and she between is and going. And between Pokhara and there.

There are two levels of cohesion. They are: sentential (intra-sentential) cohesion and textual cohesion. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

### **d. Orthographic and Para-orthographic texts**

The orthography refers to the study of writing systematic and spelling system. Different language of the world use different types of writing: for instance logographic writing, syllabic writing, and alphabetic writing. Para-orthographic texts refer to the pictorial representation like as diagram, charts, tables and maps. Such texts give a bird's eye view of the entire data, and therefore the information presented is easily understood.

Orthographic texts mainly deal with:

- a) Complexity and irregularly in (English) spelling.
- b) The spelling for loan words e.g. Ghee, (borrowed from Hindi), Campus (borrowed from Latin), Restaurant (borrowed from French)

- c) Writing direction e.g.,Left to right (English, Nepali),Right to left (Urdu),Top to bottom (Japanese) etc.
- d) Syllabus pattern| structure e.g.Consonant cluster,Doubling of consonant

Para-orthographic text deals with:

- a) Converting a text into chart diagram etc.
- b) Interpreting chart, diagram etc into orthographic
- c) Writing from maps, graphs, statistical data etc.
- d) Writing something in the form of table, chart, diagram etc.

### **1.1.7 The Sub-Skills of Writing**

Writing is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of organizing as well as lower level skills of spelling, punctuation, word choice and so on in writing. It can be more clearly looked at in terms of sub-skills of writing. According to Munby (1979, pp.179 – 182 ) the sub skills of writing are:

1. Manipulating the script of language:
  - (i) Forming the shapes of letters
  - (ii) Using the spelling system
  - (iii) Using punctuation
2. Expressing information explicitly
3. Expressing information implicitly through:
  - (i) Inference
  - (ii) Figurative language
4. Expressing the communicative value of sentence and utterances
5. Expressing relation within a sentence using:
  - (i) Element of sentence structure
  - (ii) Modal auxiliaries
  - (iii) Intra- sentential connectors

6. Expressing relations between parts of text through lexical cohesion devices
7. Expressing relation between parts of a text through grammatical cohesion devices
8. Using indicator in discourse for:
  - (i) Introducing an idea
  - (ii) Developing an idea  
Transition to another idea
  - (iii) Concluding an idea
  - (iv) Emphasizing a point
  - (v) Explanation of point already made
  - (vi) Anticipating an objection
9. Reducing the text through avoiding irrelevant information

### **1.1.8 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 close connection with what is being practiced in relation to other skills. In order to make students able to write English appropriately, they must be taught systematically through different stages of development.

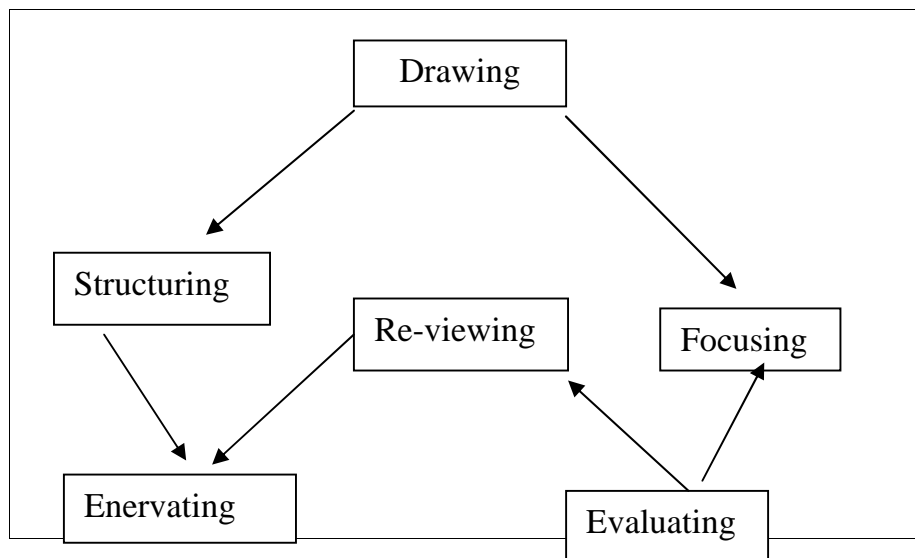
Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which is many people can never easily manage in a foreign language because there exist a number of conflicting theories of planning and teaching a course in writing. While teaching writing skills, we must be clear about the approach which we want to follow. Different approaches follow different stages to develop writing skill. Process approach to teaching writing consists of four basic stages. They are:

- ) Planning
- ) Making an outline

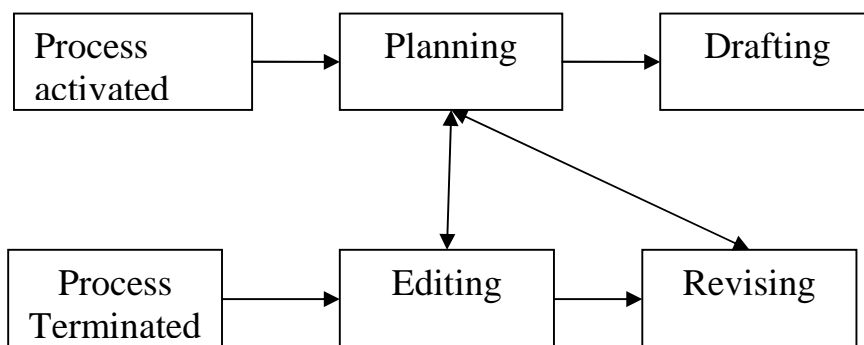
- ) Preparing the first draft
- ) Revising ,editing, and producing the final draft

Krashen (1984,p.17)says that many good writers employ a recursive, nonlinear approach of writing of a draft may be interrupted by more planning and revision may lead to reformation with a great deal of recycling to earlier stages.

White and 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, we came to know that different people have given different ways of developing writing skill. No single mode is perfect itself in every situation and context. So, we need to select proper model on the basis of our situation and context.

Rivers (1968, pp 245 - 253) has suggested five stages of writing which help the learners to write in the foreign language. They are copying, reproduction, and recombination guided writing and free writing. The brief introduction of them is as follows.

### **1. Copying**

This is the first stage of writing in which students are required to copy the model given by the teacher or in the textbook. Especially for lower grades, copying is useful for the recognition and production of letter shapes; for improving handwriting and spelling. Letters to be copied should be given in contrastive pairs or groups. The students are asked to copy those words, phrases and sentences with which they are already familiar orally in this stage. The objectives of copying at secondary level are to cultivate a good handwriting that gives no trouble for the readers to read.

Copying stage is also called transcription. Such type of work is very useful for accuracy in writing. This stage helps to widen the impression of the sounds and symbols relationship in student's mind. The students are required to have further repetition practice of basic dialogue or sentences. Rivers (1968) says "punctuation marks are also considered during this stage."

### **II. Reproduction**

During the second or reproduction stage the students will try to write without the original version that they have mastered or learned orally from their memory (without seeing a model). Reproducing is a bit more challenging than copying as students have to rewrite immediately remembering the shapes of letters, words and sentences without reference to their original form for recognition. Next, they will be asked to write down sentences they memorized, read and copied.

Another form of reproduction that is used in foreign language classes is dictation. In order to emphasis difficulties in particular spelling, the spot

dictation procedure can be adopted. Rivers (1968,p.247)states that where particular difficulties of spelling are being emphasized, the spot dictation procedure may be adopted, complete sentence will be read, but only the word or words which are repeated will be written. In the further steps of reproduction, the teacher asks the students to write the learned phrase or makes them describe a picture he is showing. Then the students may be asked to write pattern drill responses of repetitive type at this stage, the emphasis is entire on accuracy on reproduction.

### **III. Recombination**

At this stage of writing, the students are asked to write sentences that they have learnt previously with slight changes. The learners at this stage will write that type of recombination which they have already heard, produced orally and read in the textbook.

Completing sentences using pictures or using alternative words given, producing drilled patterns with slight changes on some parts then transforming sentences on the basis of given clues etc are some examples of recombination. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences. Recombination is more challenging than reproduction as it requires thinking on the part of reader.

After the students have acquired confidence in writing simple substitutions and transformations, they can be asked to make recombination around a theme presented in the class in a picture or a set of picture. The recombination can be of various forms of memorized dialogues. Gradually, new vocabulary items are carefully introduced. Dictation is also suitable for this stage which consists of arrangement of dialogue sentences, narrative and pattern sentences. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for combination of new ideas.

#### **IV. Guided Composition**

This is the fourth stage of writing development. At this stage, the students will be given some freedom in selection of lexical items and structural patterns for writing exercises within a given framework. Guided composition is a technique of controlling situation providing them ideas, structures, and vocabularies. At the beginning, the students are given completion exercises. Some type of drills and replacement exercises can be used at this stage.

It gives students more but not all of the content and form of the sentences they will use. Their finished product thus will be similar but not exactly alike. Students are given a first sentence, an outline to fill out a series of questions to respond to, or information to include in their piece of writing. Raimes (1983,p.103)puts his view “as with any free writing task, with guided composition too, students should be able to discuss make notes than finding and plan strategies together before they begin to write.

Similarly, Rivers (1968) opines that some types of drills provide careful guides at this stage. Replacement exercises may be devised in which a section of the sentences can be replaced by a number of different phrases, giving the opportunity to express new meaning.

As the students advance in their writing skill, they may be allowed more freedom in lexical and grammatical choice. The writing practice is based on what they have read or have been reading. They are required to answer the questions based on their reading. They can write the summary of the texts that have been read. They can rewrite the story, narrate the dialogue, compose the dialogue from the narrated text etc. thus, writing at this stage is still under supervision and the teacher needs to act as a supervisor.

#### **V. Free composition**

This stage is the last stage of teaching writing. It should, therefore be practiced only after students have done sufficient guided writing practice. This stage

involves individual selection of vocabulary and structures for the expression of personal meaning. At this stage the teacher should pay great care to the students' performance. They should be carefully trained to shift from guided writing stage into free composition stage. According to Rivers(1968,p.253)“the teacher will need to exercise great care to see that they are not plunged abruptly from guided writing into a limitless sea of free composition. The transition has to be gradual.”

At the beginning of this stage, the students are asked to describe, narrate, explain and sum what they have read or heard. When they become accustomed to expressing themselves, they are given opportunity to express their ideas on the materials they have read. Practice description of people, place and things can provide excellent training in exact expression at the initial stage of composition practice. Gradually, the students are asked to write letters and simple stories. Then they can be asked to write the summary with a personal commentary of the text they read. Later, they are trained to compose different kinds of texts such as story, dialogue, easy etc.

Thus, writing is a difficult skill, the development of which requires gradual and systematic progression from one stage to another. At each successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasingly more freedom and challenges. So, both the teacher and the learner have to work patiently and persistently allowing necessary time for themselves to go through each of these stage until they reach final stage where the learner can freely produce a piece of composition.

### **1.1.9 Pedagogical Purpose of Writing**

From pedagogical point of view, writing enables the students to communicate through graphic system of language. It not only helps the learners spell appropriately according to the convention of the target language but also helps them to control the structure of the language. Similarly, writing enables the class to express what they have learnt orally or by reading a text. Moreover,



writing enables the students to select the appropriate words and phrases to write a text and to put ideas in logical order.

Writing serves a variety of pedagogical purpose. Regarding this, Raimes (1983, p.3) points out three important purposes. They are: Firstly, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Secondly, when the students write, they also have a chance to be adventurous with the languages to go beyond what they have just learned to say to take risk. Thirdly, when the students write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning.

With the help of writing, teachers can know the ability of the students in short period of time. Writing is the best method to deal the students in limited period. Teachers can make the students busy by providing writing exercises when there is lack of teachers in teaching-learning process. Thus, writing plays the most important role in teaching –learning process.

According to Byrne (1982, p.7), the pedagogical purpose of teaching writing is as follows:

1. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners especially those who do not learn easily through or as practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, not only because they feel more ease and relaxed to express in writing.
2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies psychological need.
3. Exposure to the foreign language through more than one medium is likely to be more effective than relying on single medium alone. Writing also provides variety in classroom activities, serving as a break from

oral work and increase the amount of language contact through work. It can be set out of class.

4. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through, oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in class, to use some of written test in some cases, of course, a written test may even be appropriate. For example, making notes while listening.

As we know different students have different learning style and they have unique talent. Some students are unable to speak by birth. For such students writing is the best tool to express their knowledge in written form. Without the help of writing skill, we cannot imagine a complete teaching –learning process in this modern age.

#### **1.1.10 Barriers in Teaching Writing Skill**

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

There have been radical changes of attitudes towards the role of writing in language teaching programmed schools. A hundred years ago modern language were taught in the same way as the classical language through the written translation of texts. Then came the direct method of the 1930 and writing was virtually outlawed. This method came as a barrier to the emphasis given to writing by grammar translation method. There are some reasons why this skill is not given much attention. Firstly, most teachers think that this skill is automatically acquired by the learner as he learns to speak and read. Secondly,

the mind of English language teacher is filled with the audio lingual air and its principle “language is speech not writing.” Thirdly, writing skill is regarded as a professional skill and it is very complex in its nature. On the other hand, writing is the product of many sub-skills. Without having sound knowledge of the sub-skills, one cannot be a good writer.

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

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

It has been remarked that writing is the most difficult skill of 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. For most of the people, writing is a difficult activity both in the mother and in foreign language.

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

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

### **1. Psychological Problems**

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

### **2. Linguistic problem**

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

### **3. Cognitive problems**

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or professionally. Writing, on the other hand, is learnt through a process of instruction. We have to master the form of written

form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that can be understood by a reader who is not known to us.

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

Among the four skills in language teaching, listening and reading are receptive skills where- as speaking and writing are productive skills. Thus, the writing is the productive and last skill of language in natural order. Obviously, writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of Grammar Translation Method. Most of the classroom as well as examination activities by and large, depend upon writing system.

But in this situation, teachers have faced several problems while teaching writing skill. They are related to textbook, homework, infrastructure, management, supervision, administration and so on. This research has tried to find such problems, causes of them, analyze them and at last to suggest with some remedial measures for them.

Several researchers and observations might have gone taking out innumerable findings. These findings are not implemented well. I hope; this study will certainly help to uplift students learning in writing skill as well as to grow the interest on study of English by decreasing failure dropouts. Thus the research on “Problems Faced by English teachers in Teaching Writing Skill in Grade Nine” will certainly cope with several questions raised by this issue.

## 1.2 Review of Related Literature

There are many studies carried out in the field of ELT (English Language Teaching) in Nepal. They are related to teaching different skills of English language. Most of them have shed their light on the effectiveness of teaching language skills through different techniques. However, very few have been done intending to show the present scenario of the problems faced by English teachers in teaching writing skill. Some of the researches carried out have been reviewed as follows:

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

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

Ghimire (2004) carried out a research entitled "A Study on the Proficiency of the Students in Writing Skill." This study was carried out to compare English writing proficiency of the students of different streams. Both primary and

secondary sources data were utilized in the study. He selected three different higher secondary schools of Banke district where two of them were government aided and one was private higher secondary school by using non-random purposive sampling procedure. Test-items having fifty full marks were his major tools for data collection. His findings showed that the students of Education stream were more proficient in writing skill than the students of other streams.

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

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

Although the research works mentioned above are related to writing skill, none of them is directly related to the problems faced by English teachers in teaching writing skill. That's why, this study is different than them. It has directly dealt with the practical problems of teachers that they have been facing while teaching writing skill.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- (i) To find out the problems faced by teachers in teaching writing skill
- (ii) To find out the causes of those problems.
- (iii) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

The study will be useful for those who are involved in the field of language teaching, especially in ELT in the sense that it will provide wider information about organizing and designing materials in accordance with the needs and interests of the students. It will be very important for the language planners, textbook designers, researchers and language teachers to design the textbooks and syllabus. It will be duly helpful for the students in the sense that they get insights about the problematic areas to be properly dealt with. This will have remarkable contribution in the area of teaching writing skill.



## **CHAPTER TWO**

### **METHODOLOGY**

This study entitled "Problems Faced by English Teachers in Teaching Writing Skill in Grade Nine" is based on quantitative and descriptive type of research design. This research or adopted the following methodologies to meet the objectives of this study:.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of this study. The sources were as follows:

##### **2.1.1. Primary Sources**

The primary sources of this study were the teachers from secondary level of Nawalparasi District who were teaching English in grade nine in government aided schools.

##### **2.1.2Secondary Sources**

In addition to primary sources, various books, especially Rivers, W. M. (1968), Halliday (1973), Munby (1979), Raimes (1983), Byrne (1986), White and Arndt (1991), Kumar (1999), Harmer (2001) and Hedge (2005), different journals, reports, articles, research studies and internet, websites were consulted as the secondary sources for the purpose of collecting data.

#### **2.2 Population of the Study**

The total population of this study consisted of forty two English teachers of secondary level having the experience of at least one year in teaching "Our English Book."

### **2.3 Sample Population and Sampling Procedure**

I consulted with informants from government aided schools who had at least one year experience in teaching our English book, grade nine. They were randomly selected from both urban and rural areas of Nawalparasi District

### **2.4 Tools for Data Collection**

I designed the questionnaires to collect the required information. The questionnaires consisted of both subjective (open-ended) and objective (close-ended) questions. There were altogether forty six questions in the questionnaire.

### **2.5 Process of Data Collection**

- a) At first, a set of questionnaires was prepared with the help of thesis guide.
- b) Then, I visited forty two English teachers of different schools. After consulting the principal and taking his or her permission, I distributed questionnaires and requested them to fill them up.
- c) I requested the teachers to have the questionnaire filled with the problems which they had really been facing in teaching writing skill.
- d) After administering the questionnaires, I provided one week for them to complete the questionnaires and revisited them to assemble those questionnaires.
- e) I consulted some trainers, school supervisors and district education officers for secondary data when it was needed.

## **2.6 Limitation of the Study**

This research study had the following limitations:

- (i) It was limited in teaching writing skill.
- (ii) It was limited to the teachers of government aided schools of Nawalparasi District.
- (iii) The population of the study was limited to forty two secondary teachers of English from thirty schools.
- (iv) The primary sources of the data collection were emphasized and they were collected through questionnaire
- (v) The primary aim of this study was to find the problems faced by English teachers in teaching writing skill.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

This study primarily aims at investigating problems that are hindering the efficient teaching of English at Secondary level in Nawalparasi District. The chief concern, here, is to find out the problems faced by the English teachers in teaching writing skill. With the help of a set of questionnaires, I tried to find out the problems faced by the English teachers in teaching writing skill. forty two secondary level English teachers were randomly chosen as the informants for this study. In order to elicit opinion regarding ELT problems prevailing in Nawalparasi District, I distributed a set of questionnaires to all the forty two teachers. The problems drawn from the analysis of information collected from the language teachers have been presented below using different tables and figures along with their descriptions.

#### **3.1 Problems Related To Writing Skill**

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	Textbooks is lengthy and uninteresting	10	28	4
2	1b	Difficult to finish within an academic year	6	28	8
3	1c	With unsuitable vocabulary and structures	6	34	2
4	1d	Less communicative	6	28	8
5	2	The textbook has insufficient writing exercises	32	4	6
6	3	Students don't bring their English Textbooks regularly	16	14	12
7	4	The text book are accompanied with Students workshop	16	16	10
8	5	Difficult exercises have been given in a Problematic way	12	8	22

The table asserts that there were some significant problems related to the textbooks. Of the total, nearly 14.28 %respondents agreed that textbook was difficult to be completed in an academic year. Similarly, 23.8% of the respondents had positive responses upon uninteresting and lengthy nature of textbooks.

As shown in the table, 38.09% respondents agreed that the textbook was not accompanied by students' work book 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 76.19% teachers.

Only 14.28% teachers claimed that the textbook was less communicative. On the other hand, the textbook itself had become a problem for few teachers.

Only 38.09% respondents answered that the students attended school without their textbook and 10.28% 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		
			Yes	No	Partially
1	11	The students do not write their homework daily	71.42%	0.76%	23.80%
2	12a	Weak students copy talent students	85.71%	0%	14.28%
3	12b	They copy their seniors' note	67.14%	4.76%	38.09%
4	12c	They use answer book, guide etc.	14.28%	0%	85.71%

As the table exhibits, most of the teachers i.e. 85.71% 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 67.14% teachers opined that the students had a tradition of being parasite. For this, 38.09% 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 85.71% 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 Supervision and Administration

In order to find out those problems related to supervision and administration, I had asked some questions on them. The responses obtained on these questions have been shown in the following table:

**Table No. 4**  
**Problems Related to Supervision and Administration**

S.N	Problem Item no	Statement	Responses in %		
			Yes	No	Partially
1	23	There is provision of supervision by the school supervisor and resource person	28.57	19.04	51.38
2	24a	While supervising, they supervise by sitting in class for the sake of supervision only	66.32	14.28	19.00
3		They supervise by giving feedback after observing the class	14.28	4.76	57.14
4		While supervising they super vise by presenting a model class	14.28	19.00	47.62

Out of 42 teachers, 8 (i.e. 19.04%) teachers responded that there was no provision of supervision by the school supervisor and resource person. Out of 34 teachers, 28 (i.e. 66.32%) teachers agreed that they supervised by sitting in



class for the sake of supervision only. Three teachers didn't agree upon this statement. From the above table, we came to know that there was not real supervision that was limited in reel supervision.

### 3.1.5 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. 5**  
**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	100	0	0
2	9	They make several grammatical mistake	85.71	0	14.28
3	10	There are few guided writing exercises to enhance students writing	71.40	0	28.57
4	14a	While making the students practice writing, the students show their lazy nature	71.42	4.76	23.8
5	14b	While making the students practice writing, poor students copy others	90.47	9.50	0
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	23.8	23.80	38.09
8	19	The student 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 ten	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, 90.47% 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 85.71% 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. 71.42% 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.

### **3.1.6 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. 6**  
**Problems Related to Mechanics**

S.N.	Problem Item no	Statements	Responses in %		
			Yes	No	Partially
1	6	The students have poor handwriting	61.91	0	38.09
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, 61.91% 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.

### **3.1.7 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. 7****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.

### **3.2 Other Problems Perceived**

The thirty number 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.
- ) Unsuitability of course content.
- ) Lack of time to teachers.
- ) Lack of ample practice.
- ) Talented students write fast while weak students consume time.
- ) Copying from talented ones.
- ) Students feel the subject hard and boring.
- ) Inferiority feeling of weak students.
- ) Students' primary level is not good enough in writing.
- ) Lack of skill-based curriculum.
- ) The textbook itself is a problem which has so many lapses and mistakes.
- ) Teacher themselves do not try to create English environment.

- ) Lack of display materials.
- ) Ignoring English teachers' demand.
- ) Lack of cooperation among English teachers.
- ) Poor storage of teaching learning materials.
- ) Irregular students
- ) Lack of involvement in writing related exercises.
- ) Poor classroom management.
- ) Difficult to motivate.
- ) Small numbers of students participate in classroom activities.
- ) Unnecessary and vague writing exercises.

The second part of questionnaire that had 26 questions from 21 to 46 were related to the causes of those problems. They were multiple choice items. So, those questions have been analyzed individually.

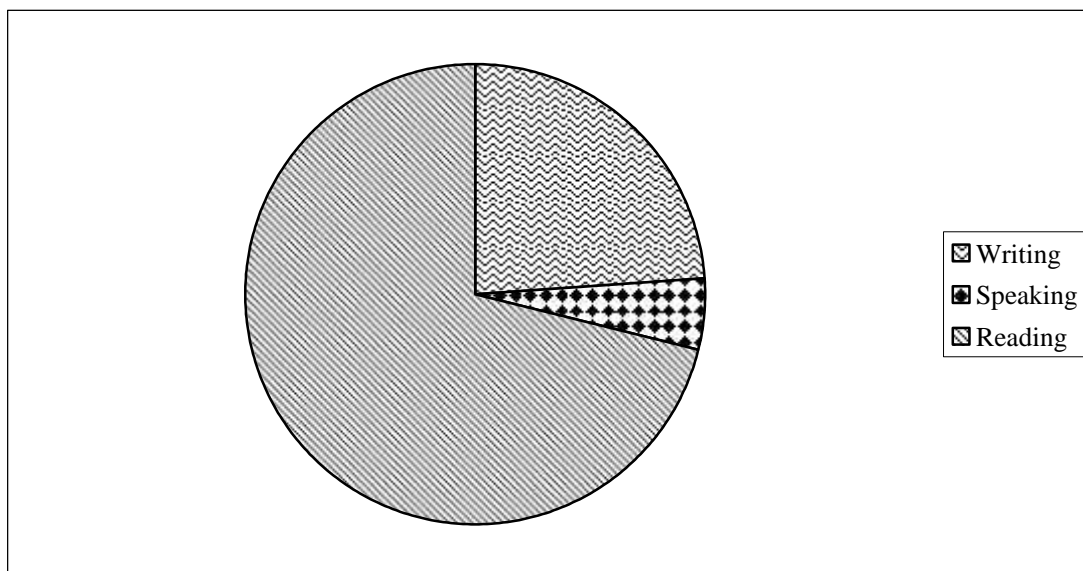
### **3.3 Causes of Problems**

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. Time Allocation for Teaching Language Skills**

Every school has its time table to be followed. I asked whether the teacher followed the time table of school to finish the course in time. The responses that I obtained from the questionnaire have been presented in the given below figure:

**Figure No.1**  
**Time Allocation for Teaching Language Skills**



The above figure clarifies that no teachers allocated equal time for teaching all the four skills. The data showed that 71.% of the teachers have been investing much time for teaching reading skill whereas 24.% teachers invested most of the time for teaching writing skill. Similarly, as shown in the figure, speaking skill gets 5.% In course of this research study, it has been found that 23.80% of the total teachers invested much of their time in teaching writing skill. Furthermore, speaking and reading skills were focused by 5% teachers and 71% teachers respectively in an integrative way.

**b. The Skills to be Emphasized**

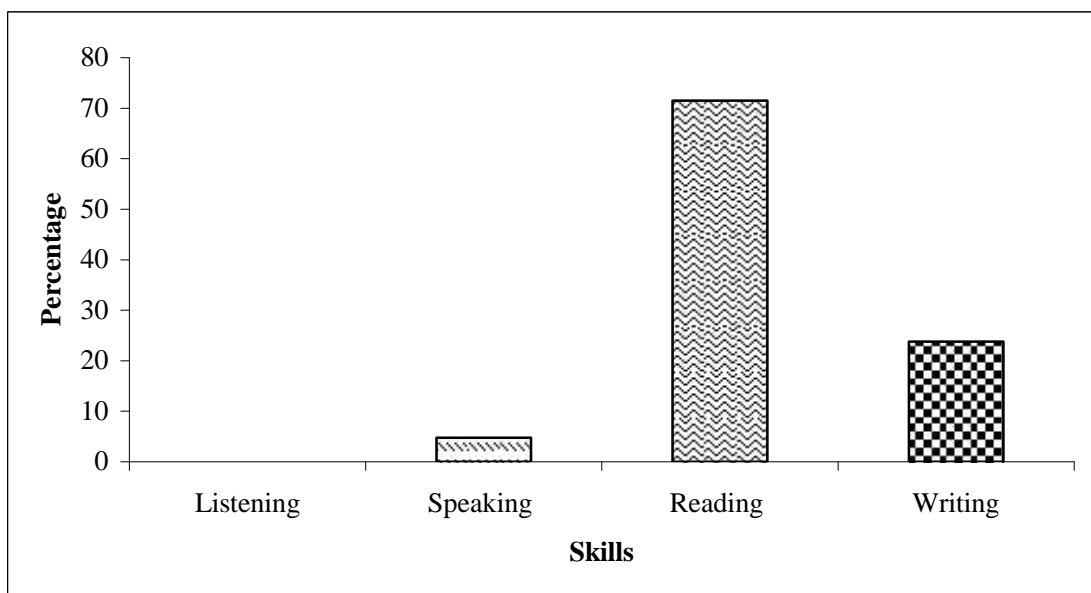
The teachers were given four alternatives of the different skills: viz., listening, speaking, reading and writing. Their responses have clearly been viewed in the following table.

**Table No. 8**  
**The Skills to be Emphasized**

S.N.	Skills	No of teachers	Percentage	Remarks
1	Listening	0	0%	
2	Speaking	2	4.76	
3	Reading	30	71.47%	
4	Writing	10	23.80%	
	Total	42	100%	

As shown in the table above, majority of the teachers emphasized reading from the examination point of view. 71 percent of the total respondents agreed on it. Similarly, only 23% teachers answered that the writing skill should be focused. Surprisingly, most of the teachers did not respond that listening and speaking, the two basic skills, were to be emphasized. In course of the study, researcher found that no teachers emphasized listening skill. Listening skill is the first skill to be acquainted to learn English. This is more precisely shown in the given below figure

**Figure No.2**  
**The Skills to be Emphasized**

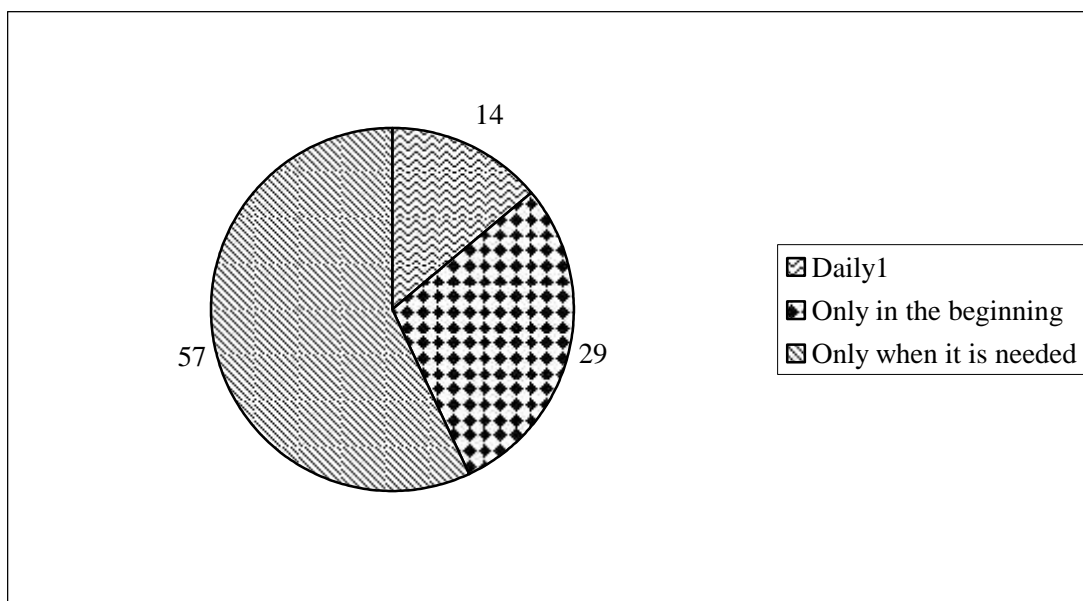




### c. Use of Teachers Guide for Teaching Writing

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

**Figure No.3**  
**Use of Teachers Guide for Teaching Writing**



From the above figure, it is obvious that the large number of teachers i.e. 57% used teachers guide only when it was needed. The rest of the teachers that occupy 14% were the regular user of teachers guide while teaching writing skills. From the figure, it is clear that 29% teachers used teacher guide only in the beginning.

### d. 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.

#### **e. 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: 9**

**The Teachers Who Give Extra Writing Exercise**

S.N.	Responses	No of Ts	Percentage	Remarks
1	Yes	38	90.42%	
2	No	4	9.58%	
3	Not answered	0	0%	
4	Total	42	100%	

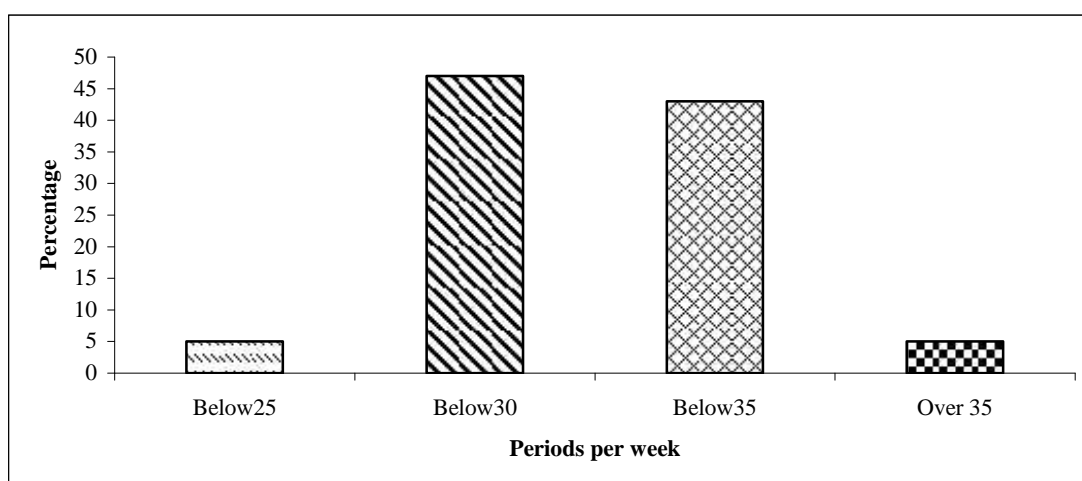
As shown in the table above, the teachers were given two alternatives, Yes and NO. Nearly 90.42% teachers claimed that they provided extra writing exercise.

On the other hand, only two teachers i.e. 9.58% did not give extra writing exercises. They fully depended upon the exercises given in the concerned textbooks.

#### **f. The Teaching Load of Teachers**

Regarding the total teaching load assigned to English teachers, it was found that twenty teachers among forty two one had to take nearly 30 periods per week. More than half of total teachers had such teaching load. The bar graph below remarkably shows that one fifth of the total teachers had been overloaded. This asserts that the overload of nearly 35 classes per week provided teachers have no time even to be mentally prepared.

**Figure No.4**  
**The Teaching Load of Teachers**



#### **g. 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:

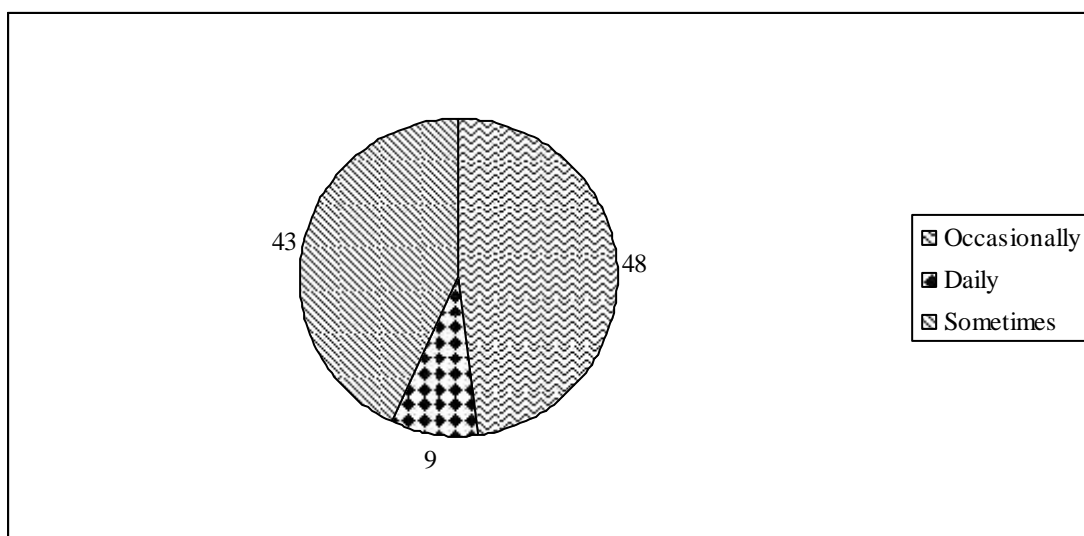
**Table No. 10**  
**Frequency of Correcting Students Writing**

S.N.	Responses	No of teachers	Percentage	Remarks
1	Daily	4	9.52%	
2	Sometimes	18	42.85%	
3	Occasionally	20	57.14	
	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 9.52% teachers corrected students' writing daily. This means that 90.48% teachers did not correct their writing daily.

The table clearly shows that 43% teachers corrected students writing sometimes whereas most of the teachers have the tradition of correcting occasionally. The table has been presented in the following figure as follows:

**Figure No.5**  
**Teachers' Response**



## **h. 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.

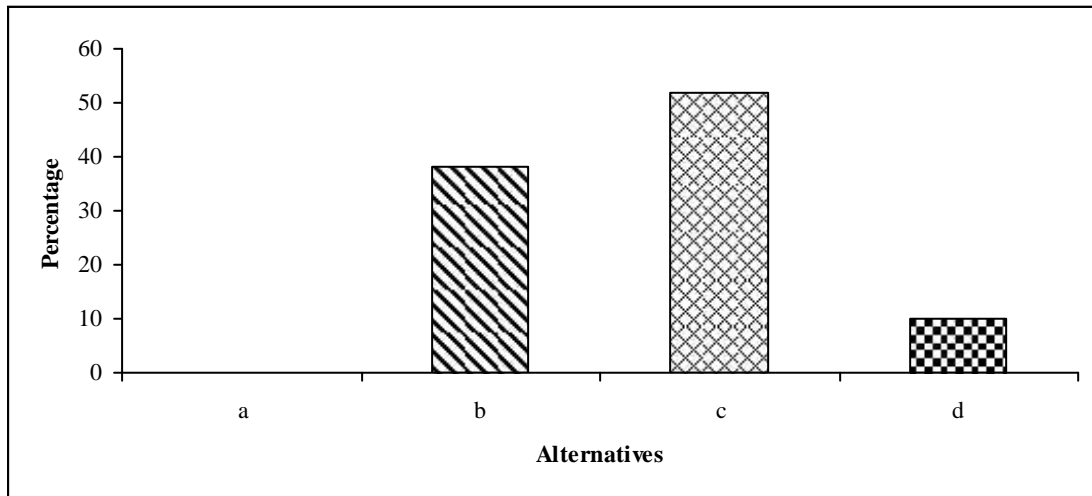
The responses provided have been presented in the given below table:

**Table No. 11**  
**Ways of Correcting Students' Writing**

S.N.	Alternatives	No of teachers	Percentage	Remarks
1	A	0	0%	
2	B	16	38.09%	
3	C	22	52.38%	
4	D	18	9.52%	

As shown in the table above, nearly 38.09% teachers corrected student's writing by pointing out the spelling, grammar, punctuation and conceptual mistakes. Similarly, more than half i.e. 52.38% teachers corrected by making suggestive correction in their mistakes. Surprisingly, about 9.52% 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. 6**  
**Ways of correcting students' writing**



**i. Teachers Penalizing for Students' Mistakes**

The respondents were asked if they penalized their students for mistakes or not. They responded differently. Their responses have been presented in the given below table.

**Table No.12**  
**Teachers Penalizing for Students' Mistakes**

S.N.	Responses	No of teachers	Percentage	Remarks
1	Yes	28	66.66%	
2	No	14	33.34%	
3	Not answered	0	0%	
	total	42	100%	

The table clearly shows that most of the teachers penalized students if they did mistakes in writing. Only 33.34% teachers did not punish their students for their mistakes.

**j. 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: 13**  
**Situation of Free Writing Contest**

S.N.	Responses	No of teachers	Percentage	Remarks
1	Yes	38	90.42%	
2	No	4	9.58%	

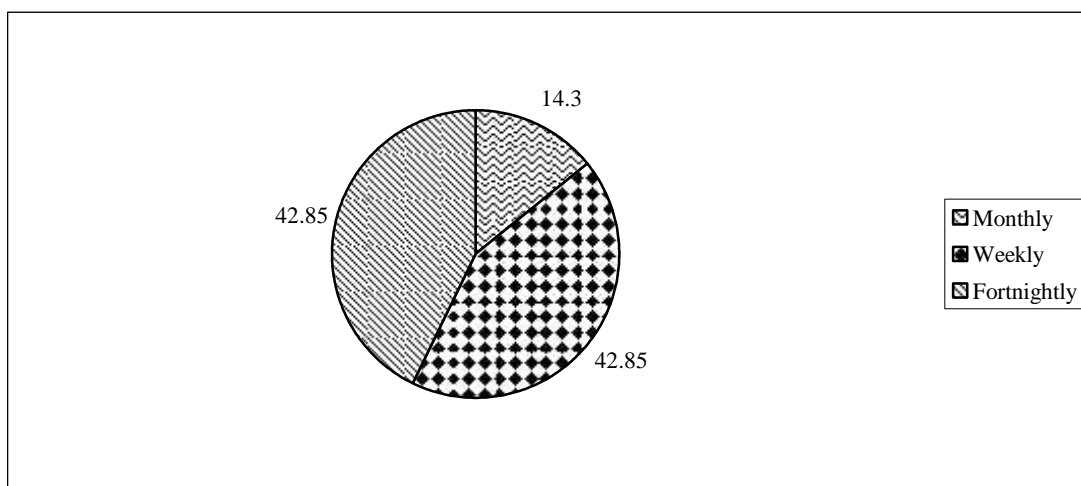
The table asserts that 90.42% teachers conducted writing contests. Only 9.58% did not have such tradition. In this connection, another sub question was asked to those who conducted such contest. In response to the sub question 'how often do you organize such writing contest? The researcher found the following result.

**Table No: 14**  
**Frequency of Organizing Free Writing Contest**

S.N.	Organization of Writing contest	No. of teachers	Percentage	Remarks
1	Monthly	6	14.30%	
2	Weekly	18	42.85%	
3	Fortnightly	18	42.85%	
4	Terminally	0	0%	
5	Non organizer	0	0%	

We can show the above table in the following pie chart

**Figure No. 7**  
**Frequency of Organizing Free Writing Contest**



The pie-chart shows that 14.30% teachers organized free writing contest monthly whereas the number of teachers organizing weekly and fortnightly seemed equal that is 42.85%. Schools organized terminal examination but no teacher responded that they organized free writing terminally.

#### **k. 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. 15**  
**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.	30	71.43%	
2	Teachers who have not participated in orientation class, teachers training. Workshop and refresher courses.	2	4.77%	
3	Teacher who have partially participated in orientation class, teachers training, workshop and refresher course.	10	23.90%	
4	Teacher who has not answered	0	0%	

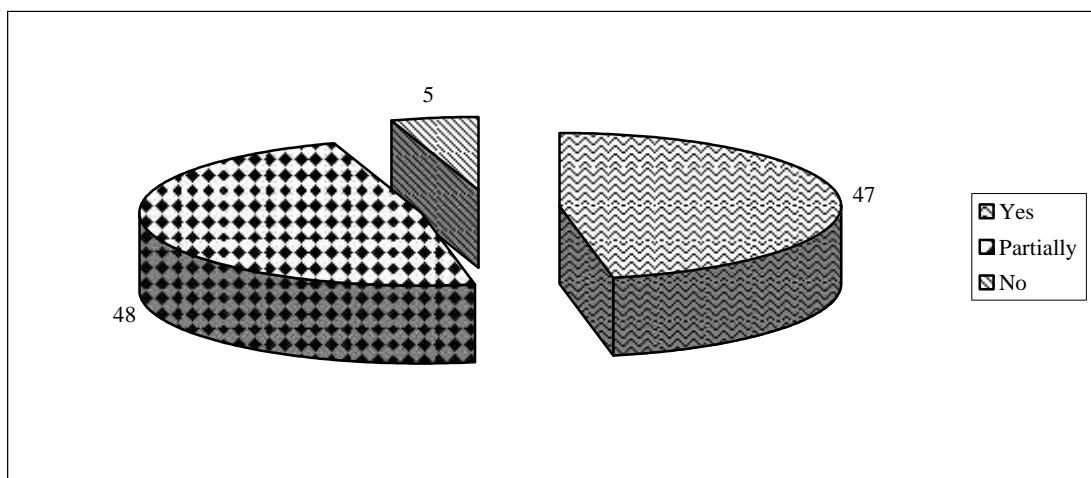
The table itself speaks that majority of the teachers had attended orientation class, trainings workshop, and refresher courses. Of the total, around 71.43% teachers responded that they had participated in training programme whereas 23.90% had partially participated. However, 4.77% English teachers had not got chance to attend such training course.



### **I. The Teachers Who Find Training Helpful**

Out of forty two teachers, nearly half teachers responded that trainings are helpful to teach English. In the same way nearly half teachers, that is 20 teachers responded it partially. Surprisingly, two teacher responded that the program was not effective in teaching writing skill.

**Figure No.8**  
**Teacher's response on Training**



### **m. 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: 16**  
**Use of the English Language in Teaching Writing**

Option no	Responses	No. of teachers	Percentage
A	During the whole class	4	9.52%
B	About half of the class	26	61.9%
C	About one third of class	2	4.76%
d	Most of the time	10	23.8%

Above table reveals that majority of the teachers i.e. 61.9% 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 9.25% teachers spoke English whole time.

Surprisingly, the researcher found that 4.76% 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.

## **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 in nine grades in Nawalparasi district.

#### **4.1 Findings of the Study**

The major findings of the study are as follows:

1. The text books which are prescribed for grade nine are not suitable and attractive because they are lengthy and uninteresting and are difficult to be completed in an academic year. The writing exercises given in the grade nine are insufficient, too.
2. Regarding the trend of writing homework, nearly 98 percent respondents claimed that weak students copied from the bright ones. In this connection, 71.43% teachers completely and the rest i.e. 23.80% partially agreed that the weaker students had such nature. The major causes behind it were:
  - a. Heterogeneous classes in which students from English medium secondary grades got admission together with Nepali medium students.
  - b. The students were not laborious to learn English.
  - c. Poor classroom management.
3. The condition of physical infrastructure and management in the selected school was not satisfactory. It has been found that the classroom did not have enough space for writing activities.

4. The condition of physical infrastructure and management in the selected school was not satisfactory for the purpose of teaching writing. It was so because of:
  - a) Poor economic condition.
  - b) Weak school administration.
  - c) Fewer teachers in proportion to the ratio of students.
  - d) Inactive school management committees.
5. Regarding supervision, it has been found that it was unproductive. It was found that the school supervisors and resource persons supervised English classes by sitting in the class for the sake of supervision only.
6. 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.
7. Writing practice of the students was found poor and most of them made spelling and grammatical errors.
8. Most of the teachers claimed that the students 'poor handwriting created problem in developing writing skill.
9. 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.
10. The other problems faced by grade nine 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. Lack of professional help from supervisor

- e. Diversity and vague writing exercises contrary to interest, level and knowledge of the students.
  - f. Lack of time on the part of teachers for preparation of the subject matter at school
  - g. Inappropriate method and techniques
  - h. Lack of practice in English writing
  - i. More number of pupils in a class.
11. An uncontrollable problem was to maintain a balance between slow learners and fast learners.
  12. It was also found that a majority of the teachers i.e. more than two- third did not check student's writing daily. They occasionally corrected their writing.
  13. 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.
  14. 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.
  15. Most of the students did not prepare their homework as the teachers had no time to correct their work.
  16. 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.
  17. The teachers had been assigned heavy work load and were unable to check homework daily.

## 4.2 Recommendations and Pedagogical Implications

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

1. Firstly, the English textbook of grade nine 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. For the effective teaching and learning, a class must not have more than forty students. Therefore, the concerned bodies should open more schools and provide more teachers, classroom and the facilities required for them.
3. Teaching load of English teachers should be lessened so that those teachers can have spare time to go through student's script and pay individual attention to them.
4. 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.
5. The activities for writing should relate more with speaking skill so that it could develop communicative as well as writing competence of the learners.
6. The school administration and the community should manage at least the minimum requirement of physical facilities for teaching purpose.
7. The supervisors are not providing professional help for English teachers. So, professional supervisors should be train and supervision should be practical as well a lifelike but not for the sake of supervision only.

8. 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.
9. The teachers should teach English through English. Degree of exposure during English period should be increased by using target language during whole period
10. 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.
11. The teacher should stimulate the learners to participate actively in classroom activities.
12. 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.
13. 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.
14. All the language teachers should follow the teachers guide properly.

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## Appendix- I Questionnaire

School'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.

		Responses		
		Yes	No	Partially
1.	Students don't bring their English textbook regularly			
2.	The textbook has insufficient exercises			
3	The textbook of grade nine is: <ul style="list-style-type: none"> <li>▪ Lengthy and uninteresting</li> <li>▪ Difficult to finish in an academic year</li> <li>▪ With unsuitable vocabulary and structures</li> <li>▪ Less communicative</li> </ul>			
4	The textbook is accompanied with students workbooks			
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"> <li>▪ weak students copy right ones</li> <li>▪ they copy their seniors' note</li> <li>▪ they use guide, answers books etc</li> </ul>			
13	Student's participation in classroom activity is poor			
14	While making the students practice writing: <ul style="list-style-type: none"> <li>▪ the students show their lazy nature</li> <li>▪ poor students copy others</li> <li>▪ All the students do not get opportunity for practicing the less furniture of the classroom creates problem</li> </ul>			
15	The students are not laborious to learn English			
16	I do not correct student's writing daily			
17	Students ask me to repeat one writing exercises several times			
18	Describing pictures in writing cannot be managed well			
19	The students are unable to elaborate given guide lines in writing a paragraph			
20	Most of the students cannot write paragraph independently			
21	Easy writing and letter writing are difficult for the student of nine grades			
22	I have not sufficient time for preparation of writing classes			
23	There is provision of supervision by the school supervisor and resource person			
24	While supervising, they supervise: <ul style="list-style-type: none"> <li>▪ by sitting in class for the sake of supervision only</li> </ul>			

	<ul style="list-style-type: none"> <li>▪ by giving feedback after observing the class</li> <li>▪ by presenting the model class</li> </ul>			
25	My classroom is crowded			
26	Individual attention cannot be provided			
27	The classroom does not have enough space for pair work and group work			
28	I have to face disciplinary problem on the part of the students			
29	To motivate students while teaching writing is very difficult			

30. What are the other barriers while teaching writing skill in English?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

31. Have you allocated equal time for teaching all skills? a. Yes b. No

If 'No' which skill gets the most duration of time?

Listening, Speaking, Reading, Writing

32. From the examination point of view, which skill needs to be emphasized?

a. Listening b. Speaking c. Reading d. Writing

33. 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

34. What materials do you use in teaching writing?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

35. Do you give extra writing exercises?  
a. Yes b No
36. Do you teach students the use of capitals, commas, apostrophes, hyphen etc separately?  
a. Yes b. No
37. What is the total teaching load (per week) that you have been assigned?
38. How often do you correct their writing  
a. Daily b. Sometimes c. Occasionally d. Never
39. 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
40. Do you penalize students' mistakes?  
a. Yes b. No
41. 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
42. Have you attended any orientation class, trainings, workshop, and refresher courses and so on regarding teaching English?  
a. Yes b. No c. Partially
43. Do you find those programs helpful in teaching writing?  
a. Yes b. No c. Partially

44. 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
45. What sort of writing exercises do you make the students do in grade nine?
- a. \_\_\_\_\_ b. \_\_\_\_\_
  - c. \_\_\_\_\_ d. \_\_\_\_\_
46. How often do you use English language while teaching writing skill in your classroom?
- a. during the whole class
  - b. about half of the class
  - c. about one third of the class
  - d. most of class-time

Thanks

**Appendix-II**  
**Informants Detail**

S.N.	Teacher's Name	Qualification	Experience Years	School's name	Address
1	Jeev Lal Sapkota	M.Ed.	4	Shree Laxmi Higher Secondary School	Amarapuri-4
2	Pawan Budhathoki	M.A	22	Shree Nepal Higher Secondary School	Divyapuri-2
3	Ratna Lal Subedi	B.A,B.Ed	16	Shree Jana Jyoti Higher Secondary School	Pragatinagar
4	Ramesh Baral	M.Ed	15	Shree Jana Jyoti Higher Secondary School	Pragatinagar
5	H.D.Pangeni	M.Ed.	8	Shree Janak Higher Secondary School	Gaindakot-5
6	Devendra Raj Tiwari	B.Ed.	8	Shree Janak Higher Secondary School	Gaindakot-5
7	Praja Nath Kandel	M.Ed	22	Shree Kalika Higher SecondarySchool	Gaindakot-8
8	Prakash Chandra Sapkota	M.A.	13	Shree Kalika Higher Secondary Shool	Gaindakot-8
9	Shalikram Sharma	B.A., B.Ed	24	Shree Shiva Higher Secondary School	Shivamandir -3
10	Pradeep Adhikari	M.A.	12	Shree Shiva Higher Secondary Sschool	Shivamindar-3
11	Dhiraj Adhikari	B.A.	7	Shree Saraswati HigherSecondary School	Shivamindir-9
12	ShivaPrasad Upadhya	B.A,B.Ed.	30	Shree Ratna Rajyalaxmi Higher Secondary School	Mukundapur-5

13	Bishwa Raj Sigdel	M.Ed	20	Shree Devchuli Higher Secondary School	Rajahar 7
14	Bishwa Raj Poudel	M.Ed	16	Shree Devchuli Higher Secondary School	Rajahar-7
15	Shree Ram Sharma	M.Ed	6	Janata Higher Secondary School	Shivamandir-7
16	Dila Ram Bhusal,	M.A., M.ED	16	Shree Prithivi Secondary school	Pragatinagar-6
17	Basanta Marasini	M.Ed	7	Shree Barchuli Secondary school	Faram-8
18	Ramesh Raj Bhandari	M.Ed	13	Shree Bhimsen Adarsha Higher Secondary School	Devchuli 6
19	Chandra Kala Pandey	B.A. ,B.Ed	21	Shree Jana Jyoti Model Girls High School	Pragatinagar -5
20	Dila Nath Subedi	M.A.	25	Shree Jana Jyoti Model GirlsHigh School	Pargatinagar-5
21	Rima Chapagain	M.Ed	7	Shree Naryani Secondary School	Gaindakot 5
22	Hem Raj Mahato	M.A.	7	Shree Saraswati Higher Secondary School	Kumarwarti - 7
23	Ajaya Kandel	B.Ed.	6	Shree Nanda Vauju Higher Secondary School	Kuluha-7
24	Bal P. Rijal	B.Ed.	7	Shree Shikshya Bodhani Secondary School	Dhawadi-7



25	Nimu Giri	M.A.	14	Shree Surya Jyoti Secondary School	Dhawadi-2
26	Tirtha Kandel	M.A., B.Ed.	7	Shree Janata Higher Secondary School	Shivamandir-7
27	Radha Tiwari	B.Ed.	3	Shree Sahid Smriti Secondary School	Shivamandir-2
28	Bhagawati Bhattarai	M.Ed.	5	Shree Sahid Smriti Secondary School	Shivamandir-2
29	Nanda Ram Mahato	M.Ed.	10	Shree Tribhuvan Bal Higher Secondary School	Kumarwanti-5
30	Ganesh Phyuwal	B.Ed.	4	Shree Janakalyan Secondary School	Kawasoti-5
31	Maya Neupane	B.Ed.	6	Shree Janakalyan Secondary School	Kawasoti-5
32	Jeevan Pandey	M.Ed.	10	Shree Bhanodaya Secondary School	Dumkibas-1
33	Manoj Shrestha	M.A.	10	Shree Janata Higher Secondary School	Kawasoti-7
34	Prem Dhoj Rana	B.A.	5	Shree Janakalyan Secondary School	Shivamandir-8
35	Dolaram Thanet	B.Ed.	8	Shree Janata Siddha Baba Secondary School	Narayani-6
36	Prem Gurung	M.Ed.	12	Shree Saraswati Sadharana Tatha Sankritee Higher Secondary School	Deurali-3
37	Ajad Raj Bhandari	M.A.	10	Shree Saraswati Sadharana Tatha Sankritee Higher Secondary School	Deurali-3

38	Ram Chandra Pandey	B.Ed.	17	Shree Kumarwari Higher Secondary School	Koluha-4
39	Tanka Parajuli	B.Ed.	4	Shree Nepal Shanti Secondary School	Koluha-4
40	Gam Bahadur	B.A., M.Ed.	15	Shree Dedhgaun Higher Secondary School	Dedhgaun-9
41	Hasta Bdr. Rana	M.Ed.	6	Shree Loksewa Higher Secondary School	Tamsariya-1
42	Tika Gautam	M.A.	7	Shree Saraswati Secondary School	Tamsariya-1