Issues in Teaching Writing at Basic Level

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

Submitted by
Mohan Bahadur Shahi

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2021

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This is to certify that **Mr. Mohan Bahadur Shahi** has prepared this thesis entitled **Issues in Teaching Writing at Basic Level** under my guidance and supervision.

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Declaration

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

Date: 07/09/2021 .....

Mohan Bahadur Shahi

Dedication

Dedicated to

My parents and teachers who always boosted me at today's position

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Mohan Bahadur Shahi

Abstract

This research study entitled **Issues in Teaching Writing at Basic Level** is an attemptto explore the issues while teaching writing at basic level, I selected 30 English language teachers as the sample selected by using simple random procedure and a set of questionnaire consisting of 20 closed ended questions as data collecting tools. The study found that the teaching writing is problematic to the teachers because of the factors like poor participation of student's poor of physical facilities, lack of training, poor of grammatical knowledge, poor of vocabulary power, poor of adequate supervision etc. Similarly, students were unfamiliar with grammar and punctuation mark. Most of the teachers have issues in teaching writing and writing themes from text book due to unfamiliarity with the course content. Due to insufficient of time, most of the teachers do not prepare any materials for teaching Writing. Developing knowledge of grammar and punctuation marks is very complicated task in teaching writing process. The challenges and issues in understanding the instructional Objectives given in syllabus are because of due to use of mother tongue. Individual work, instead of peer work, due to lack of training for the teachers and lack of exposure for the teachers. Teachers suggested that teachers should be use pictures, audio and video, and they should be also provide exposure of reading materials, sharing the ideas, regular assignment, provided feedback and writing works in group and pair. It is recommended that teachers should provide exposure related to real life context.

This thesis is divided into five chapters. The first chapter includes background of the study, statement of the problem, rational of the study, objectives of the study, research questions, operational definitions of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedures, analysis and interpretation procedure, ethical considerations are mentioned. In the same way, the forth chapter consists of results and discussion of the study. Finally, the fifth chapter presents conclusions and implecations based on this research. References and appendices are included at end of this thesis.

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List of Symbols and Abbreviation

%	:	Percentage
e. g.	:	For Example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc.	:	Etcetera
F	:	Frequency
L2	:	Second Language
SAARC	:	South Asian Association for Regional Co-operation
UNO	;	United Nation of Organization

Chapter I

Introduction

The introduction part of the study entitled **Issues in Teaching Writing at Basic Level** includes background of the study, statement of the problem, rational of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms.

Background of the Study

A Language is a must to survive in a society. The first language is a acquired but the second language is learnt. When there comes a need of the extra language for different other purposes then there will be the need of teaching and learning of those languages. Teaching or learning of any language involves many skill and sub-skills. Teaching does not only mean standing in front of students in the classroom and reading or describing what is written in text books but making students involved different skills and sub-skills. English language teaching includes several skills and aspects for e.g, listening, speaking, reading, writing, grammar, vocabulary, pronunciation etc. Among them, listening, speaking, reading, and writing are regarded as four primary language skills. These four language skills are further categorized in to receptive and productive skills in which listening and reading are receptive and speaking and writing are productive skills(Harmer, 2007).

Writing is one of the productive skills. It is an important and crucial language skill through which we can share our ideas in a more formal, systematic and organized way. We can define writing as the symbolic representation of language through the use of graphic signs (Yule, 2016). It is an act of expressing throughputs, ideas and feelings in written form. It is regarded as the visual representation of speech. It includes different sub-skills for example use of appropriate and contextual words, proper use of punctuation, correct spelling, correct sentence structure etc.

Traditionally, language teaching means to make the learners enable to read and write in that particular language. The two skills of language speaking and

listening where totally ignored. But today language teaching means to teach all those four skills. Listening, speaking, reading and writing. None of the skills are ignored. Since spoken form of language and written form is considered as secondary, the lest preferred skill also started to be given equal priority. So, teaching language means teaching of all the skills and aspects of language. Owns that it is essential for an individual to get mastery over any language to survive in the society. There are so many languages in the world. Among them the English language is the most prestigious and dominant one. According to Harmer (2003, p. 18), It is the international language and a vital tool for any student to become successful in communication.

The teaching of language is directly influenced by the way how language is defined and It is also directly influenced by the different philosophical, psychological and linguistic schools of thought developed of different countries and in different times. Different Approaches, methods and came into use and practiced in teaching foreign language.

Education for all children, particular girls and children in difficult circumstances and those belonging to disadvantaged ethnic groups, to have access to and complete free and compulsory quality primary Education. This is also responsibility of the state (GoN, 2002).

To ensure school readiness, one year of ECED/PPE is incorporated as part of the basic education cycle under the SSDP. Significant gains have been made in improving access to ECED/PPE during the Education for All and SSRP period (2001-2015). The National policy of Early childhood development (DoE, 2005a) provide the bias for large investments by MOE in ECEFD/PPE centers, with the number of centers increasing to over 35,00 by 2014.

The education sector analysis (ESA) notes that although there has been overall progress in access to basic education, students form disadvantaged groups have disproportionately low access and high repetition and dropout rates (MOE, 2004b). While the difference between boys and girls in quality and efficiency indicators is quiet small, girls consistently preform less well than boys and are more likely to drop out and repeat across all grades. In addition to efficiency problems evidence in the

high repetition and low survival rates, student career and college readiness indicators reflect wider problems in education sectors external efficiency.

These disparities increase exponentially when children face multiple drivers of inequality do, for example, Dalit girls in the central Terai and children with disabilities in remote area (DoE 2005a). While overcoming access disparities is important, improving the quality of basic education is also a priority. Student achievement is a major problem at all levels of education in Nepal. The data shows that the level of attainment does not seem to have changed significantly since (2011) and the levels of attainment are even less for disadvantaged groups.

The main challenges in basic Education related to the many Lingering problem of the sector. Demand side challenges Include the low awareness and engagement of community, which is tied to the lack of capacity of SMCs and PTAs on the study supply side, the education sector analysis (MOE, 2004b) identified teaching and learning factors that undermine the quality education.

Statement of the Problem

Teaching is a challenging job in that a teacher needs to deal with heterogeneous students to mitigate their individual needs and interests addressing various expected as well as unexpected classroom problems. English language is not our mother tongue. As it is used as foreign language in the context of Nepal, teaching English is not an easy task. Teaching writing is different from teaching other language skills. Writing is regarded as the most difficult skill for L2 learners to master because "the skills involved in writing are highly complex" (Richards and Rodgers, 2002, p. 303). Though there are different techniques of teaching writing, teachers are still confused which techniques to use while reaching writing EFL context.

Teaching writing skill for the basic level students is very difficult. It cannot be ignored too. Ignoring it means, ignoring the contribution of writing skill towards the development of other skills. Compared to the other skills, writing is considered to be the most difficult skill to master. Therefore, teaching writing is not easy job because teachers have to face several issues in teaching writing skill at this level (Learsen, 2005). Writing process is also an issue in teaching writing. Some of the learners’

difference are because of their age, practice, motivation, cultural background and particular group etc. These create challenge to teach writing process to the students. On the hand the students of basic level are immature to control their physical Processes, on the other the writing skill requires thinking and arranging different words, phrases etc. to make sentence which must give some meaning to the readers.

Though there are different techniques of teaching writing, teachers are still confused regarding which techniques to use while teaching writing in EFL context. In other words, there is no clear-cut set of tasks to be used while teaching writing in EFL class. Issues are created many more problems in teaching writing at basic level. Many research has conducted different research work of teaching writing and have found those problems, challenges and issues in teaching writing still, English language teachers in EFL context have not found effective issues in teaching writing at basic level. That's why most of the teachers of English are unable to identify of issues in teaching writing at basic level. Thus, I will be interested to find out the issues in teaching writing at basic level.

This study will raise the issues regarding the issues in teaching writing at basic level. Whether there are issues in teaching writing at basic level in Doti district or not should be analyze. Here, the researcher trying to find out the issues in teaching writing at basic level, causes of those issues and some implications of this study were presented.

Rational of the Study

The study on "Issues in Teaching Writing at basic Level" tries to explore the issues in teaching writing at basic level in public schools of the district. Therefore, this study will be significant to the stakeholders and participation involved in the field of English language teaching.

This study mainly Focus to find out the issues in teaching writing. This research will make aware the learners about their ability and some pedagogical implications while they are doing wrong in free writing. This research will be significant for the prospective researchers, who want to undertake further researches in teaching writing proficiency. This study will equally be significant to those teaches

who are teaching English language in public schools of remote areas. It is also useful for textbook writers as well as curriculum designers in the ELT.

In summary, this study is beneficial for those who are directly or indirectly involved in English education like teacher trainers, teacher training institutions, subject experts, supervisors, observer teachers, policy makers, curriculum designers and trainee teachers. This study is beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

Objectives of the Study

This study had the following objectives:

- To explore the issues while teaching writing at basic level.
- To find out the causes of those issues.
- To suggest some pedagogical implications.

Research Questions

The following research questions were used in this study:

- What do the English teachers have to face while teaching writing at basic level?
- What are the causes of those issues?

Delimitations of the Study

This study had the following delimitation:

- This study was only limited to basic level English language teachers.
- This study was limited to issues in teaching writing.
- The research was limited to 30 basic level English teachers from 15 schools.
- Two teachers were selected from each school.
- The area of study was limited to public schools of Doti district.
- Questionnaires were used as the main tools of data collection.

Operational Definitions of the Key Terms

***Basic level*.**In this research the learners who study in grade 1to 8 considered basic level. The learners who study from grade 1to 8 considered to be basic level learners.

***Writing issues*.** In this research writing issue means an important topic or problems and difficulty in teaching writing process.

***Writing skill*.**Writing is one of the productive skills of language. Writing gives students more thinking time than they get when they attempt spontaneous conversation.

Chapter II

Review of Related Literature

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, the researcher goes through the different sources available related to proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implication of the review for the study and conceptual framework.

Review of Theoretical Literature

Each and every study is based on or carried out on the basis of related area. Review of related literature is the central and most important part of any research program. It is a written summary and critique of research relating to a particular issue of question. Reviewing the related literature makes the body of knowledge and acquaints the researcher with the available literature in the area of study. It further provides the information about the methods and procedures other researcher has used in such similar studies.

A literature review includes the study of books, scholarly articles and any other sources relevant to areas or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. The purpose of this form is to examine the corpus or theory that has accumulated in regard to an issue, concept, theory and phenomena. The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degrees the existing theories have been investigated and to develop new hypotheses to be tested often this form is used to help, establish a lack of appropriate theories or reveal the current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

The theoretical review may consist of simply a summary of key sources, but it usually has an organizational pattern and combines both summary and synthesis. It is often of the important information of the sources, but a synthesis is a re-organization or a reshuffling of that information in a way that informs how you are planning to investigate a research problem.

Therefore, to enrich my theoretical framework, following theoretical literature are reviewed:

Writing skill. Teaching writing is teaching of one of the important skills in language. Writing is one of the productive skills of language. Writing gives students more thinking time than they get when they attempt spontaneous conversation. According to Harmer (2007, p. 122), "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 is concerned, it is directed at developing the students' skills as writers. The main essence of this is that students should become better at writing whatever kind of writing that might be writing includes not appropriate language use but also text construction layout style and effectiveness. According to him (ibid),

> Writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying in learning. These types of writing activities give reinforcement to students. As writing is an enabling activity, students write sentences in preparation for some other activity as well. Thus, it is clear that the way we organize students writing and the way we offer advice and correction will be different depending on what kind of writing they are involved in. The genre of writing, the writing process and building the writing habits are such issues related to teaching writing that help students write successfully and enthusiastically in different style.

Writing requires mastery on its basic components to make it an effective piece of discourse. It can be taught so easily that the students keep on important are getting motivation to write much more, if we follow the proper approaches, methods and techniques. Writing uses visual symbols or (graphic symbols) to represent sounds

used in speaking. It is a productive skill which involves better organization of meaning and also more accuracy of from than speaking. However, the ability to express one's ideas in written form in a second language and to do so with accuracy and coherence is no meant achievement. Since many speakers of English never totally master this skill. (Brown 2001, p. 187) A good piece of writing is logical maintains cohesion and coherence grammatically accurate, and correct in spelling and punctuation. A written text must also provide good reasons and evidences for opinion to classify or to persuade the readers. Good writing must be clear. Organized and made of well-crafted sentences (Ur, 2008, pp.160-161).

Both in Educational field and future career, one will be judged in part by one's ability to put ideas down on paper. Writing is the most important skill in the academic world. Most of the certificates and degrees are awarded on the basis of the people writing proficiency. The role of writing is crucial in the field of academic of administrative field.

To sum up, writing is learned systematically. It can be less daunting and difficult than many learners believe. They should have crystal clear knowledge of writing as well practicing them appropriately in appropriate situation. They can not do anything in a vacuum.

Teaching writing strategies. The most important factors in writing exercise is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise while at the same time refining and expanding writing skills requires a certain pragmatic approach. The teacher should be clever in what skills. S/he is trying to develop. Next the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined the teacher can be employed to ensure students' participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

Choosing the target area depends on many factors, which are the levels of students? What is the average age of the students? Why are the students learning English? Are there any specific intentions for the writing? Having decided on the means to achieve this type of learning. As in correction, the teacher must choose the

most appropriate manner for the specified writing area. If formal business letter in English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal / letter is equally out of place.

With both the target area and means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students are they preparing for something specific such as a holiday or test? Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand such as taking a test, perhaps the teacher guided correction is the most effective solution. However, if the task is more general the best approach would be to have the students work in groups there by learning from each other. Most important by choosing the correct means of correction the teacher can encourage rather discourage students.

Baily (2006, P. 23) talks about the feature of academic writing and say that an academic writing in English is linear. He talks of the following features of academic writing.

Complexity. Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases.

Formality. Academic writing is relatively formal. In general, this means that in an essay you should avoid colloquial words and expressions.

Clarity. A good writing should be clear. It must present the substance of the original text in our own language expressed as distinctly as possible. It should leave no doubt to impart the information of the original text.

Objectivity. Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you.

Explicitness. Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

Accuracy. Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings.

Hedging. In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of academic writing is known by linguists as a hedge.

Responsible. In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you are.

Approaches of teaching writing in the EFL classroom. There is no hard and fast rule of teaching writing in EFL classroom. The teaching process may vary according to the learners, teachers, contexts, places etc. Teaching writing has always been controversial issue in the field of foreign language teaching and there are number of approaches methods and techniques for teaching. Writing in English as a foreign language (EFL) setting. EFL writing is one of the most important aspects of language teaching; moreover, research about EFL writing has grown dramatically over the last 1980’s and early 1990’s. Consequently, writing has now become an

interdisciplinary field of inquiry (Mastuda, 2003), historically there are three types of EFL writing approaches. They are;

- Product Approach
- Process Approach
- Genre Approach

They are briefly described as follows.

Product approach.In the product approach students are supposed to produce the correct textual form that conforms to the model provided by their teacher. As the name suggests in this approach, the final product takes precedence over the process of learning to produce the product. Under product approach, students are taught to develop competence in particular modes of writing ten communications by deconstructing and reconstructing model text. Brown (2001) asserted that in product approach, successful learning is measured by how well structured and grammatically correct a composition is.

Process approach.Process based approach mainly focuses on the stages of writing such a planning, drafting, revising or redrafting and editing. This approach mainly focuses on constructivist theory and social interaction learning which was introduced by Peterson (2003). In the process based approach learning method play vital role.

Genre based approach.Genre based approach which mainly focuses on social context. In this approach writing isn't only a linguistic and social activity; it is also a social act students are expected to present their work to a particular audience in particular context, and with a certain purpose we can view these three approaches as follows;

EFL approaches	Treatment of writing
Product approach	Linguistic act
Process approach	Cognitive act
Genre based approach	Social act

Steps of writing skills. The procedure of writing skills vary from one writing to another writing depending upon the types of writing but the common procedures or steps can be followed for our purpose. Writing skill is not an easy job. It basically requires the deep knowledge of the subject matter along with the sound knowledge and skills of writing. Mastery over writing skills of the medium language is equally important. While writing any writing exercises, the following procedures, the common ones are to be followed.

Planning.It is the first step of writing skill. Here the writer has to specify the topic. So this can be called the specification of the topic. On which the writing is going to be written. The writer has to make precise statement of what he is going to write about.

Getting ideas.It is the second step of writing skill. It is the step of collection and formulation of the ideas. The writer has to jot down all the points he can think of on the subject. It means that the writer has to make a quick and short note including all the possible points. The points can occur in any order, I. either points can be disordered, too.

Organizing the ideas.It is the third step of writing skill. In this step the writer has to arrange the points headings collected in order. The statement of the theme should be read carefully in order to find a pattern of development of the theme. The main headings should be supposed by sub- headings. This is the step of writing only the draft of headings and sub- headings.

Preparing an outline of the writing. It is the fourth step of writing skill. In the third step of, the main headings are properly ordered, but sub- headings may or mayn't be ordered. In the sub- headings are properly ordered under the main headings.

The main headings are normally indicated by capital letters A, B, C, - - - - - - The sub-headings or divisions are indicated by Arabic numerals. The further sub-divisions are shown by small letters a, b, c, - - - - - and supporting details of sub-divisions are marked by Roman numbers. Thus, in this step, everything is properly ordered to make the perfect outline of the writing skill.

Production (free).It is the last step of writing process. The writer has to write the complete writing on the basic of the outline prepared. After completion the writing, the written has to read through the draft and revise it, paying attention to clarity and grammatical accuracy.

Key components of writing. Writing is a necessary and important area of literary that supports comprehension, critical and creative thinking across central area. Students need a supportive environment to be able to practice the habits and process of successful writer. According to the North West Regional Educational Laboratory (NWREL) -2007, the key components of successful writing are as follows:

Ideas/ content.Ideas are the heart of message, the content of the piece of the main theme together with details that enrich and develop the theme. The more the ideas are strong the message will be clear. The writer should be clear, important, interesting and informative.

Organization.It is the internal structure of a piece of writing. It is the creativity of the writer. Organizational structure can be based on comparison, logical, analytical, chronological history etc.

Voice.The voice is the heart, the, magic, feeling of the individual writer coming out of the words. It is the personal flavor of the piece of writing.

Mechanics.Punctuation mark is the sign or mark used in writing to divide the sentences and phrases. (Webster, 1988), "Punctuation is an art or system of inserting points in writing /printing in order to make the meaning clear." Punctuation helps the writer to organize written language and clauses. Punctuation is an important part of any piece of writing.

Basic Punctuation marks are:

a) Full Stop (.)
b) Comma (,)
c) Colon (:)
d) Semi colon (;)
e) Question Mark (?)

f) Exclamation Mark (!)
g) Apostrophe (')
h) Dash (-)
i) Dots (…)
j) Slash (/)
k) Quotation Marks (' ') (" ")
l) Brackets/Parentheses ( )

***Full Stop** (.).*Full Stop is used in the following ways.

a) Full stop is used to show the longest pause at the end of the assertive and imperative sentences.

e.g. Ram goes to school on foot. Come in.

b) It is used after abbreviations.

e.g. S.L.C./ M.A./ H.A.

Comma (,).The punctuation mark comma (,) is used in the following ways.

c) To separate word or word groups
e.g. They ate bananas, apples, oranges and mangoes.
d) Before and after a noun defining clause and a phrase in apposition.
e.g. The boy, who is eating rice, is my brother.

Colon (:)

e) The colon is used to separate an introductory statement from an explanation, quotation or an apposition phrase.
e.g. The reason he failed the exam was this: he didn't study well.
f) The colon is used to introduce amplification.
e.g. To get success in our life, we should have many good qualities with us such as: honesty, punctuality, hardworking and determination.
g) The colon is used to separate the hour and minute in expression of time.
e.g. 6:15 PM 4:30 AM

Semi Colon (;)

h) Semi colon is used to link independent clauses that are not connected with the comma or coordinating conjunctions;
e.g. The sun is rising now; the shadow is long.

Question mark (?)

i) Question mark is used at the end of the interrogative sentence.
e.g. Who is telling the truth?
Is he learning English?

Exclamation mark (!). Exclamation mark is used after the expression which shows the surprise or excitement.

e.g. Alas! He is dead.
What a great job she has got!

Apostrophe (').Apostrophe is used to an expression to show possession.

e.g. Rabbi's mobile.

j) An Apostrophe is used to show that a letter or letters have been omitted from contraction.
e.g. He didn't come home.
He's coming to school.
Rama came here at 6 o’clock.

Dash (_)

k) It is used instead of colon or semi colon to make the writing vivid or dramatic.
e.g. I want your work completed listen to this-by next Monday.

Dots (..)

l) It is used at the end of the incomplete sentence ……...
e.g. I am here and ……...

Slash (/)

Slash is used to show the alternatives.
e.g. EFL/ESL writing is a difficult and challenging process.

Quotation mark (' ') (" ")

m) It is used to close direct quotation, dialogue titles of shorter work such as poem, short stories etc.

He said, "We must be honest."

Bracket/Parentheses ( )

n) It is used to close references and to separate extra information, and after though or a comment.

e.g. Rivers (1968:244) Says, "Writing is not then a new skill which can be learnt in isolation."

Issues in teaching writing. It is generally recognized that writing is judged effective when it is appropriate to audience, purpose, and occasion. Innovative classrooms have come to provide practice in addressing a range of rhetorical contexts and composing challenges. This focuses on the contexts in which writing occurs has been accompanied by an equally intensified interest in the diverse profiles of individual writers-what they bring to particular composing events, and how teachers can effectively support and monitor their growth over time.

A hallmark of these teaching innovations has been an abiding concern with the nature of students composing processes, and with how teachers across the grade levels might more effectively gear instruction to individual needs, backgrounds, and interests. Process-oriented instructional approaches have become common, with teachers providing opportunities to brainstorm ideas, complete initial rough drafts, receive peer and teacher feedback, and revise and proofread. But discrete grammar instruction does not reliably enhance student writing, teachers have increasingly addressed matters of correctness and style as students polish own drafts. Pincas (1992) and find the way out to help their students, by using some tools viable around them such as to open any kind of dictionary during task for assignment.

Teachers have also formulated instructional approaches that acknowledge the developmental trajectories of writers of various ages. Although teachers continue to guide young children towards the standard forms, many are encouraging students to explore sound-letter correspondences through their own invented spellings, drawing on research that explores these approximations as important developmental building blocks. Later, as students move through secondary language arts classes, teachers provide assignments similarly informed by an awareness of students emerging abilities, as thematic instructional units offer opportunities to build from basic writing tasks to more information gleaned from divergent sources.

The writing-to learn and writing-across-the curriculum movements have fostered interest in activities that encourage writing as a tool for exploration and learning in all fields of study. Students may be asked to generate hypothesis or reflect on issues in journals and during spontaneous writing, while more formal writing assignments provide opportunities to learn the discourse conventions of particular disciplines. Grammar is very helpful for effective language skill. Grammar, in writing skill, determine how a paragraph build-up and how the ideas can be understood. According to Thornbury (1999), based on GMT method, grammar is taught through examples. .

Problems in teaching writing skill. As a productive language skill, teaching of writing is not as easy as it is thought. It means teaching of writing is a problematic enterprise. The problem in teaching writing varies differently as per the level, purpose and setting of it. According to Windiyati (2010, p. 16),

> Writing is very essential to be taught since ignoring the skills to write means not only ignoring writing skills themselves but also ignoring the contribution of writing skills toward the development of other skills. Compared to the other three skills, writing is considered to be the most difficult skill to master.

Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. The teachers can face problems in relation to teaching preparation, teaching techniques, and the

textbook used. To quote him, problems faced by teachers in teaching writing are various.

Windiyati (2010, p. 21) conducted a research with the aim to describing the problems faced by English teachers in teaching writing for grade VIII at SMPN-1, Kasembon Malang. Two school teachers were the subjects of his study. Both teachers made teaching preparation before they taught. However, they only made lesson plans and a semester programs for one year in the early semester. As a consequence, the teachers got challenges in

a. Understanding the instructional objectives,
b. Choosing themes and topics,
c. Combining materials from the textbook and the workbook used
d. Having insufficient time to prepare all the instructional preparation.
e. By being a foreign speaker of English language.
f. Due to lack of enough vocabulary of English language.
g. Not proper knowledge about the system of English i.e. grammar.
h. Due to the differences between American and British English.
i. Insufficient knowledge regarding the use of punctuation mark.
j. Due to lack of their own ideas in the related topic.
k. Due to lack of training for the teachers for teaching writing skill.

According to Windiyati (ibid), many teachers face the following main problems and apply the strategies to overcome the faced problems:

a. The teachers' problems in relation to the teaching preparation,
b. The teachers' problems in relation to the teaching techniques,
c. The teachers' problems in relation to the textbooks used and
d. The teachers' strategies to overcome the problems faced in the teaching of writing.

Teaching writing. Teaching writing is one of the skills of teaching English as a foreign language. This is the skill which has got much emphasis in our context. This means our Nepalese practice of English language reflects that writing skill is measured with high marks. Writing is the skill which is perceived from different

angles by different people. According to Peterson (2003, p.53),"Writing is the most difficult skill for second language learner to master". The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts". However, the common view about writing can be as a ‘form of problem-solving which involves processes such as generating ideas, discovering a voice with which to write, planning the ways of information gathering, goal-setting, monitoring and evaluating what is to be written as well as what has been written, and searching for language with which to express exact meaning. Similarly, there are many several reasons behind teaching this skill in our EFL setting. Some of the important reasons of teaching this skill in our country can be of the following types:

- Exposure to the foreign language through more than one medium or skill is effective than single medium or skill.
- Writing is often needed for formal and informal testing.
- Writing work helps the teacher to control the classroom.
- Writing provides variety in classroom activities, serving as a break from oral work.
- Written work provides the learners concrete evidence that are making progress and
- Writing provides feeling of more secure, especially to those who do not easily learn through oral practice.

However, in our Nepalese context, English language has been taught and learned as a foreign language. Teaching English language as a foreign language in Nepal reflects that writing skill has received more weightage than other skills. The main reason behind this is our faulty examination system. This means we and our parents want students to be fluent writers. We expect our students to develop spontaneous and well writing capacity. On the basis of this capacity, we are habituated to test our students’ success in English language learning. Accordingly, we have given more priority to the writing skill.

Review of Empirical Literature

A number of researches have been carried out in the field teaching writing at the Department of English Education. But, no research has been carried out on the

“Issues inTeaching Writing at Basic Level”. However, some of the related literatures of present study have been reviewed here in this section:

Adhikari (1986) carried out a study on "Difference in Written English Corrections of English Teacher". The finding of that study was that boarding school teachers were found weaker than that of public schools because boarding school teachers were found weaker in situational differentiation.

Karki (1996) carried out a research on "A Comparative study on the English Language Proficiency between the Government and Private Schools of Grade 10 in Lamjung District". He found that the students of private schools who were taught in the English medium from the very beginning were found better in every aspect than the students of government schools.

Paudyal (1999) carried out a study on “Comparative study of English language writing proficiency in higher secondary schools of Gulmi and Kathmandu”. The main objective of this study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu district. This study was also aimed to make comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. For this study, he selected 100 students of higher secondary level by using purposive non-random sampling procedure. Test items were his main tools for data collection showed that the students of urban areas were better than that way of the rural areas. This study also explicitly showed that students of humanities specially the girls had better proficiency.

Barakoti (2001) carried out a study on “Errors Committed by PCL Second Year Students in Writing Free Composition”. The major objective of his study was to find out the errors committed by PCL students in writing free composition. For this purpose, he selected 80 students of PCL second year by using random sampling procedure. He used test items as the major tools to collect necessary data for his study. He found that the students had committed errors in sentence construction, spelling and organization of thought. It also showed that the students did not give proper attention to writing in comparison to other language skills.

Bhattarai (2002) also carried out the study on “A Comparative Study of the Writing Proficiency of the Bachelors Level Students". The aim of his study was to highlight the writing proficiency of the Bachelor's level students of Kathmandu district. He selected 60 students from three different campuses and institutes of Kathmandu Valley as the primary source of his study. He used both open-ended and close-ended questions for data collection. He found that the students of institutes had greater proficiency in writing than the students of faculties.

Ghimire (2006) carried out a study on “Errors Committed by Twelfth Graders in Writing Free Composition”. The aim of his study was to accomplish his study, he selected 100 students from five different higher secondary schools of Dhading district. He used both secondary and primary sources. The test items were his main tools for data collection. The errors in terms of tense, agreement, article, preposition and spelling and found that the students were better in using article than in writing preposition.

Khanal (2007) “The letter writing ability of Grade 10 students”. He found that the students committed mistakes in the use of sender's address and date. He also found that students committed many mistakes in using punctuation marks and the letter writing ability of boys was better than of the girls.

Guragain (2008) carried out a study on “Proficiency in free writing of grade eleven students of Kathmandu valley”. This study was carried out to compare free writing of grade eleventh students' proficiency and suggest some pedagogical implications. He used both the primary secondary sources. The proficiency was tested stream wise and findings showed that the student of humanities were good in free writing. The researcher suggested to conduct the activities for free writing that could increase the writing ability of the students.

Sharma (2009) carried out a study on “Writing proficiency of the students of higher secondary level”. The major objectives of the study were to find out the writing proficiency in terms of punctuation, articles, subject-verb agreement and preposition in the writing of twelfth graders. The study was for higher secondary level but the researcher just tested the one aspect of writings that is mechanics. So this study was not enough to find out the writing proficiency of the students because it

only emphasized grammaticality. The area that was tested should have extended, so it is not as it was aimed.

Acharya (2011) carried out research on “Activities Adopted in Teaching Writing Skills”. The main objectives of his study were to find out the activities adopted by the English teachers while reaching writing skill. He selected five schools of Kathmandu district. He used observation checklist to the English teacher to collect data. In his study, Ten English teachers were selected randomly and schools were selected purposively. He found that only a few number of teachers make use of visual materials while reaching writing skill. Some other activities such as providing exercises, description of persons, students participation, pre-writing exercises and controlled writing, free -writing, etc. Were used by different teachers but oral composition was not used by any teacher.

Dahaal (2012) carried out a research on “Role of visual Aids in Developing Writing Skill”. Her study aimed to find out the usefulness of visual aids in teaching writing skill at secondary level. It was an experimental research. There were altogether 30 students of grade X who participated in the pre-test and post-test in the research. The students belonged to The Rising English Secondary School, Yanchche -5, Bhaktapur. She used the test items in her research study. She concluded with the finding that classroom teaching using visual aids are more effective than teaching without using visual aids.

Adhakari (2013) carried out research on “Techniques used by IEL TS Instructors While Teaching Writing Skill”. The main objective of his study was to find out the techniques used by IEL TS instructors from the 10 different institutes of Kathmandu Valley using purposive sampling procedure. He conceded that more bound activities were suitable for guided writing and conversely students can express their views in free writing. Similarly, 'making plan' in writing with selection of words, grammatical accuracy, logical presentation with illustration, proper organization were found as widely used strategies by the instructors in teaching free writing.

Shrestha (2016) carried out a research on “Challenges Faced by English Language Teacher in Teaching Writing Skill”. Her main purpose was to find out the challenges faced by English Language teacher in teaching writing skill. Survey

research design was used in her study. She selected 40 English language teachers from government aided schools from Sindhuli district using purposive non-random sampling procedure. She found that demonstration techniques applied in classroom and use of materials was the best way of teaching writing skill.

Aryal (2017) carried out a research on “Tasks for Teaching Writing at Secondary Level”. The main objectives of her study were to find out the tasks used by secondary level English teacher in teaching writing at secondary level and to examine the most preferred task for teaching writing in EFL context. She selected 25 teachers of secondary level schools of Kathmandu and Lalitpur districts. She used questionnaires as the tools for data collection. She adopted survey research to achieve the objectives of the study. She concluded finding of the study show that teacher preferred controlled writing tasks to teach sentence structures, grammar rules to develop learners' ability and word-meaning.

Various research has been carried in the field of teaching writing above mentioned all researches are related to the teaching writing or writing skills. Some of them are related to comparative study on the English language proficiency, some are related to errors committed by PCL second year students in writing free composition, some are related to writing proficiency of the bachelor’s level students, very few research conducted issues in teaching writing. But there has not been any research conducted on to explore the issues in teaching writing. Thus, the present study is a new Endeavors at it attempts to explore the issues in teaching writing at basic level. But my research is a bit different from theirs. In my research work researcher tried to find out the issues in teaching writing at basic level. This study is different from the existing ones. However, this research is new in the field of teaching writing in the Department of English Education.

Implications of Review for the Study

By reviewing the theoretical and empirical literature, I got the significant ideas, information, and guidance's about teaching writing skill and different activities for doing it. General concept of teaching writing has become clear by consulting different books, these in the department and journals. In literature review, our central

focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research.

However, I further have consulted various journal, report, theses, etc. to make research work more clear. In literature review, our main focus is to examine and emulated what has been done on very topic and build the relevance of this information to the current research work.

For this study, I reviewed various works of previous researchers. Aryal (2017) conducted research on "Task for Teaching Writing at Secondary Level" and this study helped me to select methodology. Likewise, Acharya (2011) helped in selection sample and sampling procedures. In the same vein Dahal (2012), Adhikari (2013), Shrestha (2016), Bhattarai (2002), Bashyal (2009), Gurangain (2008), Sharma (2009), Rai, V. S. (1998), Kumar (1999) provided the detailed knowledge in the theoretical literature. Similarly, Shrestha (2016) helped me to design the conceptual framework as well as in survey design and its procedures.

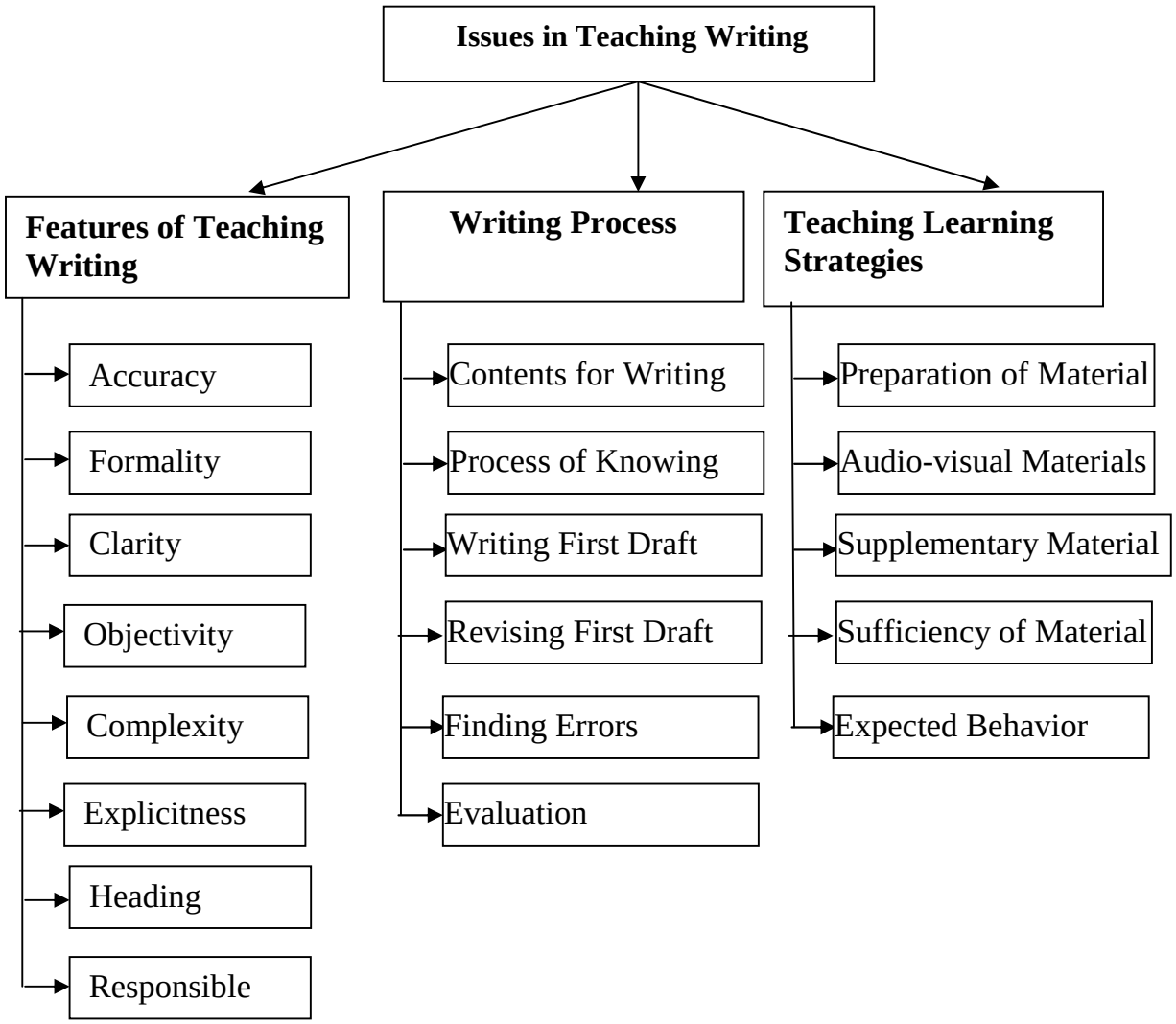
This review or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

These all reviewed research work will help me while carrying out my own research for that these will help me while collecting data from different sources. Similarly, the researcher will be benefitted to analyze the data and find out the appropriate findings by looking their research. This previous research work will help me to find out the cause of writing problems and issues in teaching writing at basic level.

Therefore, my study is new in the field of English education especially in the Department of English Education and this work is new attempt in the exploration of above mentioned untouched areas. This is a single study to address the issues in teaching writing at basic level. So, this seems to be new study.

Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



Chapter III

Research Methodology

To achieve the set of objectives of the study the following methodologies and producers were adopted.

Research Design

The study on "Issues in Teaching Writing at Basic Level" is based on survey research design. I adopted survey research design. Survey research is mainly carried out to find out people's attitudes, opinion and the specified behaviors on certain issues, phenomena, events and situation. According to Nunan (1992, p. 40), "The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time". Education of survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collected the data at a single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data were collected through questionnaires, observation, interviews, etc. In this research work, the researcher basically used questionnaires and observation checklist tool as a main tool in order to find out the issues in teaching writing at basic level. The finding of survey was generalizable and applicable to the whole group. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write:

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

Similarly, Nunan (1992, p.141) states the following survey research procedures:

Step 1: Define objectives – What do we want to find out?
Step 2: Identify target population – What do we want to know about?
Step 3: Literature review – What have others said/discovered about the issues?
Step 4: Determine sample – How many subjects should be surveyed and how will be identified by these?
Step 5: Identify survey instruments – How will the data be collected: Questionnaire/observation?
Step 6: Design survey procedures – How will the data collection actually be carried out?
Step 7: Identify analytical procedures – How will the data be assembled and analyzed?
Step 8: Determine reporting procedures – How will the data be written up and presented?

From the aforementioned description, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sector to obtain snapshot of conditions, attitudes and events at a single point of time. The researcher selected survey research because it would be helps me to find out English teachers' attitude, opinions and the specified behavior on certain issues, phenomenon or situation. Furthermore, it is easier than other research because data in a survey research collected only at a single point of time aiming to obtain on overview of a phenomenon, event, issues or situation. It addresses the large group of population; sampling is a must to carry out the investigation. The concern here is to ensure that, the sample should be representative of the study population as a whole. Sampling is done to obtain the practicability of the study. The finding of survey will generalizable and applicable to the whole group. In this type of research, the researcher visited determined area to find out the existing data. Specifically, it was carried out ELT teacher of basic level to find out their issues in teaching writing.

Population, Sample and Sampling Strategy

The population of the study was based on basic level English teachers of Doti District. The sample of the study consisted 30 ELT teachers from different schools. Two teachers were selected from different fifteen schools which are located in Doti district. Non-random judgmental sampling procedure was used to select the sample population.

Sources of Data

Thirty professional English teachers were used as primary source in this research to collect required data. On the other hand, related journal, articles, and books was used as a secondary source for this research study that helped to provide valuable ideas and techniques to conduct the research study for the fulfilment of the objectives.

Data Collection Tools and Techniques

As the tool for data collection, the researcher used questionnaire tool to elicit the required data for the study. Each and every detail answer was noted down on a diary in the form of points. The questions were related to research problem.

Data Collection Procedures

For the purpose of my collecting required data for my study I concerned the predetermined procedures. First of all, I prepared a set of questionnaire and then after, I planned for the collection of data considering with nature of objectives. Then, I purposively selected 30 basic level English teacher who have been teaching English for several years but they belong other facilities rather than education as participants, and into my research study and its objectives. Similarly, I developed rapport with the participants by meeting and phoning as necessary. Similarly, I disturbed the questionnaire to the respondents and request them help by responding to questionnaire. Similarly, I collected the questionnaire from then after one week of its distribute. Then the questionnaires were collected from the respondents for further step.

Data Analysis and Interpretation Procedures

This chapter is mainly concern with the analysis and interpretation of the data was collected from the questionnaire. The systematically collected data were analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire as a research tool. I presented the facts in different list and tables. The data was collected from 30 teachers of English by distributing questionnaire. This study was carried out to explore the Issues while teaching writing at basic level, to find out causes of those issues and suggest some pedagogical implications. An attempt would have made here to describe in detail the issues of English teacher in teaching writing at basic level.

Ethical Considerations

Ethical considerations is the most important factor that I have followed while conducting this research work. Each participant has their right to privacy. It is necessary to inform the purpose the study and value their participation in it. They must be sure that their is no harm in institutional reputation and can provide sufficient data. So, ethical consideration is highly required.

To accomplish the research work, I established report with the concerned people and also handed over then participants information statement to inform them for the ethical consideration. Then consent form approved from the Department of English Education was distributed after explaining the purpose of the study and made them know that their presence in information will be strictly kept confidential and no names will be mentioned in this thesis as well as in any publications.

Chapter IV

Results and Discussion

This chapter presents the analysis and interpretation of the data collected through the questionnaire. For this study, close-ended questionnaires were used to collect the required data. In this chapter, the data which were collected from the questionnaires are analysed and interpreted.

Analysis and Interpretation of Data

I have analyzed and interpreted the results from the collected data from primary sources. The primary data were obtained through questionnaires as a tool. I collected data from 30 basic level ELT teachers of Doti district. In this study, 20 close-ended questions were asked to find out the issues in teaching writing at basic level and find out the causes of those issues. The responses of close-ended questions are analyzed separately under the following headings. The collected data have been analyzed, interrelated and presented descriptively.

Issues in teaching writing at basic level English teachers. To explore the issues in teaching writing at basic level, I collected the responses of 30 teachers who were from Doti district. I prepared twenty close-ended questions were used to collected data. The responses were analyzed by using both statistical and descriptively tools.

***Teaching time*.**Teaching time play an important role for teaching writing activities. The responses giving by teachers are shown following table:

Table 1

Teacher's time on Teaching

Responses	**No of respondents(F)**	**Percentage**
Yes	5	16.66
No	25	83.34

This table 1 shows that 83.33 percent of the teachers agreed on teaching time is not enough for teachers, and 16.66 percent of the teachers disagree on teaching time is enough for teachers. In conclusion, most of the teacher's opined teaching time is not enough time for teachers.

***Forming the letter*.**Letter play key role for teaching writing process. The responses given by teachers are shown in the following table:

Table 2

Teachers on Involvement of students Forming the Letters

Responses	**No of respondents(F)**	**Percentage**
Yes	16	53.33
No	14	46.66

The table 2 shows that 53.33 percent of the respondents responded that students do not care forming the letters and 46.66 percent of the respondents responded that the students care forming the letters. It shows that most of the students do not care forming the letters. it creates problems to the teacher's while teaching writing.

***Punctuation mark*.**Punctuation mark is the sign or mark used in writing to divide the sentences and phrases. Punctuation helps the writer to organize written language and clauses. The responses given by teachers are as follows:

Table 3

Students Involvement of Using Punctuation marks

Responses	**No of respondents(F)**	**Percentage**
Yes	27	90
No	3	10

The table 3 shows that 90 percent of teachers agreed that students are never careful about the punctuation marks, similarly 10 percent of the teachers disagreed that students are never careful about the punctuations marks. It proves that majority of

students are not careful about punctuation. So, this is a problematic area for the teachers while teaching writing skills.

Teaching item.Teaching item play an important role for teaching writing activities. There is not enough materials for developing writing skills. The responses given by teachers are shown in the following table.

Table 4

Teachers on Teaching Item

Responses	**No of respondents(F)**	**Percentage**
Yes	6	20
No	24	80

The table 4 shows that 20 percent of respondents responded that teaching item is enough for teaching writing process and 80 percent of respondents agreed that teaching items is not enough for teaching writing process.

Pictures or drawing to teach guided writing activities. Another important task for teaching writing is using picture or drawing to teach guide writing activities. The responses given by teachers are shown in the following table.

Table 5

Picture or Drawing Help to Teach Guided Writing Activities

Responses	**No of respondents(F)**	**Percentage**
Always	4	13.33
Sometimes	10	33.33
Occasionally	14	46.66
Never	2	6.66

The table 5 shows that 13.33 percent of the teachers responded that the picture or drawing always helps to teach guide writing Activities, 33.33 percent of the teachers responded that the picture or drawing sometimes helps to teach guide writing Activities, 46.66 percent of the teacher responded that the picture or drawing usually helps to teach guide writing activities and 6.6 percent of the respondents never help to

teach guided writing. It means that most of the Teachers agreed that picture or drawing sometimes helps to teach guided writing activities.

Audio video materials.Audio video materials play key role of teaching writing activities. The responses given by teachers are shown in the following table.

Table 6

Use of Audio Video in Teaching Writing

Responses	**No of respondents(F)**	**Percentage**
Always	0	0
Sometimes	10	33.33
Usually	3	10
Never	17	56.66

The table 6 presents makes clear that 56.66 percent of respondents never used audio video materials in teaching writing process and 33.33 percent of the respondents sometimes used audio video materials in teaching writing process in the classroom activities. Similarly,10 percent of the respondents usually used audio video materials in teaching writing activities. It means that most of the respondents (56.66 percent) never used audio-visual materials in teaching writing activities.

***English language is complex language in terms of grammar and punctuation mark*.** Grammar and punctuations marks play important role for teaching writing process. The responses given by teachers are as follows:

Table 7

English Language is Complex Language In Terms of Grammar and Punctuation Mark

Responses	**No of respondents(F)**	**Percentage**
Strongly agree	14	4666
Agree	10	33.33
Disagree	4	13.33
Strongly disagree	2	6.66

The table 7 shows that 46.66 percent of the respondents strongly agreed that the English language is complex language in terms of grammar and punctuation mark whereas, others 33.33 percent of respondents agreed that the English language is complex language in terms of grammar and punctuation mark. Similarly, 13.33 percent of respondents disagreed that the English language is complex language in terms of grammar and punctuation mark and 6.66 percent of respondents strongly disagreed that the English language is complex language in terms of grammar and punctuation mark. From this, I came to now that majority of respondents responded that the English language is complex language in terms of grammar and punctuation mark.

***Collection of materials and teaching writing in the classroom*.**Materials play key role for teaching writing process. The materials for teaching writing can be different types depending on the level of students and the purpose. School hour is not sufficient time for collection of materials and teaching writing in the classroom. The response given by teachers are as follows:

Table 8

School Hours is not Sufficient Time for Collection of Materials and Teaching Writing in The classroom

Responses	**No of respondents(F)**	**Percentage**
Strongly agree	9	30
Agree	13	43.33
Disagree	6	20
Strongly disagree	2	6.66

The table 8 shows that 30 percent of respondents strongly agreed that school hour is not sufficient to get ready for the collection of the Materials and teaching writing in the classroom and 43.33 percent of respondents agreed that school hour is sufficient for collection of materials in the teaching writing classroom, 20 percent of respondents disagreed with school hour is not sufficient time to collect materials in teaching writing classroom and 6.66 percent of respondents strongly disagreed with it. That means most of the respondents responded with school hour is not sufficient time for collection materials.

Picture, audio and video clips in writing class.For real life writing skill development learner should be encouraged in used Picture, audio and video clips in writing class. The responses given by teachers are shown below.

Table 9

Using Pictures, Audio and Video Clips

Responses	**No of respondents(F)**	**Percentage**
Always	0	0.00
Usually	10	33.33
Sometimes	18	60
Never	2	6.66

The table 9 shows that 33.33 percent of the teachers usually used pictures, audio and video clips in teaching writing activities, 60 percent of teachers sometimes used audio, video, pictures and video clips in teaching writing process whereas, 6.66 percent of teachers never used audio and video clips in teaching writing. In conclusion, most of the respondents sometimes used pictures, audio and video clips while teaching writing.

Encouraging learners in re-writing.It is post writing activities. When students prepare a piece of writing It is not always final as they need to revise on it. The responses given by teachers are shown following table.

Table 10

Encouraging Learners in Re-Writing

Responses	**No of respondents(F)**	**Percentage**
Always	13	43.33
Usually	8	26.66
Sometimes	9	30
Never	0	0.00

The table 10 shows, 43.33 percent of the respondents responded that they always encouraged learners in re writing their work, 26.66 percent of the respondents usually encouraged learners in re writing and 30 percent of the respondents sometime

encouraged learners in re writing their work. It means majority of the teacher preferred to encourage learners in re writing in their work.

Involvement of students in small group discussion.Involving students in small group discussions can also be used as an important task because it helps learners to get new ideas in what to write and where to start from. The responses given by teachers are as follows:

Table 11

Involvement of Students in Small Group Discussion

Responses	**No of respondents(F)**	**Percentage**
Always	3	10
Usually	7	23.33
Sometimes	20	66.66
Never	0	0.00

The table 11 shows that 10 percent of the teachers always involved students in small group discussion whereas 23.33 percent of the teachers usually involved their students in small group discussion. Similarly, 66.66 percent of the teachers sometimes involved their students in small group discussion. It means most of the teachers involved small group discussion in teaching writing.

Writing exercise.Writing exercise play key role for developing writing skills of students. The responses given by teachers are as follows:

Table 12

Difficulty Exercise Have Given in a Problematic Way

Responses	**No of respondents(F)**	**Percentage**
Yes	27	90
No	3	10

The table12 shows, 90 percent of the respondents responded that difficulty exercise have been given in a problematic way in teaching writing process and 10 percent of respondents disagreed with difficulty exercise have been given in a problematic way of teaching writing process. It means most of the respondents responded that difficulty exercise have given in a problematic way of teaching writing process.

***Issues faced by English language teachers while teaching writing skills*.** It is generally recognized that writing is judged effective when it is appropriate to audience, purpose and occasion. The responses of teacher on issues faced by English language teacher while teaching writing skills are presented the following table.

Table 13

Issues Faced by English Language Teachers While Teaching Writing Skills

Responses	**No of respondents(F)**	**Percentage**
Not understanding vocabulary & clues	3	10
Lack of meaning structure or sentences	8	26.66
Weak in grammar	7	23.34
All the student do not get opportunity for participating	12	40

The table 13 makes clear that 10 percent of the respondents responded that the issues faced by English language teachers while teaching writing skills are not understanding vocabulary & clues and 22.66 percent of the teachers' issues faced by English language teachers while teaching writing skill are lack of meaning structure or sentences, similarly, 23.34 percent of the teachers issues faced weak in grammar and 40 percent of the teachers on issues faced all the students do not get opportunity for participating. It means most of the teachers viewed with all the students do not get opportunity for participating.

***Correcting students writing while working on writing*.**The responses of teachers on correcting students writing while they are doing on it are presented in table 14.

Table 14

Teachers on Correct their Writing

Responses	**No of respondents(F)**	**Percentage**
Always	20	66.66
Sometimes	6	20
Occasionally	4	13.34
Never	0	0.00

The table 14 makes clear that 66.66 percent of the teachers always corrected their writing whereas, 20 percent of the teachers sometimes correct their writing. Similarly, 13.34 percent of the teachers occasionally correct their writing. From this conclusion is made that most of the respondents preferred correcting students writing while students are doing on it.

***Materials of teaching writing*.**Materials play key role for teaching writing process. Text books are important materials of teaching writing activities. Text books are not sufficient materials for writing propose. In this teaching writing process needed different types of teaching materials related to writing activities. the response of teachers on text book has sufficient materials for teaching writing are presented below:

Table 15

Text Book has Sufficient Materials for Teaching Writing

Responses	**No of respondents(F)**	**Percentage**
Yes	0	0.00
No	30	100

The table 15 shows that 100 percent of the respondents responded that text book has not sufficient materials for teaching writing process. It means that most of the teachers with the text book has not sufficient materials for teaching writing process. It means that most of teachers opined that textbook has not sufficient materials for teaching writing activities.

***Evaluation of the writing*.**Writing evaluation helps students make this often unconscious daily task more overt and prepares them to examine ideas, fact, arguments, and so on more critically. Evaluation of writing activities like, writing exercise, spelling, grammar, punctuation, conceptual mistake etc. The responses of teachers on evaluate the writing skills of the students are presented in the following table:

Table 16

Evaluate the Writing Skills of the Students

Responses	No of respondents(F)	Percentage
Just by making sure that students have done the writing exercises	14	46.67
By pointing out the spelling, grammar, punctuation and conceptual mistakes	7	23.33
By making suggestive correction in their mistakes	5	16.66
By asking their finds to correct	4	13.34

The table 16 makes clear that 46.67 percent of the teachers evaluate the writing skill of the students by making sure that students have done writing exercise, 23.33 percentage of the teachers evaluate the writing skill of the students by pointing out the spelling, grammar, punctuation and conceptual mistakes. Similarly, 16.66 percent of the teachers evaluate by making suggestive correction in their mistakes, and 13.34 percent of the teachers evaluate the writing skill of the students by asking their finds to correct. From this, I came to conclusion that most of the teachers evaluate the writing skill of the students just by making sure that students have done the writing exercises.

Textbook given in a problematic way for writing process.Textbooks are produced to meet the needs of educators, usually at educational institution. Schoolbooks are textbook and other books used in school. Textbooks are play important role for teaching writing process. Sometimes textbooks are create problematic way for the writing activities. The responses of teachers on textbook given in a problematic way for writing process are presented in the following table.

Table 17

Textbook have been Given in a Problematic Way for Writing Process

Responses	No of respondents(F)	Percentage
Always	3	10
Sometimes	22	73.34
Usually	5	16.66
Never	0	0.00

The table 17 presents makes clear that 10 percent of the respondents responded that the textbook always have been given in a problematic ways for writing process and 73.34 percent of the respondents responded the textbook have been given in a problematic way. Similarly, 16.66 percent of teachers responded that the textbook usually have been given in a problematic way for writing process. It means 73.33 percent of the respondents responded that the textbook sometimes have been given in a problematic way of teaching writing process.

Instructional objectives.Instructional objectives are specific, measurable, short-term, observable students behaviors. They indicate the desirable knowledge, skills, or attitude to be gained. The instructional objectives given in syllabus are vague due to use of mother tongue. The responses of teachers towards this item are presented below in the table:

Table 18

Instructional Objectives Given in a Syllabus are Vague due to the use of Mother Tongue

Responses	**No of respondents(F)**	**Percentage**
Strongly agree	17	56.66
Agree	6	20
Disagree	5	16.34
Strongly agree	2	6.68

The table 18 shows, 56.68 percent of teachers strongly agreed that the instructional objectives given in syllabus are vague due to the use of mother tongue and 20 percent of the teachers agreed with the instructional objectives given in syllabus are vague due to mother tongue. Similarly, 16.34 percent of the teachers disagreed with the instructional objectives given in a syllabus are vague due to the use of mother tongue and 6.68 percent of the teacher strongly disagreed with it. In conclusion, most of the teachers strongly agreed with the instructional objectives given in syllabus are vague due to use of mother tongue.

Accuracy to develop writing skills.Accuracy refers to how correct learners use of language system, is including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner level of speaking and writing. Accuracy play key role to develop writing skill. This item was designed to find out the views of teachers on accuracy to develop writing skills are given the following table**.**

Table 19

Accuracy to Develop the Writing Skills

Responses	**No of respondents(F)**	**Percentage**
Strongly agree	17	55.66
Agree	13	43.34
Strongly disagree	0	0.00
Disagree	0	0.00

The table 19 shows, 55.66 percent of the teachers strongly agreed that accuracy helps to develop the writing skill of the students and 43.34 percent of the teachers agreed that accuracy helps to develop writing skill of the students. In conclusion, most of the teachers strongly agreed with the accuracy to develop writing skill of the students.

Collection of materials and teaching writing in the classroom.Teaching learning materials helps to develop writing skill of the students. Its play key role of teaching writing process. Time management is another important issues of teaching writing activities. The responses of teachers on this activity are presented in the following table.

Table 20

Enough Time to get Ready for the Collection of Materials in Teaching Writing Activities

Responses	**No of respondents(F)**	**Percentage**
Strongly agree	2	6.66
Agree	6	20
Disagree	9	30
Strongly disagree	13	43.33

The 20 table shows that 6.66 percent of the teachers strongly agreed that they have enough time to get ready for the collection of materials and teaching writing activities in the classroom and 20 percent of the teacher agreed that they have enough time to get ready for collection of materials. Similarly, 30 percent of the teachers disagreed that they have enough time to get ready for the collection of materials for teaching activities in the classroom activities and 43.33 percent if the teacher strongly disagreed that they have enough time to get ready for the collection of materials for teaching activities in the classroom. It means most of the teachers strongly disagree enough time to get ready for collection of materials for teaching activities in the classroom.

Chapter V

Conclusions and Implications

Conclusions

Theresearch was carried out to identify the issues in teaching writing at basic level, to explore the issues while teaching writing at basic level. Writing is a productive skill which is one of the crucial language skills to be developed in English language learners and its includes varies sub-skills to be developed.

I have elicited the issues in teaching writing at basic level used survey research. I made the use of close- ended questionnaires as a research tool to collect the primary data. I have selected thirty teachers of Doti districts and simple random sampling was the procedure of data collection. I have listed the major finding and implications of study after analysis of the collected data. Descriptive method was used to analyzed the data. The respondents(teachers) were asked to feel the questionnaire for the collection of data. I found It was found that majority of the teachers have issues in understanding the instructional objectives given in syllabus. Majority of the teachers provided themes and topics for writing from textbook. It was found that most of the teachers have issue in teaching writing and writing themes from textbook due to unfamiliarity with the course content. Due to lack of time most of the teachers not prepared any materials for teaching writing. Majority of the teachers have prepared materials before and after school hour but least of them prepared during school hour. Students' vocabulary power should be increased with the help of different materials like picture, realia, language games and so on. Developing knowledge of grammar and punctuation marks is very complicated task. Teaching grammar through inductive method and punctuation marks through typographical devices help in the easiest way of writing. Majority of the teachers provided clear information about the topics regarding what to write and how to write in subject matter. Majority of the teachers get their students to start writing by providing clues, pictures, tables, charts and so on. Generally, students have made mistake in cohesion and coherence, spelling, punctuation marks and organization of sentences. Most of the teachers inspired by providing feedback, suggestion and positive comments and remarks for good writing. The main issues of students are lack of vocabulary power and mother tongue

domination. All the teachers used different materials while teaching writing but have issues while using it.

From this study, it was found the issues in understanding the instructional objectives. The challenges and issues in understanding the instructional objectives given in syllabus are because of due to the use of mother tongue, individual work, instated of peer work, due to the lack of training for the teacher and lack of exposer for the teachers. Most of the teacher have not enough time to get ready for the collection of materials for teaching but some have managed their time. Most of the teacher have presented different materials for teaching writing before and after school hour but least of the teacher have presented during the school hour as well. Regarding the punctuation marks almost all the teacher typographical devices with the system of inserting points in a text. Similarly, there is a very difficult to get their students to be familiar with grammar and punctuation mark.

Finally, this study was an attempted to find out issues of students as well as teacher while teaching writing which is the reflection of their activities. This study was mainly conducted considering the fact that it adds a brick in the field of ELT and helps English teachers to make them strong in their field. This research has completed by providing recommendation at policy level, practice level and further research in the separate headings so, that it would be comprehensible for the concerned readers.

Recommendations

On the basis of the findings of the study recommendations have been made under following three levels (policy level, practice level and further research) as below:

Policy related. For the improvement of quality of education in basic level English language government should be aware of the practices, needs and importance of teaching writing. My study encompasses all the following things which are quite beneficial for policy makers:

- It should be significant contribution to the designers in order to bridge the gap between the course, curriculum and teachers' wants.
- Teacher training program me organizers and teacher educators like NELTA, NCED should include and focus solving the challenges of teaching writing.
- Teacher training related facilities to eradicate the problems of writing skill should be increased.

- Authority persons should provide the teachers with theoretical input, so that teachers can apply the knowledge practically in the classroom resulting the professional development of teachers.
- The related organizer should promote contentious inquiry of teachers' needs, demands and interests and facilitated them through active learning.

For the improvement of quality of education, government and other related factors (education) should make strong policies

Practice related. My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my research is very much significant for the teachers especially for English teachers who do different activities at practice level. The practitioners of ELT are: teachers, text book writers, material producers etc. The major implications of the study in this level are:

- Staff meeting, different types of workshops, seminars relating to electronic media should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasion.
- The expert trainers should deliver different trainings to English teachers teaching at basic level as their needs, level, and interests towards the existing problems or issues of teaching writing.
- ELT teachers should be encouraged to use different materials for teaching writing skill
- Training programed related to writing skill should be lunched to the ELT teachers for their professional development.

Further research related. No work is final and no research is complete in itself. Since very little researches have been carried out in the field of language teaching and no single research has been carried out on issues in teaching writing in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this study attempts to find out the issues in teaching writing at basic level. It should be more relevant to carry out researches separately for the in-depth study of writing skill.

- Challenges in Teaching Writing at Secondary Level
- Stud on Process Writing at Basic Level
- Issues of Reading and Writing Skills at Basic Level .

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Appendices

Appendix I

Questionnaire to the Teachers

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **"Issues in Teaching Writing at Basic Level"** under the supervision of Dr.**PurnaBahadurKadel,** Lecturer of the Department of English Education, Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the research purposes.

Name of the school: **Date:**

Name of the teacher: **Gender:**

Qualification: **Type of school:**

Closed-ended question. (Tick the best answer)

1. Teaching time is enough for teachers?
   a. Yes b. No.
2. The students do not care forming the letters?
   a. Yes. b. No
3. They are never careful about punctuation?
   a. Yes. b. No
4. Teaching item is enough for teachers?
   a. Yes b. No
5. Picture or drawing help to teach guide writing?
   a. Daily b. Sometimes c. Occasionally d. Never
6. Have you ever used audio video materials in teaching writing?
   a. Always b. Sometimes c. Usually d. Never
7. Do you think that an English language is complex language in terms of grammar and punctuation marks?
   a. Usually b. Always c. Sometimes d. Never
8. School hours is not sufficient to get ready for the collection of materials and teaching writing in the classroom?
   a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

9. How often do you use picture, audio and video clips in writing class and ask students to write description about it?

   a. Always b. Usually c. Sometimes d. Never

10. Do you encourage your students in re-writing their work.

    a. Always b. Usually c. Sometimes d. Never

11. Do you involve students in small group discussions to make their writing skill developed?

    a. Always b. Usually c. Sometimes d. Never

12. Do you think difficulty exercises have been given in a problematic way?

    a. Yes b. No

13. What are the issues faced by English teacher while teaching writing skill?

    a. Not understanding vocabulary and clues.

    b. Lack of making structure or sentences.

    c. Weak in grammar.

    d. All the students do not get opportunity for participating.

14. How often do you correct their writing?

    a. Daily b. Sometimes c. Occasionally d. Never

15. Do you think the textbook has sufficient materials for teaching writing?

    a. Yes b. No

16. 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

17. Do you think text book have been given in a problematic away for writing process?

    a. Always b. Sometimes c. Usually d. Never

18. The instructional objectives given in syllabus are vague due to the use of mother tongue?

    a. Strongly Agree b. Agree c. Disagree d. Strongly disagree

19. Accuracy helps to develop the writing skill.

    a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

20. Teachers have enough time to get ready for the collection of materials and teaching writing in the classroom?

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree

Thank You for your kind co-operation.

Appendix II

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Shree Giricharuka Secondary School	Doti
2	Shree Kapilasha Basic School	Doti
3.	Shree Saraswoti Basic School	Doti
4.	Shree Krishna Basic School	Doti
5.	Shree Mahadev Basic School	Doti
6.	Shree Sharada Basic School	Doti
7.	Shree Jhuda Basic School	Doti
8.	Shree Janata Basic School	Doti
9.	Shree Bhagawati Basic School	Doti
10.	Shree Durga Basic School	Doti
11.	Shree Mahadevshwori Basic School	Doti
12.	Shree Laxmi Basic School	Doti
13.	Shree Kalika Basic School	Doti
14.	Shree Mahendra Basic School	Doti
15.	Shree Radha Krishna Secondary School	Doti