

**DIFFICULTIES FACED BY ENGLISH TEACHERS  
IN TEACHING WRITING SKILL**

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

**Submitted by  
Prajapati Sapkota**

**Faculty of Education  
Saptagandaki Multiple Campus, Bharatpur  
Chitwan, Nepal  
2010**

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**T.U. Reg. No: 45008-91**

**Second Year Roll No.: 2400142/2062**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Prajapati Sapkota** has prepared the thesis entitled "Difficulties Faced by English Teachers in Teaching Writing Skill" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2067/04 /26

.....  
**Padam Lal Bharati**  
(Guide)  
Asst. Lecturer  
Department of English  
Faculty of Education  
Saptagandaki Multiple Campus  
Bharatpur

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following  
'Research Guidance Committee':

**Dharma Raj Ghimire**

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus, Bharatpur

-----  
Chairperson

**Prem Prasad Siwakoti**

Lecturer

Department of English Education

Member

Saptagandaki Multiple Campus, Bharatpur

-----

**Padam Lal Bharati (Guide)**

Asst. Lecturer

Department of English Education

Member

Saptagandaki Multiple Campus, Bharatpur

-----

Date: 2067/05/01

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

**Dharma Raj Ghimire**

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus, Bharatpur

-----

Chairperson

**Prof. Dr. ....**

Chairman

English and Other Foreign Languages

Education Subject Committee, T.U.

-----

Expert

**Padam Lal Bharati**

Asst. Lecturer

Department of English Education

Saptagandaki Multiple Campus, Bharatpur

-----

Guide

Date:

# **DEDICATION**

**Dedicated**

to

*To My Parents, Teachers and All the Well wishers*

## DECLARATION

I hereby declare to the best of my knowledge that this thesis is my own; no part of it was included in any of the thesis submitted for the candidature of research degree to any university.

Date: 2067/04 /21

**Prajapati Sapkota**

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August, 2010

**Sapkota**

**Prajapati**

## **ABSTRACT**

The present research study entitled 'Difficulties Faced by English Teachers in Teaching Writing Skill' was an effort to explore the difficulties in teaching writing skills in grade ten of Chitwan District. To find out the difficulties faced by English teachers in grade ten of Chitwan District. The researcher collected data from both primary and secondary sources. The population of the study i.e. 140 (100 students and 40 teachers) informants were selected through purposive sampling procedure. The questionnaire and class observation check- list were used as research tools for data collection. Some materials and information were collected from the DEO of Chitwan district as secondary sources of data. After analyzing data, various difficulties faced by English teachers of grade 10 were found such as over crowded classrooms, lack of teaching aids, lack of training to teachers , poor English background of students, system of copying from brighter students to complete class-work and homework, poor class management and methodologies and lack of library facilities.

This thesis consists of four chapters. The first chapter deals with the introductory survey of the related area of the study including general background, literature review, objectives and significance of the study and definition of the specific terms. Chapter two comprises methodology: sources of data, sample population and sampling procedure and tools for data collection, process of data collection and limitations of the study. The third chapter deals with analysis and interpretation of collected data. Similarly, chapter four consists of findings, recommendations and pedagogical implications of the research study. References and the appendices are presented in the final part of this research study.

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## ABBREVIATIONS AND SYMBOLS

B.A.	- Bachelor in Arts
B.Ed.	- Bachelor in Education
B.S.	- Bikram Sambat
B.T.	- Best Technique
CDC	- Curriculum Development Center
CIP	- Curriculum Implementation Plan
CU	- Commonly Used
CUP	- Cambridge University Press
Dr	- Doctorate
e.g.	- for example ( <i>exempli gratia</i> )
F.N.	- Frequency Number
ELT	- English Language Teaching
et al.	- And Other People
HLEC	- High Level Education Commission
HSEB	- Higher Secondary Education Board
H.S.S.	- Higher Secondary School
i.e.	- That is
L2	- Second Language
M.A.	- Master in Arts
M.Ed.	- Master in Education
MOE	- Ministry of Education
NEC	- National Education Commission
NESP	- National Education System Plan
No.	- Number
P.	- Percentage
PVT	- Private
Prof.	- Professor



S.N.	- Serial Number
SLC	- School Leaving Certificate
T.U.	- Tribhuvan University
T.N.	- Total Number
UNO	- United Nations Organization
UK	- United kingdom
%	- Percentage