

CHAPTER - ONE

INTRODUCTION

This study is about 'Strategies used by primary level teachers in teaching writing skills'. In this research, I want to find out the strategies used by primary level teachers of community based school while teaching writing skills.

Introduction consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a means of human communication. It is an asset and possession of human being. It is god's special gift to mankind. It is universal medium for conveying one's ideas, emotion, desires and beliefs to another as they share the common code to make of the language (Crystal, 1992, p. 212). As there are so many languages in the world, they play equally important role in communication and self-expression. However, some languages seems to have more dominant role than other on the basis of a particular place, situation or occasion. Among them, English is the most widely used language in the world. We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills too. Generally, listening and reading falls under the category of receptive skills. Speaking and writing are productive skills. While speaking, we understand the spoken language but while writing, we encode the message and translate our thought into language.

Harmer (2007) defines "Receptive skill is a term used for reading and listening skill and productive is the term used for speaking and writing where meaning is extracted from discourse. In productive skill i.e. speaking and writing students actually have to produce language themselves".

The term 'writing skill' was not viewed as language skills to be taught to learners, even as late as the 1970s. Instead, it was used as a supportive skill in language learning for example, practice handwriting, write answer to grammar, reading exercises and write dictation.

In the 1970s, writing was taken as an English programme for learning a second language. In early 1980s, grammar courses were practiced and teacher became more aware about the current practices in native English speakers (NES) composition. There was a strictly shift from controlled writing to guided writing. The slow but significant shift from language-based writing classrooms, study of compositions techniques and strategies began with (1) researcher's recognition of the newly developing field of NES composition and (2) teacher's realization of the needs of English L2 students in the academic environment, particularly the role of writing was gate-keeping in post-secondary institutions (e.g. entrance and placement examinations). During the 1980s the expressive approaches' become prominent in NES composition classroom: writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement (Reid, 1995, p. 28).

According to Reid (1995, p. 29), in the start of the twenty-first century, writing classrooms have achieved a more balanced perspective of composition theory, consequently, new pedagogy has begun to develop. Traditional teacher-centered approaches were being used into more learner-centered courses, and academic writing is viewed as a communicative social act. Writing skills regarding the concepts of strategies, (Awasthi, 1979, p. 65) says, writing is "perceiving a written text in order to understand its content". Similarly, Nunan (1992, p. 55), interprets the practice account of writing is to focus on the uses, purposes, functions, behaviors and literacy of reading to a particular socio-cultural environment. He also describes the product accounts of reading focusing on the text, relationship between form and meaning, specific textual features, phonemic awareness, phonic approach (look-and-say or whole word

method), bottom up approach (text based features at words and sentence level) and general approach (text as a whole) of writing.

By the above discussion, it can be argued that writing is nothing but just brainstorming process. Until and unless we predict, guess, speculate about something, it is impossible and ill-advised to organize revise, edit and prepare the final draft of writing.

Generally, teachers are found of adopting numerous of strategies while teaching. This study focuses on "strategies adopted in teaching writing skills". The term 'strategies' is easy to say but difficult to define. It is a general plan or set of plans intended to achieve something, especially over a long period.

Strategies refer to both general approaches and specific actions or techniques used to learn the second language it is problem-oriented: the learner employs strategies to overcome particular learning problem. Ellis (1985, p. 532)

In the same way teaching strategy is the art of planning the teaching activities in the best-way to gain an advantage or achieve quality education especially in teaching learning activities. Each and every activity done in the classroom by the teacher in the language classroom to obtain predetermined objective is regarded as the teaching strategy. It refers to activity for achieving a major goal. Teaching strategy is a means to achieve objective. It is also a pattern of teaching acts that serves to attain certain outcomes and to guard against others. Strategy is an art which enables the teacher to create new thoughts, feeling and ideas and transmit them to their learners so, it is completely creative activities. It prompts creative skills, subject specific skills and ability to explore ideas and use the imagination.

Writing refers to the expression of idea in a consecutive way, according to the 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 form 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.

1.2 Statement of the Problem

Teaching a second language is thought to be a difficult process in comparison to the first language, since the first language is acquired through subconscious process and any conscious effort is not required unlike the second language. Due to various reasons, teaching learning process becomes slow and sometimes a failure. So, teaching is one of the most challenging task for teachers specially at primary level. Choosing an in-appropriate strategies may be the cause of possibility of failure in language teaching. To select the appropriate teaching strategies the teacher should be knowledgeable in area of 'teaching strategies'. The teachers should understand the knowledge level, the learning style of students and analyzing all the factors they should apply in the appropriate teaching strategies for learners. Thus, the study in this field is necessary. Because of the lack of insufficient knowledge in this area, teachers are facing many problems. They still have lack of sufficient knowledge to apply better strategies for the betterment of teaching English. Teachers as well as students seems less sensitive towards this area. They are still using 'one for all' strategies for all the situation and levels. They are not teaching English language according to learners' different learning styles. It is essential to know what strategies teachers are using and promotion of appropriate teaching strategies helps to boost up their teaching as well as students learning.

1.3 Objective of the Study

The objectives of the study were as follows:

- a) To find out the strategies used by primary level teachers of community based school while teaching writing skills and
- b) To suggest some pedagogical implications.

1.4 Research Questions

The following were some research questions of this study:

- a) What different teaching strategies are used by the primary level teachers while teaching writing skills?
- b) Which strategies are most frequently used while teaching English?

1.5 Significance of the Study

This study is important because it gives insight about what types of strategies that primary level teachers are using while teaching writing in English to the young learners. The teachers are adopting several strategies to teach writing and to get mastery over this. To find out the strategies and to treat the students according to the level, and learning ability of learners, teachers should be familiar about teaching strategies. So, this study will be beneficial for learners of primary level of that area. Similarly, teachers teaching writing in primary level of that area will also be benefitted from this study. When they become aware of the strategies they use and know how other good English teachers teach writing by adopting various teaching strategies. Likewise, this study will be useful for course designers.

1.6 Delimitations of the Study

No study is without limitation because all the people, place and areas in a field cannot be included in a small scale research like this. This research also had some limitations which are as follows:

- i. The study included all together twenty community school of Rupandehi district.
- ii. This study was limited to primary level.
- iii. It was limited to the strategies used in teaching writing skill.
- iv. The study was further limited to twenty public school teachers.

- v. The study was limited to two types of research tool i.e. close-ended and observation checklist.

1.7 Operational Definition of the Key Terms

Strategy : It refers to the process of planning something or carrying out a plan in a skillful way.

Writing skill : Writing skill refer to one of skills of language which is used for visual representation of speech through some conventional symbols.

CHAPTER -TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

A theoretical literature is a collection of interrelated concepts, like a theory. The study "Strategies used by primary level teacher in teaching writing skill" was based on the following theoretical framework:

2.1.1 English Language Teaching

As the most widely used language in the world, English is the language of international communication, politics, commerce, education, and technology. English language teaching is very important in the whole world. Language teaching is not restricted within the four walls of classroom or within the boundary of a school, it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in the English language. The immediate aim of language learning is to increase interaction skill of the language system so that the long term aim of improving productive and receptive skills can be achieved. Language learning means getting mastery over these skills. Thus, it is the process of internalizing a language with the integration of the four skills namely- listening, speaking, reading, and writing.

2.1.2 English Language Teaching in Nepal

English is taught in Nepal as a foreign/second language, and is learnt for the purpose of communication with foreigners. It is usually taught as a compulsory subject at school but, rarely used as a language of communication. ELT in Nepal is important mainly because of the development of science and technology and partly due to interaction with the world people. Teaching of English basically refers to the teaching of the language skills and aspects. All the four skills of language (listening, speaking, reading, and writing) are

equally important however, listening is a prerequisite to learning other skills, as conscious effort is needed for the perception and comprehension of the language items to develop communicative efficiency in language. Students need to understand the listening text. They should understand how sounds are made and how stress and intonations are used, that is, the supra-segmental features of the language.

Listening and speaking skills were ignored and reading and writing were emphasized in the past, as the teaching and learning trend of English in Nepal is concerned. Now-a-days, it is realized that teaching the English language means to enable the students to communicate in that language. So, all four language skills are being logically emphasized and the ways of teaching the English language have been changing day by day. Listening and speaking are emphasized as listening skill has special consideration in school level curriculum and evaluation of the listening skill in SLC examination was started in 2057 B.S. Despite of these efforts, the students' competence is weak and are unable to gain the objectives of the listening skill because of rare practice of this skill in those classes. What is satisfactory is that all the four language skills have gained and priority in both the policy and practice.

2.1.3 Teaching of Writing Skill

Writing is one of the productive language skills and teaching writing refers to the teaching of one of the important skills in language. Thus, teaching of writing is the teaching of a productive skill of language. Writing gives students more 'thinking time' than they get when they attempt spontaneous conversation. According to Harmer (2007, p. 112), "This thinking time allows them more opportunity for language processing-that is thinking about the language-whether they are involved in study or activation." He (ibid) further writes that there is distinction between 'writing for writing' and 'writing for learning'. As writing for writing is concerned, it is directed at developing the students' skills as writers.

Writing is a productive and creative language skill. It is a means of communicating and exchanging ideas, feelings and thoughts among the

educated (at least literate) people. Through writing we are able to share ideas, arouse feelings, persuade and convince other people. We are able to discover and articulate ideas in ways that only writing makes possible (Grant, 1991, p. 66). It becomes a more important tool to enter the professional world where one has to write letters, memos, notices, minutes, reports, etc. Writing can be the best mode of learning language to be expressed for introvert students. Writing as creativity can be applied in the advanced levels where the students have acquired a certain degree of mastery in the use of target language. The importance of teaching writing in general is to enable the students to respond appropriately in writing in those situations that require it and to consolidate their knowledge of language (Grant 1991, p. 75). However, categorically we can list some advantages of teaching writing as follows.

- It helps to acquire the graphic systems of the target language systematically and produce it in a rational speed.
- It helps to spell the words correctly.
- It helps to use appropriate connecting devices.
- It helps to organize thoughts and ideas in logical sequence and in suitable paragraphs.
- It provides language exposure outside the classroom and
- even for the introvert reader.

Harmer (2007, p. 118) is of the opinion that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and writing as a skill which can be discussed below:

- **Reinforcement**

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Teachers often ask students to write sentences using new language shortly after they have studied it.

) **Language development**

The actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

) **Learning style**

Some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity.

) **Writing as a skill**

We teach writing because it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions just as they need to know how to pronounce spoken English appropriately. When we teach writing, students learn these skills.

The main essence of this is that students should become better at writing whatever kind of writing that might be. Students look at the whole text. Writing includes not only appropriate language use, but also text construction, layout, style and effectiveness.

2.1.4 Writing Skill

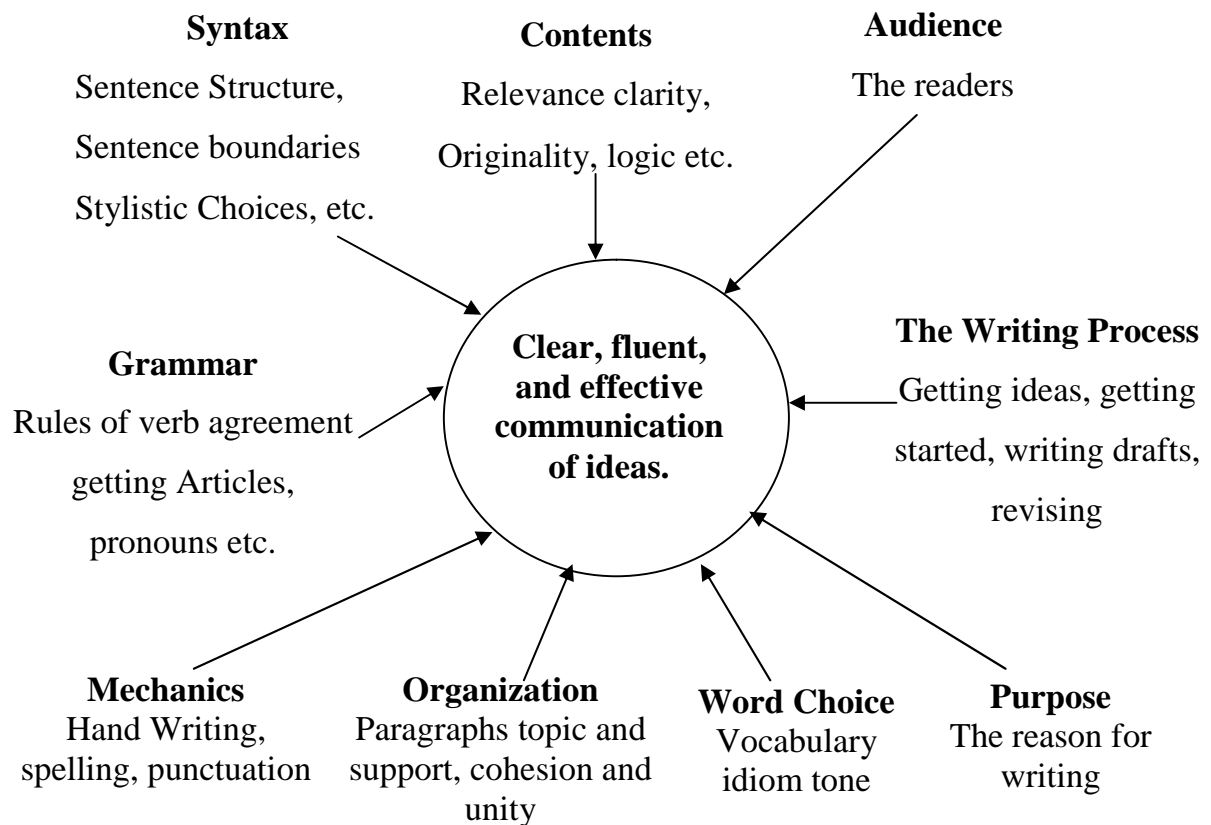
Writing is one of the most important skill of language which is also known as the productive skill of language. It is regarded as the visual representation of speech through some conventional symbols. It is one of the secondary skills. Recharls (1986, p. 313) say "writing being secondary and dependent on speech makes use of graphic symbol to represent spoken sound".

The symbols have to be arranged according to the certain conventions to form words and words have to be arranged to form sentence. We produce a sequence

of sentence arranged in a particular order and linked together in a certain way and because of the way, the sentences have been put in order and linked together, they form a coherent what we may call a text.

Writing is perhaps one of the most demanding skills. It has to be deliberately cultivated. Unlike listening and speaking it is not something which is natural to humans. It is a skill which has been developed in civilized society to pass a knowledge or messages beyond the constraints of the here and now.

All writing aim at clear and efficient communications but what goes into clear and efficient communication? This has been diagrammatically represented as follows:



(Source: Raimes, 1983)

The above diagram clearly illustrates the complex of sub-skill that makes a piece of writing coherent effective and communicative. (Raimes, 1983). Writing is one of the most common channel of communication. It is an activity

of rendering the spoken language in to its graphic form. Writing involves encoding of a message into language in graphic form.

2.1.5 Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1986, p. 36), some essential characteristics of good writing are introduced as follows:

(2) 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. Economy of words without losing the meaning is one of the best qualities of good writing. If there is more economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

(ii) Simplicity

The second quality of good writing is reducing complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturb the reader to understand the writing.

(iii) Clarity

A good writer should not add complications or should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The

writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

(iv) Continuity

Continuity of thoughts is another important factor of a good writing. There should be continuity of thought from one of word to another, from one phrase to another, from one sentence to another, from first to second paragraph and from first chapter to next chapter. The concept of continuity of thought is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

(v) Free from Errors

The writer cannot use a whole range of facial expression, gestures and general bodily language to convey the message. As writing is a permanent cord of ones thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic and grammatical errors.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts. Figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, clarifying and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter. The above characteristics of good writing play a vital role in developing writing proficiency of teachers who are teaching in primary level so that they can teach their students correctly.

2.1.6 Importance of Writing

Writing is superior to other language skills because of its quality of being permanent. In Nepal English, has been taught and learned as a foreign

language. It is being taught as a compulsory subject from grade one to Bachelor level in Nepal. All the answers especially in exams are required to be given in the written form. The secondary level curriculum gives 20% weight to listening and speaking and 80% to reading and writing. This weightage shows that writing is one of the most important skills of language. The main goal of written language is to convey information accurately, effectively and appropriately. According to Harmer (2007, p. 323), "We judge people as literate in other words, if they can read and write in certain situation and for certain purpose some of which are more prestigious than others".

The main purpose of teaching writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own. It demands conscious intellectual efforts, which usually has to be sustained over considerable period of time. writing is a very complex process consisting of many composite skills such as mental, psychological, theoretical and critical aspects.

The writing proficiency plays a crucial role in securing good marks in the examinations and it can spread knowledge and experience to others. The goal of written language is to convey information accurately, effectively and appropriately. We come to know that students who learn the English language cannot be perfect without written skill. They can express their ideas correctly and appropriately when they are efficient in writing. In Nepalese context, for the development of general proficiency in the English language, writing skills should be given emphases. The best way to develop writing is to get the learners write.

2.1.7 Strategies Used in Teaching Writing

Strategy refers to activity for achieving a major goal. Teaching strategy is a means to achieve objectives. The strategies are the tools for self-directed improvement needed for developing second language communicative ability.

Teaching strategy is a pattern of teaching acts that serves to attain certain outcomes and to guard against others. Strategy is an art which enables the teacher to create new thoughts, feelings and ideas and transmit them to their learners. So, it is completely creative activity. It promotes creativity skills, subject specific skills and ability to explore ideas and use the imagination.

On the basis of the specific principles and methods, a teacher applies certain strategies in the classroom. The effectiveness of the teaching learning process depends on the sorts of strategy that are used in the classroom. To acquire second language means learning of listening, speaking, reading and writing in that language. Teachers can use their idiosyncratic strategies to teach those different skills and other many aspects of language for the achievement of selected measurable objectives.

According to Raimes (1983, p. 217), some of the prominent strategies adopted in teaching writing skill at primary level are as follows:

a) Answer question technique

Asking questions is a natural feature of communication. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. By name, it is clear that this is a technique used for writing. In this technique students have to practice/write the answer to the given questions. While practicing such writing exercises, students writing skill will develop.

b) Strip-story

Strip story involves the information gap activities, choice and feedback. By its name, it is the strips of a story broken into several parts. These parts are presented in the form of picture or in the text. The class is divided into several groups and students are provided strip of story in each group and each group have to complete the story, this technique helps to develop communicative power as well as the writing ability of the learners.

c) Completing word and sentence

This is a technique used for improving students writing. In this technique students have to complete the task given by teacher or from book. The teacher provides a model or some points or incomplete writing and the students have to fill the blanks.

d) Dictation

In this technique teacher ask to take out the pen and paper and then dictate the word or sentence. Students write what the teacher had pronounced. Teacher himself can also correct their task and give the students relevant feedback. A good way to do dictation is in pairs or groups, with students taking it in turns to dictate lines from a passage that they have studied.

e) Role play

Role play is a form of simulation. It brings situations from real life into the classroom. In a role play, the students are asked to imagine a role and situation or both a role and situation. Students play the assigned role in this technique. It gives students an opportunity to practice the English language. A variety of language functions, games can be practiced through role play technique either orally or written in a role card.

f) Group work

Group work is a technique for students grouping in the classroom. The students are divided into small groups each having talented as well as weak students and a piece of work is given to each group. It covers different skills of language. It is a learner centered techniques of language teaching. It dramatically increase the amount of talking for individual students. It promotes learner autonomy by allowing students make their own decision in the group without being told what to do by the teacher. It encourages broader skills of cooperation and negotiation.

g) Project work

The project work is an activity for a student. It centers on the completion of a task and usually requires an extended amount of independent work either by an individual student or group of students.

h) Drill

Drill is a classroom technique used by most of language teachers in teaching language. Students are asked to complete, repeat, replace, explain a task and student do accordingly. A drill is a classroom technique used to practise new language. It involves the teacher modelling a word or a sentence and the learners repeating it. There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.

i) Discovery technique

The discovery technique is a method of teaching in which students are not directly presented with a target grammatical structure or rule. Instead, students are given content in which the target structure is used. Students then discover the grammatical rule or figure out the pattern for themselves. The teacher's role is to guide students to their own discovery, not to give students the information on the grammar rule. It is a technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told.

j) Problem solving

Problem solving is a process an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-theses, testing those predictions, and arriving at satisfactory solutions. Problem-solving involves three basic functions seeking information, generating new knowledge and making decisions. In problem solving, the

learners are given a situation and problem and student must work out a solution.

k) Correction technique

It is generally agreed that correction is part of the teaching/learning process, but that over-correction and poor correction techniques can be demotivating for the learner and may lead to a reluctance to try out new language or even to speak at all. Teachers need to make informed decisions about what, when and how to correct in order to help learners improve their writing skills without damaging their confidence. Student can be taught with correcting the student's mistake. Student can correct their own mistake or in group correction teacher can also correct their mistake.

2.2 Review of Related Empirical Literature

Many researches have been carried out related to the topic of teaching strategies used by teachers for teaching writing skills. Some are reviewed here:

Rai (2005) has carried out a research entitled "Teaching English writing at grade four using visual aids". The main purpose of this study was to find out the effectiveness of visual aids in teaching writing skill. It was an experimental research. He used class tests as a tool to elicit necessary data from 60 students of 10 primary schools in Dhankuta district. He found that visual aids can be a greater aid to enhance the student's performance while teaching writing. It showed that the score of the students in the post test (i.e. after using visual aids in teaching) was found to be increase than it was in the pretest.

In the same way, Pandey (2010) carried out a research entitled "A study on the effectiveness of project work technique in developing writing skill". The main aim of this study was to find out the effectiveness of project work techniques in developing writing skills. It was a survey research. She used questionnaire and class observation as a tool to elicit necessary data from 50 students in the 5 Lower secondary schools in Kathmandu district. It was found that the teaching

through project work technique has a better impact on the result. She also found that project work technique worked relatively more effectively than the conventional one.

Similarly, Kandel (2013) has carried out a research entitled "Dictation as a tool in improving writing skills". The purpose of the study was to find out the role of dictation in improving writing in terms of spelling, punctuations and selection of appropriate vocabulary items. It was an experimental research. He used class tests as a tool to get necessary data from 80 students of 5 secondary schools in Jhapa district. The main finding of the study was that the performance of the experimental group was found more effective than that of controlled group.

In this way, Barakoti (2015) has carried out a research entitled "Errors committed by PCL 2nd year students in writing free composition". The main purpose of this study was to identify the errors committed by the students and compare the proficiency between students of humanities and education streams. It was a survey research. He used questionnaire and class observation as a tool to elicit data from 20 students of 4 Lower secondary schools in Bajura district. He found in this research that students had committed errors in sentence constructions, spelling and organization of thought. It showed that the students do not give proper attention to writing, compared to other skills.

The above mentioned different studies are related to measuring proficiency of writing skills and to directing in developing good writing, but no study has been done yet particularly on strategies in teaching writing at primary level of community based school. Therefore, this study is distinct from the other-research as done previously. So, I claim this study will be new in the department.

2.3 Implications of the Review for the Study

Literature review means to evaluate and examine the previous research as studies and review of what has the relevance of these topics for present

research. Many sources have to be consulted including books, articles journals etc. These sources give direction to go ahead for new research area by giving sufficient knowledge and insight in related field. In short, the studies which have been conducted prior to this research have the greater significance in this field. These researches, books and other materials have their value and importance in their own respective field. Those works have provided the base for research. Review of theoretical literature provides the guidelines for meaning, importance and types of teaching strategies as well as conceptual framework. The review of the empirical literature gave the guideline for developing data collection tools, procedure of data collection and methodology for the study.

To be more specific the ideas of literature review has been taken from Ramies (1983) and Harmer (2007). Similarly, for the clear methodology I consulted Nunan (1992). Besides, I consulted Rai (2005), Pandey (2010), Kandel (2013) and Barakoti (2015) for the review of empirical literature.

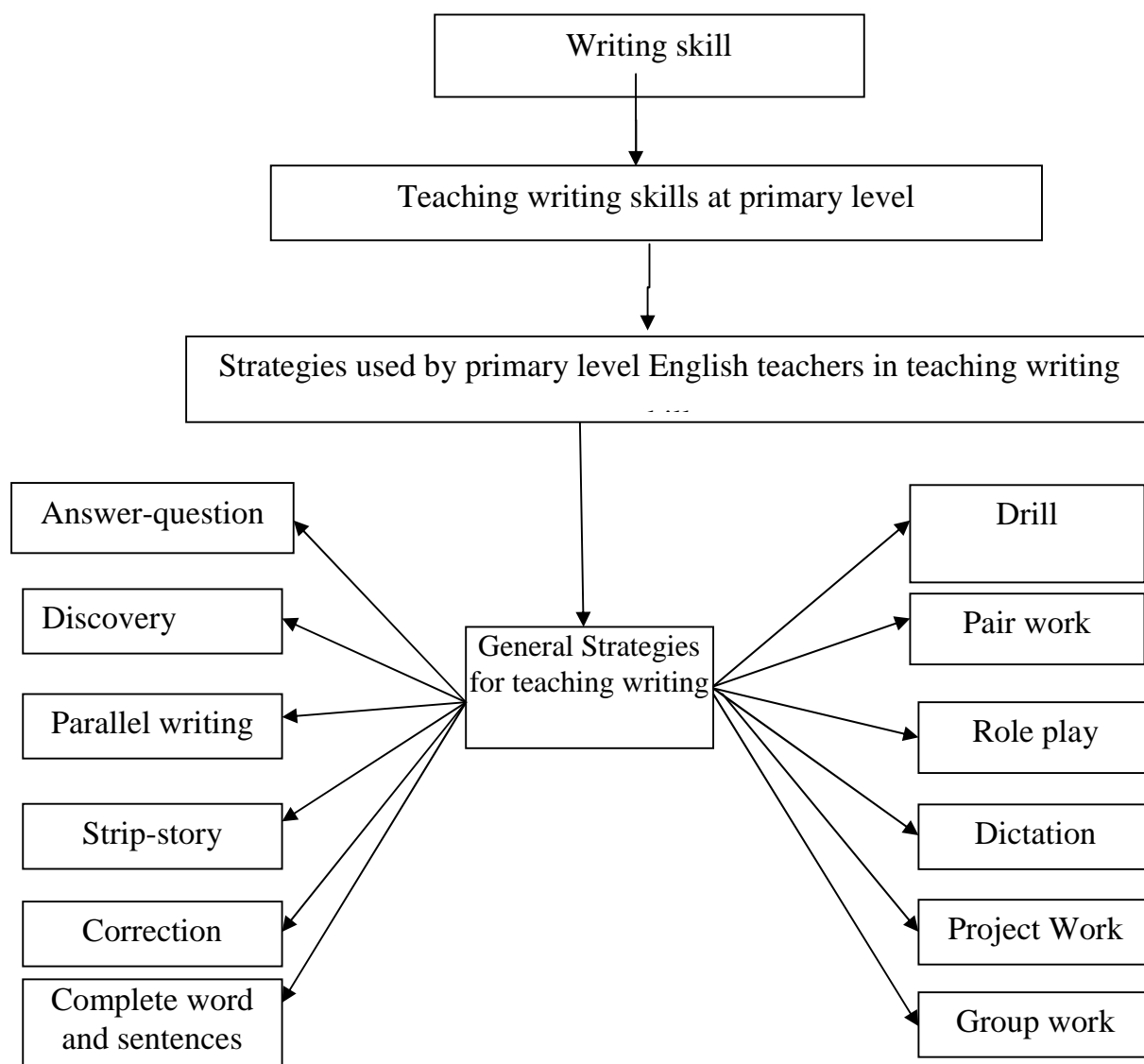
From the study of Rai (2005), I found that visual aids can be a greater aid to enhance the student's performance while teaching writing. From the study of Pandey (2010), I found that the teaching through project work technique has a better impact on the result. From the study of Kandel (2013), I found that the performance of the experimental group was more effective than that of controlled group. From the study of Barakoti (2015), I found that that students had committed errors in sentence constructions, spelling and organization of thought. In the same way, APA (6th edition) proved to be fruitful in getting knowledge about research format, citation and referencing. So, the reviewed sources have become very important for me because they provided me valuable guidelines to go ahead in my research work.

By reading the above reviews I found the clarity, focused on the researched problem, refined methodology and contextualized the findings. These researches helped me to gain knowledge on the theoretical background for my research.

Similarly, these literatures also helped me to examine and evaluate what has been said before on the topic and what has not been said yet for finding new areas for my research. The above literature had also helped me to find out the contribution to the existing body of knowledge in the teaching profession.

2.4 Conceptual Framework

Conceptual framework describes the research at a glance. It shows the main things presented in the thesis. This research study is on teaching strategies that are used by the English teacher of primary level. The study on "strategies used by primary level teacher in teaching writing skills" was based on the following conceptual framework:



(Source: Harmer, 2007)

CHAPTER -THREE

METHODS AND PROCEDURE OF THE STUDY

This section deals with the methodology which the researcher adopted during the study. The researcher adopted the following methodology and procedures to achieve the set of objectives of the study.

3.1 Design and Method of the Study

The research design of this study was survey research design. It is the most commonly used method of investigation in educational research. Survey is the descriptive research. Typically, survey gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared, or determining the relationship that exists between specific events. "Survey is the best research design carried to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time" survey is always done in the natural setting. I had selected survey research design because it helps me to find out strategies in teaching writing skill. I had selected this design for my topic for applying the test item tool. There are some steps of survey research which are presented by Nunan (1992, p. 140) are as follows:

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedure

Concluding, we can say that survey research is one of the most important researches used in educational investigation. It specially, concentrates with attitude and behaviour of the people about certain issues, problem and situations. The finding of survey is generalizable and applicable to the whole group. Education survey addresses the educational problem and generalizes its findings on the basis of representative sample of a specified target population so, I had used survey research in my research design.

3.2 Population, Sample and Sampling Strategy

Population of the study was all the primary level English teachers of community based school and sample population were twenty English teachers teaching at primary level in community based schools of Rupandehi district.

3.3 Study Area/Field

According to the purpose of the study, this study was carried out in Rupandehi as research area. This means twenty government aided schools of Rupandehi district were the areas of this study and field of it was concerned with teaching strategies used by primary level English teachers.

3.4 Data Collection Tools and Techniques

Questionnaires and the observation checklist were the major research tools for data collection (see appendix: I and II). The questionnaires were used to collect the required data from the teacher teaching at primary level. closed-ended questions were included in questionnaire. Likewise, the observation check-list was used while observing the classes of selected teachers.

3.5 Data Collection Procedures

To collect the required data the following steps were adopted.

- a. At first, I went to selected schools and talked to the concerned authority explaining them the process and purpose of research. I also asked them to grant permission to consult their English language teachers.
- b. After getting permission from the authority, I built rapport with the concerned teachers explaining them about the purpose and process of this study.
- c. I observed one class of each selected teacher of each school by using prepared check list for some days.
- d. Then, I requested them to help me by responding to the questionnaire.
- e. I collected the distributed questionnaire and thanked the teachers and authority.

3.6 Data Analysis and Interpretation Procedures

I interpreted and analyzed the data using appropriate tables. The data were interpreted analytically and descriptively.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with results, interpretation / discussion of the data obtained from primary sources. The data were collected with the use of questionnaire and observation checklist consisting of closed-ended items in questionnaire. The questions were constructed being based on the objectives of the study. The data were collected from twenty primary level English teachers teaching in twenty different primary schools of Rupandehi district. The analysis and interpretation is given in following discussions.

4.1 Analysis of Data and Interpretation of the Result

The data were analyzed on the basis of percentage and table. Analysis and interpretation of data seem to be worthy in research work through which findings are deduced. Bogdan and Biklen (2007) writes:

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others.

In order to gather the required data for the study, I used close-ended questions. The information obtained through questionnaire has been analyzed and interpreted by using statistical tools as well as qualitative interpretation of the information, Finally, conclusions have been deduced by analyzing information from various sources. The collected data were interpreted and discussed under the following headings:

4.1.1 Analysis of Data Obtained from Closed Ended Questions

The data obtained from closed-ended questionnaire have been analyzed under the following sub- headings:

4.1.1.1 Necessity of Writing

Language is a medium of communication. Writing is one of the essential skills of language. Therefore, teaching writing is necessary for language learning.

The following table presents teacher's opinion about teaching writing necessary for language learning.

Table 1
Necessity of Writing

S.N.	Responses	Total no of teachers	Percentage
1	Yes	10	80%
2	No	5	10%
3	Uncertain	5	10%
Total		20	100 %

The above table presents teachers' responses on teaching writing necessary for language learning. Majority of the teachers (80%) responds that teaching writing is necessary for language learning 10% teachers told No and 10% teachers were uncertain. So, it can be concluded that most of the teachers were of the opinion that teaching writing is necessary for language learning.

4.1.1.2 Problem Solving

In problem solving technique, teachers give problems to the students and they are made to solve them. The following table presents teacher's opinion about problem solving as an applicable strategy for ELT at primary level:

Table 2
Problem Solving

S.N.	Responses	Total no of teachers	Percentage
1	Yes	12	60%
2	No	5	25%
3	Uncertain	3	15%
Total		20	100 %

The above table presents teachers responses on problem solving applicable strategy at primary level. Among them 60% teachers told Yes, 25% teachers told No, 15% teachers were Uncertain. Most of the teachers stated that problem solving is applicable strategy at primary level.

4.1.1.3 Use of Correction Technique

Writing is difficult to teach in classroom. While teaching writing, the students can be made to correct their own mistakes. The teacher can also correct their mistakes and group correction technique can also be used. The following tables presents the teacher's opinion about use of correction technique in ELT classroom:

Table 3
Use of Correction Technique

S.N.	Responses	Total no of teachers	Percentage
1	Yes	10	60%
2	No	8	30%
3	Uncertain	2	10%
Total		20	100 %

The above table presents teachers responses on use of correction technique in ELT classroom. Among them 60% teachers told Yes, 30% teachers told No, 10% teachers were Uncertain. Most of the teachers use correction technique in ELT classroom.

4.1.1.4 Group Work

Group work is regarded as a learner centered technique in ELT. The following table presents teachers opinion about group work strategy helpful to teach English:

Table 4
Group Work

S.N.	Responses	Total no of teachers	Percentage
1	Yes	15	75%
2	No	2	10%
3	Uncertain	3	15%
Total		20	100 %

The above table presents teacher's responses on group work strategy helpful to teach English. Among them 75% teachers told Yes, 10% teachers told No, 15% teachers were Uncertain. Most of the teachers stated that group work strategy is helpful to teach English.

4.1.1.5 Practice of Drill

Drill means different types of exercises. It is a technique used for teaching writing in ELT. The following table presents about the teacher's opinion on practice of ELT:

Table 5
Practice of Drill

S.N.	Responses	Total no of teachers	Percentage
1	Yes	14	70%
2	No	3	15%
3	Uncertain	3	15%
Total		20	100 %

The above table presents teachers responses on practice of drill in ELT. Among them 70% teachers told Yes, 15% teachers told No, 15% teachers were Uncertain. Most of the teachers stated they practice drill for teaching writing in ELT classroom.

4.1.1.6 Project Work

English is very difficult to teach in primary level classroom. Project work activity centers around completing a particular task. The following table presents teacher's views on making students practice project work in ELT:

Table 6
Project Work

S.N.	Responses	Total no of teachers	Percentage
1	Yes	9	45%
2	No	6	30%
3	Uncertain	5	25%
Total		20	100 %

The above table presents teachers responses on making students practice project work. Among them 45% teachers told Yes, 30% teachers told No, 25% teachers were Uncertain. Some of the teachers stated that they make their students practice project work in their ELT classrooms.

4.1.1.7 Practicing Questions and Answers

Question and answer technique is a famous technique in ELT. The students write answers to the questions given by teachers. The following table presents teacher's point of view on practicing question and answer technique in classroom:

Table 7
Practicing Questions and Answers

S.N.	Responses	Total no of teachers	Percentage
1	Yes	12	80%
2	No	0	0%
3	Uncertain	8	20%
Total		20	100 %

The above table presents teacher's responses on practicing question and answer technique in classroom. Among them 80% teachers told Yes, and 20% teachers were Uncertain. Greater number of the teachers stated that they practice question and answer technique in their classroom while teaching writing.

4.1.1.8 Discovery Technique

English is a popular language. Discovery technique is used in ELT classroom. The following table presents teacher's perspectives on practicing discovery technique in classroom of primary level:

Table 8
Discovery Technique

S.N.	Responses	Total no of teachers	Percentage
1	Yes	15	55%
2	No	2	35%
3	Uncertain	3	10%
Total		20	100 %

The above table presents teacher's responses on practicing discovery technique in primary level classroom. Among them 55% teachers told Yes, 35% teachers told No, 1% teachers were Uncertain. Some of the teachers stated that they practice discovery technique in their ELT classroom in primary level.

4.1.1.9 Teacher's Training

Training is essential for teacher's professional development. The following table presents teacher's view on teacher's training for teaching strategies:

Table 9
Teacher's Training

S.N.	Responses	Total no of teachers	Percentage
1	Yes	16	80%
2	No	2	10%
3	Uncertain	2	10%
Total		20	100 %

The above table presents teacher's responses on teacher's training for teaching strategies. Among them 80% teachers told Yes, 10% teachers told No, 10% teachers were Uncertain. Greater number of the teachers stated that teacher's training is essential for teachers' professional development. It will automatically develop writing skill of students.

4.1.1.10 Pair Work

Pair work is an important technique used in ELT classroom. The following table presents teacher's perspective about practicing pair work technique in classroom at primary level:

Table 10
Pair Work

S.N.	Responses	Total no of teachers	Percentage
1	Yes	11	45%
2	No	5	25%
3	Uncertain	4	30%
Total		20	100 %

The above table presents teacher's views about practicing pair work technique in classroom. Among them 45% teachers told Yes, 25% teachers told No and 30% teachers were uncertain. It is concluded that least number of the teachers stated that they practice pair work in primary level classes in ELT.

4.1.1.11 Strip-Story

Strip-story is given to the students to re-arrange them and develop a readable story. The following table presents teacher's perspectives about strip-story as a useful technique in teaching writing in primary level classroom:

Table 11
Strip-Story

S.N.	Responses	Total no of teachers	Percentage
1	Yes	15	75%
2	No	2	10%
3	Uncertain	3	15%
Total		20	100 %

The above table presents teacher's views about strip-story useful technique in teaching writing. Among them 75% teachers told Yes, 10% teachers told No and 15% teachers were uncertain. It is concluded that most of the teachers stated that strip-story is useful in teaching writing in primary level classroom.

4.1.1.12 Complete Word and Sentences

The students are made to complete word and sentences in ELT classroom. The following table presents teacher's perspectives about using complete word and sentences in ELT classroom:

Table 12
Complete Word and Sentences

S.N.	Responses	Total no of teachers	Percentage
1	Yes	8	80%
2	No	4	10%
3	Uncertain	8	10%
Total		20	100 %

The above table presents teacher's views about using complete words and sentences in primary level at ELT classroom. Among them 80% teachers told Yes, 10% teachers told No and 10% teachers were uncertain. It is concluded that most of the teachers stated that use of complete word and sentences is beneficial in primary level at ELT classroom.

4.1.1.13 Dictation Technique

In this technique, the students write what the teacher pronounces. The following table presents teacher's view in using dictation technique in ELT classroom:

Table 13
Dictation Technique

S.N.	Responses	Total no of teachers	Percentage
1	Yes	9	75%
2	No	5	15%
3	Uncertain	6	10%
Total		20	100 %

The above table presents teacher's views teacher's view in using dictation technique in ELT classroom at primary level. Among them 75% teachers told Yes, 15% teachers told No and 10% teachers were uncertain. It is concluded that most of the teachers stated that using dictation technique in ELT classroom can be beneficial in primary level in ELT classroom. That means they apply dictation technique in their classroom while teaching writing

4.1.1.14 Role Play Technique

Students play the particular role in role play technique. The following table presents teacher's view on role play technique in ELT classroom:

Table 14
Role Play Technique

S.N.	Responses	Total no of teachers	Percentage
1	Yes	5	45%
2	No	5	25%
3	Uncertain	10	30%
Total		20	100 %

The above table presents teacher's view on role play technique in ELT classroom at primary level. Among them 45% teachers told Yes, 25% teachers told No and 30% teachers were uncertain. It is concluded that least number of the teachers stated that using role play technique in ELT classroom can be beneficial in primary level at ELT classroom. In real teaching, least number of teachers practice role-play technique in their classroom.

4.1.1.15 Repetition Technique

Repetition means the act of repeating something. Students repeat the particular word or sentence to make an idea clear. The following table presents teacher's view on repetition technique in ELT classroom:

Table 15
Repetition Technique

S.N.	Responses	Total no of teachers	Percentage
1	Yes	12	60%
2	No	4	20%
3	Uncertain	4	20%
Total		20	100 %

The above table presents teacher's view on repetition technique in ELT classroom at primary level. Among them 60% teachers told Yes, 20% teachers told No and 20% teachers were uncertain. It is concluded that most of the teachers stated that using repetition technique in ELT classroom is beneficial in primary level at ELT classroom.

4.2 Analysis and Interpretation of Data Obtained from Class Observation Checklist

Frequency distribution of over all activities of class observation

S.N.	Technique used by teachers	always		Sometime		Never		Total
		Marks	%	Marks	%	Marks	%	
1.	Repetition	14	70	3	15	3	15	
2.	Answer Question	17	85	3	15	0	0	
3.	Discovery technique	10	50	5	25	5	25	
4.	Pair work	9	45	4	20	7	35	
5.	Role play	9	45	8	40	3	15	
6.	Dictation	13	65	6	30	1	5	
7.	Group work	12	60	1	5	7	35	
8.	Project work	9	45	4	20	7	35	
9.	Complete word and sentence	17	85	3	15	0	0	
10.	Strip Story	13	65	5	25	1	5	
11.	Drill	17	85	3	15	0	0	
12.	Problem Solving	12	60	6	30	2	10	
13.	Correction	15	75	5	25	0	0	

The total number of twenty teachers from the twenty-different government aided schools of concerned level was observed to find out the technique/strategies used by them while teaching writing skills.

Vast majority of the teachers (i.e. 85%) used answer question, drill and complete word and sentence. Most of the teachers (i.e. 75%) used correction technique in ELT classroom. Majority of the teachers (i.e. 70%) used repetition technique for teaching writing skills. Most of the teachers (i.e. 65%) used dictation and strip-story techniques in ELT classroom. Most of the teachers (i.e. 60%) used problem solving and group work technique for teaching writing skill. Half of the teachers (i.e. 50%) used discovery technique in ELT classroom. Some of the teachers (i.e. 45%) used pair work, role play and project work technique in primary level classrooms.

In conclusion, we can say that greater number of teachers always use teaching strategies in their classroom while teaching writing and less number of teachers

use teaching strategies sometimes in ELT classroom. Answer question, repetition, dictation, group work, complete word and sentence, drill, correction and strip story are the techniques used by most of the primary level teachers and pair work, project work and roleplay are the least used techniques by them.

4.3 Summary of the Findings

This study aimed to find out the "Strategies Used by Primary Level Teachers in Teaching Writing Skill". The findings of the study have been presented as below:

-) Most of the teachers (i.e. 80%) used common strategies that are available to them. Mainly they used answer-question, repetition, dictation, complete word and sentence, drill and correction technique in their ELT classroom while teaching writing skill.
-) Greater number of teachers (i.e. 80%) had argued that teaching writing is necessary for language learning.
-) It also was found that teacher's training is very for primary level teachers to teach English using different strategies in their classroom.
-) Student-centered techniques like pair work, role play, discovery and project work technique are less frequently used while teaching writing which develop the creativeness of the learners. This is because of lack of time, knowledge of using and teaching materials.

Almost all the strategies teachers used a lower or greater extent in course of teaching writing in primary level. The difference is that, some strategies are used always some strategies are used always, some strategies are used sometime and some of the strategies are never used.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the study on the basis of analysis. Then it suggests some recommendations in accordance with the findings.

5.1 Conclusions

Teaching strategy refers to the techniques used by teachers while teaching in classroom. Teaching strategy may vary from person to person on a particular topic. The thesis entitled " Strategies Used by Primary Level Teachers in Teaching Writing Skills" is intended to discover the strategies used by teachers in ELT classroom at primary level. To ensure the validity and reliability of the finding, a set of close-ended questions and observation checklist were prepared. The observation checklist was prepared for the twenty teachers who were teaching English in primary level in Rupandehi District.

I have divided this study into five chapters. In the first chapter I discussed about background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, operational definitions of the key terms. In the second chapter, I have dealt with review of the related literature and conceptual framework. It incorporates review of the related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework. In the third chapter, I have dealt with methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation of results. In the fourth chapter, I have dealt with the analysis of data and interpretation of results. It includes analysis of data and interpretation of the results and findings of the study. In the fifth

chapter I have dealt with conclusion and recommendation. On the basis of analysis and interpretation, the following conclusions have been derived.

Most of the teachers (i.e. 80%) stated that drill technique should be practised in ELT classroom in primary level. Most of the teachers (i.e. 80%) stated that Teacher's training is necessary for ELT classroom in primary level. It is concluded that most of the teachers (i.e. 80%) stated that teaching writing is necessary for language learning in primary level classes in ELT. It is concluded that most of the teachers (i.e. 75%) stated that strip-story should be used in teaching writing. It is concluded that most of the teachers (i.e. 80%) stated that use of complete word and sentences is beneficial in primary level at ELT classroom. It is concluded that most of the teachers (i.e. 75%) stated that using dictation and question answer technique in ELT classroom are beneficial in primary level in ELT classroom. It is concluded that most of the teachers (i.e. 35%) were unaware about using pair work, group work and project work technique in ELT classroom which can be beneficial in primary level at ELT classroom. Most of the teachers (i.e. 65%) used the techniques of problem solving, correction and repetition technique in classroom. Some of the teachers (i.e. 45%) used role play technique in ELT classroom.

On the basis of above conclusion, it can be said that there are different teaching strategies used by primary level teachers in teaching writing skills. While teaching writing some strategies are used in greater extent and some are used in lower extent. Mainly, they used drill, complete word and sentence, dictation, strip-story and question and answer technique.

5.2 Recommendations

The following recommendations are suggested at the different levels on the basis of the findings derived from the study for the pedagogical purposes. Three levels of implications are presented in this part:

5.2.1 Policy Related

This is the highest level of recommendation. The things that are recommended at the level would change the whole system of the country. Some of the implications of the study at policy related are:

-) The infrastructure must be managed throughout the nation for teaching writing strategies used by primary level teachers while teaching writing.
-) The policy makers, text book writers, course developers and curriculum designers should include teaching writing strategies for ELT teachers.
-) The Ministry of Education should formulate the appropriate policies to train the teachers and manage the appropriate materials for teaching writing skills.

5.2.2 Practice Related

This is the level of actual recommendation of the policies into classroom practice. According to the findings of the study some of the recommendation for this level are:

-) The school should conduct different types of awareness programs regarding the importance of teaching writing strategies.
-) Teachers should be aware about the teaching strategies used in primary level classes while teaching writing skills.
-) ESL teachers should make decisions about priorities, goals and areas for future development or improvement for writing skills of children.
-) Teachers should be encouraged to use different kinds of techniques in the classroom equally while teaching writing skill.

-) The teachers should use student-centered teaching methods such as: role play, group work, project work and pair work to teach writing skills in primary level classroom which really boost up their writing skills.
-) Teachers should be well trained for applying different strategies in classroom.

5.2.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research under the related area of my study are as follows:

-) Since this study is limited to quantitative type, qualitative study can be carried out to find out more in this field.
-) High scale study is required to enlarge the field of writing strategies in Nepal.
-) This study is limited to twenty English teachers of primary level from different government aided schools of Rupandeni district. Thus, it cannot be claimed that the findings of this study are applicable to all places, levels and teachers. So, researches in this field of strategies can be conducted in lower secondary, secondary and higher level.
-) This study can be the source with some importance as secondary source for other researches.

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APPENDIX - I

QUESTIONNAIRE FOR THE TEACHERS

Dear informants,

This questionnaire is a part of my research study entitled **Strategies Used by Primary Level Teachers in Teaching Writing Skills** under the supervision of Dr. Anju Giri, Prof. of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Researcher

Rina Kharel

T.U. Kirtipur, Kathmandu

Name:

Sex:

Age:

Academic Qualification:

Name of School:

1. Is teaching writing necessary for language learning?

a. Yes b. No c. Uncertain

2. Is problem solving applicable strategy at primary level to teach writing skill of English language.

a. Yes b. No c. Uncertain

3. It is possible to use correction technique in English language teaching classroom?

a. Yes b. No c. Uncertain

4. Is group work strategy helpful to teach English at primary level?

a. Yes b. No c. Uncertain

5. Do you practice drill in your class room?

a. Yes b. No c. Uncertain

6. Do you make your student practice project work?

a. Yes b. No c. Uncertain

7. Do you practice question and answer technique in your classroom?

a. Yes b. No c. Uncertain

8. Do you practice discovery technique in your classroom?

a. Yes b. No c. Uncertain

9. Do you have any training in teaching strategies?

a. Yes b. No c. Uncertain

10. Do you practice pair work technique in your classroom?

a. Yes b. No c. Uncertain

11. Do you practice complete word and sentence in English language classroom?
- a. Yes b. No c. Uncertain
12. Is strip-story useful in teaching writing?
- a. Yes b. No c. Uncertain
13. Do you practice repetition technique in your classroom?
- a. Yes b. No c. Uncertain
14. Do you use dictation technique in classroom while teaching writing?
- a. Yes b. No c. Uncertain
15. Do you practice role play technique in your classroom.
- a. Yes b. No c. Uncertain

APPENDIX II

CLASS OBSERVATION FORM

Teacher's Name: Date:
Qualification: Time:
Name of the School: Period:
Title: No. of Students:

S.N.	Technique used by Teacher	Always	Sometimes	Never	Total
1.	Repetition				
2.	Answer Question				
3.	Discovery technique				
4.	Pair work				
5.	Role play				
6.	Dictation				
7.	Group work				
8.	Project work				
9.	Complete word and sentence				
10.	Strip Story				
11.	Drill				
12.	Problem Solving				
13.	Correction				

