CHAPTER ONE: INTRODUCTION

This chapter includes background of the study, statement of the problem and objective of the study. Similarly, research questions, significance of the study, delimitations of the study and operational key terms are also included in this chapter.

1.1 Background of the Study

Language is a most widely used means of human communication. It is a means of expressing one's thoughts, ideas, emotions and feelings. It is through which human beings store knowledge, transmit message, knowledge and experience from one person to another and from one generation to another .It is also taken as social phenomenon which is used to establish a good relationship among people. It is that thing which makes human beings different from other animals. It is the most unique gift for human beings. Communication takes place among animals too but their communication is different from human communication. Shrestha (2016, p.410) writes the difference of animal between human language as, "Human language is open, extendable and modifiable where as animal language is vice-versa." He distinguishes that human language can be change, extended and added according to the change of time and places but the animal language is same all the time. These unique characteristics of human language have enabled the people belonging to different geographical regions, religions and cultures to live together in perfect harmony.

Language has been defined variously by various linguists. Among them some definition of language are mentioned below.
Sapire (1978, p.8) writes about language as, "It is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produce symbols". He opines that language is only used by human beings. It is optional. It is produced in a systematic way by the certain mechanism for

exchanging views thoughts and ideas of human. Similarly, Wardhaugh (1998, p.1) defines language as, "It is what the member of a particular society speak". According to him language is one of the important phenomena of the society. It is used by the member of the society it looses its existence if it has no speakers.

Likewise, Sthapit (2002, p.786) defines a language as, "It is a voluntary vocal system of human communication." He points that language as a vocal system is used by human for the purpose of communication.

George Yule (2010, p.11) writes the characteristics of language as, "Displacement, arbitrariness, productivity, cultural transmission and duality." It means that, human language helps to tell about the past and future time. This property of human language is called displacement. The relationship between linguistics signs and objects in the world is described as arbitrariness. Creating new expressions and utterances by manipulating their linguistic resources to describe new object and situation is described as productivity. The process whereby a language is passed from one generation to the next is described as cultural transmission.

Among the language spoken in the world, English has been recognized as a widely used language for global communication. In addition to the national language, nowadays many countries around the world have given more emphasis on the English language education, realizing that English has played greater roles in international trade, technology, education, entertainment and other aspects of social life. Due to this increasing scope of English, the demand of learning it is a second language has also been increasing rapidly. Different languages are spoken in world. Of all the languages in the world today, English deserves to be regarded as a world language.

Thus, language has been defined variously but no single definition is perfect in itself and it is widely accepted that language is a complex human phenomenon and its main function is to communicate among the people in a society.

1.1.1 Language Skills

A language comprises four skills. These skills are the ways of using language to communicate with each other. They are listing, speaking, reading and writing. Harmer (2007, p.56) classifies these skills into two groups as

    i   Receptive Skills

    ii   Productive Skills

1.1.1.1 Receptive Skills-Listening and Reading

Receptive skills are the important skills of language. These skills help to receive the massage from the different medium. In this regard, Makohan (1985, p.94) writes receptive skills as, "Receptive skill is the comprehension of input which the learners receive from environment." Makohan clarifies that receptive skills help to understand the massage by means of language input. This language input can be done through reading and listening. Similarly, Nunan (2004, p.216) mentions receptive skills as, "This term is used to refer to listening and reading." Nunan distinguishes receptive skill into two types. They are listening and reading.

Listening and reading skills are classified as, receptive skills. Listening is that activity of paying attention and trying to get meaning from something heard. Similarly, the reading skill is an activity dominated by the eyes and the brain. The eyes receive massage and the brain filters its significance. These two activities require students to involve in receiving massage from what they hear or read the text. These two activities demand students to pay their attention and receive massage from the reading text or listing materials. Therefore, these skills are called receptive skills.

1.1.1.2 Productive Skills-Speaking and Writing

Productive skills of language are very important to communicate our ideas, feelings and thoughts with one another among the people. This skills help to convey massages

by speaking and writing. In this respect, Nunan (2004, p. 216) writes productive skill as, "This term is used to refer to speaking and writing." According to Nunan, speaking and writing are the productive skills because they involve language production. Likewise, Hall (2016, p.18) mentions productive sills as, "Those skills in which learners are learning through message focused out, that is, learning through speaking and writing." Hall opines here that learners learn language in productive skill by focusing on the messages conveyed by means of speaking and writing.

Speaking and writing skills are productive skills because they involve language production. The speaking skill is the ability to speak fluently and appropriately. Similarly, writing skill is the process of generating tentative ideas or rough ideas with voice to write and translating them into readable text. In course of speaking and writing the students try to produce outside something which they have in their minds. So, they are termed as productive skills.

1.1.2   Writing as a Language Skill

Skill means requiring enough ability, experience and knowledge to do something. Here, skill means to do something expertly and well. Basically, language comprises four language skills, i.e. listening, speaking, reading and writing. Among these four skills, writing is productive skill which involves manipulating, structuring and communicating. In this respect, Byrne (1979, p. 1) states, "When we write we use graphic symbols, i.e. letter or combination of letters which relate to the sound we make when we speak". He opines that writing is the representation of graphic symbols. Likewise, in Rivers' (1968, p. 243) words

> Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a polished literacy from which requires the utilization of a special vocabulary and certain refinement structures. Writing is very complex process requiring many composite skills like mental, physical, rhetorical and critical.

According to Rivers, writing is the expression of ideas in the sequential order. There is use of special vocabulary and fine structure in writing. It is a very complex process.

White and Arndt (1993, P.3) argue on writing as, "Writing is far from a simple matter of transcribing language into written symbols. It is a thinking process in its own." According to White and Arndt, writing is a very complex process that requires heavy mental practice, not only transcribing language into written symbol but also the writer should be more comfortable to be fluent in putting his/her thoughts exactly on a paper.

 Writing is a process of representing sounds into symbols. It is regarded as a powerful medium of expression of though, feelings, emotions and ideas. It is a complex process.

Similarly, Harmer (2007, p. 31) believes "Writing leads to learning because it reinforces language use because writing gives learners time to think and the opportunity to think about language rules". It shows that the writing gives the opportunity to consider about the language rules to the learners.

Thus, writing is an act of transmitting thoughts, feelings and ideas from past to present and from present to future. It helps to present the ideas in an organized way. It is also one of the long lasting way of presenting thoughts, ideas and feelings though graphic symbols.

1.1.3   Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. In this context Crystal (2002, p.81) has identified the following components.

i. Mechanics (Graph logical System)
   ii. Coherence
  iii. Cohesion
   iv. Orthographic and Para Orthographic Text

The mechanics refers to the aspects of writing such as punctuation marks, capitalization, abbreviation and numbers. The mechanics of writing is a very basic concept in its process. So, the beginners should be guided through the mechanism, a step at a time with individual attention.

Similarly, coherence refers to the relationship between an utterance and meaning conveyed. It is the semantic relationship of different sense units between and among the utterances. Crystal (2002, p.81) defines coherence as, "The main principle of organization postulated to account for the underlying FUNCTIONAL connectedness or identity of a piece of spoken or written language (Text Discourse)". According to Crystal coherence is certain characteristic or aspect of writing literally the word means 'to stick together' coherence in writing means all the ideas in a paragraph smoothly from one sentence to the next sentence

Likewise, cohesion refers to the grammatical and lexical relationships between different elements of a text. It may be the relationship between different sentences or between different parts of sentences.

In the same way, orthography deals particularly with writing and spelling system. Different languages of the world use different types of writing systems. For example, logographic writing, syllabic writing and alphabetic writing. It is equally important to draw students' attention to the fact as to how Para orthographic texts can convey the same meaning more clearly and more precisely. Examples of Para orthographic texts include charts, tables, graphs, etc. Students should be trained to convert a prose text into para orthographic display or vice versa.

1.1.4 Importance of Writing Skill

Writing is one of the most important skill for learning a language. It is productive skill because the learners doing these need to produce language i.e. speaking and writing which needs proper handling of mechanics of writing to make sensible sentences and paragraphs. Among four skills, writing is output of listening, speaking and reading. It is most difficult because it is a solitary tasks and face challenges, producing correct sentences and appropriate text. The writer is proficiency plays a vital role to secure good marks in the examination. Byrne (1979, p.6) writes about the pedagogical purposes of teaching writing as

i Enables us to provide for different learning styles and needs.
ii Serves to provide the learners with some tangible evidences that they are making progress in the language.
iii Provides exposure to the foreign language through more than one medium, especially if skills are properly integrated, appear to be more effective than relying on a single medium along.
iv Provides variety in classroom activities.
v Needed for formal and informal testing.

Richards and Rodgards (2001, p.101) mention the importance of writing skills as, "Written language is primarily transactional and message oriented. The goal of written language is to convey information accurately, effectively and appropriately". It means students who learn the English language cannot be perfect without writing skill. They can express their ideas accurately and appropriately when they are efficient in writing. Therefore, we should be very clear about our purpose in teaching writing.

Thus, writing is a transparent mirror which can present our thought and experiences. Whatever information of the past is available in the present is the result of writing.

Therefore, writing has greater importance in comparison to the other skills of language.

1.1.5 Characteristics of Good Writing

Writing is an art of using language. But, it is a very complex task to write clearly and explicitly. In this context, Richards (1985, p.100). argue on good writing as

> Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one induces anxiety and frustration in many learners. Yet good writing skills are essential to academic success and a requirement for many occupations and professions

According to Richards correct and effective writing is the most desirable thing to be called an effective writer. Similarly, simplicity and directness are the most useful properties of good writing. In fact, making a simple and clear writing is difficult from the syntactic and semantic points of view. It requires good imagination and logical sequence of thoughts. Furthermore, Richards (1985, p.100) present elements of a good writing as

Simplicity
Clarity
Continuity
Economy
Coherence
Complete
Free from Error

The important quality of a good writing is reducing the complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, genres, jargons,

flourishing and ambiguous words and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of the writing.

Similarly, good writing must be absolutely free from ambiguity and should be crystal-clear. There should not be different interpretations or misinterpretation in the writing. Ideas should be presented in clear, orderly, readable, understandable and informative style. The writer must always be conscious of the reader and information style. The writer should have the idea of what to say, in which sequence, what is said and how to express something. Good writing should avoid exaggerations as well as contradictory statement.

Likewise, continuity of thought and natural link of ideas are important features in writing. There must be continuity of thought from one word to the following word, from one phrase to another, from one sentence to another, from the first paragraph to the second paragraph and first chapter to the second chapter.

In the same way, a shorter statement or analysis employing fewer terms is preferred to the one that is longer, other things being equal. The greatness of a writer lies in his/her capacity to express his/her ideas briefly and effectively. Economical writing is efficient and esthetically satisfying. While it makes a minimum demand on the energy and patience of readers; it returns to them a maximum of sharply compressed meaning. Good writing is like a gold coin, small in compass but great in value. Economy of words without sacrificing the meaning is the secret of good writing.

In the same connection, good writing deals with one topic at a time. Swami (1987, p.13), argues on good writing as, "In a good piece of writing, all the sentences are closely related to the central idea". According to Swami for good writing the relationship between an utterance and meaning should be conveyed. It is the semantic relationship of different sense units between and among the utterances.

Likewise, a good writing must be complete. It completes the topic it deals with. Good writing should avoid exaggeration and hyperbolic and self-contradictory statements.

Similarly, as writing is the permanent record of one's thoughts or ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors.

Besides, every good writing must have examples and illustrations to explain abstract and difficult ideas and new information. There should be appropriate direction, adequate facts and figures, depth of knowledge, and specificity and maximum objectivity in every piece of effective writing.

Likewise, writing involves thinking, planning, assembling, classifying and organizing processes. Thus, ability to write good or effective English is not a god given gift to a few people. The art of writing is based upon one's own mental capability. It is very important for specific subject matter.

Thus, the above characteristics of good writing play a vital role in the writing proficiency of students. The secondary school students should have the ability to write clear, economic, simple, continuous and error free sentences.

Writing is an art of using language but it is very complex task to write clearly and explicitly. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of view. It requires good imagination and logical sequence of thought. According to Richards and Nunan (2001, p. 36), some essential characteristics of good writing are introduced as follows

  i Economy

ii Simplicity

iii Clarity

iv Contiguity

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and material. Economy of words without losing the meaning is one of the best qualities of good writing. Likewise, simplicity reduces complexities and expressing ideas or thought in a natural way. It avoids the extra statylistic words, ambiguities and so on. Simplicity and smoothness make writing under stable and readable which never disturb the readers to understand the message of writing. In the same way, clarity reduces ambiguity and explicitness. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration self contradictory statements.

In the same manner, contiguity of thought is another important factor of good writing. There should be continuity of thoughts from one word to following words, from one phrase to next phrase, from one sentence to another sentence and from one paragraph to another paragraph. The concept of thought is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

1.1.6 Various Forms of Writing

Creation of writer can be seen in various forms of writing. Maley (2012, p.51) mentions the various forms of creative writing as

i   Autobiography

ii   Collaborative writing

iii   Creative non-fiction (personal and journalistic essay)

iv   Epic

v   Flash fiction

vi   Novel

vii Dramatic writing

viii Poetry

ix   Screen writing

x   Story (short)

xi   Song writing

xii Bibliography

An autobiography is the story describing a person's life that is told by the individual himself. Sometimes, an autobiography can be written with the help of a co-author as long as the story remains in first person. Autobiographies can take many different forms; oral or written records of a person's life story often turn into books, audio recording and movies. Similarly, collaborative writing refers to projects where multiple people create written works together rather than individually. Editor or editorial team oversees some projects, but many group without any oversight. It is also an approach for teaching novice authors to write. Likewise, creative non-fiction is a genre of writing that uses literary styles and techniques to create factually accurate narratives. It contrasts with other nonfiction, such as academic or technical writing or journalism, which is also rooted in accurate fact, but is not written to entertain based on writing style or florid prose. In another connection, an epic is a long narrative poem written in elevated style, in which heroes of great historical or legendary importance perform various deeds. The setting is vast in scope, covering great nations, the world, or the universe, and the action is importance to the history of a nation people. In the same way, flash fiction is an umbrella term used to describe any fictional work of extreme brevity, including the six-word story, 140-characters stories, also known as twitterature the dribble (50 words), the drabble (100 words) and sudden fiction (750 words).

Likewise, a novel is a long narrative, normally in prose, which is describes fictional characters and events, usually in the form of sequential story. In the same way, dramatic writing is a types of writing or composition inverse or prose persuading a

story in pantomime or dialogue, containing conflict or characters, particularly the one who perform in front of audience on the stage. In another word, the writing, which is related with the drama, is dramatic writing.

Likewise, poetry is literature in meter form. It is a form of written word that has pattern, rhythm and rhyme. It can be serious or it can be fun. Similarly, the term screen writing is the art and craft of writing scripts for mass media such as feature films, television productions or video games. It is frequently freelance profession. It is responsible for researching the story, developing the narrative writing the screenplay etc. In the same way, a story is simply or tale or events that are linked by cause and effect. It can be true or it can be work of fiction. The writing is about the story is called the story writing. The writing, which consists mainly, 3 parts; beginning, middle and end. Likewise, song writing is that writing which involves writing lyrics, melodies and chord. If we want to write songs and make a living from your music, then it is essential that you have an understanding of music theory, composition, lyric, writing and arrangement techniques.

In the same manner, bibliography is a list of all of the sources you have used in the process of researching your work. In general, a bibliography should include the authors name, the titles of the works, the name and locations of the companies that published your copies of the source.

Finally, diaries, memoir, letters scripts, sons or lyrics, vignettes speeches, journalism, blogging, free writing etc are also the various forms of creative writing, which are beneficial for the secondary level students in writing.

1.1.7 Process of Writing

Writing is one of the important skills of language. It is the final skill in the order of language skills. It is known as active, optional, productive skill. In writing,

content/concept of a particular language are encoded. In another words, while writing a text, it is aimed at translating thoughts into language.

Writing is a process since it is learning for better writing or knowledge. While writing something i.e. text a number of activities or processes take place. These activities include from the mind of the writer before he/she begins to write and ends with the final product. In this regard, Cramer (2001, p.53) mentions the writing process as, "A set of theories, processes and activities which emphasize the operations, changes and producers by which writing is accomplished." According to Cramer, writing process includes a number of activities that leads to a final product of writing. Similarly, Morley (2010, pp. 125-132) has given the following main process of writing

     i   Preparing
     ii   Planning
     iii Incubation
     iv Beginning
     v   Flowing
     vi The Silence Reservoir
     vii Breakthrough and Finish Lines

Morely includes the seven activities in the process of writing. They are preparing, planning, incubation, beginning, flowing, the silence reservoir, and break through and finish lines. Generally, writing process begins with preparation. It includes active reading, imagination, research, play and reflection and all the conscious actions. Similarly, planning of writing includes research and the special act of premeditation. Likewise, incubation creates an incoming wave of the sub-conscious that washes over the page what are written. In the same way, beginning includes what we exactly begin to write taking pen and paper through graphic symbols. In the same connection, flowing and the silent reservoir are the activities that go fluently in writing without any hesitations with the help the knowledge and skill that is stored in the mind. And lastly, break through and finish lines include the activities of stopping or ending the writing.

Thus, it can be concluded that writing doesn't take place once. It is a multiple process. It is considered a form of process-solving which involves the processed like preparing, planning, incubation, beginning, flowing, the silence reservoir and breakthrough and finish lines. What is to written as well as what has been written and searching for language with which is to express exact meaning. Writing done through the multiple processes really results a good writing.

1.2 Statement of the Problem

Student- centered techniques are the modern emerging techniques for developing the language teaching skills. It is a particular trick that emphasizes the students' characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. It is especially designed for developing appropriate classroom activities and procedures for teaching written language. So, student centered techniques should focus on learning by doing themselves. Here, the students want to engage in different activities by using different language techniques. They also want collaboration with their partners. But teachers used lecture, explanation etc. As a result, students feel boring and monotonous in classroom.

In the context of Nepal, most of the teachers have been using traditional teaching techniques because of the number of students. However, teachers have got a knowledge and training about the subject matter.

Finally, student- centered techniques are the essential part for the development of writing skill that explores their own ideas and potentialities. But, it has not been used in practical life. So, it has been a problem for school level learners. Therefore, to address all these problems to the concerned authority and for solution I am interested to carry out research on "Teachers' Perception on Student- Centered Techniques in Teaching Writing."

1.3 Objectives of the Study

The objectives of the study were as follows

    i   To find out the teachers' perception on student- centered techniques in teaching writing.

    ii   To analyze the techniques used to teach in writing.

    iii   To suggest some pedagogical implications.

1.4 Research Questions

This study was based on following research questions:

    i How do the teachers view towards student- centered techniques?

    ii Why the perception of teachers is needed for student- centered techniques in teaching writing skill?

    iii How do the students perceive the techniques use by the teachers?

1.5 Significance of the Study

A number of researches have been done in this world. Each and every research work provides some fruitful views or guidelines to those who want to be familiar with the work. This study mainly concerns about Teachers' Perception on Student- Centered Techniques in Teaching Writing. This study will be significant to those who are interested in teaching and learning English language. However, it is useful to the teachers, students, researchers, curriculum planner and designer. It will be useful reference to the other researchers to collect information about different activities used in the classroom and their uses in language classes for developing writing skill. It will be significance to find out the perception/attitudes of teachers on Student- Centered Techniques in teaching writing. The students will take advantage of selecting classroom activities for the study. This study will be equally beneficial to all level and various people concerned with language teaching and learning. Not at all, this study

will be beneficial to minimize problems faced, by the secondary level English teacher while using the Student- Centered Techniques in writing skills. This study is also be significant to those people who are interested communicating in English.

1.6 Delimitation of the Study

The delimitations of the study were as follows

-) The area was confined in Syangja district only.
-) The study was limited to 40 teachers and 40 students from Syangja district.
-) The study was limited to the secondary level English teachers and students only.
-) The study used questionnaire as a research tool.
-) Judgmental sampling procedure was used to select the population.

1.7 Operational Definition of Key Terms

Perception

A way of thinking about somebody or something or behaving towards somebody or something.

Technique

Technique is particular trick which a teacher actually implements in the classroom to achieve the immediate objectives of teaching writing.

Writing Skill

Writing skill is an ability to transfer the information though the use of graphic symbols.

Professionals

Professionals is a job requiring special type of skill or knowledge.

Teachers

Teachers are the major elements of the entire education system those are placed as the heart of education system.

Achievements

In this study, it refers to a thing that somebody has done successfully or achieved their own effort and skill.

Research

Research is the systematic inquiry to desire, explain predict and control the observed the phenomena.

Project Work

The project work is an activity which centers on the completion of a task.

Strip

 A part of a story in a small slips of papers is strip.

Language

Language is the most widely used means of communication among people which is the universal medium of conveying facts, thoughts and feelings.

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications. In the same way, the theoretical, empirical concepts and conceptual framework are included under this chapter.

2.1 Review of the Related Literature

Research is the systematic inquiry to design, explain, predict and control the observed phenomena. It is the scientific study made on the topic or teachers' perception on student centered techniques in teaching writing. Researches are carried out on the foundation of previous study. For the review of the theoretical literature, which are concerned with the related topic. Here, in this research the researcher has reviewed ELT situation in Nepal, Teacher's perception, language teaching technique in classroom, teaching writing skill etc. The researcher has reviewed the above topics with the help of different books, article and websites.

2.1.1 ELT Situation in Nepal

It is better to talk about the language in the world before we talk about the situation of English language teaching in Nepal. It is very difficult to say exactly when the English, language teaching started. However, it is clear from some studies that language teaching comes into its own as a profession in the 20th century.

English language is the world's most widely used language. It is used for international business and academic conference as well. English language has become indispensible vehicle to the transmission of the modern civilization into the nation.

Thus, English language is the modern need in the global context. Likewise, Crystal (1990, p.7) mentions the ELT situation as

> Over two thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. Eighty percent of all the information stored in the electronic retrieval systems of the world is Stored in English. And, at a local level, examples of the same theme can be found everywhere.

According to Crystal, English language has Spread its network everywhere in the world. It is not only confined in the inner circle but also to the outer and extended circle.

Richards and Rodgers (2001, p.1) write about ELT situation as

> Language teaching came into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedure for the design of teaching methods and materials during on the developing fields of linguistics and psychology to support a succession of proposal for what were thought to be more effective and theoretically sound teaching methods.

Richards and Rodgers explain that language teaching was started from the early twentieth century. It was initiated specially for developing principles and procedure for designing teaching methods and materials.

In Nepal, English language has been teaching as a foreign language. It can be considered as the mirror through which we can see and enjoy the every corner of the world. We can never pluck the fruit of rapid advancement and innovations in the field of science and technology, industrial development and international relationship unless we have the knowledge of English. So, by considering the worldwide and great

importance of the English language in Nepal too we also need to pay much more attention to teach, learn on the improvement of English language as well as English education in Nepal, it is seen to be initiated with the foundation of Durbar High School, the first school where English was used to be taught as one of the subjects in 1910 B.S. The implementation of NESP (1971) is to be able to bring a rapid change in the educational history of Nepal.

When we scrutinize the current status of English and its teaching, we find that little attempt has been made to document its present states of affairs. The use of English has extended by leaps and bounds. English language institutes, English medium school and colleges are mushrooming. Some regular publications including dailies, weeklies and magazines are regularly published in English. A large number of books, journals and periodical are produced in English. Nepali literature, stories, poems and essays have been translated in English for wider readership. Similarly, cyber culture has fascinated the younger generations immensely and therefore the use of English in present situation has been spreading widely. All these have ultimately leads to a craze among, Nepalese to learn and speak English.

Today English is not only a subject taught in the academic institutions but it is also a medium of instruction. English medium schools have made their territory as "English Speaking Zones." This has been the role of all teachers to be an English teacher first. A number of interviews, radio television programs take place in English.

2.1.2 Teacher's Perception on Writing

Teacher's perception refers to an image they have as a result of how they see or understand something. It is based on the experience of previous knowledge and understanding about subject matter. It other words, perception refers to awareness understanding and interpreting something very deeply and closely.

In this respect, Sanford and Capaldi (1964, p. 175) writes perception as, "Perception refers to the awareness or the process of becoming aware, of extra of the extra-organic or intra- organic objects or relations or qualities by means of sensory process and of prior experiences". According to them, perception is the process of realizing or feeling something by means of sensory organs and previous knowledge. Similarly, Hochberg (1964, p. 660) mentions perception as, "Both the experience of gaining sensory information about the world of people, things and events and the psychological process by which this is accomplished." Hochberg opines that, perception is the experience of gaining information about the people, things and events of the world.

It is not directly observable but the relation can be found with various types of stimulation and their associated experiences and percepts. Human perception is the active reception and co-ordination of information received through our sensory system to make senses at environment.

In this study, the researcher wanted to find out teachers perception in teaching techniques at secondary level on the basis of the perception taken from subject teachers in terms of subject teachers in terms of student's interest, contents language and techniques. The need and interest of the service teacher its practicality, suitability in Nepali context, need of the teachers structure of the course and how far techniques were enough for learning etc.

2.1.3 Language Teaching Technique

Teaching is an art. The success and failure of teaching depends upon the strategies and skills which are used by the teacher in the classroom. Generally, the teacher performs various activities in his classroom to make the lesson effective. These various activities which are used by the teacher to make the class effective are known as techniques. It is particular trick which a teacher actually implements in the

classroom to achieve the immediate objectives. Anthony (1963, p.63) defines technique as

> A technique is implementation that which actually takes place in the classroom. It is a particular trick, stratagem or contrivance use to accomplish in immediate objectives. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Anthony views that, technique is the trick used in teaching learning actitivies in the classroom. It is related with the method and approach used for teaching the particular subject matter.

There are different techniques to each language skill and aspects. The teacher himself/ herself can create his/ her own techniques to teach language in a classroom. Learning is more important than teaching. Teaching techniques play the vital role in language learning. The techniques which are used in teaching English language are classified into two types

2.1.3.1 Teacher-Centered Techniques

Teacher centered techniques are those techniques on which teachers remain active in the classroom. They speak, read and take too much time in the classroom. Students just listen to the teacher and observe the teacher's activities. They remain as passive worker. Some of the examples of teacher centered techniques given by Westword (2008, p.80) are as

    i   Lecture
    ii Explanation
    iii Illustration
    iv Demonstration

Lecture is the oldest type of teaching method it has still relevancy in our classroom. Our teachers very often use this technique. They frequently describe the teaching contents to the students while students will be listing to the teacher. According to this technique, the teacher involve in the clarification and explanation to the students about the contents. In order to make this technique effective the teacher sometimes tries to use question answer way.

Similarly, explanation is another teacher technique. This technique is involve to explain the concepts of the contents using simple language. While explaining the content, the teacher uses the different other techniques as well such as narrating, describing, telling and so on. In order to make use of explanation technique, the teacher should utilized the ideas and thinks like using simple language according to the level of the students; make use of demonstration pictures, charts, figures; ask questions to check students' understanding; using writing broad frequently and so on.

Likewise, illustration refers to the use of materials or examples to make the content interesting, understandable and clear to the students. It helps to clarify the concepts to be taught. Illustration can also be of different types. They are verbal illustration, and visual illustration. The first type of illustration consists of using words and explanation where as visual illustration consists of using visual objects.

In the same way, demonstration technique also one of the teacher centered techniques. In this technique, the teacher presents the pre-arranged materials step-by-step. To make the students clear about the teaching contents. The presentation of pre-arranged materials will be supported by the teacher's explanation. Especially, this kind of technique will be useful in the science class, project based class, research based class etc.

In additional to the above mentioned techniques texts, video, explanation, journal, speech question answer etc are the teacher centered techniques in teaching writing.

2.1.3.2 Student-Centered Techniques

Student centered-techniques are those techniques on which students are more active than teachers. Students are given a lot of task to perform. They learn by doing and emphasize their individual characteristics. The teacher works as a facilitator or guider. Some examples of students centered techniques mentioned by Richards and Rodgers (2001, pp. 287-350) as

    i   Individual Work
    ii Pair Work
    iii Group Work
    iv Project Work
    v Role Play
    vi Discovery Techniques
    vii Strip Story

i   Individual work

Individual work is opposed to the concept of whole class teaching lock step learning in which all the students learn something using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while other chooses written ones. Certain students enjoy findings out the information for themselves; other prefer spoon fed, Richards and Rodgers (1999, p.147) mention

    i Objectives are based on the needs of the individual learners.
    ii Allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate at which they learn.

In this technique, the teacher can provide different supplementary books, cassettes, tapes and so on. The teacher can also provide project work to the student. In fact, individual leanings fosters learner autonomy.

ii Pair work

Pair work is one of the most important learner centered techniques which is often used in a communicative classroom. It is management test for developing communicative ability (Cross, 1982, p.43). Pair work makes students engage in interaction to each other. During pair work teacher has two roles, a monitor and a resource person. If we divide our students into pairs for just five minutes; each students got more talking time during those five minutes than during the rest of the lesson. Byrne (1979, p.31) writes the strategy of pair work as

    i First, the teacher has to explain the reason for using pair work to the student pair work time is not be used for chatting.

    ii Students finish the set the tasks they can change the role and do the task again.

    iii A lot of opportunity is given for talking.

    iv They can ask for help, if they need it.

    v There was a check on their participation after wards.

    vi If there are three students, one works as a monitor.

    It shows that pair work is not the matter of chatting and they an change the role and task. Similarly they are given the opportunity, check, participation and monitoring while they are involving in pair work.

It shows that pair work is not the matter of chatting, and they can change the role and tasks in writing skills. Similarly, they are given the opportunity, check, participate and monitor while they are involving in pair work.

iii Group Work

It is another students centered technique in which small groups of around five provoke greater involvement and participation than larger groups. The group may

work on a single task or on different parts of large task. Task for group members are often selected by the members of the group but a limited number of option are provided by the teacher. Rechards and Rodgers (2001, p.288) mention the strategy of group work as

i   Plan for each stage to class how the groups was operate and now students was graded.
ii   Give students the skills they need to success in groups.
iii Create groups tasks that require interdependence.
iv   Make the group work relevant.
v   Create assignment fir the students skills and abilities.
vi   Assign group task that allow for a fair division of labor.

iv Project Work

Project work is a very effective but time consuming students centered techniques of language teaching. It has been introduced during 1970s as a part of communicative language teaching. It integrates all language skills involving a number of activities that require all language skills since project work is a students centered rather than teacher created the teacher may need to develop a more flexible attitude towards the student's work. Focusing on the importance of project work Ur (1996, p.232) mentions, "Project work fosters learners responsibility and independence, improves motivation and contribute to a feeling of cooperative and warmth in the class." It means that the project work makes powerful to the learners by providing responsibility and motivation.

Project work is defined variously by different scholars, as Richards & Rodgers (2001, p. 295) write about project work as

The project work is an activity which centers on the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work tasks place outside classroom." It means that the project work is an activity which focuses on completion of task and independent work to individual and group of students.

In this way, it can be concluded that project work provides one solution to the problems of autonomy of making the learners responsible for his/her own learning. It emphasizes on group-centered experience. It is cooperative rather than competitive. This technique encourages imagination, creativity, self-discipline responsibilities and collaboration, research and study skills.

v   Role Play

Role play is a class room activity which gives the students an opportunity practices language, the aspects of role behaviors and the actual roles they may need outside the classroom. It is an ideal vehicle for developing fluency, and it also offers the focal points in lessons integrating the four skills. Its main goal is not only to put the learners knowledge into live practice but also to improve their confidence and self assurance in a very effective way.

Role play is a simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicative ideas with the friends. It makes classroom interactive. A variety of language functions structures, games can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

vi   Discovery Techniques

Discovery techniques is the techniques where students are given the examples of language and told to find out how they work to discover the grammar rules rather than the told them (Harmer, 2003,p.29). A discovery techniques is an extremely learner centered technique for teaching language vocabulary and grammar which aims to give

students a chance to take charge earlier i.e. before explaining language by the teacher. This technique invites the students to use their reasoning.

In this technique, the teacher can give the students a listening or reading text or some examples of target sentences and ask them how the language works.

According to Richards & Rodgers (2001, P.297), discovery techniques are based on the following principles

    i Learners develop process associated with the discovery and inquiry by observing inferring formulating hypothesis, prediction and communicating.

   ii Teachers uses the teaching style which supports the processes of discovery and inquiry.

  iii Text books are not the sole source of learning.

   iv Conclusions are considered tentative and not final.

Thus with the help of the discovery techniques they can develop process associated with discovery and inquiry differently. Similarly they can use the different techniques for support. Only the text books are not the sole source of the learning.

i Strip Story

Strip story is a technique of presenting a story part wise in small slips of papers called strips. The strips are given to individual students of a group requiring them to organize the strips in a proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the groups. To complete the activity successfully, Richards and Rodgers (2001, p.298) as proposed the following activity for strip story as

    i   Select a Story

   ii   Cut the story into strips and number of sentences should be equal to the number of students.

  iii   We either can distribute these sentences randomly or we can cut strips in a box and ask students to draw one sentences for each.

iv   Each students memorizes the sentences.

v   The teacher collects the strips.

vi   Students move around and ask questions until they reconstruct a whole story.

vii   The teacher facilitates, wherever necessary.

viii   The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of students or not. It would be better if the story was interesting and if it could be related to stud dents or not. It would be better if the story was interesting and if it could be related to students practical life, society and culture.

2.1.3.3 Students Centered Techniques in English Language Teaching

Students centered techniques fall under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom. Richards & Rodgers (2001, p.359) provide the following points that are included by the students centered techniques.

i   Students take part in setting goals and objectives.

ii   There is a concern for the students feeling and values.

iii   There is different role of the teacher; the teacher is seen as a helper, advisors or counselor.

Thus, students centered technique is an approach to education on focusing on the needs of the students rather than those of others involved in the educational process such as teachers and administrators.

According to Richards & Rodgers (2001,p.3)   Students centered techniques can be characterized by the following goals. It aims towards

i   A climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.

ii   A participatory mode of decision making in all aspects of learning in which students, teachers and administrators have their part.

iii   Helping students to achieve results they appreciate and consider worthwhile to build their self esteem and confidence.

iv Developing in teachers the attitude that the research has shown to be most effective in facilitating learning.

v Helping teachers to grow as persons finding rich satisfaction in their interaction with the learners.

In the students' centered classroom, students are encouraged to participate actively in learning the material as it is presented rather than being passive and perhaps taking notes quickly. Students are involved throughout classroom time in activities that help them to construct their understanding of the material that is presented. The instructor no longer delivers a vast amount of information, but uses a variety as hands on activities to promote learning. According to Jones (2007, p.3) when students are working together in English, they site/quote

i Talk more

ii Share their ideas

iii Learn from each other

iv Are more involved

v Use English in a meaningful, realistic way.

In brief, students centered approaches to teaching and learning stress the importance of students past experience exploring individual needs and interest, promoting active participation, stimulating higher order thinking and encouraging lifelong learning.

2.1.4 Teaching of Writing Skill

Before teaching writing skill, everyone should know what writing skill is. Some terms related to writing skill have been briefly presented below

2.1.4.1 Writing Skill

In general sense, writing is an ability to transfer the information through the use of graphic symbols. Writing is the language skill that is least used by most people in their native language and perceived as most difficult but especially important by most

of the second or foreign language learners. About the importance and complexity of L$_2$ writing, Richards and Renadya (2002, p.55) mention

> There is no doubt the writing is the most difficult skill for L$_2$ learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L$_2$ writers have to pay attention to higher level skills of planning and organizing as well as lower level skills, spelling, punctuation, and world choice and so on; the difficulty becomes even more pronounced if their language proficiency is weak.

A number of writing skills varying from spelling and punctuation to planning and organization. Teaching of writing should therefore involve various writing activates that may help to promote the skills in the learner. Writing can be practiced getting it integrated with other skills such as listening, reading and speaking. Only knowing spelling, vocabulary and grammar may not help ones to write fluently, creativity and critically. Spelling and punctuation may be practiced through orthography-based activities. According to Harmer (2008, p.105), it involves the following basic skills

i   Handwriting or typing

ii   Spelling

iii   Punctuating

iv   Constructing grammatical sentences.

Finally, 'orthographic' and 'Para-orthographic' features are characterized as important components of writing. The former one refers to the spelling or writing system of a language. In English, the writers should know the spelling and other orthographic conventions such as punctuation, word boundaries, paragraph-making etc. The latter one refers to the features such as charts, tables graphs etc. that can express message or information more systematically and precisely. So, Para-orthographic features or text should also be the matters of the L$_2$ writing activities.

2.1.4.2 Types of Writing

All the writers have their own purpose for writing a text. That means, no writers go through a text unless they have some purpose in mind. Harmer (2007, pp.118-121). Mentiones the following different types of wring as

i   Controlled writing

ii   Guided writing

iii Free writing

The controlled writing activities are basically grounded on the 'product approach' of writing in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or coping from the model given to them. These are controlled in nature, the students have virtually no freedom to express their creative ideas or skills. Controlled writing includes such activities as

i   Combining two words or sentences

ii   Rewriting

iii Reordering

iv Matching halves

v   Fill in the blanks

Guided writing activities are designed on the basis of the insights gained from both process and product approaches to writing practice. The students are suggested to do writing task on the basis of the guidelines given to them. They are basically intended to produce the required work or written text. However, they can be trained in the process such as drafting, revising writing etc. to lead them towards the final product. Students are involved in the activities such as

i   Paraphrasing

ii   Parallel writing

iii Developing fuller text through skeleton

Free writing activities are also influenced by various approaches to writing practice such as writing product writing, creative writing and so on. In free writing, students

are given a topic or issue. There are no restrictions on them for the use of vocabulary and sentence structures. They are obviously free writing, students are involved in the activities such as

i   Writing stories, essays, reports etc

ii   News story

iii   Letter

iv   Application

v   Summary of the text

vi   Composing poems

2.2 Review of the Empirical Literature

The scientific studies and research carried out in the past helps to draw the knowledge and provides the foundation to the present study. Various researches related to perceptional /attitude has been carried out under the department of English Education, T.U.

Khanal (1999) carried out a research entitled "A study of Attitudes of Secondary Level Students Towards Learning English". The objectives of the study were to find out the attitudes of secondary level students towards learning English. The researcher used questionnaires to elicit data and used random sampling procedure for the study. The researcher found that thirty students were positive towards teaching English. But, the students have negative attitudes towards materials methods and examination system.

In this connection, **Poudyal** (1999), Carried out a research on "A comparative study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu". His purpose of study was English language proficiency of higher

secondary of public school of grade x of Kathmandu and Gulmi . He had collected data by using test items. He found that the students of public school of grade ten of Kathmandu had better English language proficiency than the rural area of Gulmi. They committed fewer errors construction sentences than the students of rural area.

Pandey (2008) Conducted a research entitled "Attitudes of Minority Groups Towards English language Learning and Teaching". The main objectives of the study were to find out the attitudes of different ethnic minority groups towards learning and teaching English. The researcher used random survey methods for this study. The sample population was taken by using purposive non-random sampling procedure. The researcher used interview as a major tool to elicit data from respondents. The researcher found that most of the informants have the knowledge of English language and they were strongly positive towards learning it.

In this respect, **Kafle** (2008), carried out a research "Study on writing proficiency of grade Ten Students of Kathmandu valley in guided writing". His purpose of study was to find out writing proficiency of grade ten students of Kathmandu valley in guided writing. He selected eighty students from different school of Kathmandu valley by using simple non-random sampling procedures. Test items were his main tools for data collection. It was found that students obtained more marks in parallel writing than other types of guided writing like develop skill into fuller text and paraphrasing. It also showed that the writing skills of girls in every selected school were found better than writing skill of boys.

Ghimire (2011) carried out a research entitled "Teachers' perception towards Expanding Horizons in English". The main objective of the study was to explore the perception of teachers about the textbooks in terms of difficulty level, authenticity, vocabulary selection; need and interest of learners' teachability. The researcher used non-random sampling procedure for the study. The researcher found that this text book is to some extent far from the intellectual level of the students of faculty of

education. He also found that the book contains authentic texts and appropriate exercises etc.

Yadav (2012) carried out a research entitled "Attitudes of Dalit Towards Learning English". The main objective of this study was to find out the attitudes of Dalit students towards English language learning and to find out and analyze the cause of attitudes. The researcher adopted survey method for the study. The sample population was taken by using purposive non random sampling procedure. The researcher used questionnaires as a major tool to elicit data from students. The researcher found that 80% students were inspired by their parents towards Learning English Language and they thought English language learning is very important for worldwide communication.

Though, there are several researches on teachers' perception or attitudes but no research on the topic of "Teachers Perception on Student-Centered Techniques in Teaching Writing" has been conducted in department of English education. Hence, the present status is the different research work form others study.

2.3 Implications of the Review for the Study

All the reviews which are mentioned in above are related to the study. These reviews are helpful for the study because these reviews are related to the perceptions/ attitudes of English language which are similar the title of this study as well. In order to conduct those researches, they have used survey research design and the researcher followed the same research design because it is appropriate for the study. Therefore, after reviewing those research works, the researcher got ideas on the process of survey research design. Likewise, they have used questionnaire as a tool of data collection and the researcher used the same tool of data collection therefore, from this they are similar. These reviews provide a theoretical background to my study. These literature reviews brought clarity, improved my methodology and broadened the knowledge

base for this study. On the other hand, these reviews also helped to know how the other researchers use the process procedure of their researcher in such similar situation.

2.4 Theoretical Conceptual Framework

The study is on "Teachers' Perception on Student-Centered Techniques in Teaching Writing" was based on the following conceptual framework.

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                    ┌─────────────────────────────┐
                    │ Language Teaching Techniques │
                    └─────────────────────────────┘
                                    │
              ┌─────────────────────┴─────────────────────┐
              ▼                                            ▼
    ┌──────────────────┐                        ┌──────────────────┐
    │ Teacher Centered │                        │ Students Centered │
    │    Techniques    │                        │    Techniques     │
    └──────────────────┘                        └──────────────────┘
                                                          │
                                                          ▼
                                          ┌─────────────────────┐
                                          │   Individual Work   │◄──────┐
                                          └─────────────────────┘       │
                                                                        │   ┌──────────────┐
                                          ┌─────────────────────┐       │   │  Teaching    │
                                          │     Pair Work       │◄──────┤   │  of Writing  │
                                          └─────────────────────┘       │   └──────────────┘
                                          ┌─────────────────────┐       │
                                          │     Group Work      │◄──────┤   ┌──────────────┐
                                          └─────────────────────┘       │   │  Controlled  │
                                          ┌─────────────────────┐       │   │   Writing    │
                                          │    Project Work     │◄──────┤   └──────────────┘
                                          └─────────────────────┘       │   ┌──────────────┐
                                          ┌─────────────────────┐       │   │   Guided     │
                                          │     Role Play       │◄──────┤   └──────────────┘
                                          └─────────────────────┘       │
                                          ┌─────────────────────┐       │   ┌──────────────┐
                                          │ Discovery Techniques│◄──────┤   │  Free writing│
                                          └─────────────────────┘       │   └──────────────┘
                                          ┌─────────────────────┐       │
                                          │     Strip Play      │───────┘
                                          └─────────────────────┘
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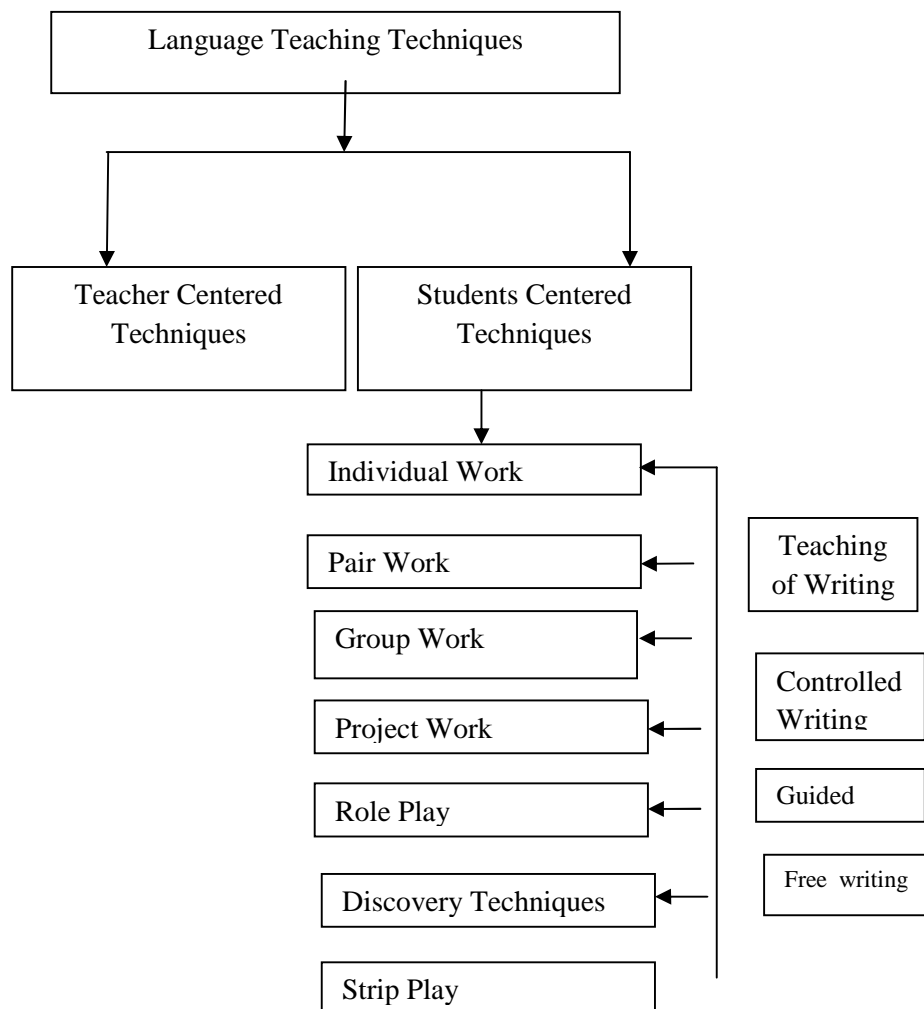
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

This chapter describes the design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data analysis and interpretation procedures.

3.1 Design and Method of the Study

To achieve the objective of the study, the researcher conducted survey research. Survey is the most commonly used method of investigation in education research. Survey research in education can be carried out either by a group of researcher or by on individual. It mainly depends upon the nature of the study. It is a descriptive research. According to Kinder (1981, p.81) "Survey is the best research design carried out to find out public operation, behavior and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strength of survey research in its potential for handling external validity".

In fact, survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues phenomena, events and situations. The finding of survey is generalizable and applicable to the whole group. According to Nunan (1992, p.140), "The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time".

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers given by the sample are thought that whole group has given same type of information. It means researchers generalize the result obtained from the sample to the whole population. It may scope

from a large-scale investigation like census to a small-scale study like a small classroom study.

Finally, research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process otherwise there might be the possibility of obtaining fake data. As a result all the effort made by the researcher goes in vain.

3.2 Population, Sample and Sampling Strategy

The population of the study was the secondary level English teachers and students of Syangja District. Sapkota, Acharya, Parajuli, Dhakal and Khanal (2016, p.7) mention the total no. of secondary level English teachers and students as, "There are 11982 students and 164 English teachers in this district." It means that there were altogether 11982 students and 164 English teachers in the secondary level at the time of study in Syangja District. Among them forty English Teachers and forty students were selected for the sake of data collection. Those teachers were selected using Judgmental nonrandom sampling procedure. Similarly, forty students were selected by random sampling procedure to find the opinion of the students in using various teaching writing techniques used by the teachers.

3.3 Study Area/Field

The area of this study was bounded on forty selected secondary level English teachers and forty selected students reading in the secondary level. The selected teachers and students were from twenty private and twenty government schools of Syangja district. They were Armadi English Boarding School Rambachha (AEBS), Peace-zone Integrated English Boarding School Bhumre (PZIEBS), Sagarmatha English Boarding School, Bhu. Pu. Sainik Higher Secondary School (Waling), Bal

Bidya English Boarding School Waling (BBEBS). Waling Scholars English Boarding School, (WSEBS), Bhu. Pu. Sainik English Boarding School Bayarghari (BPSEBS), Buddha Memorial Boarding School Chapakot(BMBS), Bhu.Pu. Sainik Kali Gandaki English Boarding School Chapakot(BPSKEBS), Buddha Memorial Community English Boarding School Bayarghari (BMCEBS), Jivan Jyoti English Boarding School (JJEBS) Thumpokhara, Bhu.Pu. Sainik Santipriya Academy (BPSSA) Bayatari, Golden Supervision English Boarding School, Chapakot (GSEBS), Evergreen English Boarding School (EGEBS), Satupashal, Roshani English Boarding School, Syangja (REBS), Sishu Nikatan English Boarding School, Syangja (SNEBS), Jyoti English Boarding School Syangja (JEBS), Sopan Engslish Boarding School, Rangkhola (SEBS), Syangja Higher Secondary English Boarding School Syagja, Nepal Adarsha English Boarding School, Waling (NAEBS). Similarly, Shree Baindi Secondary School (SBSS) Chapakot, Rastriya Higher Secondary School (RHSS) Mirdi, Janaki Higher Secondary School (SJHSS) Pakwadi, Shree Balsiddha Higher Secondary School (SBHSS), Himali Higher Secondary School (HHSS), Ratne, Mahendra Darshan Secondary School (MDSS) Tindobate, Gangalal Higher Secondary School (GHSS) Chapakot, Tribhuvan Adarsha Higher Secondary School Syangja, Sarbajanik Higher Secondary School, (Malunga), Janajyoti Mavi, (Chapakot), Mahendra Secondary School (MSS) Malangkot, Mahendra Higher Secondary School (MHSS) Thanchour, Khadga Kali Secondary School (KKSS) Malyangkot, Shree Laxmi Higher Secondary School (LHSS), Bodhibhanajyang, Upllo Pekhu secondary School, Waling (UPSS), Rastriya Secondary School, Mirdi (RSS), Sarswati Secondary School, Pelakot (SSS),Janahit Secondary School, Panchamul (JSS), Kajiman Haritika Secondary School, Syangja (KHSS), Rajendra Bhawani Secondary School (RBSS), Sharada Mandir Secondary School, Phaparthum (SMSS). Among them twenty were private schools and twenty were government schools.

3.4 Data Collection Tools and Techniques

The researcher designed questionnaire (Appendix I and II) as a major tool to collect the Teachers' Perception on Student-Centered Techniques in Teaching Writing. The

main tools for data collection were test items. The researcher prepared a checklist which consists of 15 close ended questions for the English teachers and 15 for the students. The responses of the questionnaire of a checklist for the teacher were Good, Tolerable, Poor, Yes or No. Similarly, the responses for the questionnaire of students were; Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. The students and the teachers have to tick the response as per their perception on the student centered technique in teaching writing.

3.5 Data Collection Procedures

In order to collect the authentic data, the researcher followed the following procedures systematically.

  i At first, the researcher visited different private and public secondary schools and established good support with the head teachers.

  ii Then, the researcher visited and asked them to give permission to carry out my study by explaining them the objectives of the study.

  iii After getting permission as well approval, the researcher visited the English teachers and students to establish support with them.

  iv According, the researcher told the English teachers and students about the purpose of the study and hand over the questionnaires. They were requested to complete questionnaires as per the time constraint.

  v After allocated time was over, the researcher would collect the distributed questionnaires from the teachers and students.

  vi Finally, the concerned authority and the respondents were thanked for their cooperation and assistance.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively using simple statistical tools i.e, percentage. The researcher presented the facts in different lists, tables and chart as per the necessity.

CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter deals with analysis of data and interpretation of results and summery of the findings.

4.1 Analysis of Data and Interpretation of the Results

According to the type of data, the researcher used certain techniques to data analysis and interpretation of the result. The researcher used both descriptive and statistical tools to analyze data. Based on the analysis, result was interpreted. The total number of forty secondary level teachers from twenty different government aided schools and twenty from private schools secondary were observed to find out the techniques used by them while teaching writing skills. For this purpose, five different areas were checked. The data collected from these check-lists were coded and transcribed by using the following frequency distribution table where good means used, tolerable means used but not in a systematic way and poor means did not use the concerned techniques.

Table 1

**Frequency Distribution of the overall Activities**

S.N.	Techniques used by teachers	Good		Tolerable		Poor		Total no. of teachers
		No.	%	No.	%	No.	%	
1	Use of visual materials	_	_	17	42.5%	23	57.5%	40
2	Picture Flower techniques	5	12.5%	10	25%	25	62.5%	40
3	Harmer's techniques	9	22.5%	21	52.5%	10	25%	40
4	Communicative activities	10	25%	25	62.5%	5	12.5%	40
5	writing exercise	25	62.5%	15	37.7%	-	-	40

Table 1 shows that out of 5 activities, none of them were good, 42.5% were tolerable and 57.5% were poor and at using the use of visual materials technique. Likewise, while using the picture flower technique 12.5% were good, 25% of them were

tolerable and 62.57% were poor. Similarly 22.5%   were   good, 52.5% were tolerable, 25% were poor at using Harmer's techniques. In the same way 25% were good, 62.5% were tolerable and 12.5% were poor at using the communicative activities. Likewise, 62.5% were good and 37.5% were tolerable and none of them were poor at using writing exercise techniques.

4.1.1 Analysis and Interpretation in the light of Harmer's Techniques

The data collected from the class observation of forty teachers regarding the light of Harmer's techniques has been presented systematically and descriptively using the following pie charts.
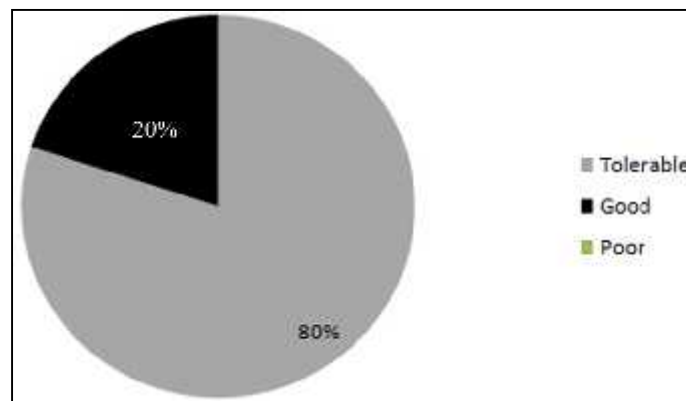
Figure 1

Fill in blanks technique

Figure 1 shows that 20% teachers were good and 80% teachers were tolerable at using fill in the blanks technique but none of them was poor.
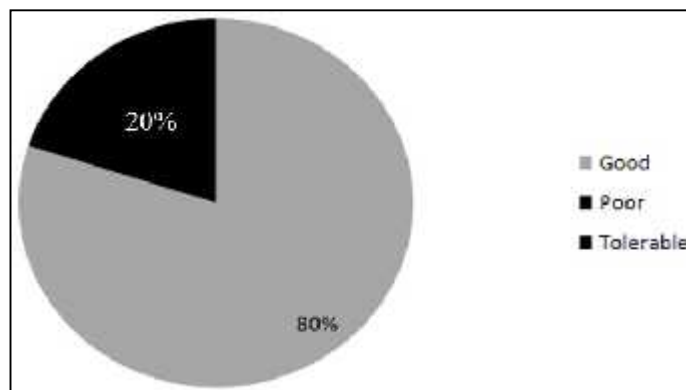
Figure 2

What are they doing?

43

Figure 2 shows that 80% teachers were good   and 20% were poor at   using the technique what are they doing. Therefore, it was cleared that most of the teachers used what are they doing technique.
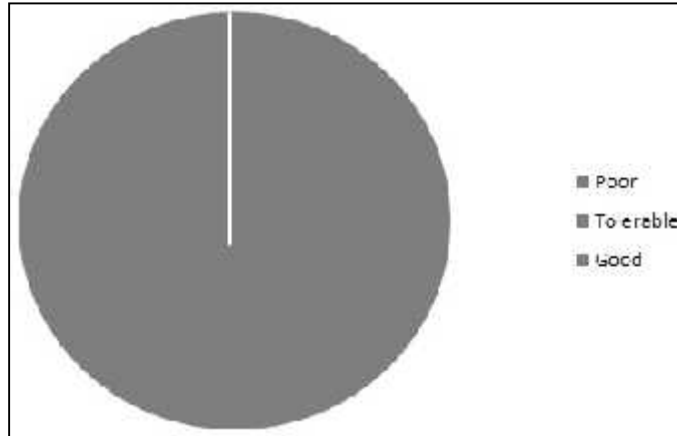
Figure 3

Description of People

Figure 3 shows that 100% teachers were tolerable at description of people technique whereas none of them was poor and good. So, this figure indicates that most of them were tolerable at using this technique.
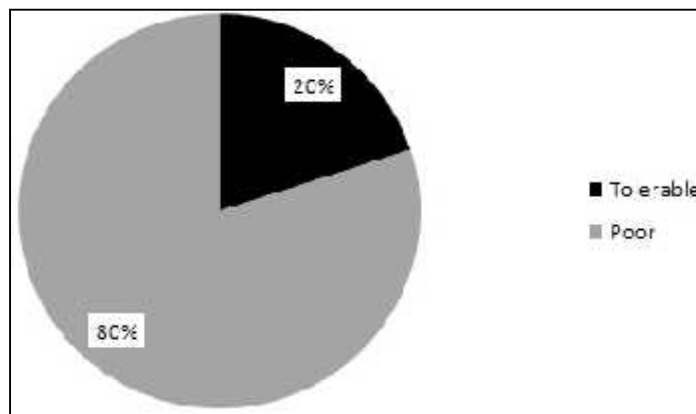
Figure 4

Identification of Hotels

Figure 4 reveals that 20% of   the   teachers were tolerable and 80% were poor at this technique at teaching writing skills. So, it indicates that most of them 80% were poor in this technique.
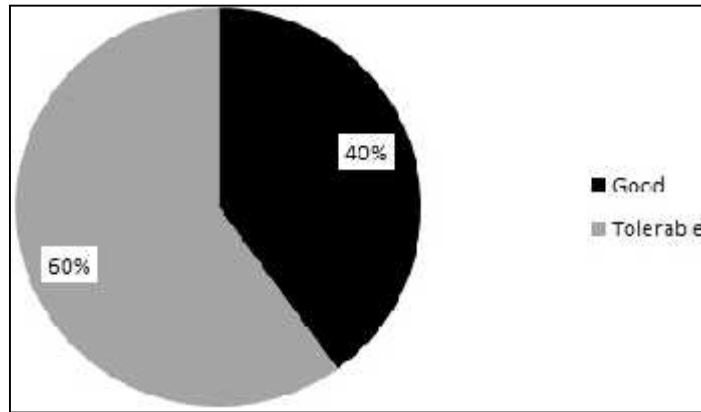
Figure 5

Use of Coordinators

Figure 5 shows that 40% teachers were good and 60% were tolerable at using the coordinators technique. But none of them was poor at using this technique.
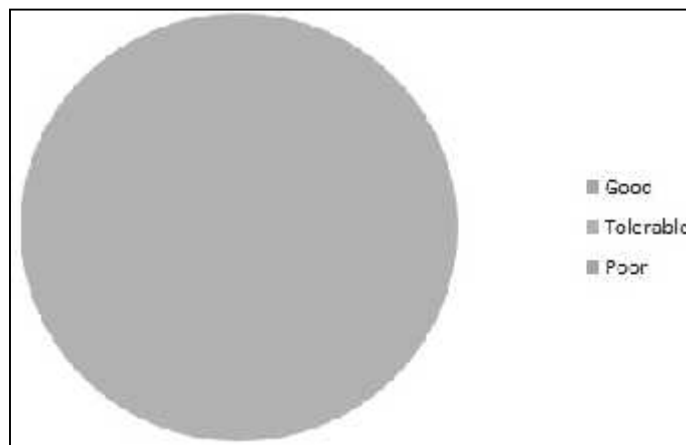
Figure 6

Oral Composition

Figure 6 shows that none of the teachers used oral composition technique at teaching writing skill. It shows that all of them were totally out of this technique.
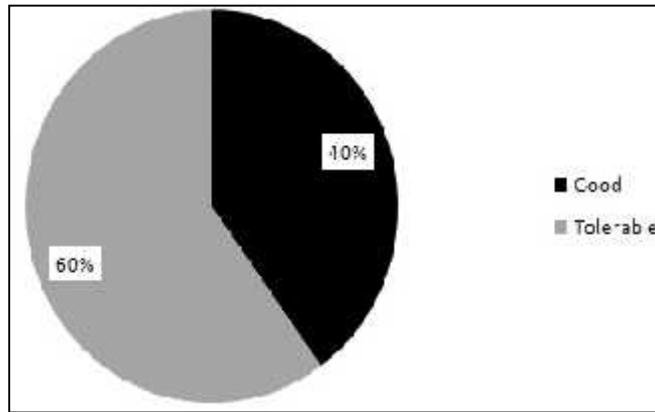
Figure 7

Beautiful Things Technique

Figure 7 shows that 40% teachers were good and 60% teachers were tolerable at using beautiful things technique. None of them was poor at using beautiful things technique.
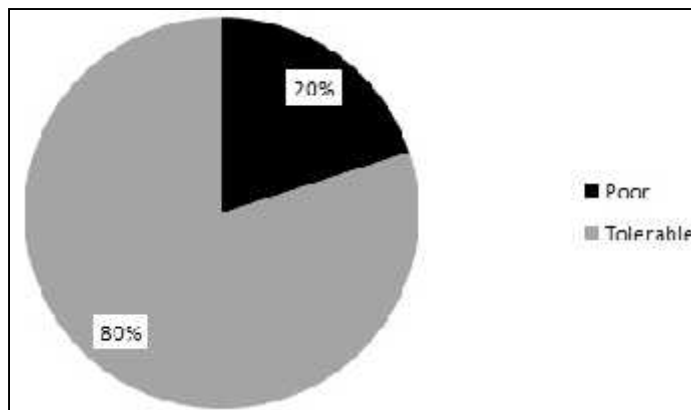
Figure 8

Poetry Dictation

Figure 8 shows that 80% teachers were tolerable and 20% were poor at using poetry dictation technique and none of them was good at using the poetry dictation technique.

4.1.2 Analysis and Interpretation of the Technique 'Exchanging the Letter'

The interpretation of the data collected from the observation by using the check lists about the technique 'exchanging the letter' have been presented and then analyzed systematically by using the following frequency distribution table.

Table 2

Frequency Distribution of Techniques Used by Teachers

S.N.	Techniques used by teachers	Good		Tolerable		Poor		No. of teachers
		No.	%	No.	%	No.	%	
1	Letters to the relatives and friends	20	50	10	25	10	25	40
2	Complaining letter	-	-	20	50	20	50	40
3	The letter of application to the teacher	40	100	-	-	-	-	40

Table 2 shows that 50% were good, 25% were tolerable and 25% were poor at using technique 'letters to the relatives and friends'. Similarly, none of the teachers was good, 50% teacher were tolerable and 50% were poor at using the technique 'complaining letter'. Likewise 100% teachers were good at using the technique 'the letter of application to the teacher'.

4.1.3 Analysis and Interpretation of Writing Exercises

The data collected from the observation in forty different teachers about the writing exercises have been presented systematically and descriptively by using the following table.

Table 3

Frequency Distribution of Writing Exercises Used by the Teachers

S.N.	Writing exercises	Yes		No.		No. of teachers
		No.	%	No.	%	
1	Pre writing exercises	20	50%	20	50%	40
2	Writing the letters of the English Alphabet.	10	25%	30	75%	40
3	Copying words and sentences	25	62.5%	15	37.5%	40
4	Punctuations	15	37.5%	25	62.5%	40
5	Controlled writing exercises	40	100	-	-	40
6	Free writing exercises	25	62.5%	15	37.5%	40

Table 3 shows that 50% teachers used pre-writing exercises and 50% did not use this technique. Similarly, 25% teachers used the technique writing the letters of the English alphabet and 75% did not use this technique. Likewise, 62.5% teachers used copying words and sentences exercise technique and 37.5% did not use this technique. In same way, 37.5% used punctuations exercise and 62.5% did not use this techniques. Similarly, 100% teachers used the controlled writing exercises. Likewise, 62.5% used free writing techniques whereas 37.5% did not use this technique, free writing.

4.2 Analysis and Interpretation of the Data from Survey Opinionative

The total numbers of forty students from the forty different government aided and private schools were surveyed to get the reactions towards the techniques used by the teachers. For this, 15 statements related to different techniques were distributed and asked to tick one alternative against each statement according to the degree of agreement or disagreement with that item. The data collected from the survey opinionnaires have been coded and presented systematically by using the following table and then analyzed and interpreted descriptively.

The opinion of the students showed that 56% students strongly agreed, 38% students agreed, 4% of the students were uncertain and 2% of the students strongly disagreed towards the use at using the technique 'what are they doing?'. Similarly, it has been found that 32% of the students strongly agreed, 12% of them agreed, 30% of them were uncertain, 10% of them disagreed and 8% of the students strongly disagreed at using the technique 'parallel writing' . Likewise, it has been as certain that 68% of the students strongly agreed 22% of them agreed 10% of them were uncertain and none of them disagreed and strongly disagreed at using the technique 'cohesive device.

In the same way, 22% of the students strongly agreed, 42% of them agreed, 10% of them were uncertain, 80% of them disagreed and 8% of them strongly disagreed with

the statement that 'the teacher shows the series pictures with the series of sounds in oral composition'. In the same connection, 60% of the students strongly agreed, 32% of them agreed, 8% of them were uncertain and none of them disagreed and strongly disagreed at the use of 'relaying instructions and directions for writing practices. Similarly, 10% students strongly agreed, 54% of them agreed, 32% were uncertain, 4% of them were disagreed and none of them strongly disagreed with the use of ' the teacher asks the students to write reports and advertisements' likewise, 68% students strongly agreed, 24% of them agreed, none of them were uncertain and disagreed and 8% of the students strongly disagreed the use of the technique' use cooperative writing'. In the same manner, 72% of the students strongly agreed, 16% of them agreed, 12% of them were uncertain and none of them were disagreed and strongly disagreed towards the technique 'write the letter of application to the class teacher.

Similarly, 8% of the students strongly agreed, 25% of them agreed, 50% of the students were uncertain, 6% of them disagreed and 11% of the students strongly disagreed with the technique 'writing through picture'. In the same way, 81% of the students strongly agreed, 10% of them agreed, 7% of them were uncertain none of them disagreed and 2% of them strongly disagreed with the technique 'pre writing exercises'. Likewise, 74% of them strongly agreed, 20% of the students agreed, 6% of them were uncertain and none of them disagreed and strongly agreed the technique 'free writing exercises.

Likewise, 38% of the students strongly agreed, 48% of them agreed, 14% of them were uncertain and none of them disagreed and strongly disagreed with the technique' ask the students to plan what to write'. In the same way, 28% of the students strongly agreed, 60% of them agreed, none of them were uncertain and 12% of them strongly disagreed with the technique 'ask the students to make the first draft from the outline'. In the same manner, 68% of the students strongly agreed, 19% of them agreed, 8% of the students were uncertain, none of them disagreed and 5% of them strongly disagreed with the technique ' asks the students to revise and edit the first draft and write the final draft by the teacher.

4.3 Summary and Discussion of Findings

After the analysis of data and interpretation of results, the researcher summarized the study and drew the following findings.

On the basis of the analysis and interpretation of the data obtained from checklists, the researcher derived the following findings.

a The majority of the teachers (57.5%) were found in poor and only 40.5% of the teachers were found in tolerable condition at using visual materials. Thus, 42.5% of the teachers used visual materials.

b More than half of the teachers (62.5%) were found to be poor and only a declining number (14%) to be good at using the technique 'writing through picture flower'. Thus, this technique was also found to be less used technique in the context of Nepal.

c A significant number of teachers (52.5%) were tolerable and a little number of them (22.5%) were good regarding the Harmer's techniques. Among them, 80% teachers were good at using the technique 'what are they doing'. In addition, none of the teachers was good concerning the techniques such as parallel writing, oral composition, and poetry dictation. Similarly, all the teachers (100%) were tolerable at using the technique 'description of person' and none of the teachers was tolerable at using the technique 'oral composition'.

d All teachers (100%) were found good at using the technique 'the letter of application to the teacher' whereas none of the teachers was good at using the technique 'the complaining letter'. On the other hand, (50%) teachers were good at using the technique 'letters to the relatives'.

e All the teachers (100%) were good at pre- writing exercises and controlled writing exercises whereas most of them 62.2 were good at free-writing exercises.
 Similarly, on the basis of the analysis and interpretation of the survey questionnaires, the researcher also derived the following findings.

f A large number of the students (56%) strongly agreed and only a few number of them strongly disagreed to the use of the technique 'what are they doing ?'

g As the majority of the students (38%) were uncertain and less of them (32%) strongly agreed with the technique parallel writing which was found to be preferred.

h As a great number of students (68%) strongly agreed with the use of cohesive technique, it was found useful for secondary level students.

i A surprising number of the students (72%) agreed with writing the letter of application   to the teacher. Thus, it was found extremely suitable in the secondary level.

j Virtually more than half of the students (56%)   were uncertain and only 8% of them were strongly agreed with the technique 'picture flower'. Therefore, it was found rarely used.

k An excessive number of the students (82%) strongly agreed and only a few number of them (4%) strongly disagreed with the technique 'the pre- writing exercises'. That's why, they were found inevitable for secondary level students.

l 74 % students strongly agreed and 6% students were uncertain to the free writing exercises, they were also found useful for the secondary level students.

m More than 60% of the students agreed and 6% of them were uncertain to the free-writing exercises .So, they were found reasonable.

n 68% of the students strongly agreed and 5% of the students strongly disagreed regarding the final draft, it was found quite essential in writing.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with conclusions and recommendations drew by the researcher after the analysis and interpretation of data. This chapter is divided into two parts conclusion and recommendations. Further, recommendation is divided into policy, practice and research level. The conclusions and recommendations of the study were presented in the following sub headings.

5.1 Conclusions

The present study deals with 'Teachers' Perception on Student-Centered Techniques in Teaching Writing.' The main aim of the study was to find out teachers' perception on student centered techniques in teaching writing skills. Another purpose was to analyze the techniques used to the students while teaching writing. The researchers collected data by selecting forty teachers from different forty schools by using judgmental sampling procedure and forty students of these schools by using random sampling procedure. The researcher prepared the observation check lists and survey questionnaires based on teaching writing. Close ended questionnaire was used to collect the data. Those data were presented in the table and analysed by using percentage.

From the study, the researcher found that writing exercises such as pre-writing exercises e.g. introduction to superscription, salutation, opening, body, ending and subscription in writing letters, free writing exercises for e.g. essay writing and letter of application to the class teacher were used by the majority of the teachers.

Similarly, Harmer's techniques such as 'what are they doing?', fill in the blanks, parallel writing, description of persons, and dictation techniques were used fairly. Contrary to this, use of visual materials and communicative activities were poor and Yalin's picture flower technique was rarely used. In the same way, on the basis of analysis and interpretation, most of the students strongly agreed with the use of

writing the letter to the teacher, cohesive techniques, pre writing exercise and what are they doing activities whereas majority of students were uncertain in parallel writing and picture flower technique.

5.2 Recommendations

On the basis of findings, some pedagogical implications have been made as below:

5.2.1 Policy Related Recommendations

The government of Nepal can utilize this study to formulate the policy relation to encourage students center activities and discourage the teachers centered learning activities which helps to develop the free writing proficiency and also provide in-service and pre -service teacher training relation to develop proficiency of students in free writing.

Similarly, it would be helpful for curriculum development center to incorporate more exercises related to fee writing while designing the new course. At last but not the least, the school administration can also utilize this study to formulate and policy at school level.

The recommendations for the policy makers, programme designer and authority of planning and policy level were suggested so that an effective and successful writing skills policy and planning could be made. Some recommendations at policy level are given below

5.2.2   Practice Related Recommendations

1   As the use of visual materials was found poor, the teacher should use visual
materials as far as possible.

2   The teacher should be properly used picture flower technique.

3   As 'what are they doing?', parallel writing and description of a person were used as a very suitable techniques, these techniques should be applied everywhere. as they are easy and applicable.

4   Teacher should teach 'letter of application to the teacher or head teacher' and 'letter to the friend' rather than teaching letter of job application or complaining letter in secondary level.

5   Teacher should provide pre- writing exercises, controlled writing exercises and free- writing exercises extensively so that students could participate actively.

6   As the students were unfamiliar to the oral composition, teacher should give the maximum chance to speak to the students while writing.

7   Teacher should ask the students to brainstorm, make notes and organize these notes because planning is very essential in writing.

8   Teacher should ask the students to revise and edit their writings many times before preparing the final draft.

5.2.3   Further Research Related Recommendations

No research is final and perfect. Regarding the further researches in the field of writing, it is important that a large scale research should be carried out taking almost all the schools into consideration in order to find out the current state of teaching writing, status of week students and challenges the ELT teachers faced in class so that it's finding could help in making policy and designing programmes related to the ELT. Considering the limitation of this study some directions for the research seem to be fruitful. The further research in the writing skills in-corporate in following suggestions

a Micro level research in the field of writing skills should be carried out for finding the current status and its various techniques.

b Further studies should present the clear cut techniques of writing skills.

c It helps to formulate contextual materials, strategies and trainings as per the society, geography and cultures.

d It suggests the further researchers to implement the remedial teaching.

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Questionnaire to the English Teacher

Name of the school: Date:

Name of the English teacher:

Survey of on various techniques perceived by the teachers in teaching writing.

1. The use of visual materials helps in teaching writing.

    a. Good   b. Tolerable   c. Poor

2. Picture flower techniques are the best techniques. For teaching writing?

    a. Good   b. Tolerable   c. Poor

3. The use of Harmer's techniques is beneficial for teaching writing.

    a. Good   b. Tolerable   c. Poor

4. Communicative activities are the best way of teaching writing.

    a. Good   b. Tolerable   c. Poor

5. Writing exercises makes a student perfect writer .

    a. Good   b. Tolerable   c. Poor

Survey of exchanging the letter techniques in teaching writing.

6. Letter writing activities to the relatives and friends promote writing skills.

    a. Good   b. Tolerable   c. Poor

7. Complaining letter writing skill helps in developing writing skill.

    a. Good   b. Tolerable   c. Poor

8. Writing application to the teacher should be conducted while teaching writing

    a. Good   b. Tolerable   c. Poor

Survey on writing exercises techniques

9. Pre writing exercises are good for teaching writing.

a. Yes   b. No

10. To develop the writing skill, one needs to begin writing the letters of the

English alphabets.

a. Yes   b. No

11. Are copying words and sentences best activities for teaching writing?

a. Yes   b. No

12. Is it good to teach the use of punctuations in teaching writing?

a. Yes   b. No

13. Control writing exercises support in teaching writing.

a. Yes   b. No

14. Do free writing exercises strength for the writing skills?

a. Yes   b. No

15. Survey on the use of following Harmer's techniques in teaching writing.

   i.   Fill in the blanks.

         a. Good   b. Tolerable   c. Poor

  ii.   What are They Doing techniques?

         a. Good   b. Tolerable   c. Poor

 iii.   Description of person.

          a. Good   b. Tolerable   c. Poor

  iv.   Identification of hotel.

         a. Good   b. Tolerable   c. Poor

   v.   Use of coordinators.

         a. Good   b. Tolerable   c. Poor

  vi.   Oral Composition.

        a. Good   b. Tolerable   c. Poor

vii.   . Beautiful things.

        a. Good   b. Tolerable   c. Poor

viii.   Poetry dictation.

        a. Good   b. Tolerable   c. Poor

APPENDIX II

Questionnaire to the students

Name of the School: Date:

Name of the Student:

Writes the responses to the following questions:

1. Does the teacher use what are they doing technique?

      a. Strongly agree   b. Agree c. Uncertain   d. Disagree   e. Strongly disagree

2. Does the teacher use parallel writing?

      a. Strongly agree b. Agree c. Uncertain d. Disagree   e. Strongly disagree

3. Does the teacher ask the students to use cohesive devices?

      a. Strongly agree   b. Agree c. Uncertain   d. Disagree   e. Strongly disagree

4. Does the teacher show series of pictures with series of sounds in oral composition?

      a. Strongly agree   b. Agree   c. Uncertain   d. Disagree e. Strongly disagree

5. Does the teacher ask the students to dictate the sentences?

      a. Strongly agree b. Agree   c. Uncertain   d. Disagree   e. Strongly disagree

6. Does the teacher use relaying instructions and directions for written practices?

      a. Strongly agree   b. Agree c. Uncertain d. Disagree   e. Strongly disagree

7. Does the teacher ask the students to write reports and advertisements?

      a. Strongly agree b. Agree   c. Uncertain   d. Disagree   e. Strongly disagree

8. Does the teacher use co-operative writing?

      a. Strongly agree   b. Agree   c. Uncertain   d. Disagree   e. Strongly disagree

9. Does the teacher ask the students to write the letter of application to the class
   teacher ?

      a. Strongly agree   b. Agree   c. Uncertain   d. Disagree   e. Strongly disagree

10. Does the teacher engage the students in writing through picture flower technique?

      a. Strongly agree   b. Agree c. Uncertain   d. Disagree e. Strongly disagree

11. Does the teacher provide the pre- writing exercises?

     a. Strongly agree   b. Agree c. Uncertain   d. Disagree e. Strongly disagree

12. Does the teacher ask the students to provide free writing exercises ?

     a. Strongly agree   b. Agree c. Uncertain   d. Disagree e. Strongly disagree

13. Does the teacher ask the students to plane what to write ?

     a. Strongly agree b. Agree c. Uncertain d. Disagree e. Strongly disagree

14. Does the teacher ask the students to make the first draft from the outline ?

     a. Strongly agree b. Agree c. Uncertain d. Disagree e. Strongly disagree

15. Does your teacher ask the students to revise and edit the first draft and write the final draft?

     a. Strongly agree b. Agree   c. Uncertain d. Disagree e. Strongly disagree

APPENDIX III

The name of the selected Schools, teachers and the students

S.N.	Name of the Schools	Name of the English teachers	Name of the selected students
1	Shree Armadi English Boarding School (SAEBS) Rambachchha, Waling	Ananada Aryal	Bhima Gurung
2	Peach Zone Integrated English Boarding School (PZIEBS), Waling	Amrit Dumre	Ramesh Kuwar
3	Sagarmatha English Boarding School (SEBS), Waling	Jhaman Rana	Sajana Pandey
4	Bhu.pu Sainik English Boarding School, (BPSEBS),, Waling	Dil Kumar Thapa	Sadhana Rana
5	Bal. Bidhya English Boarding School (BBEBS), Waling	Tejan Rana	Ramu Rijal
6	Waling Scholar's English Boarding School (WSEBS), Waling	Mohan Neupane	Sita Dumre
7	Bhu. Pu. Sainik Community Academy (BPSCA), Bayarghari	Khem Prasad Bhattarai	Manisha Rana

8	Buddha Memorial Community Academy (BMCA), Bayarghari	Anil Aryal	Seema Rana
9	Bhu.Pu. Sainik Kaligandaki English Boarding School (BPSKEBS), Chapakot	Laxman K.C	Anjana Bhattarai
10	Bhu. Pu. Sainik Santipriya Academy (BPSSA), Bayantari	Hom Bahadure Gurung	Parakhi Neupane
11	Jeevan Jyoti English Boarding School (JJEBS), Bayantari	Sunil G.C	Sirjana Dumre
12	Budha Memorial English Boarding School (BMEBS), Chapakot	Suraj Malla	Shree Bdr kuwar
13	Golden Supervision English Boarding Shoool (GSEBS), Chapakot	Hari Adhikari	Jeevan Bhandari
14	Nepal Adarsa English Boarding School (NAEBS) , Waling	Raju Gaire	Asmita Kandel
15	Roshani English Boarding School (REBS), Syangja	Ishwor Bahadur K.C	Sikshya A.C
16	Syangja Higher Secondary English Boarding School	Lekh Nath Regmi	Siman Malla

	(SHSEBS), Syangja		
17	Sopan English Boarding School (SEBS), Rangkhola	Mahadev Regmi	Devika Rana
18	Jyoti English Boarding English (JEBS), Syangja	Lal Bahadur Gurung	Sumita Regmi
19	Sishu Nikatan English Boarding School (SNEBS), Badhakhola	Manoj Malla	Dikshya Aryal
20	Evergreen English Boarding School(EEBS), Satupasal	Narayan Acharya	Suraj Rana
21	Shree Gangalal Higher Secondary School(SGHSS), Chapakot	Bandhu Bhakta Bhandari	Resma B.K.
22	Janajyoti Secondary School (JSS), Chapakot	Deepak Devkota	Janak Pathak
23	Laxmi Higher Secondary School (LHSS), Bodhibhanjang	Bhoj Raj Devkota	Roshan Thapa
24	Khagda Kali Secondary School (KKSS), Malyangkot	Kusal Kafle	Bisnu Malla
25	Mahendra Secondary School (MSS), Malyangkot	Tek Raj Adhikari	Sujan Thapa
26	Bal Siddha Higher Secondary School (BSHSS),	Lal Prasad Khalal	Simran Regmi

	Kenware		
27	Tribhuvan Adarsha Higher Secondary School (TAHSS), Syangja	Bishnu Pokharel	Sujan Kafle
28	Himali Secondary School (HSS), Ratne	Prakash Kafle	Dasami Mall
29	Upallo Pekhu Secondrary School (UPSS), Waling	Durga Dhakal	Bishnu Thapa
30	Baindi Secondary School (BSS), Chapakot	Resham Lal Regmi	Arohi Thapa
31	Shree Sarbajanik Secondary School (SSSS), Malunga	Salikram Khanal	Nishant Gaire
32	Janaki Secondary School (JSS), Pakawadi	Lekhnath Gairhe	Deepika Khanal
33	Mahendra Darsan Secondary School (MDSS), Tindobate	Kulananda Khalal	Sapana Rana
34	Rastriya Secondary School (RSS), Mirdi	Arjun Pokhrel	Arjun Pandey
35	Sarswati Higher Secondary School (SHSS), Pelakot	Y.B. Kunwar	Simana Pathak
36	Jannhit Secondary School (JSS), Panchmul	Naba Raj Chapagain	Kriti Saru
37	Kajiman Haritika Secondary School (KHSS), Syangja	Ram Chandra Poudel	Sarita Dhakal

38	Rajendra Bhawani Higher Secondary School (RBHSS), Sworek	Jajindra Bahadure Thapa	Punam Kunwar
39	Mahendra Secondary School (MSS), Jagatbhanjyang	Hari Murari Dotel	Bismirti Thapa
40	Sharada Mandir Secondary School (SMSS), Phaparthun	Durba Pathak	Lal Maya Gurung

APPENDIX IV

Frequency Distribution of Opinions of Students

S.N.	Statements	Strongly Agree		Agree		Uncertain		disagree		Strongly disagreed		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	
1	The teacher uses 'what are they doing?' technique.	22	56	15	38	2	4	-	-	1	2	40
2	The teacher uses parallel writing.	13	32	5	12	15	38	4	10	3	8	40
3	The teacher asks the students to use cohesive devices.	27	68	9	22	4	10	-	-	-	-	40
4	The teacher shows series of pictures with series of sounds in oral composition.	9	22	17	42	4	10	7	18	3	8	40

No	Statement										
5	The teacher asks the students to dictate the sentences.	24	60	13	32	3	8	-	-	-	-	40
6	The teacher uses relaying instructions and directions for written practices.	12	30	22	56	5	12	-	-	1	2	40
7	The teacher asks the students to write reports and advertisements.	4	10	22	54	13	32	1	4	-	-	40
8	The teachers use co-operative writing.	37	68	10	24	-	-	-	-	3	8	40
9	The teacher asks the students to	29	72	6	16	5	12	-	-	-	-	40

No.	Statement										
	write the letter of application to the class teachers.										
10	The teacher engages the students in writing through picture flower technique.	3	8	11	25	20	50	2	6	4	11	40
11	The teacher provides the pre- writing exercises.	33	81	4	10	6	7	-	-	1	2	40
12	The teachers provide free writing exercises.	30	74	8	20	2	6	-	-	-	-	40
13	The teacher asks the students to plan what to write.	15	38	19	48	6	14	-	-	-	-	40
14	The teacher	11	28	24	6		-	-	-	5	12	40

	asks the students to make the first draft from the outline.				0						
15	The teacher asks the students to revise and edit the first draft and write the final draft.	37	68	8	1 9	3	8	-	-	2	5	40