CHAPTER-ONE
INTRODUCTION

1.1 General Background

Language is the most advanced and powerful means of human communication. It is species specific and species uniform possession of human beings. It is the universal medium to express human thoughts, feelings, ideas and emotions. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. Most of the activities of the world are carried out through language such as, transmitting human civilization, literature, political and diplomatic activities and human achievements. Thus, according to Richards et al. (1985, p. 153), "language is the system of human communication by means of structured arrangement of sounds to form larger units." The definition shows that language refers to the system of sounds and words by human to express their thoughts and feelings. In this regard Jesperson (1994, p. 4) writes:

> Language is not an end in itself, just as little as railway tracks, it
>
> is a way of connection between souls, a means of
>
> communication . . . language is the most complete, the richest,
>
> the best means of communication it bridges the physical chasm
>
> between individuals . . ..

This shows that it is essential for an individual to get mastery over any language to survive in the society. There are so many languages in the world. Among them, the English language is the most prestigious and dominant one. According to Harmer (2003, p. 18), "it is the international language and a vital tool for any student to become successful in communication." For him (ibid), "although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical,

economic, and cultural factors which have influenced and sustained the spread as the language".

Brown (1994, p. 49) writes that "language is the medium of human communication which is acquired or learnt with the integration of four language skills listening, speaking, reading, and writing." To support this point further he (ibid) says "a small child listens and speaks and no one would dream of making him reader or writer." Thus, reading and writing are the two advanced stages of language development in which writing is more creative and advanced ones.

1.1.1 English Language Teaching

English, the most widely used language in the world, is the language of international communication, politics, commerce, education and technology. Lederer (1990 as cited in Sthapit 1994, p. 1) says that "one in every seven human beings speaks English. More than half of the world's books are written in English and three quarterss of international mails are in English." Thus, English language teaching is so important. Language teaching is not restricted within the four walls of classroom or within the boundary of a school, it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in the English language. The immediate aim of language learning is to increase interacting skill with the language systems so that the long term aim of improving production and receptive skills can be achieved. Language learning is the process of internalizing a language with the integration of the four skills viz. listening, speaking, reading, and writing. Language learning means getting mastery over these skills.

1.1.2 English Language Teaching in Nepal

As an international language, English is taught in Nepal as a foreign/second language, and is learnt for the purpose of communication with foreigners. It is usually taught as a school subject and rarely used as a language of

communication. ELT in Nepal is important because of the development of science and technology. English in Nepal was first started in 1910 B.S. Now-a-days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from certificate/plus two to master's level at the faculty of Education and Humanities and Social Sciences but the ELT situation in Nepal is not to the mark as it is expected. The outcome of teaching and learning English could not have gained the expected goal, developing communicative competence in the language because Nepalese learners lack sufficient practice in learning the English language. There is no proper balance among all the four skills of language while they are being taught.

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

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

1.1.3 Teaching Language Skills at School

It is generally believed that the natural order for the first and/or second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his/her early childhood when s/he listens to the language used by his family, friends, and relatives and than scomprehends it. Then s/he starts to speak. A completely deaf child can never speak because s/he cannot listen and no listening results no comprehension of language. So the natural order of the language learning must be considered in mind while teaching language skills.

As the purpose is concerned, listening and reading are the receptive whereas speaking and writing are the productive skills, among four language skills. If we divide them according to the natural order of the language learning, listening and speaking are primary skills and reading and writing are secondary. It is because every normal human can listen and speak, who may not have learnt the skill of writing and reading. Therefore, while teaching language, all the language skills should be taught in a balanced way. The teacher should follow the natural order of the language learning as a child learns following the natural order while s/he acquires her/his mother tongue.

1.1.4 Teaching of Writing Skill

Teaching writing is teaching of one of the important skills in language. Writing is one of the productive language skills. Thus, teaching of writing is the teaching of productive skill of language. Writing gives students more 'thinking time' than they get when they attempt spontaneous conversation. According to Harmer (2007, p.112), this (thinking time) allows them more opportunity for language processing-that is thinking about the language-whether they are involved in study or activation. He (ibid) further writes that there is distinction between 'writing for writing' and 'writing for learning'. As writing for writing is concerned, it is directed at developing the students' skills as writers. The main essence of this is that students should become better at writing whatever kind of writing that might be. Writing includes not only appropriate language

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use, but also text construction, layout, style and effectiveness. According to him (ibid), writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying in writing for learning. These type of writing activities give reinforcement to students. As writing is an enabling activity, students write sentences in preparation for some other activity as well. Thus, it is clear that the way we organize students' writing and the way we offer advice and correction will be different, depending on what kind of writing they are involved in. The genre of writing, the writing process and building the writing habits are such issues related to teaching writing that help students write successfully and enthusiastically in different style.

Peterson (2003, p. 87) suggests 30 different ideas for teaching writing. His ideas in points are as below:

1. Use the shared events of students' lives to inspire writing.
2. Establish an email dialogue between students from different schools who are reading the same book.
3. Use writing to improve relations among students.
4. Help student writers draw rich chunks of writing from endless sprawl.
5. Work with words relevant to students' lives to help them build vocabulary.
6. Help students analyze text by asking them to imagine dialogue between authors.
7. Spotlight language and use group brainstorming to help students create poetry.
8. Ask students to reflect on and write about their writing.
9. Ease into writing workshops by presenting yourself as a model.
10. Get students to focus on their writing by holding off on grading.
11. Use casual talk about students' lives to generate writing.
12. Give students a chance to write to an audience for real purpose.
13. Practice and play with revision techniques.
14. Pair students with adult reading/writing buddies.

15. Teach "tension" to move students beyond fluency.

16. Encourage descriptive writing by focusing on the sounds of words.

17. Require written response to peers' writing.

18. Make writing reflection tangible.

19. Make grammar instruction dynamic.

20. Ask students to experiment with sentence length.

21. Help students ask questions about their writing.

22. Challenge students to find active verbs.

23. Require students to make a persuasive written argument in support of a final grade.

24. Ground writing in social issues important to students.

25. Encourage the "framing device" as an aid to cohesion in writing.

26. Use real world examples to reinforce writing conventions.

27. Think like a football coach.

28. Allow classroom writing to take a page from yearbook writing.

29. Use home language on the road to Standard English.

30. Introduce multi-genre writing in the context of community service.

1.1.5 Teaching Writing Strategies

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

Choosing the target area depends on many factors; What level are the students?, What is the average age of the students?, Why are the students learning English?, Are there any specific future intentions for the writing ? Having decided on the target area, the teacher can focus on the means to achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter in English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place.

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

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

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

a. Complexity

b. Formality

c. Clarity

d. Objectivity

e. Explicitness

f. Accuracy

g. Hedging

h. Responsible

1.1.6 The Sequence of Writing

Writing activities go on sequence, gradually from very low level/stage to the advanced one. That is, students practice writing in sequence and produce text in a completely guided to completely free composition. To refer to Harmer (2007, p. 114), the level and complexity of writing range in sequence. He has described, with the help of three examples, the writing sequences as below:

I) Example 1 : Postcards (Pre-intermediate/intermediate)

II) Example 2: Email interview (pre-intermediate upwards)

III) Example 3: Writing a report (Upper intermediate)

The example 1 (postcards) is the guided writing sequence that shows how students at a fairly early level can be helped to write within a certain genre so that when they do the final writing task, they have everything the need to do it successfully (Harmer, 2007,p.114). Here, the structure and matter of postcards guide students to write what is missing.

As email interview (example 2) is concerned, this genre is a highly effective way of getting students to write communicatively. Harmer (2007, p.115) writes that many magazines and color supplements contains short celebrity interviews in which people answer a series of inconsequential questions designed to be revealing, assuming and entertaining in equal measure. According to him, following steps are followed while using genre in class.

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a. Show students an example of interview

b. Discuss how it is put together

c. Elicit possible questions from students

d. Modify them, if needed

e. Students close questions and work in group/pair

f. Students write a fair copy of text/question

g. Ask as many questions as they want and send written replies of them.

Report writing (example 3) is the upper inter mediate level of writing in sequence. Harmer (2007, p.116) notes as the sequence progress, students analyze the report genre, look at same language points, gather information, draft their report, check it and produce a final version. As Harmer's example is concerned, students prepare their (writing) report in six stages.

Stage 1: choose topic

Stage 2: gather information from variety of sources

Stage 3: plan the report

Stage 4: write a draft of the report

Stage 5: check the draft

Stage 6: write final report

These examples and discussion show that writing activities follow certain sequences in different levels of interpretation. It starts from very simple and guided and moves towards very complex and free texts.

1.1.7 Process of Writing Activities

A well-written piece of writing can be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view. According to Peterson (2003, p. 46), Effective Writing:

a. Is focused on the topic and does not contain extraneous or loosely related information;

b. Has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices;

c. Contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and

d. Follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.

The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings. For this, Peterson (2003, pp. 49-54), has suggested the following process of writing activities that can be used in the basic education level:

(i) Pre-writing: A Place to Start

Pre-writing, the first stage in the writing process, begins long before the writer puts thoughts into writing. The experiences, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffolds by teachers to help students generate ideas for their writing and to practice the thinking skills inherent in the activity. To initiate thinking and generate possible writing topics which is important for students to explore ideas for writing topics using a variety of pre-writing strategies, such as:

a. Brainstorming

b. Constructing thought webs and graphic organizers

c. Interviewing a person knowledgeable about the topic

d. Engaging in peer or teacher-student discussions and conferences

e. Listening to music

f. Reading about and researching the topic

g. Free writing or timed free writing about the topic

h.   Viewing media such as pictures, movies, and television

i.   Listing and categorizing information

j.   Reflecting upon personal experience

k.   Examining writing models

l.   Responding to literature

m.   Role playing and other drama techniques

n.   Asking the 5 Ws--who, what, where, when and why.

To explore topics about which to write, the teacher may post suggestions on the bulletin board for student reference. S/he may invite students to add their own pre-writing strategies to ideas such as:

1. Brainstorming about people, places, and feelings: Write down or tell a partner the names of people you could describe, then quickly and briefly describe each one. Name several places you have visited and list descriptive words for each place. List and describe some memorable feelings you have had, and explain the situation in which they occurred.

2. Talking and listening in pairs or groups: It includes taking turns, telling about an interesting person, thing, incident, or object and so on. Encourage the listeners to ask questions and add ideas, and recording of possible writing topics or ideas as they arise during the discussion.

3. Looking at art: Study paintings, photographs, drawings, or sculpture in magazines or art books. It may even be useful to take a trip to a local museum or art gallery. Jot down notes and questions about the artwork, the artist and the subject, and any topic ideas that come to mind during the observation. It may help to talk over your information and ideas with a partner or small group. Explain to a partner the stories in the art works.

4. Listening to music: Listen to music you like best or a variety of new and unfamiliar music. Listen to tape recordings or to the radio, closing your eyes

and letting the music paint pictures in your mind. Record these images as you listen, or turn off the music and quickly record your ideas. It may be helpful to tell the story you have imagined to a partner or group.

5. Role playing: Pretend to be any character, ask peers to act as other characters, and dramatize an event or incident, and what happened as a result of that incident or event.

6. Observing with all senses: Be aware of all that is happening around you, in the classroom, at home, in restaurants, in malls, and wherever you go. Listen closely to conversations of the people you observe, and try to capture the details of their manners and dress. Observe for issues, problems, or achievements in your community. Jot down ideas and notes as you observe them or as soon as possible after your observations.

7. Listing ideas and information: List such things as the activities that interest you, the sports you play, the clubs that you belong to, and the community and world issues that you know about from the media.

8. Reading: Read such things as nonfiction books, novels, magazines, stories, newspapers, and poems. Jot down ideas that occur to you as you read and list questions you might investigate further. Keep track of interesting vocabulary, story plots, and characters.

9. Newspaper searches: Read the stories and captions that catch your interest. Jot down ideas for writing a newspaper article or ideas that can be developed into other kinds of writing.

10. Author visits: As the authors share their writing and discuss the craft of writing, students gain further understanding of the writing process and possibly get ideas for their own writing.

Thus, pre-writing prompts or activities planned by the teacher can serve as writing scaffolds for inexperienced writers who have difficulty accessing their own feelings, ideas, experiences, and knowledge. Teacher-planned pre-writing activities, such as the samples that follow, give students a place to start and make them become aware of places from which to get ideas in the future. Students who have a place to start with will be more motivated to continue developing their ideas and their own writing voices.

(ii) Planning: organizing for drafting

After students have generated some ideas, they must decide what they will say about their chosen topic. Students develop an initial plan for the product they will compose. As they do so, they must consider the purpose, audience, point of view, and format because these elements have implications for both the planning and the drafting of the written product.

To develop an initial plan for drafting, students organize the information they have generated during pre-writing by using such structures as outlines, story frames, maps, diagrams, charts, and concept webs.

To consider purpose, students write to express ideas, feelings, emotions, and opinions, and they must ask themselves, "What is my purpose for writing this piece?" Some purposes for students' writings are:

    a. to express personal feelings or viewpoints

    b. to imagine "What if ...?"

    c. to narrate

    d. to entertain and/or amuse

    e. to describe

    f. to inform or explain

    g. to persuade or convince

    h. to request

    i. to inquire or question

j. to explore and experiment with ideas and formats

k. to clarify thinking.

To consider audience, students must consider who they are writing for and students must ask themselves, "Who is my intended audience?" Some possible audiences are:

a. familiar, known audiences: self, friends, peers, family, teachers

b. extended, known audiences: community, student body, local media

c. extended, unknown audiences: wider range of media and other publications

To consider point of view, students must determine from which point of view their ideas or information will be expressed, so they need to ask themselves, "Who is telling this story/describing the events?" Some points of view for students' consideration are: personal point of view, objective and subjective point of view, physical point of view etc.

To decide what information will be gathered and how it will most effectively be gathered students who decide that they need to conduct interviews or go on field trips to gather information will need to brainstorm and construct a list of questions. Students who require library research will need to decide the types of resources and references to consult.

To consider format, students will use audience and purpose to determine format and genre. They will have the opportunity to write in a variety of narrative, descriptive, expository, and poetic formats. Their writings may include formats and genres such as: advertisement, advice column, autobiography/biography, comic strip, letter of complaint/request/inquiry, diary/journal, readers theater/role play/monologue, book review, report, fable/fairy tale, greeting card, game rules, directions, interview, news story, poem/song, anecdote/personal experience story, sports column, short story, etc.

(iii) Drafting: A time to indulge

At this point in the process, the emphasis is on content and meaning rather than on mechanics and conventions. This is the time for writers to get down their ideas and thoughts, composing rough drafts based upon pre-writing and planning activities and considerations. As they compose, writers begin to determine what to include and exclude, and make initial decisions about how these ideas will be organized. During the drafting stage of the writing process, meaning begins to evolve.

To produce a first, rough draft, students record their ideas rapidly in order to capture the essence of what they have to say. They do not have to make any attempt to revise or edit at this point. They focus on talking to the reader and begin to develop a personal style as their voices emerge.

To write subsequent drafts, students often accomplish their work by crossing out, adding, and rearranging ideas directly on the page. The students' redrafting does not necessarily require an entire rewrite at this time.

To reflect upon their own writing, students can conference with self, peers and the teacher. Through conferencing, students can get constructive feedback and support that may help them to shape their writings. A set of questions or a checklist can be used to assist writers and conference partners as they strive to help the writer make meaning clear.

Sample 1: Self-Conference Checklist

As you write ... Ask yourself some of these questions:

    a. How do I feel about what I've written so far?

    b. What is good that I can enhance?

    c. Is there anything about it that concerns me, does not fit, or seems wrong?

    d. What am I discovering as I write this piece?

    e. What surprises me? Where is it leading?

    f. What is my purpose?

g. What is the one most important thing that I am trying to convey?

h. How can I build this idea? Are there places that I wander away?

i. Who is my audience?

To revise the draft for content and clarity of meaning, students will reorganize and sequence relevant ideas, and add or delete details as they strive to make their meaning clear. Revisions can take place to words, sentences, paragraphs, or the whole piece (e.g., the writer may decide that the ideas would have more impact as poetry instead of prose).

To edit the draft for mechanical and conventional concerns that detract from and obscure meaning, students will proofread for accuracy and correctness in spelling, punctuation, capitalization, grammar, and usage. Peer editing and editing partnerships or groups can be established to assist students who are at this stage in the process. The use of self and peer-editing checklists can be useful tools.

To focus purpose, audience, and point of view, and confirm appropriateness of format, students have to reconsider and confirm the use of the variables, which were pondered during the planning stage.

(iv) Post-writing: preparing to go public

When students have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publication. Going public means taking a huge risk; the student's self-esteem is on the line, so the decision about how and with whom to share their writing must be up to the student writer. Teachers may encourage students to share certain pieces or determine the number of pieces that students are required to share or publish within a set time period, but ultimately the decision about which pieces to share, and with whom, should be left up to the writer. To prepare a final, polished draft, students may write in legible handwriting or use a word-

processing program to prepare a polished written work. Then their writings go to public through the following three:

1. Sharing: Students may share their written work. Sharing is a useful post-writing activity since it provides students with an immediate audience. Some examples of sharing students' writings include

    a. The author's chair, which provides opportunity for students to share their writing aloud with the whole class;

    b. Sharing in small groups or with a partner; and

    c. Using bulletin board space assigned to a specific genre or to a class of students**.**

2. Publishing: Students may choose to publish their writing. Some examples of publishing formats include:

    a. Class booklets

    b. School or local newspapers

    c. Yearbook

    d. Writing contests

    e. Magazines

3. Using a Portfolio: To decide if the written work will be placed in the student's assessment portfolio, teachers can negotiate with students to generate guidelines about the number and variety of pieces that they are required to place in their portfolio for assessment and evaluation purposes. Contracts may be useful to address individual student needs and abilities. Students should be involved in making choices about which of their written pieces will become part of their portfolios.

1.1.8 Issues of Writing

Students' writing depends not only on what the teacher asks them to do. That is, there are so many other things that determine their writing. Students' age,

level, learning style and interests are some of such factors that affect their writing. Harmer (2007, pp. 112-113) writes about the three separate issues of writing that are responsible to help students write successfully and enthusiastically in different styles. They are:

    i) The issue of genre,

    ii) The issue of writing process,

    iii) The issue of building the writing habit.

A genre is a type of writing which members of a discourse community would instantly recognize for what it was. One of the decision about what to get students to write depends on what genres are thought they need to write in. That is, which genres are important and or engaging for the students have to be decided before letting the students in writing. Genre analysis helps student to see how typical texts within a genre are constructed. This knowledge helps them construct appropriate texts of their own. But, the practice of genre should depend on the level of knowledge of the students.

Writing goes on a process. Writing process involves planning, drafting, renewing, editing and preparing the final draft. Thus, students have to follow this process while engaged in writing activities. However, it is lengthy, time consuming and boring as well.

Many students cannot/do not want to write. This is mainly due to the lack of writing habit on them. Lack of confidence, lack of knowledge and feeling it as a boring activity, students generally do not want to engage in writing activities. Thus, it is necessary to prepare students for writing from the junior classes which helps to build writing habit and make them competent writer.

1.1.9 Issues in Teaching Writing

It is generally recognized that writing is judged effective when it is appropriate to audience, purpose, and occasion. Innovative classrooms have come to provide practice in addressing a range of rhetorical contexts and composing

challenges. This focus on the contexts in which writing occurs has been accompanied by an equally intensified interest in the diverse profiles of individual writers–what they bring to particular composing events, and how teachers can effectively support and monitor their growth over time.

A hallmark of these teaching innovations has been an abiding concern with the nature of students' composing processes, and with how teachers across the grade levels might more effectively gear instruction to individual needs, backgrounds, and interests. Process-oriented instructional approaches have become common, with teachers providing opportunities to brainstorm ideas, complete initial rough drafts, receive peer and teacher feedback, and revise and proofread. But discrete grammar instruction does not reliably enhance student writing, teachers have increasingly addressed matters of correctness and style as students polish their own drafts.

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

The Writing-to-Learn and Writing-Across-the-Curriculum movements have fostered interest in activities that encourage writing as a tool for exploration and learning in all fields of study. Students may be asked to generate hypotheses or reflect on issues in journals and during spontaneous writing,

while more formal writing assignments provide opportunities to learn the discourse conventions of particular disciplines.

Given this interest in writing as a process and as a tool for learning, some have worried that teachers may be paying insufficient attention to the quality of students' written products. This focuses on the quality of completed writing has infused recent policy debates, and both national and state-level efforts have introduced standards for writing and testing programs. Because writing varies considerably across tasks and contexts, developing valid standardized tests that reliably measure achievement and growth is an enterprise fraught with challenge. Although the most credible tests include actual writing samples, the cost of rating such exams has led some to advocate the use of machine-scored tests assessing students' knowledge of vocabulary and grammar; because students' scores on such tests often correlate well with scores on actual writing, argue some, they offer an affordable and efficient alternative. Because tests tend to drive curricula, teachers and literacy scholars worry that such assessments may encourage teaching practices predicated on an insufficient model of proficiency in writing–one that privileges discrete skills over an ability to negotiate the demands of writing for real purposes and audiences.

1.1.10 Problems in Teaching Writing Skill

As a productive language skill, teaching of writing is not as easy as it is thought. It means teaching of writing is a problematic enterprise. The problem in teaching writing varies differently as per the level, purpose and setting of it. According to Windiyati (2010, p. 16)), writing is very essential to be taught since ignoring the skills to write means not only ignoring writing skills themselves but also ignoring the contribution of writing skills toward the development of other skills. Compared to the other three skills, writing is considered to be the most difficult skill to master. Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. The teachers can face problems in relation

to teaching preparation, teaching techniques, and the textbook used. To quote him (2010, p. 21), problems faced by the teachers in teaching writing are various.

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

    a. Understanding the instructional objectives,

    b. Choosing themes and topics,

    c. Combining materials from the textbook and the workbook used, and

    d. Having insufficient time to prepare all the instructional preparation.

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

    a. The teachers' problems in relation to the teaching preparation,

    b. The teachers' problems in relation to the teaching techniques,

    c. The teachers' problems in relation to the textbooks used, and

    d. The teachers' strategies to overcome the problems faced in the teaching of writing.

1.2 Review of the Related Literature

There were some studies that had been carried out in the field of writing skill at the Department of English Education. Most of them were related to writing comprehension and proficiency. Further, numbers of studies were conducted on other language skills as well. However, present study is the first one that was carried out on the problems of teaching writing skill at secondary level. Data from the secondary level school teachers were collected and analyzed so as to derive the finding. An attempt has been made here to review some of the related previous studies.

Joshi (2008) has carried out a research work entitled 'Problems in Teaching and Learning Listening Skill'. His objective of the study was to find out problems of teaching and learning listening skill in grade ten along with the causes of those problems. He has pointed out about a dozen problems in teaching listening skill at secondary level in which most of the problems were related to teaching aids and materials as well as physical facilities. He found that weak economic condition, negligence of the school management and subject teacher, lack of practical emphasis on teaching listening skill and the lack of training for the teachers were some of the main causes that created problems in teaching listening skill at school.

Chapagain (2006) has carried out a research entitled 'Problems in Teaching and Learning Listening Skill: A Case of Lower Secondary Level'. His objective of the study was to find out the problems and their causes in teaching and learning listening skill. He found out that the lack of listening materials, a large number of students, the use of the mother tongue in the class room etc. are some of the causes that make the teaching and learning listening skill difficult. He also concluded that the carelessness of the teacher and the different stress and intonation pattern of English language form mother tongue also affect it negatively.

Gaulee (2001) has studied entitled 'English Reading Speed of Nepalese Students: A Practical Study'. His objective of the study was to find out the reading speed skill of secondary level students on English language. The study found that secondary level students of public schools have normal reading speed on English texts. According to his findings their English reading speed was not so satisfactory however was not poor as well.

Subedi (2000) has carried out a research on 'Reading Comprehension at the Grade IX Students of Kathmandu and Jhapa District: A Comparative Study'. The objective of his study was to find out and compare the reading comprehension ability of the ninth graders of two different districts: Jhapa and Kathmandu. As the finding of his study is concerned, the reading comprehension ability of the students of Kathmandu district was found somehow better than that of Jhapa district. However, all the students of both the districts had average comprehension ability on reading skill.

Present study is different from all the ones reviewed here in a sense that it has tried to find out the problems faced by the teacher while teaching writing skill at secondary level. Further, this study also aimed at finding out the causes of those problems along with some remedial solutions.

1.3 Objectives of the Study

The study had the following objectives:

1. To find out the problems in teaching writing skill at secondary level.
2. To explore the causes of those problems.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

The study is very important as it dealt with problems related to teaching writing skill. It has provided some insight into the practical problems that arouse during teaching of writing. The findings of the study were important for the students and teachers of ELT as it may function as a path finder for their

academic journey. Further, its findings and recommendations are helpful to the textbook writers, curriculum designers, language planner and policy maker, researchers as well as for all the others who use as second or foreign language and are directly and/or indirectly related to language teaching, especially the teaching of writing skill at school level.

CHAPTER-TWO
METHODOLOGY

The researcher has adopted the following methodological strategies to fulfil the proposed objectives of the study:

2.1 Sources of Data

The researcher has made use of both the primary and secondary sources of information. The sources of data were:

2.1.1 Primary Sources

Five high schools (secondary level) English teachers from five different community schools of Bhojpur district were taken as the primary sources of information.

2.1.2 Secondary Sources

Different books, theses, journals, reports, articles and other related published and unpublished documents were the secondary sources of the data. Some of those secondary sources were Littlewood (1981), Nunan (1992), Brown (1994), Doff (1996), Ur (1996), Richards and Rodgers (2001), Harmer (2003), and so on.

2.2 Sampling Procedure

First of all, the researcher has purposively selected and/or chosen 5 secondary level public schools from Bhojpur district. Then he took one English teacher of secondary level from all the sampled school. The teachers have been taken as the subjects for the study. He observed the classroom teaching as well as applied his tools to the sampled teachers to collect the first hand data for the study. A synopsis of the sample for this study was as below:

S.N.	Schools' name/address	Teachers' name	Qualification	Experience
1	Champe SS, Champe, Bhojpur	Pramila Rai	M. Ed.	2 Years
2	Radha Krishna HSS, Shyamsila, Bhojpur	Himal Giri	M. A.	4 Years
3	Tribhuwan Dharmodaya HSS, Bhojpur	Manoj Rai	M. Ed.	2 Years
4	Annapurna HSS, Annapurna, Bhojpur	Purna K. Rai	M. Ed.	3 Years
5	Sharada HSS, Pyauli Bhojpur	Chhatra Rai	B. Ed.	15 Years
Total		**5**	**-**	**-**

2.3 Tools for Data Collection

The researcher has made use of the following tools and techniques to collect required information:

a. **Questionnaire:** The researcher prepared a set of questionnaire for the teachers and used to collect data.

b. **Observational check list:** A check-list was developed and used while observing the classroom teaching of writing skill.

c. **Semi-structured Interview:** The concerned subject teachers were interviewed with a semi-structured interview schedule regarding the problems of teaching writing.

2.4 Process of Data Collection

First, the researcher prepared all the necessary research tools for data collection. The schools were visited with those tools after they were sampled. A good rapport has been established at the concerned schools and the purpose and process of the study has been explained. Questionnaire was given to the teachers and requested to fill up. Classes of teaching writing were observed and the teachers were interviewed being centered with the problems of teaching

writing. All the collected data were reviewed, checked and re-checked before start analyzing and interpreting the data for research work.

2.5 Limitations of the Study

The study had the following limitations:

    a. Five sampled secondary level public schools from Bhojpur district.

    b. Five secondary level English teachers.

    c. The problems of teaching writing at secondary level.

    d. The analysis of collected data.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

In this chapter, the analysis, interpretation and presentation of collected data have been made in detail. The data have been analyzed and interpreted using simple statistical tools. The researcher has presented the facts in different lists and tables as per the need so as to reach on the conclusion of the study.

3.1 Problems of Teaching Writing

Teaching writing at secondary level schools in context to Nepal is problematic because of the problems, difficulties and issues associated with them. The problems are common, general and crucial. Based on the collected data, an attempt has been made here to analyze the problems with in two different sub headings as below:

3.1.1 Problems Related to Teachers

Teaching of writing is problematic due to the problems related to teachers. The problems are varied and have different intensity of the value. The problems related to teachers have been analyzed by categorizing in three different other points as below:

3.1.1.1 Problems Related to Teaching Preparation

Learning of students depends mainly on the teaching of the teachers. Accordingly, the teaching of teachers depends on how well they have prepared the lesson. That is, the teaching becomes purposeful and successful only if the teachers would prepare it well in advanced. As our first hand data collected from the field is concerned, the following problems of writing related to teaching preparation have been observed:

Problems related to teaching preparation

SN	Problems	No. of respondents	Percentage (%)
1	Lack of required teaching materials/aids	5	100
2	Lack of fund to buy/manage required materials/aids	4	80
3	Insufficient time to prepare materials	5	100
4	Lack of adequate training	2	40
5	Lack of technical equipment/support	5	100
6	Improper classroom management	1	20
7	Laziness of the teachers	1	20
8	Little incentives to the teachers	3	60
	Total	**5**	**100**

The data presented above in the table no. 1 shows that there are eight main problems of writing related to teaching preparation. Among them, all the informants have stated that lack of required teaching materials and aids, insufficient time to prepare and manage them and lack of technical supports are the three main problems that affect the preparation of teaching writing. For 80 percent of the informants it is the lack of necessary fund to buy/manage these materials that play negative role in preparing a writing text to teach. Sixty percent respondents argue that little incentives of the teachers also play negative role in preparing a writing text in a well managed and advanced way. The teachers are not well trained for 40 percent respondents, as a result it has created difficulties in preparing a writing text in advanced. Rests of 20 percent respondents have stated that it is also the laziness of the teachers and the improper classroom management that affect the well-preparation of a writing class to be taught.

The points presented in the table above are related to the problems of teaching writing in relation to its preparation for teaching. Though the intensity of the 8

points is different based on the respondents' response, they all are equally important and affective. The community/public schools in Nepal are almost poor in physical infrastructures. Not only this, they are also poor in managing required teaching materials and aids. Neither the schools have sufficient fund to buy/manage those materials/aids in advanced as required nor do the little incentives of the teacher help them to manage these all by their self funding. Further, the teachers have to engage in teaching full (6-7) periods in a day so that they do not have sufficient time to prepare the materials for teaching writing. Despite of all these obstacles, if the preparation of materials are planned to focus, the teachers are not well trained to prepare them in such a way. Furthermore, there is no electricity, computer, projector and other instruments of logical supports at all the schools. So, that it badly affects the preparation of a writing lesson. Due to these all, teachers are not found well interested, creative and forward to prepare the class which is also supported by the little incentives paid by the government as remuneration to the teachers. This scenario clearly shows that teaching writing is problematic as there are many abstracting factors in its preparation phase.

3.1.1.2 Problems Related to Teaching Techniques

Teaching of something cannot be successful and purposeful although it is well-planned until the application of appropriate teaching methodology and techniques are adopted. That is, the application of appropriate teaching techniques is as important as the planning and preparation of the lesson. An attempt has been made here to analyze in brief the problems of teaching writing in relation to the problems related to teaching techniques. The table below shows it in some comprehensible way:

Table No. 2

Problems related to teaching techniques

SN	Problems	No. of respondents	Percentage
1	Focus on students' participation	3	60
2	Problems in combining materials	4	80

3	Problems in displaying/exposing materials	4	80
4	Teaching as per identified purpose	4	80
5	Determining the exercise to facilitate students' learning	2	40
6	Sequence of writing	3	60
7	Problems in correcting students writing	4	80
Total		**5**	**100**

According to the data presented above in the table no. 2, the respondents have stated seven different problems of teaching writing that are related to teaching techniques. As the responses of the informants are concerned, 80 percent of them have stated that problems in combining materials, problems in exposing the materials, and problems in identifying the specific purpose of teaching writing are the main problems associated to teaching techniques in the teaching of writing. For 60 percent informants, students' participation and sequence of students' writing are the other problems. Accordingly, determining the exercise to facilitate students' learning is also problematic as the responses of 40 percent informants are concerned. This shows that there are some problems of teaching writing mostly in relation to teaching techniques. Though the value and intensity of meaning are different to each point, they all are related to the problems of teaching techniques in relation to teaching writing skill at schools.

Writing is one of the productive skills. As the main aim of teaching writing is 'to write for learning', it needs sufficient thinking time. To write is to create something and thus, it should be creative. To make writing creative students themselves should involve in the process of writing and their participation should be active. However knowing these all, it is not so easy to make students' active participation in learning. Due to the lack of adequate skills and training, teachers face problems in combining the teaching materials in an appropriate way. It is also due to the lack of sufficient time. Though it is managed difficultly, there still lies the problems of displaying/exposing those materials. Writing goes on gradual process without which the learners cannot acquire

appropriate writing skill. The writing sequence involves the process of writing from completely guided to completely free writing. But it is problematic to follow each gradual step both due to students' passive participation and teacher's negligence. Writing has two main purposes;

(1) Writing for writing, and

(2) Writing for learning.

The main aim of teaching writing at secondary level schools is to make students able to write. It means that writing for learning should be emphasized. But both the students and teachers focus on writing for just writing more than on writing for learning. As a result, the aim of writing cannot be fulfilled and teaching of it becomes problematic. A good writing needs both well preparation and instant feedback. It cannot be strong in the lack of feedback although it is well planned. Thus, feedback has important role in learning. Teachers' feedback, teachers' correction, peer/self correction, revision and proofreading of the writing result a good writing product. However, students do not emphasis teachers' feedback, correction, revision and proofreading is generally ignored and writing for the purpose of just writing is emphasized. As a result, the main and actual purpose of teaching writing cannot be fulfilled. Accordingly, a good writing needs adequate practice. Plenty of exercises are necessary for the practice of it. The textbook only may not be sufficient for the writing exercises and the teachers themselves should determine and select appropriate exercises to facilitate students' learning, which is not an easy task. That is, determining the necessary exercise is also problematic in teaching writing at secondary level.

3.1.1.3 Problems Related to Textbook Used

Teaching writing is problematic not only due to the problems related to teaching preparation and teaching techniques but also due to how the textbook is used. Textbook is the main learning material for the students and a good teaching material for teacher as well. How Successful and purposeful teaching

is determined by how the textbook is used by the teacher to teach his/her students. The table below shows some of the problems of teaching writing that are associated to text book used.

Table No. 3

Problems related to the textbook used

SN	Problems	No. of respondents	Percentage (%)
1	Used by teachers as only teaching material	5	100
2	Least use of textbook by students	3	60
3	Least focus on practicing exercises	4	80
4	Difficulties in organizing sequences of writing	2	40
5	Lack of sufficient and adequate writing exercises	1	20
Total		**5**	**100**

So far as the information presented above in the table no:3 is concerned, it shows 5 different problems related to textbook use. All the informants argue that teachers use textbook as the only teaching material which cannot fulfill the entire purpose of teaching writing. For 80 percent informants, teachers focus on the exercises with no emphasis. According to 60 percent teachers under study, the students only partially use the textbooks so that they cannot practice the writing exercise in a great deal. Similarly, 40 percent informants argue that it is problematic due to the difficulties in organizing sequences of writing. Only 20 percent informants have viewed that the textbooks have no sufficient exercises for practicing writing so that teaching writing at secondary level schools is problematic.

We can generalize from the aforementioned points that teaching writing is also problematic because of the problems related to the textbook used. Both the teachers and the students use textbook differently than how it should be used so that the teaching of writing is problematic. Further, the textbooks have no

sufficient exercises and whatever it has; they do not practice in advanced so that it is difficult to fulfill the purpose of teaching writing.

3.1.2 Problems Related to Students

Teaching of writing is problematic not only due to the problems related to teachers but also due to the problems associated with students. That is, the teachers face problems in teaching writing because of their students as well. In fact, the problems related to the students are one of the strong barriers to make the students learn the language skills. An attempt has been made here to analyze some of such problems in brief.

Table No. 4

Problems Related to the Students

SN	Problems	No. of respondents	Percentage (%)
1	Problems in understanding the instructional objectives	3	60
2	Problems in choosing the theme and topic	4	80
3	Neglecting the thinking time	5	100
4	Understanding and applying the aim of writing	5	100
5	Passive participation of the students	4	80
6	Problems to follow the writing sequence	5	100
7	Students age, level, learning style and interests	5	100
8	Poor vocabulary	5	100
9	Insufficient grammatical knowledge	4	80
10	Lack of creativity	4	80
11	Students' own invented spelling and words	2	40
12	Negligence of teacher's feedback	3	60
13	Lack of interest in self/peer correction	2	40
	Total	**5**	**100**

According to the data presented above in the table no. 4, the respondents have indicated 13 different problems related to students that hinder teaching of writing at secondary level schools in Nepal. As the presented data is concerned, all the informants agree with five points stated above in the table as the

problems related to students in teaching writing. The problems are that students generally neglect the 'thinking time' for writing. They do not actually understand and apply the aims of writing. They have poor vocabulary capacity and they generally do not follow the sequences of writing. It also shows that students' age, level, learning style and interest also create problems in teaching writing. For 80 percent informants, students cannot choose the theme and topic to write. They argue that students' participation is passive; they have insufficient grammatical knowledge and have no creativity in their writing. As same as this, 60 percent respondents' responses show that students have problems in understanding the instructional objectives. They also neglect teacher's feedback in their writing. Only 40 percent respondents view that students do not generally show their interests in self/peer correction instead they invent and use their own words and spelling in their writing.

The points listed in the table above shows that students themselves have many problems regarding learning writing skill. In another word, teaching writing is problematic due to these affective factors that are related to the students. Students do not understand clearly what the instructional objectives of learning writing are, so that their learning cannot be purposeful despite of teachers' hard efforts.

To write is to create something which needs creativity. To make it creative, students have to take/use thinking time. But there is no trend of thinking a lot before writing any piece of text. Though they try to think and try best to make their writing as effective as possible, they have problems in choosing the theme and topic sentence so that their writing lacks necessary weight. Students' passive participation in writing exercises is also problematic. According to the discussion and interaction with the teachers in the field, passive participation of the students is both due to the least emphasis in learning writing as well as due to poor vocabulary and grammatical knowledge. Students do not take teacher's suggestions and feedbacks seriously nor do they enjoy peer/self correction. As a result, they lack creativity in one hand and in the other hand they do not learn

what they have to learn for the mastery of their writing. Students' age, level, learning style and interests also determine the level of their learning. The kind of writing we ask students to do depends on their age, level, learning style and their interest. Teachers do not get the beginners to try to put together a complex narrative composition in English nor ask them simply to write a poem about their mother. That is, level of writing is based on the age, level, interest and learning style of the students. Teachers have problems to treat their students keeping these all things in mind during teaching. As interest and learning style are the personal variables and varies person to person, it is very difficult for a teacher to find out and treat them according to their interest, learning style and route/rate of learning though their level and age are taken into consideration. This is why, there are some crucial problems related to the students due to which teaching learning is problematic for teachers at secondary level school in context to Nepal. Problems of teaching writing arise as per the level, purpose and setting of it as well.

3.2 Causes of the Writing Problems

From the analysis above it is clear that teaching writing has some problems and the problems are related to both the teachers and students. From this, it is known that there are some causes of those problems to occur. An attempt has been made hare to present some of the causes that are related to writing problems. The causes have been explored being based mainly on the informant's responses.

Table No. 5

Causes of writing problems

SN	Problems	No. of respondents	Percentage (%)
1	Poor professional ability of the teachers	3	60
2	Insufficient funding in education by the government	5	100
3	Geographical complexity	5	100

4	Poor socio-economic level of the parents	4	80
5	Lack of writing habit	5	100
6	Mother tongue influence in teaching	3	60
7	Insufficient writing practice	5	100
8	Traditional ways of teaching and learning	4	80
9	Personal variables of the students	2	40
10	Least focus on students participation	3	60
	Total	**5**	**100**

The above table no. 5 has stated some of the practical causes that are related to cause/make the teaching and/or learning of writing problematic. The causes are related to all the students, teachers, and national policy/program as well as geo-political situation of the nation. The responses of the informants show that educational funding is not sufficient to address all the necessities of schools. The schools are not well facilitating with all the necessary infrastructures and teaching materials/aids. Due to geographical complexity and the poor socio-economic level of the parents, students' friendly, pedagogical and learning centered academic situation is lacking in many of the public/community schools. Teachers are qualified and trained however, their training and qualification do not well-support the quality achievement of the students. Teachers generally follow the traditional ways of teaching as a result, students' participation is not focused. Students do not have writing habit in one hand and in the other hand teachers do not focus on sufficient writing practice of their students. Language learning needs adequate and sufficient amount of both time and language exposure which is lacking due to the application of mother tongue in teaching. Further, the teachers do not focus on the personal factors of the students while teaching as a result the personal variables of the students cause to create problems in teaching and learning writing skill.

3.3 Solution of the Causes of Writing Problems
There are some causes of writing to be problematic in teaching (and learning) as stated above. However, it does not mean that the causes cannot be overcome

and the problems cannot be solved. For this, the following suggestions have been suggested by the respondents to overcome the difficulties/causes of problems related to teaching writing:

Table No. 6

Solution of the Causes

SN	Solution	No. of respondents	Percentage (%)
1	Government should increase the education funding	5	100
2	Appropriate professional trainings for teachers	5	100
3	Application of communicative approach/method of language teaching	4	80
4	Focus on students' participation	4	80
5	Control the use of mother tongue	5	100
6	Sufficient writing practice for the students	5	100
7	Focus on individual difference of the students	3	60
Total		**5**	**100**

As the information presented above in the table no. 6 is concerned, the respondents have suggested 7 different points as the solutions of the main causes of the problems of teaching writing at secondary level schools. The data show that the teachers should adopt the communicative method of language teaching so that many of the causes of problems can be solved at ones. Teachers should be trained as per the need of the students learning as well as the content. The trained teachers can not only teach the content well in advanced but can also teach psychologically focusing on the personal and psychological variables of the students. If the government increases the amount of educational funding, many of the infrastructure and physical aspect related problems can be solved. By this way, the teaching (and learning) of writing at

secondary level public/community schools can be made purposeful, successful, meaningful as well as achievement oriented as per the set goal of national curriculum.

3.4 An Analysis of Class Observation of a Writing Lesson

The researcher has evaluated the teaching writing classes of the teachers at secondary level while collecting the data from the field. Five check-lists (in the form of rating scale) have been filled up from the class observations of five teachers from five different schools of Bhojpur District. The status of the observations has been given in the appendix.

As the status of the class observations of a writing lesson is concerned, it shows that the overall performance of the teachers and the students were not satisfactory. In many cases, teacher's role is positive and good however, students participation is poor and passive. The use of mother tongue in the classroom during teaching-learning has made disturbance in facilitating the learning. In average, the overall teaching-learning status was not so good.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

On the basis of the analysis, interpretation and presentation of the collected data, the following findings and recommendations of the study have been drawn. For the convenience of our presentation, the findings and recommendations have been presented in two separate sub-headings as below:

4.1 Findings

The major findings of the study are as below:

1. Teaching writing at secondary level schools in the context to Nepal is problematic because of the problems, difficulties and issues associated with both the teachers and students.

2. Teaching of writing is problematic due to the problems related to teachers. The major problems related to teachers are as below:

   a. Problems related to teaching preparation

   b. Problem related to teaching techniques

   c. Problems related to textbook used

3. The teaching becomes purposeful and successful only if the teachers would prepare it well in advance. It is found that the following are the problems of writing related to teaching preparation:

   a. Lack of required teaching materials/aids

   b. Lack of fund to buy/manage required materials/aids

   c. Insufficient time to prepare materials

   d. Lack of adequate training

   e. Lack of technical equipment/support

   f. Improper classroom management

   g. Laziness of the teachers

   h. Little incentives to the teachers

4. It is found that there are some problems of teaching writing in relation to the problems related to teaching techniques. Some of such major problems are as below:

a. Least focus on students' participation

b. Problems in combining materials

c. Problems in displaying/exposing materials

e. Teaching as per identified purpose

f. Determining the exercise to facilitate students' learning

g. Least focus on sequences of writing

h. Problems in correcting students writing

5. Textbook are the main learning materials for the students and good teaching materials for teachers. Successful and purposeful teaching is determined by how the textbook is used by the teacher to teach his/her students. Teaching writing is problematic because of the problems related to textbook used. Some of such problems are as below:

a. Used by teachers as only teaching material

b. Least use of textbook by students

c. Least focus on practicing exercises

d. Difficulties in organizing sequences of writing

e. Lack of sufficient and adequate writing exercises

6. Teaching of writing is problematic not only due to the problems related to teachers but also due to the problems associated with students. The study has found the following main problems related to the students:

a. Problems in understanding the instructional objectives

b. Problems in choosing the theme and topic

c. Neglecting the thinking time

d. Lack of understanding and applying the aim of writing

e. Passive participation of the students

f. Problems to follow the writing sequences

g. Poor consideration on students' age, level, learning style and interests

h. Poor vocabulary

i. Insufficient grammatical knowledge

l. Lack of creativity

m. Students' own invented spelling and words

n. Negligence of teacher's feedback

o. Lack of interest in self/peer correction

7. Teaching writing has some of the causes of problems and the causes of problems are related to both the teachers and students. The study has found some of the main causes that are related to writing problems as below:

a. Poor professional ability of the teachers

b. Insufficient funding in education by the government

c. Geographical complexity

d. Poor socio-economic level of the parents

e. Lack of writing habit

f. Mother tongue influence in teaching

g. Insufficient writing practice

h. Traditional ways of teaching and learning

i. Personal variables of the students

j. Least focus on students' participation

4.2 Recommendations

The following recommendations have been suggested on the basis of the aforementioned findings of the study:

1. The teacher has to find out the purpose of writing text clearly before start teaching the content to the students. The teachers also need adequate training so as to teach the students with child friendly and learner centered way.

2. The teacher has to teach with teaching materials and the materials have to prepared in advanced with sufficient time. For this, a teacher has to teach only 3-4 periods a day.

3. It is necessary and compulsory to follow communicative approach/method to language teaching in teaching English at secondary level schools. The teacher has to follow inductive teaching methodology to teach writing communicatively so as to make the pupils learn it in a systematic way.

4. The government has to increase the educational investment at the schools. It is necessary to manage physical infrastructures as required.

5. Students have to get sufficient amount of the exposure of both the language and time to learn the English language in a good deal. As learners of second language, the students have to be highly motivated for learning writing which is impossible if they do not get sufficient amount of exposure to learn language.

6. The teacher has to focus on adequate practice in learning writing skill to the students. For this, it is seen necessary to develop positive attitude to the students towards the learning of the English language.

7. The following points have been suggested as the solutions of the causes of writing problems:

   a. Government should increase the education funding

   b. Appropriate processional trainings for teachers

   c. Application of communicative approach/method of language teaching

   d. Focus on students' participation in teaching-learning

   e.. Control the use of mother tongue

   f. Sufficient writing practice for the students

   h. Focus on individual difference of the students

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APPENDICES

Appendix-1: Questionnaire for the teachers

Please kindly answer the following questions:

Teacher's name:

School:

Qualification:

Work experience:

Date:

Students' No.:

1. Do you think all language skills are equally important?

     (a) Yes   (b) No

2. Why is teaching writing necessary?

3. Why do you think teaching of writing important?

4. How do you start a writing lesson?

5. How do you teach writing?

6. How can a writing lesson (text) be made effective and interesting?

7. What different activities do you conduct after teaching a writing lesson?

8. How do you evaluate students' writing proficiency?

9. List out the materials that you usually use in teaching writing at class.

10. How often do you use those materials?
    (a) Always   (b) Usually   (c) Sometimes   (d) Never

11. Is teaching of writing problematic to you?

12. Point out the general problems that you face while teaching writing at
     secondary level.

13. What are the causes of those problems to occur while teaching writing?

14. What are the practical problems that you face while teaching writing?

15. What do you suggest as the means that can be used to make writing text
     purposeful?

15. Do you have any new idea to teach writing at high school level?

Thank You

Appendix-2: Observational Check-list to observe a writing class

Teacher's Name:

Students' No.:

School:

Class:

Subject:

Unit:

Topic:

Time:

Date:

[The best answer is indicated in the number 5 column and others are accordingly in the descending order. Number 1 column indicates poor performance.]

S.N.	Activities	Result					remarks
		1	2	3	4	5	
1	**Subject matter**						
	Presentation						
	Sequencing						
	Exemplification						
	Contextualization						
	Summarization						
2	**Use of language**						
	Target language by teacher						
	Target language by students						
	First language by teacher						
	First language by students						
3	**Teaching learning process**						
	Students' participation						
	Teacher's role						
	Teaching strategies						

	Systematicness						
	Teaching methodology						
	Reinforcement and feedback						
	Evaluation						
4	**Classroom activities/management**						
	Classroom environment						
	Classroom management						
	Physical aspects						
	Setting						
5	**Use of aids and materials**						
	Preparation of materials						
	Visual materials						
	Visual aids						
	Audio-visual aids						
	Supplementary materials						
	Appropriate use of materials						
	Sufficiency of materials						
6	**Attitudes of teachers and students**						
	Interested to teach						
	Interested to learn						
	Eye contact						
	Class control						
	Expected behavior						

Appendix-3: Observational Check-list

Teacher's Name: Mr. Chhatra Rai

Students' No.: 47

School: Sharada HSS, Pyauli, Bhojpur

Class: 9

Subject: English

Unit: Two

Topic: Write (2.8)

Time: 45 Minutes

Date: 2068-02-23

[The best answer is indicated in the number 5 column and others are accordingly in the descending order. Number 1 column indicates poor performance.]

S.N.	Activities	Result					remarks
		1	2	3	4	5	
1	**Subject matter**						
	Presentation						
	Sequencing						
	Exemplification						
	Contextualization						
	Summarization						
2	**Use of language**						
	Target language by teacher						
	Target language by students						
	First language by teacher						
	First language by students						
3	**Teaching learning process**						
	Students' participation						
	Teacher's role						
	Teaching strategies						
	Systematicness						

	Teaching methodology						
	Reinforcement and feedback						
	Evaluation						
4	**Classroom activities/management**						
	Classroom environment						
	Classroom management						
	Physical aspects						
	Setting						
5	**Use of aids and materials**						
	Preparation of materials						
	Visual materials						
	Visual aids						
	Audio-visual aids						
	Supplementary materials						
	Appropriate use of materials						
	Sufficiency of materials						
6	**Attitudes of teachers and students**						
	Interested to teach						
	Interested to learn						
	Eye contact						
	Class control						
	Expected behavior						