

# CHAPTER-ONE

## INTRODUCTION

### 1.1. General Background

Language is such a powerful medium which not only distinguishes human beings from other living beings but also assists in communicating thoughts, internal feelings, desires, emotions and information. It has made human beings distinguished from rest of the creatures because only human beings have the capacity to use it in the world. It is a system of oral-aural arbitrary and habitual symbols developed with the great effort and intelligence of people. It is tremendously complex and extremely profound in nature. Even though it is vast in nature, it can be mastered by every native speaker in a very short span of time irrespective of culture, caste, geography and other boundaries

Oxford Advanced Lerner's Dictionary (2010, p. 865) defines languages as 'the system of communication in speech and writing that is used by people of particular country or area.' Similarly, Richards et al. (1996, p.196) define it as, 'The system of human communication which consists of structured arrangement of sounds or their written representation into large units , e.g. morphemes, words, sentences, utterances.' Regarding language, Bolinger (1968 p. 3, cited in Pahuja 1995 p.3) opines 'Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another.' From the above mentioned definitions, it can be concluded that it is an instrument that is used for communication. Thus, what we can undoubtedly express is that language is a precious instrument chiefly reserved for communicating thoughts between or among people.

People in the world speak a large number of languages. Out of them, English is the one which is spoken all over the world. Quirk et al. (1985, as cited in Pahuja 2006, p. 1) points out, 'There are now some thing like 250 millions people for whom English is the mother tongue or first language.' English is one of the six official languages of the UNO and it plays a vital role in the international communication. As a result, nearly half of the world's books of science and technology are written in English. If we look at media, we can find that over fifty percent of the world's newspapers or media use English as a medium of communication. Therefore, English is regarded as the passport to travel the whole world and thus has become an excellent vehicle for transmission of modern civilization for any part of the world.

The significance of English in the present day world is being increased and Nepal can not be exception to it. It has been proved that one possessing good command of English has no any difficulty in adjusting to any part of the world and moreover, it has become an inevitable asset through which the whole world can be viewed. As a result, English deserves a very important rank in our education system and is taught as a compulsory subject from primary level to higher level of education.

Language teaching can be categorized into two parts, i.e. teaching about language and teaching of language. The former refers to the teaching which is about language in general, the nature of language, features of language, system of language and so on. On the contrary, the latter one is what we actually or usually call language teaching. It refers to the teaching which enables the learners to use the language concentrating on listening, speaking, reading and writing skills in their life. So, a good English language teacher must think of making his/her students good at all the four language skills.

Similarly, aspects of language teaching should also be taken into consideration i.e. whom to teach, what to teach, why to teach and how to teach which in fact refer to learners, content, objectives and methodology. Vocabulary, grammar, language functions of specific language which are also the aspects of language that are to be acquainted by the language learners. The more knowledge teachers have about the language, the easier and more effective they feel in their profession.

### **1.1.1 The English Language in Nepal**

Though the English language bedazzled most parts of the world during the British colonialism, the account of English in Nepal just goes back to the regime of the Ranas. Jung Bahadur Rana's diplomatic visit to Europe including the U.K. opened the entrance of English education in Nepal . 'English language was formally included in education system with the setting up of Durbar High School in the year 1910 B.S.' ( Thapa, 2062 B.S p. 280) but it was made the family asset of the Ranas. English was taught even in the higher education with the establishment of Tri-Chandra College. It was their hidden treasure, and was not widely shared to common Nepalese people.

The status of education flourished in sky\_rocketing speed after the democracy or the downfall of Rana regime. Then various education commissions appointed by the government of Nepal have recommended progressive programmes to teach the English language effectively. The English language is highly preferred throughout the world due to its multi-dimensional importance i.e.,it is an international language, a lingua franca, and invaluable tool to foster science and technology and modern civilization, so Nepal can not be isolated from the rays of the English language to catch up with others in the journey of modern world.

Now English is accepted in every corner of the world as it has been the language of the different parts of the world. It is a status maker in educated society, heart in the field of science and technology, source of the knowledge in educational world and gateway to better opportunity in every step of modern life. Thus, realizing these facts, the government of Nepal included teaching of English as a compulsory subject from primary to university level. The NESP (2028 B.S.) and the later commissions performed revolutionary changes by planning curriculum and textbooks with the provision of compulsory English of 100 marks from primary to bachelor levels. Highly qualified manpower with specialization in English as specialization is being produced in TU under the Faculty of Education, Department of English Education and Central Department of English. Moreover, many English medium schools, colleges and private institutions set up to teach the English language justify the charm towards the English language and its glamour to Nepalese society.

### **1.1.2 Teaching Language Skills**

The sole aim of learning a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. The four main skills are listening, speaking, reading and writing. 'To be able to use the language, to convey thoughts, intentions, wishes, information, etc, a person needs a mastery of various elements', (Haycraft, 1978 p. 20).

The four skills mentioned above can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing skills are productive ones. That

is, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning production skills, the aim is the 'selection' of the relevant language for the situation concerned. However, we can not draw a watertight distinction between the receptive and productive lines because at times receptive skills tend to be productive and vice versa. Also within each main skill, there are a number of sub-skills, which often overlap and reinforce one another. If the teacher decides the particular kind of practice his/her students need s/he can then blend them with his/her teaching of structure, vocabulary and pronunciation.

### **1.1.3 Importance of Writing**

Writing is of immense importance. According to Bacon (cited in Sharma and Phyak. 2006 p. 254 ), 'Reading maketh a full man, conference a ready man and writing an exact man.'

Similarly, emphasizing the importance of writing, Mahatma Gandhi ( cited in Pahuja , 2006 p. 164) says, 'Fair and legible hand –writing makes a man perfect in all walks of life.'

Writing is very important skill of language. It is used to express our feelings, thoughts and ideas in systemic order. It is a means of preserving the knowledge which we have gained through different experiences and practices.

### **1.1.4. Teaching of Writing**

The chief purpose of teaching a language, be it the mother tongue or a foreign language, is to develop the four basic skills – listening, speaking, reading and writing. Of these, writing assumes special importance as

Harmer (2010, p.114) says 'There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing.'

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In simple terms, writing is a productive skill which involves manipulating, structuring, and communicating. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on. It can be more clearly looked at in terms of sub- skills of writing. The sub-skills of writing according to Munby, 1979 (cited in Sharma and Phayak 2006 p. 255) are:

) Manipulating the script of a language

- (i) forming the shape of letters
- (ii) using the spelling system
- (iii) using punctuation system

) Expressing information explicitly

) Expressing information implicitly through

- (i) inference
- (ii) figurative language

) Expressing the communicative value of sentences and utterances

) Expressing relations within a sentence using

- (i) elements of sentence structure
- (ii) modal auxiliaries
- (iii) intra- sentential connectors

) Expressing relations between parts of a text through lexical cohesion

devices

) Expressing relations between parts of a text through grammatical cohesion devices

) Using indicators in discourse for

- (i) introducing an idea
- (ii) developing an idea
- (iii) transition to another idea
- (iv) concluding an idea
- (v) emphasizing a point
- (vi) explanation of point already made
- (vii) anticipating an objection

) Reducing the text through avoiding irrelevant information.

According to Bell (1976, as cited in Pahuja, 2006, p. 164), 'Writing is a difficult art: it requires complete control of the muscles of the hand and wrist and this control a small child does not neutrally possess, so there is need to teach writing.' It involves the following:

) Teaching to develop the skill of controlling the small muscles of the fingers and the wrist, while writing.

) Teaching coordination of hand and eye.

) Getting students to do exercises in written work.

### **1.1.5 Problems in Teaching Writing Skill**

Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Learning to write is to use grammar which involves accuracy and fluency. Students have to master the elementary mechanics of written work

viz. handwriting, spelling, capitalization, punctuation, word order, word division, and the sentence structure and constructions.

Many methods of teaching writing have been outdated and new approaches are being carried out to make it easier and charming. There are some reasons why this skill is not given much attention:

- ) Most of teachers think that writing skill is automatically acquired by the learners as they learn to speak and read.
- ) The mind of the English language teacher is equipped with the audio lingual principle 'Language is speech, not writing', as described by Rivers, (1978 p. 37).
- ) Writing is supposed to be a professional skill and it is very complex in its nature.

### **1.1.6 What Makes Writing Difficult?**

There are some factors which make writing difficult. Venkateswaran suggests the following three reasons behind why writing is more difficult than other three skills.

- ) The art of writing becomes difficult because we are required to write without the possibility of interaction or any feedback. It is solitary activity.
- ) Language itself is highly favourable to oral communication. It means that there are opportunities during one's speech, to repeat, expand rephrase or record. Even ungrammatical sentences will be tolerated.
- ) Writing involves the use of a few structures which may not be normally used while speaking. It is learnt only through a process of interaction. This includes practice in the organization of our ideas. Also when we write, we have to always imagine the reader before us.



### **1.1.7 Components of Writing**

Writing is not merely an activity of encoding verbal thoughts in printed symbols. It contains a number of other components which are presented as follows:

#### **a. Mechanics**

Also known as graphological system, mechanics refers to those aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens), capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Many students whose native-language orthography is very different from English have difficulty in forming English letters. Such students should get special training. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgement. However, at times slight change in spelling of words can bring drastic change in the meaning they express. One of the reasons that spelling is difficult for students of English as a foreign language is that the correspondence between the sound of a word and the way it is spelt is not obvious. Similarly, overuse or under use of punctuation is often frowned on by many writers or editors of English. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers.

#### **b. Coherence**

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. For example,

A: What time is it?

B: Sorry, sir. There was a traffic jam.

There is no grammatical or lexical relation between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why B is late, and B is replying that it is due to traffic jam.

Generally a paragraph has coherence if it is a series of sentences that develop a main idea ( i.e. with a topic sentence and supporting details which relate to it). Ideas and thoughts should be so connected logically in a piece of writing. The writing should be so connected that one sentence leads on naturally to the next. Incoherent sentences result in confusion of thought. Coherence can be achieved through a good organization of a text: chronological organization, spatial organization and logical organization.

### **c. Cohesion**

Cohesion refers to the grammatical and lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of sentence. For example,

A: Is Tom going to London?

B: No, He is not going there?

There is a link between Tom and he, between is..... and ... going, and between London and there.

Two levels of cohesion have been identified: sentential (intrasentential) cohesion and textual (intersentential) cohesion. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

Different cohesive devices can be used to produce a cohesive piece of writing. For example,

) Cohesion through reference

- endophoric and exophoric
- anaphoric and cataphoric
- personal, demonstrative and comparative

) Cohesion through substitution and ellipsis (nominal, verbal, clausal)

) Cohesion through conjunction (additive, adversative, clausal, temporal)

) Lexical cohesion (repetition, collocation)

) Grammatical cohesion (syntactic parallelism and categorical homogeneity)

#### **d. Orthographic and Para-Orthographic Texts**

'Orthography deals particularly with writing and spelling systems. Different languages of the world use different types of writing; for example, logographic writing, syllabic writing and alphabetic writing' (O' Grady et al., 1997 p. 554). The term logographic refers to a type of writing in which symbols represent morphemes or even entire words, e.g. Chinese characters. As the name suggests, syllabic writing employs symbols to represent syllables, e.g. Japanese writing. Alphabetic writing represents consonant and vowel segments, e.g. English writing system. Difficulty in learning writing may result from the writing system of the target language because some languages follow left to right direction (e.g. English, Nepali) ' others may follow top to bottom (e.g. Japanese). A frequently expressed complaint about English orthography is that it does not establish a one to one relationship between symbols and phonological segments. Some problems with English orthography are given below:

<b>Problem</b>	<b>Examples</b>
Some letters do not follow any sound segments in a particular word.	through <u>gh</u> , sign, gi <u>ve</u> , pa <u>lm</u>
A group of letters can be used to represent a single segment.	<u>th</u> ink /ʌ/, <u>sh</u> eeep /si:p/, <u>ph</u> ilosophy /f/
A sign letter can represent a group of segments.	saxophone /ks/ , exile /gz/
The same letter can represent different segments in different words.	o in rot, /o/ , bone , son /ʌ/,one /wʌ/
The same segment can be represented by different letters in different words.	/u:/ in rude, loop, soup, new, sue, to, two

An issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way. Which is correct: color or colour, and theatre or theater? How do we decide between the use of 's' and 'z' in words like apologize and customize. Still more serious is the problem created by loanwords. How do the students, for example pronounce coupe de grace? why do we write writing with single 't' but written with it? Why single 'r' in answered but double in preferred? We should, therefore get our students to do exercises to discover spelling rules.

It is equally important to draw students attention to the fact how paraorthographic texts can convey the same meaning more clearly and more precisely. Examples of paraorthographic texts include charts, tables, graphs, etc. Students should be trained to convert a prose text into paraorthographic display or vice versa. In addition, they should be able to produce maps, graphs, charts statistical data, etc. by themselves.

## **1.2. Review of the Related Literature**

Various research works have been carried out in the sector of ELT in Nepal associated with teaching different skills of the English language. Majority of them have emphasized on the effectiveness of teaching language skills through different techniques, but a handful of them have to reflect the current scenario of the difficulties encountered by English teachers in teaching English. The selected topic has already been touched and attempted by some researchers but not dealt in detail.

Some of the theses reviewed for the study of this research are presented below:

Poudel, (1977) carried out a research entitled 'Study of the problems faced by secondary school teachers in teaching English in Patan district.' It was accomplished before M.Ed. English programme was initiated under the faculty of Education. The population of the study contained the teachers teaching the English language at secondary schools in Patan district. The research presented numerous problems faced by secondary teachers of English.

Dhital, (1985) has also completed his thesis on the topic 'A study of the problem facing the teaching of English of lower secondary level in Dhankuta district in 1985'. This thesis has been prepared to identify the problems of the teachers in teaching English at Lower Secondary Level. Lack of English teachers, untrained English teachers, their dissatisfaction with their job facilities and lack of exposure were the findings that he assembled in his study.

Bhattarai, (2002) conducted a study on 'The writing proficiency of the bachelor's level students.' This research was an attempt to analyze and compare the writing proficiency. It was a cross-sectional comparative study and found that the students of medical science are more proficient than those of others. This research was on the skill of writing but searched nothing about the problems.

Sah, (2003) carried out a research entitled 'Writing proficiency of grade nine students.' This study also touched the section of proficiency but did nothing about the problem in writing.

Ghimire, (2004) carried out a research entitled 'A study on the proficiency of the students in writing skill.' This study was carried out to compare English Writing Proficiency of the students of different streams. Both primary and secondary data were utilized in the study. It was focused on proficiency. So students were the informants. In this research work, the major findings have been presented under four different headings, i.e. holistic findings, stream-wise findings, textual non-textual writing based findings and actual teaching/learning situation findings.

Yadav, (2004) carried out a research entitled 'Problems in teaching oral skill in English'. He attempted to find out the problems in teaching oral skill in class 9. Altogether 20 English teachers of secondary level and 20 groups of the students were the informants for the study. The research work was restricted in Saptari district. The study emphasized the oral skill maximally. He listed the problem of physical facilities, limited amount of time, students disinterest towards the oral skill, crowded classes, and traditional method of teaching as the major problems.

Chapagain, (2006) undertook a research entitled 'Problems in teaching and learning listening skill.' It was confined to lower secondary level of Surkhet district. He gathered primary data from 30 English teachers having at least one year experience. He also observed 20 English classes. The researcher came with the conclusion that scarcity of instructional materials, large numbers of students, overuse of L1, examination system, dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

Parsain, (2008) has also completed his thesis on the topic 'Problem faced by the English teachers in teaching writing skill of lower secondary level in Chitwan district, in the year 2008. This thesis has been prepared to identify the problems of teaching writing at lower secondary level. The lack of proficiency, skills and modern approaches to teachers, copying from talented students to do homework by the weaker students, excessive teaching load to the teachers, poor economic condition of schools are the major findings of this thesis. This dissatisfaction highlights how English teachers and students of this level are victimized to get to their destination.

The present study is different from the above mentioned ones in the sense that none of researchers studied about the problems in teaching writing skills in depth but this study will directly deal with the practical problems teachers have been facing while teaching writing skill.

### **1.3 Objectives of the Study**

The study had the following objectives;

- ) To find out the difficulties in teaching writing skill.
- ) To find out the causes of difficulties in this skill.
- ) To suggest pedagogical implications of the study.

## **1.4 Significance of the Study**

This study endeavoured to find out the difficulties encountered by English teachers in teaching writing skill. This study was expected to be beneficial and significant for various fields, i.e., it portrays the practical scenario of grade ten to the text book writers and curriculum designers about the difficulties encountered in writing skill. Since, the English teachers would have the information regarding the difficulties in teaching writing skill of grade ten, they could think the possible solutions in advance, and they would enter their classes to teach the skill. The school management committee, guardians, school administration and even District Education Office would be benefited as it reflects the actual difficulties encountered in teaching writing skill in grade ten. This study aims at listing out the causes of difficulties in teaching writing skill, so all the related bodies would get opportunity to assimilate them and improve the teaching condition to overcome the difficulties. Moreover, this study also would be useful tool to any researchers who would attempt to carry out research in writing skill, and the students, teachers, syllabus designers, text book writers and the people who are interesting in teaching and learning English.

## **1.5 Definitions of the Specific Terms**

### **Writing**

An act of putting down something in conventional graphic form which has been spoken. Here, in this context, it is the expression to the ideas in a consecutive way, according to the graphic convention of language.



**Teaching**

The process of supporting, guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning i.e. it is the action of showing or helping somebody to learn how to do something, giving instruction, guiding in the study of something, supplying with knowledge causing to know or assimilate.

**Skill**

The ability or knowledge to do something in a better way. Here, in this context, skill refers to writing.

**Grade Ten**

The final class of secondary level in an academic institution. The class in a school, for younger students ageing usually between 14 to 16.

**Private Schools**

The schools that are run with the absolute investment of private sectors with English medium education.

## **CHAPTER-TWO**

### **METHODOLOGY**

#### **2.1. The Sources of Data**

The data for the research were collected from both primary and secondary sources. The sources are mentioned below.

##### **2.1.1. Primary Sources of Data**

This study was based on primary source of data i.e. the findings obtained from the test administered. The primary sources of data collection for this research were the 40 teachers of grade ten from public and private schools of Chitwan district and 100 students from both public and private schools.

##### **2.1.2. Secondary Sources**

Various materials available both in print and electronic media that are related to the problems in teaching writing skill were used as secondary sources i.e. books, journals, (Journal of NELTA, 2002) periodicals, articles or magazines besides primary sources of data. The researcher consulted the previous theses carried out by Poudel (1997), Parsain (2008) and others in the department of English Education, Tribhuvan University of Nepal.

#### **2.2. Sample Population and Sampling Procedure**

The sample population consisted of 40 English teachers teaching in grade 10 from both 10 government aided and 10 private schools with at least one academic session experience and 100 students from government aided and private schools of Chitwan district. The researcher took forty English

language teachers who were teaching compulsory English in grade 10 in different government aided and private schools in Chitwan district according to the convenience of the researcher. To collect data for the research work, headmasters, concerned teachers and students were requested for the completion of questionnaires and class observation check-list.

### **2.3. Tools for Data Collection**

The main tools for the collection of data were pre- structured close-ended and open-ended questionnaire and class observation. The questionnaires were administered to the students of grade 10 in private and government aided schools of Chitwan district. Class observation check-list for teachers and questionnaire for students are included in appendix I and appendix II respectively.

### **2.4 The Process of Data Collection**

In course of data collection, the researcher collected the primary data by adopting the following procedures:

- ) A set of questionnaire and a set of class observation check-list were set at first based on the difficulties faced by English teachers of grade ten of private and government aided schools in teaching writing skill.
- ) Then, on obtaining the approval of the principals or headmasters of 20 private and 20 government aided schools selected randomly from all schools of Chitwan district, the researchers observed the class of the teachers teaching English in grade ten related to writing skill consulting to the concerned teachers.
- ) These teachers were requested for observing their classes to detect the difficulties that they were facing indeed while teaching writing skill.

) Similarly, 100 students from 10 schools which were selected randomly from the 40 schools chosen earlier, distributed questionnaire set to answer the questions.

) The researcher consulted four school supervisors and District Education Office of Chitwan for necessary secondary data.

## **2.5. Limitations of the Study**

This study had the following limitations:

- a. This study was confined to only writing skill.
- b. The population of the study was limited to forty English teachers of grade ten from 40 schools and 100 students of the same grade from ten schools; equal number from both government aided and private ones.
- c. The research work was limited to the informants of private and government aided schools of Chitwan district.
- d. The primary aim of this study was only to find out the difficulties in teaching writing skill of English.
- e. The primary sources of data were collected by using only questionnaire and class observation.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

As this is the core part of the research, analysis and interpretation of data have been carried out in this section. The collected data have been analyzed and interpreted in terms of descriptive as well as analytical methods with the help of simple statistical tools like tables, diagrams and bar- graphs in the form of percentage and so on. Data were obtained from the questionnaire and class observation form. The major objective of the study was to find out the difficulties encountered by the English teachers in writing skill of grade 10. For this, classes of 40 teachers were observed while teaching writing skills. Questionnaires were also distributed to hundred students of grade 10 of Chitwan district studying both in government aided and private schools in order to get the required data. The obtained data are analysed in two groups of students' questionnaire and class observation of teachers

### **3.1 Analysis of Data Obtained from Students**

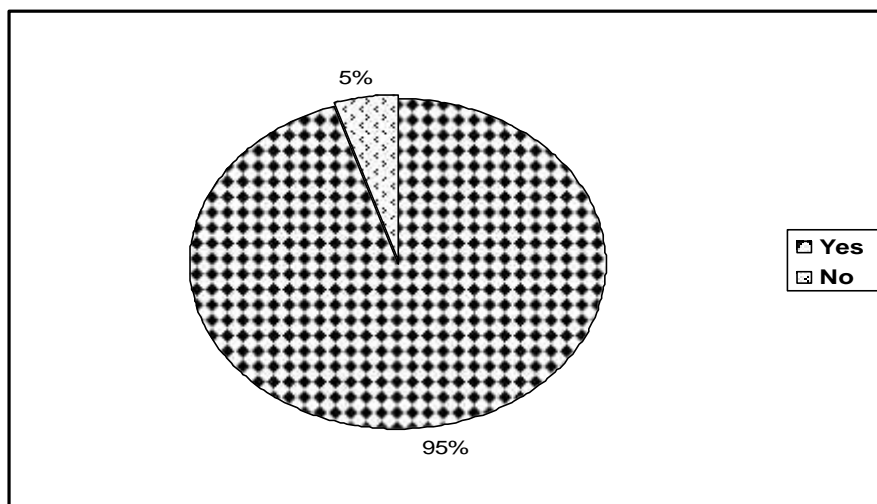
To explore various difficulties related to writing skills tables, figures are listed down along with questionnaires. The responses are mentioned in the following analysis and interpretation.

#### **3.1.1 Difficulties Related to Language Skills**

To find out difficulties related to language skills, two questions are listed down in the following figures. The responses are mentioned in the given pie-chart and bar- graph.

### A. Are all four language skills taught in the classrooms?

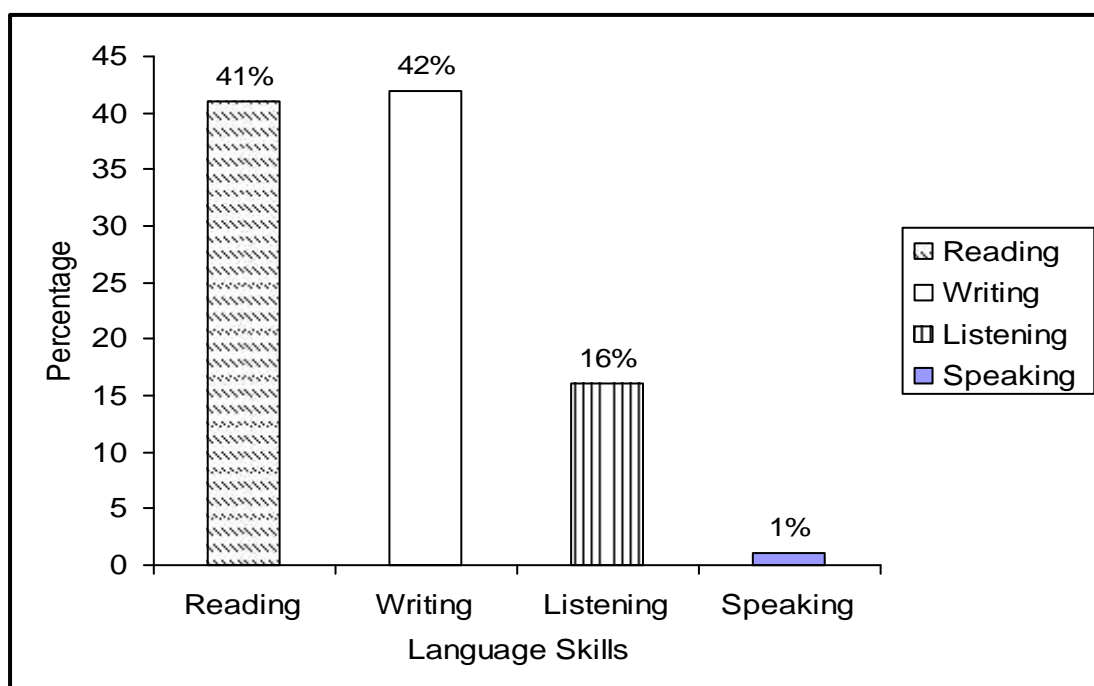
Figure No. 1 Teaching Four Language Skills in the Classrooms



The above figure shows that only 95 percent teachers taught four language skills in their classes in the context of the grade 10 of Chitwan district and 5 percent teachers did not follow the four skills into their classes.

### B. Position of Language Skills in the Classroom

Figure No. 2 Use of Language Skills in the Classroom



As shown in the above figure, they invested 42 percent time in writing skill followed by 41 percent in reading, 16 percent in listening and 1 percent in speaking. Remarkably, the bar-graph shows that they had used much time in writing and reading but less in speaking.

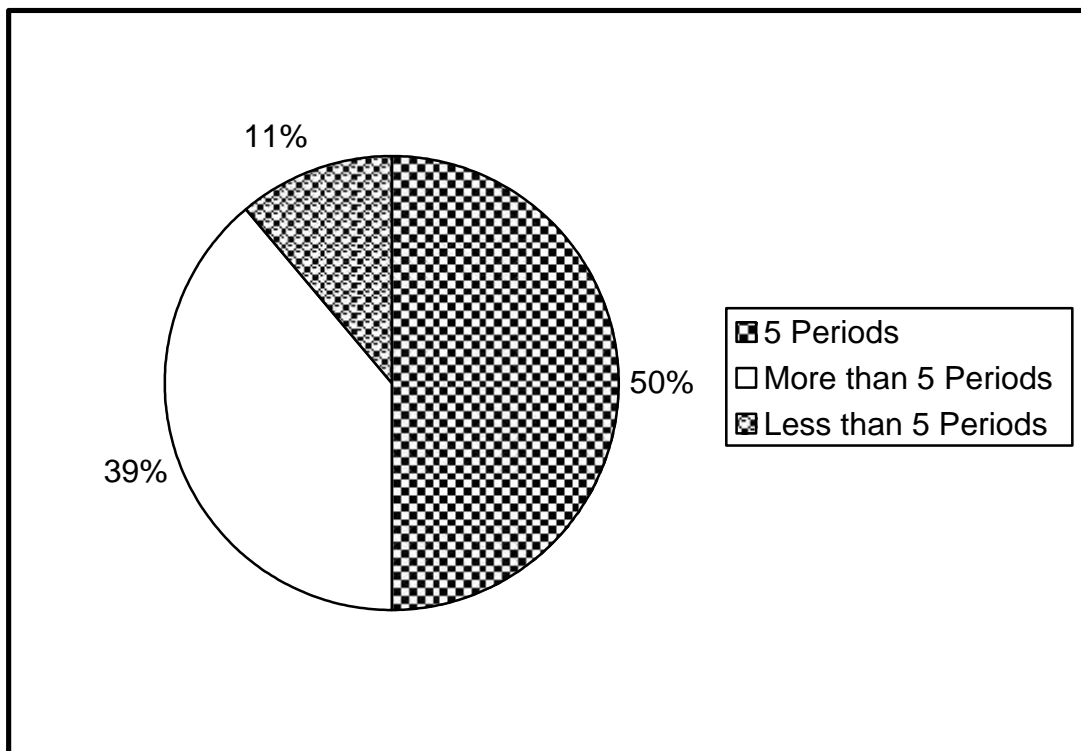
### 3.1.2. Difficulties Related to Time Allotment for English Class

To explore the difficulties related to time allotment for English class, four questions were asked. The responses are presented in the given figures.

#### A. Per Week Periods for English Class

To get the information about difficulties related to per week periods for English class, a question is presented in the given pie-chart.

**Figure No. 3 Per Week Periods for English Class**



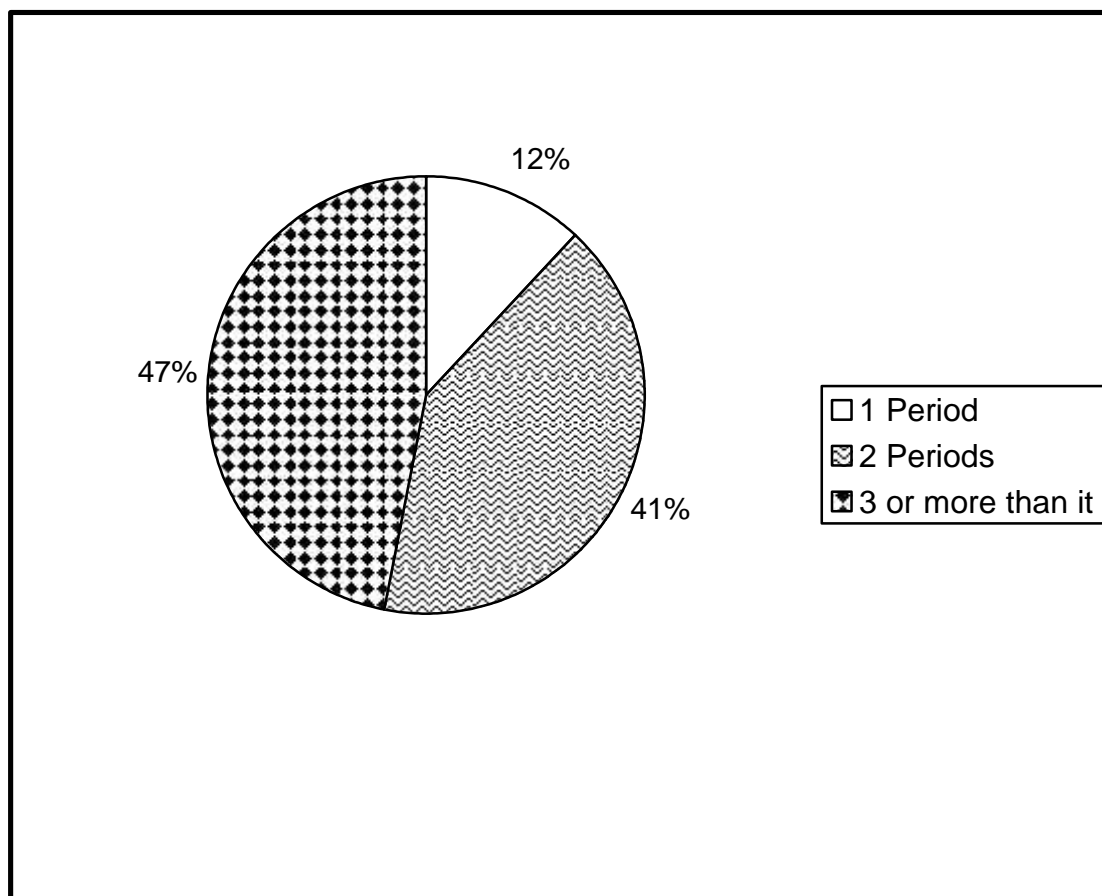
The figure shows that 5 periods a week had been given by 50 percent schools in accordance with the subjects, weight-age as prepared by Curriculum Development Centre and 39 percent schools had given more than 5 periods a week and 11 percent schools had managed less than 5 periods for English.

The data show that government aided schools have provided 5 or more than 5 periods but of English medium schools have provided less periods than required. Thus, teachers are facing the difficulties of time shortage to teach English effectively.

### **B. Condition of Time Allotment for Writing Skill**

To find out the condition of time allocation for writing skill, a question is presented below. Responses are listed in the given pie-chart.

**Figure No. 4 Time Allotment for Writing Skill**



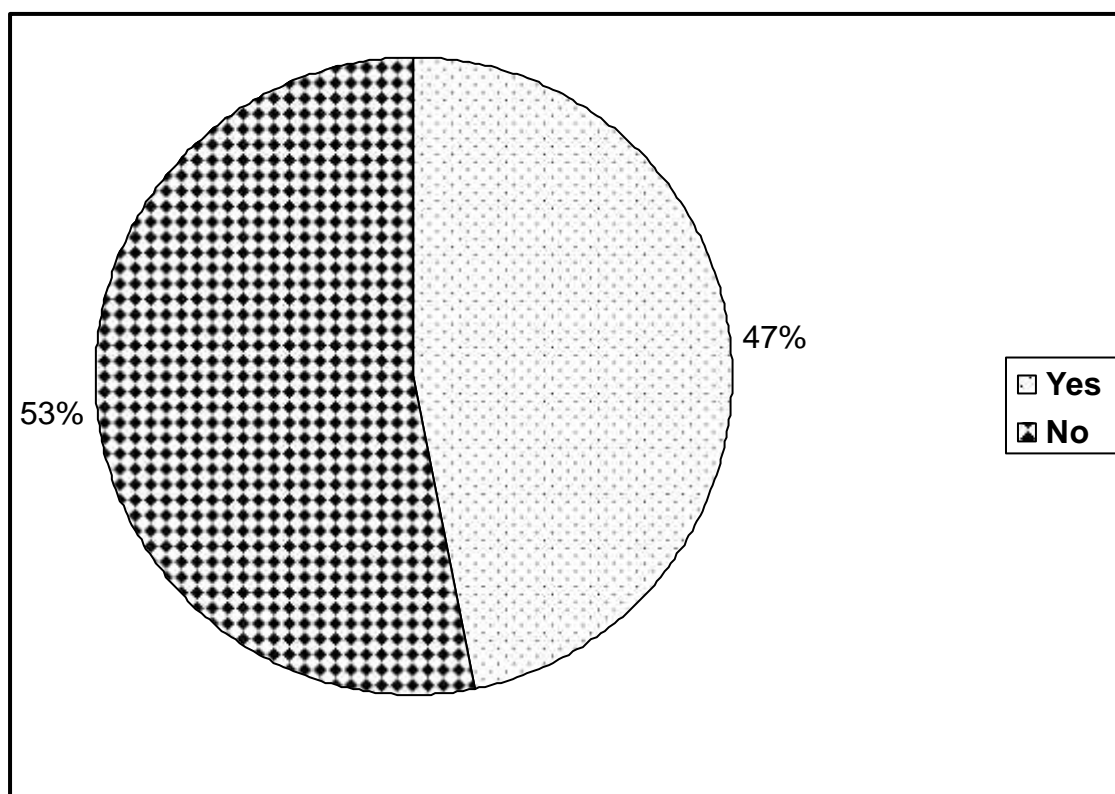


From the above pie-chart, it is clear that out of total periods given to the teaching of English, 3 periods or more than it was invested for writing by 47 percent English teachers, 2 periods by 41 percent and only 1 period by 12 percent. This figure proves that 12 percent classes had got only 1 period for writing weekly which is extremely insufficient time for writing skill.

### C. Sufficient Time to Practise Writing Exercises

To explore whether students have sufficient time to practise writing exercises, a question was asked. Responses are listed in the given pie-chart.

**Figure No. 5 Time to Practise Writing Exercises**



The pie –chart conveys that more than half students i.e. 53 percent did not get sufficient time to practice writing skill in the class whereas 47 percent

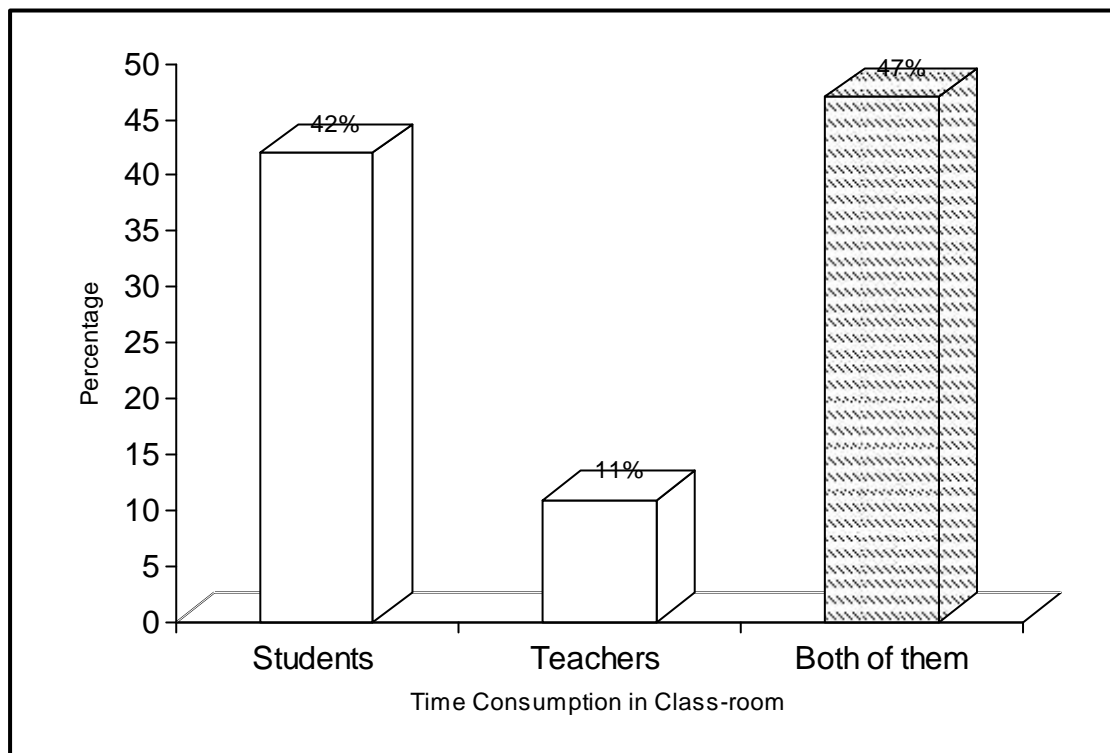
respondents opined that they had sufficient time to practice writing exercises.

It justifies that majority of students are encountering the limitation of time for writing skill.

#### **D. Consumption of Time by Teacher and Students for Writing Activities in Classroom**

A difficult item is mentioned in the following bar-graph to explore the consumption of time by teachers and students for writing activities in the class room. Responses are presented as follows:

**Figure No. 6 Time Consumption for Writing Activities**



Regarding the consumption of time from the side of teacher and students for writing activities, the figure exhibits that 42 percent time was consumed by

students, 11 percent by teachers and 47 percent by both of them the same amount of time.

This condition regarding the time consumption proves that still both parties are active instead of making students more active in writing activities.

### 3.1.3. Difficulties Related to Text and Reference Materials

To explore difficulties related to text and reference materials, 7 questions are listed down. The students' responses are listed down in the given table:

**Table No. 1 Text and Reference Materials**

S.N.	Difficulties Item No.	Statements	percent age in Yes	percent age in No
1	5.	Bringing textbook regularly by students	91	9
2	6.	Whether students have work and reference books with them	80	20
3	8.	Whether students get opportunity to use library to get information and data	46	54
4	9.	Whether textbook contains sufficient exercises for writing	42	48
5	29.	Using guide book to accomplish homework	13	87
7	20.	Whether English teachers use other teaching materials to facilitate writing activities	67	33

The table displays that there are some remarkable difficulties related to the textbooks. Out of 100 respondents, 91 percent replied that they regularly brought textbook of English with them at school and 9 percent of them did not bring English textbook with them. It shows that students do not have attention and interest to English. In this condition, teachers can not achieve the set goal in expected way.

As shown in the table, 80 percent students expressed that they had workbooks and reference books but 20 percent students replied that they did not have workbook and reference books. It proves that some students have to depend on their class activities in English class and they can not have supporting materials to practice at home and school as well that could help them to improve their writing. It has created difficulties to teachers to uplift all the students equally.

The table vividly exhibits that only 46 percent students had the opportunity of using library to get information and data required them to improve their study of English. More than half number of students i.e. 54 percent claimed that they could not get library facilities. It proves that students have to depend on teachers for writing. They lack various reference books that help them in writing skill.

Of the total respondents, only 42 percent agreed that the text book of grade ten, Compulsory English contained sufficient exercises but 48 percent students denied that it had sufficient exercises for writing. It means students are deprived of abundant exercises to improve their writing which has created difficulty to the teachers.

Among the informants, 13 percent answered that they had guide book to accomplish their homework and the remaining 87 percent claimed that they did not have guide book to complete homework. It shows that some students complete their writing task using guide book. Consequently they never progress their writing skill. As demonstrated in the table, 67 percent students answered that their English teachers used other teaching materials than daily used materials to facilitate writing activities whereas 33 percent replied that their English teachers did not use other teaching materials. It proves some

teachers are compelled to use only textbook due poor management of school. Out of the teachers using other teaching materials, only 45 percent teachers used them sometimes followed by 28 percent always, 12 percent always, 10 percent rarely and 5 percent never. It justifies that teachers are not being encouraged and trained to use teaching materials to make their class effective.

### 3.1.4. Difficulties Related to the Activities for Writing

Six questions were asked in order to explore difficulties related to the activities for writing. The responses to these questions responded by the students are mentioned in the given table:

**Table No. 2 Activities for Writing**

S.N.	Difficulties Item No.	Statements	Percentage Yes	Percentage No
1.	10.	Whether students can write essay or paragraph themselves	86	16
2.	17.	Whether English teacher manages different types of writing activities such as free writing, guided writing, controlled writing, etc. in the classroom	80	20
3.	23.	Whether English teachers provide model to the students	81	19
4.	24.	Whether English teachers provide out line to the students	88	12
5.	26.	Whether English teacher give class work for writing activities	95	5

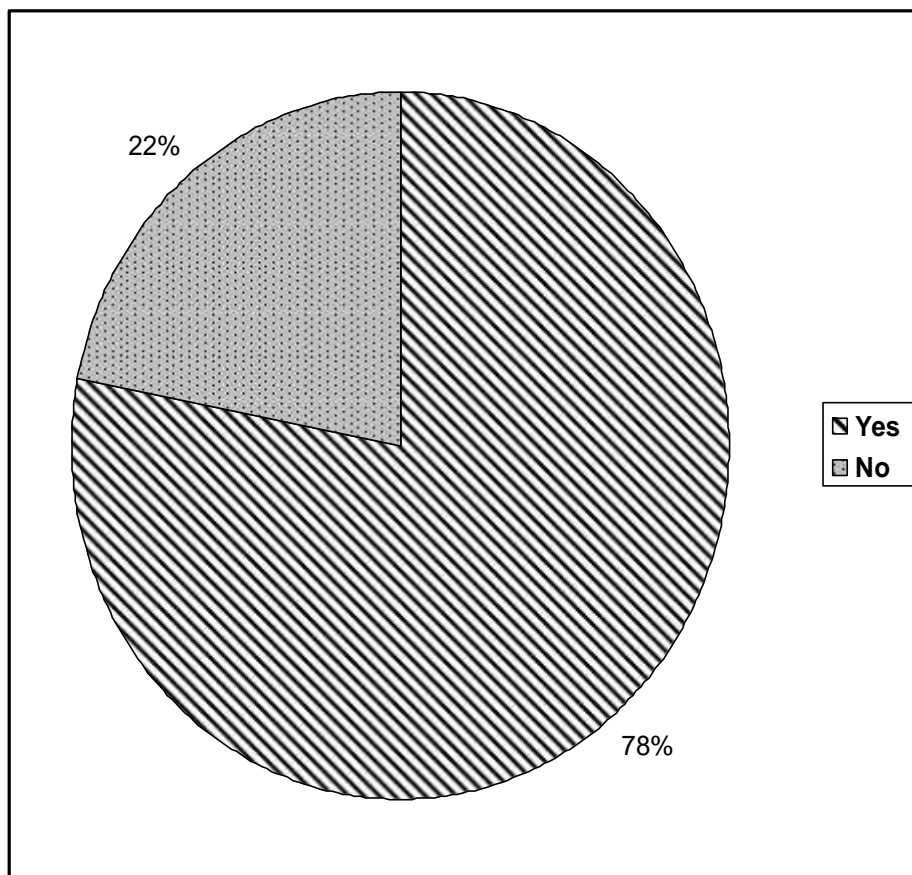
As shown in the above table, regarding the students' ability to write essay or paragraph writing independently, 86 percent students answered that they could but only 16 percent of them replied in negative. Regarding the case of whether teachers manage different types of free writing activities, it was found that 80 percent teachers did against and 20 percent of the students who din not do

so. As shown in the above table, 81 percent teachers provided models to their students but 19 percent of them did so.

### 3.1.5. Teachers' Attention to Students in Writing Activities

A question was asked to find out the difficulties related to teachers' attention to students in writing activities. Responses are mentioned in the pie-chart given below:

**Figure No. 7 Teachers' Attention to Students in Writing Activities**



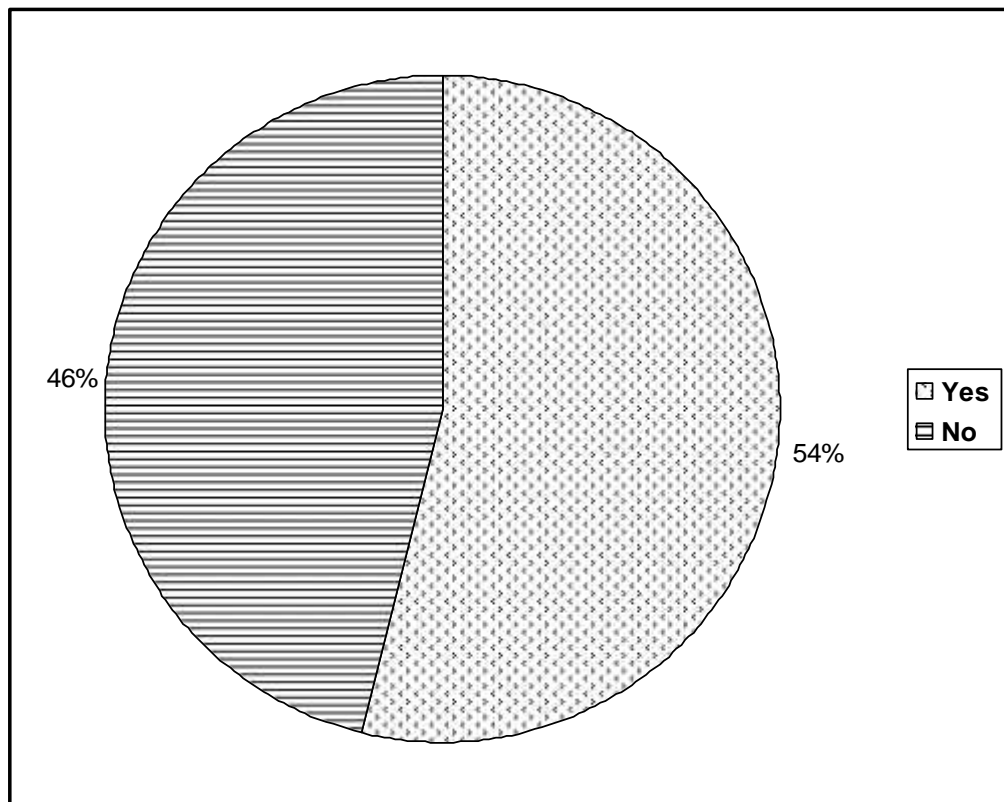
Regarding the attention of teachers to their students in teaching writing skill, it was found that all the students were not getting required attention and support from their teachers. As shown in the above figure, only 78 percent students replied that they got enough attention from their teachers in writing

activities but 22 percent students opined that they could not get enough attention from their teachers.

### 3.1.6. Difficulties Related to the Use of Nepali Language While Teaching Writing

To explore the difficulties related to the use of Nepali language while teaching writing, a question was asked. Responses are presented at follows in the given chart:

**Figure No. 8 Use of Nepali Language in Writing Class**



Language experts and researchers have been focusing on the use of target language because it is thought that mother tongue hinders the learning of second language. Regarding the use of the Nepali language while teaching writing skill in English, 54 percent students claimed that their teachers had to

use the Nepali language in classrooms. Conversely, 46 percent responded that their teachers did not have to use Nepali. It proves that still majority of students do not understand what their teachers are teaching. Teachers have to use both languages; English and Nepali in their class while teaching writing. This prevailing difficulty has been a burning issue to the teachers of English.

### 3.1.7. Students' Participation in Writing Activities

Three questions are listed down in order to find out the difficulties associated with students' participation in writing activities. The responses are listed down in following table:

**Table No. 3 Participation of Students in Writing Activities**

S.N.	Difficulties Item No.	Statements	Percentage in Yes	Percentage in No
1.	13.	Whether students like active participation in writing activities	83	17
2.	14.	Whether students write independently to complete their writing exercises	53	47
3.	33.	Students' participation in pair and group work in writing activities	81	19

It is crystal clear from the above table that only 83 percent students preferred participation in writing activities actively. On the contrary 17 percent students responded that they did not do so. It shows that the students who do not like participating in writing activities either have poor educational base or are not paying attention to them.



Regarding the answer to the question 'Do you write independently to complete your writing?' only 50 percent students expressed that they did so and remaining 47 percent responded that they were unable to complete their writing exercises themselves. It proves that students are passed with the grace marks each year but no one is attempting to explore the real background of students' academic status. Thus, mainly senior teachers are victimized with this crisis.

As shown in the table, 81 percent informants answered that they participated in pair and group works in writing activities. This information asserts that teachers are gradually leaving traditional methods of teaching English but the 19 percent respondents' reply that still some teachers are following teacher- centred technique. This situation is found in some schools because teachers are not from education stream and government aided schools have a large number of students.

### **3.1.8 Teacher-Students Interaction**

To explore the status of teacher-students interaction, 3 questions are listed down. Responses of informants are presented as follows:

**Table No. 4 Interaction between Teacher and Students**

S.N.	Difficulties Item No.	Statements	Response in Percent
1.	15.	Whether students have opportunities to ask and respond to the questions in class	
		Always	53
		Mostly	29
		Sometimes	16
		Rarely	1
		Never	1
2.	16.	Whether students get chance to participate in writing skill	
		Always	33
		Mostly	47
		Sometimes	15
		Rarely	4
		Never	1
3.	18.	How often teachers provide opportunities to the students to participate in writing skill inside the class	
		Always	25
		Mostly	33
		Sometimes	38
		Rarely	2
		Never	2

Form the above table; it was found, regarding the teachers-students interaction, only 53 percent students always had opportunity to ask and respond to the

questions in the writing classes whereas 29 percent had it mostly, 16 sometimes, 1 rarely and 1 never, respectively. As shown in the above table, it was found regarding the students chance to participate in writing skills in the classroom, only 33 percent students always got a chance to participate in writing skills in the class room followed by 47 percent mostly, 15 sometimes, 4 rarely and 1 never respectively. Similarly, regarding 'How often teachers provide students to participate in writing skill inside the class rooms' only one forth teachers i.e. 33 percent mostly let their students participate in writing skill followed by 30 percent sometimes, 25 percent always and 2 percent rarely respectively.

### 3.1.9 Difficulties Related to the Correction of Writing Exercises

Two questions are listed down in order to explore difficulties related to the correction of writing exercises. The responses are presented in the given table:

**Table No. 5 Correction of Writing Exercises**

S.N.	Difficulties Item No.	Statements	Responses in Percent
1.	27	Whether teachers correct students' writing exercises	
		Always	48
		Mostly	40
		Sometimes	9
		Rarely	3
		Never	No
2	28	How English teachers correct students' writing exercises	
		Individual correction	53
		Peer correction	No
		Group correction	47
		No	No

As shown in the above table, regarding the correction of exercises of students, 48 percent teachers corrected students' writing exercises always, followed by 40 percent mostly, 9 percent sometimes, and 3 percent rarely. It proves that all the teachers do not correct writing exercises completely due to various reasons, i.e. more period loads to teachers, poor hand writing of students, traditional method of correction.

As the table indicates regarding the ways or methods of exercises correction, 53 percent teachers used individual correction method. None of them used peer correction method but 47 percent were found following group correction method. It shows that teachers need special training to enable them to correct exercises completely and effectively.

### **3.1.10 Difficulties Related to Dependency on Accomplishing Writing Task**

To find out the difficulties related to dependency on accomplishing writing task, one question was asked. Responses are presented in the table given below:

**Table No. 6 Dependency on Accomplishing Writing Task**

S.N.	Difficulties Item No.	Statements	percent age in Yes	percent age in No
1.	4.	Whether students sometimes copy from top students to accomplish homework?	62	38

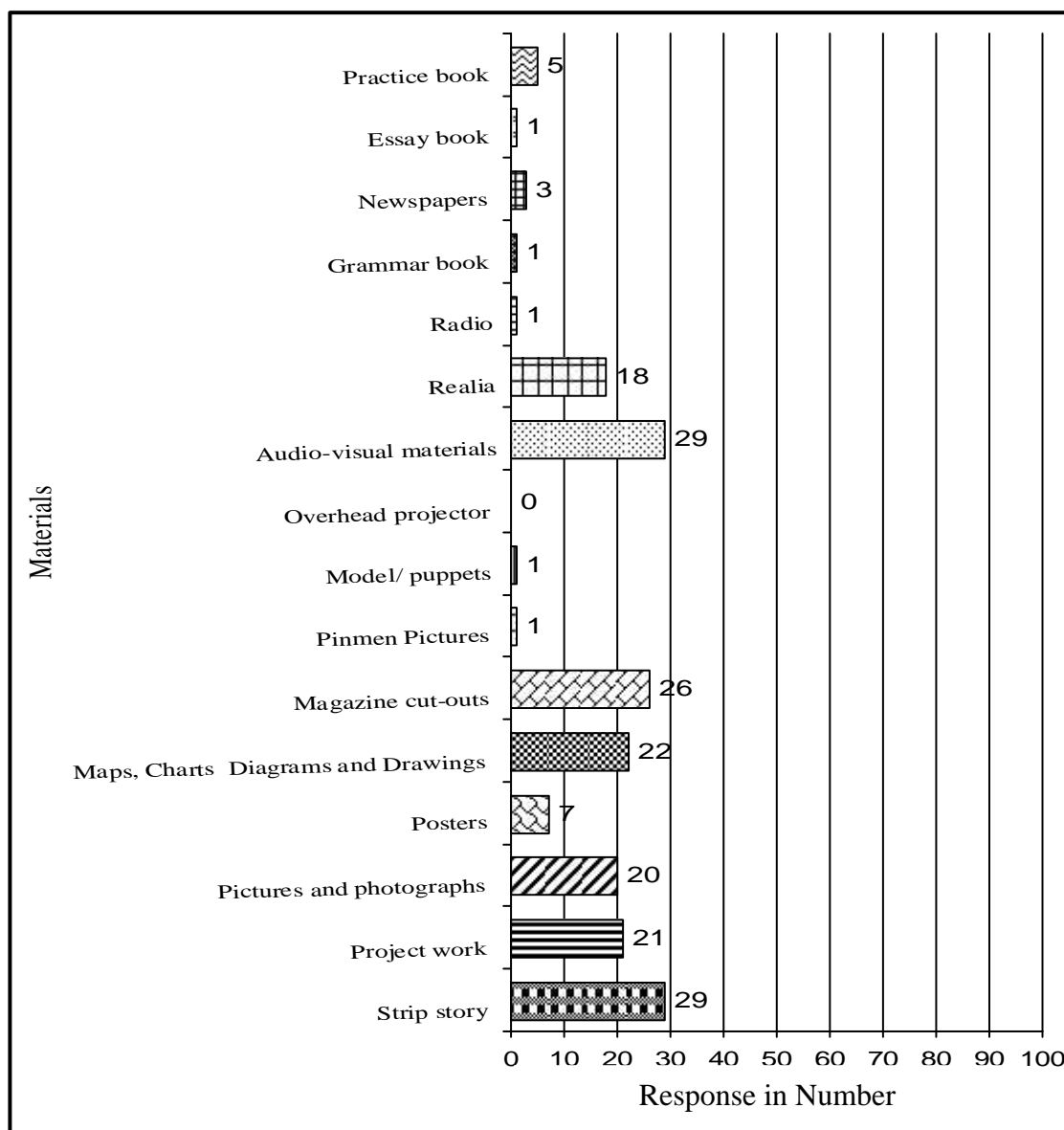
As shown in the above table, 62 percent students coped with from brighter students to accomplish their homework. It is just to show or cheat their teachers. Only 38 percent, less than half number, replied that they did not

copy from talented students to accomplish their homework. It proves the actual writing capacity of students studying in grade ten. As the students do not attempt to write themselves, teacher's labour always goes in vain.

### 3.1.11 Teaching Materials Used by the Teachers in Writing Class

To explore the status of teaching materials used by the teachers in a writing class, a question is listed down. The responses are listed down in the given bar-graph as follows:

**Figure No. 9 Use of Teaching Materials in Class**

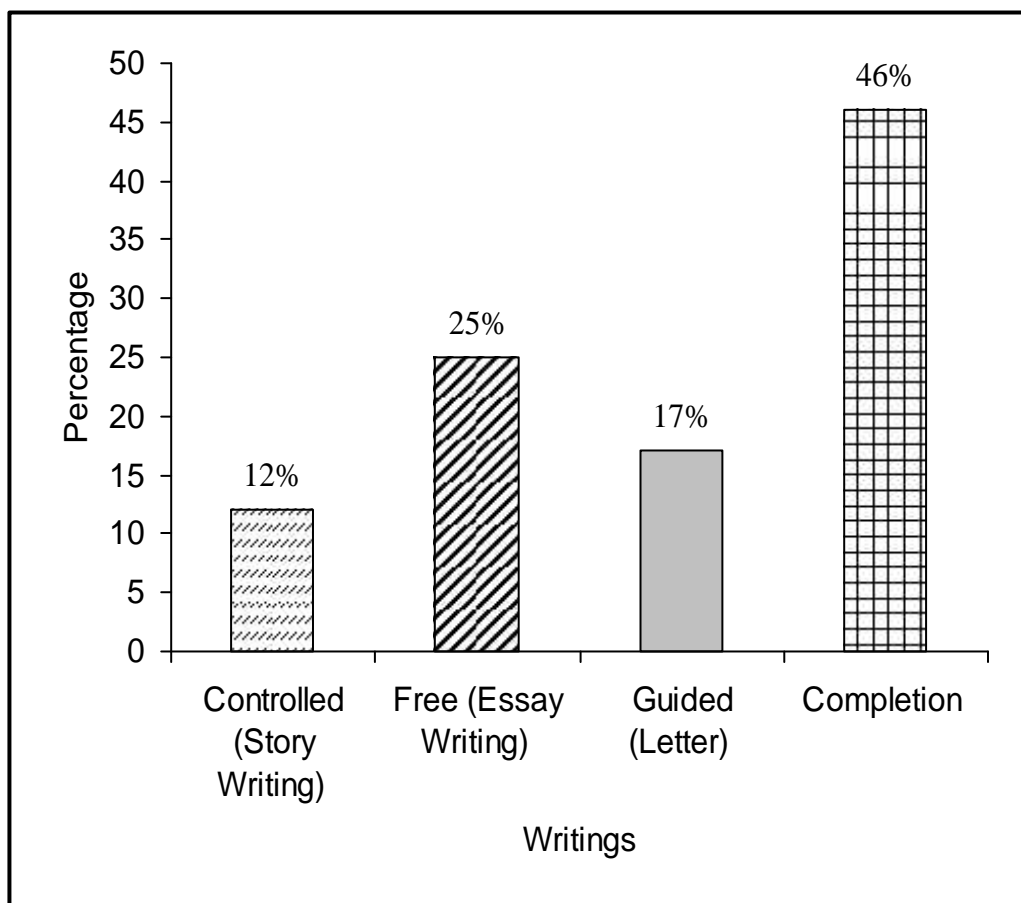


Regarding the use of other teaching materials in the class room, the above figure exhibits that 29 students replied that their teachers applied strip story as teaching materials followed by 29 audio- visual materials, 26 magazine cut-out, 22 maps, charts diagrams and drawings, 21 project work, 20 pictures and photographs, 18 realia, 7 posters, 5 practice books, 3 newspapers, 1 grammar book, essay book, practice book, model/puppets. It proves that nearly 50 percent teachers are unable to use such valuable materials to make their class interesting, exciting and effective.

### 3.1.12 Complicated Writings to the Students

To find out the complicated types of writing to the students, a question was presented. The responses are mentioned in the given bar-graph:

**Figure No. 10 Complicated Types of Writings**



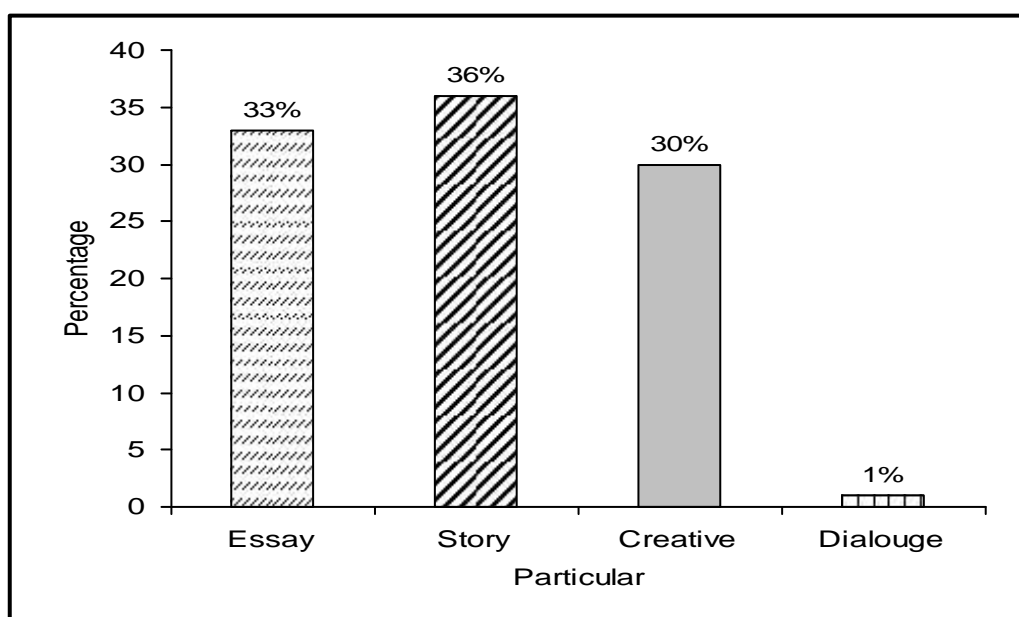
Among the four skills of language, writing skill is considered to be the tough skill. It contains vast rules and regulations to follow to produce correct and effective writing. Out of different writings, all of them are not equally complicated to the learners. Here, regarding the complicated writings to the students of grade ten, the researcher got very useful information. In the figure as shown above, it is clear that 46 percent students answered that they felt completion task to be complicated. On the other hand, second complicated writing task was found to be free writing with 25 percent. The third position was occupied by guided writing with 17 percent and the last rank was found in controlled writing with 12 percent.

It proves that students are very poor in grammatical knowledge, punctuation and vocabulary. So they feel completion and free writing to be more complicated. If students are not helped from the junior classes in writing skill, they will not have capacity to express their feeling through writing and teachers of grade 10 will have to encounter the difficulties regarding teaching writing.

### 3.1.13 Easy Types of Writing to the Students

To find out the easy writings to the students, a question is presented. The responses are mentioned in the given bar-graph:

**Figure No. 11 Easy Types of Writing**

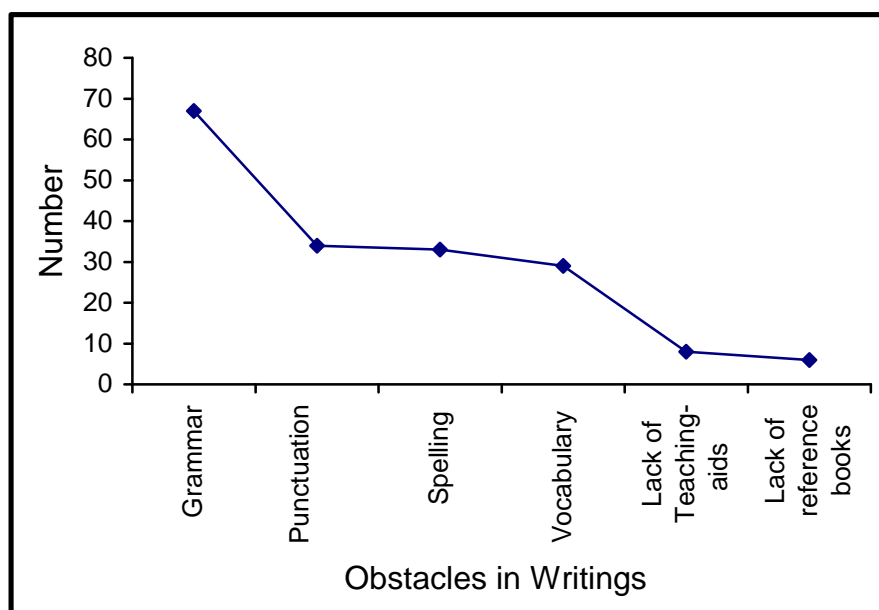


Regarding the easy writings to the students of grade 10, the researcher found that 36 percent students felt story writing to be easier followed by 33 percent essay, 30 percent creative and, from open ended reply, 1 percent dialogue. It shows that most of students do not have the power or competence of free writing. They feel guided writing easier in comparison to others. It justifies that English teachers should have enough time to practice and empower their students' writing skill.

### 3.1.14 Difficulties Students have Encountered in Writing Skills

To explore the difficulties the students have encountered in writings skills, a question was presented. The responses are shown in the given figure as follows:

**Figure No. 12 Obstacles Encountered in Writing Skills**



As shown in the above figure, of the total informants, 67 felt difficulty in grammar followed by 34 in punctuation, 33 in spelling, 29 in vocabulary, 8 in the lack of teaching–aids and 6 in the lack of reference books.



It justifies that English teachers have many challenges in front of them to be solved. It shows that students have encountered the difficulties of grammar, punctuation marks, sentence structures, etc. remarkably which has caused great difficulty to the English teachers of grade ten.

### 3.2 Analysis of Data Obtained from Teachers

Data obtained from teachers' class observation are analysed in different tables below to find out the difficulties encountered by English teachers of grade ten in Chitwan district while teaching writing skill.

#### 3.2.1 Difficulties Related to Class Management and Methodology

To explore the difficulties related to classroom management and methodology, 5 question items were designed. In the given table, the responses obtained from the informants are shown as follows:

**Table No. 7 Class Management and Methodology**

S.N.	Difficulties Item No.	Statements	Percentage in Yes	Percentage in No
1.	1.	Motivation	62.5	37.5
2.	2	Revision of the previous lesson	37.5	62.5
3.	3	Use of lesson plan	20	80
4.	6	Discussion and explanation of picture, charts, etc	40	60
5.	11	Making pair and group discussion	47.5	52.5

Regarding the difficulties associated with classroom management and methodology, the researcher noticed only 62.5 percent teachers being able to motivate the students. The class observation of 40 teachers indicated that 37.5 percent of them could not motivate their pupils in the classroom.

As shown in the above table, just about one third teachers, i.e. 37.5 percent revised the previous lessons against 62.5 percent who did not do so while initiating new lessons. Among the forty teachers, one fifth i.e., 20 percent was seen using lesson plan. Conversely, 80 percent teachers did not use lesson plans. The table indicates that only 40 percent teachers discussed and explained pictures and charts while teaching writing skill but it is clear that the remaining 60 percent teachers did not do so. On the matter of making pair and group discussions, 47.5 percent teachers organized such activities for writing purpose whereas more than half, 52.5 percent did not follow this process.

### 3.2.2 Difficulties Related to the Use of Materials

To find out difficulties related to the use of materials, one question was asked. The responses are presented in the given table as follows:

**Table No. 8 Use of Materials**

S.N.	Difficulties Item No.	Statements	percentage in Yes	percentage in No
1.	4.	Use of writing materials	35	65

The table shows that the precious writing materials that make class lively and fruitful were not found to be used in the class room. From the table, it was found that only 35 percent teachers used writing materials while

teaching writing whereas the remaining 65 percent teachers were found not using them in their classes. It proves that teachers are not using writing materials properly.

### 3.2.3 Difficulties Related to Stages of Teaching Writing

To explore the difficulties related to stages of teaching writing, 6 questions were designed. The responses of teachers are demonstrated in the following table:

**Table No. 9 Stages of Teaching Writing**

S.N.	Difficulties Item No.	Statements		
			percentage in Yes	percentage in No
1.	5.	Using brainstorming process	50	50
2.	8.	Making notes	70	30
3.	9.	Organizing notes	37.5	62.5
4.	10.	Making outlines	70	30
5.	12.	Preparing draft	55	45
6.	13.	Following the process of revising and producing final data	42.5	57.5

As shown in the above table, regarding how teachers make their students to do the stages of teaching writing, only 50 percent teachers were found making their students use brainstorming process while teaching writing skill and same number of teachers did not use this process. Similarly, the researcher noticed 70 percent teachers instructed their students to make notes while teaching writing. Conversely, remaining 30 percent did not do so. Only 37.5 percent teachers made their students organize the notes and 62.5 percent left the part of organizing notes. Out of 40 teachers, 70 percent

told their students to make notes and 30 percent taught writing without telling the students to make outlines. In the same way only 55 percent students were told to prepare draft and 45 percent did not do so. Forty two and half percent teachers were seen making their students follow the process of revising and producing final data where as 57 percent did not go through this process.

It indicates that teachers are still following traditional method while teaching. They are in need of urgent training with modern techniques to enable the students for the proper use of the stages of teaching writing.

### **3.2.4 Difficulties Related to Writing Resources**

One question was given in the questionnaire to explore the difficulties related to writing resources. Responses are presented in the given table.

**Table No. 10 Writing Resources**

S.N.	Difficulties Item No.	Statements	percentage in Yes	percentage in No
1.	7.	Use of writing resources	35	65

The above table indicates the poor use of writing resources in writing classes. It shows that 35 percent teachers used writing resources and 65 percent did not use them while teaching writing skills.

### **3.2.5 Difficulties Related to Class Work and Homework**

To find out the difficulties related to class work and homework, 2 questions were given. The responses are shown as follows:

**Table No. 11 Class Work and Homework**

S.N.	Difficulties Item No.	Statements	percent in Yes	percent in No
1.	14.	Giving class-work of writing exercises	80	20
2.	25.	Home task for writing exercises	77.5	22.5

Regarding the condition of class and homework, the table asserts that 80 percent teachers gave class-work to the students and 20 percent did not do so. Regarding home work, as shown in the table, the researcher noticed that 77.5 percent teachers provided homework for writing exercises whereas 22.5 percent teachers were found neglecting the portion of homework which is an important part of teaching– learning activities to improve the status of students' writing. It clarifies that some teachers i.e. 20 percent are missing significant part of teaching: class-work and home work.

### **3.2.6 Difficulties Related to Correction of Writing Exercises**

To explore difficulties related to correction of writing exercises, 6 questions were given in the table. The responses are demonstrated in the table given below:

**Table No. 12 Correction of Writing Exercises**

S.N.	Difficulties Item No.	Statements	percent in Yes	percent in No
1.	15.	Correction of writing exercises	60	40
2.	16.	Use of individual correction method	30	70
3.	17.	Use of peer correction method	25	75
4.	18.	Use of group correction method	45	65
5.	19.	Attempting to identify the difficulties of writing exercises of students	60	40
6.	20.	Attention to minor errors	40	60

Regarding the status of correction of writing exercises, the researcher noticed 60 percent teachers correcting the writing exercises whereas 40 percent did not do so. It was found that only 30 percent teachers corrected writing exercises individually but the rest, 70 percent, did not do so. Twenty five percent teachers were found using peer correction method but 75 percent did not apply peer correction method. Similarly, 45 percent teachers used group correction method but 40 percent did not correct writing exercises in group.

Regarding the attempt of teachers to identify the difficulties in writing of students, 60 percent teachers attempted to identify the difficulties of writing exercises. On the other hand, 40 percent did not try in this regard. The researcher saw 40 percent teachers paying attention to minor errors in writing. The majority of teachers neglected minor errors.

### **3.2.7 Difficulties Related to Facilitation to Students in Writing Activities**

Three question items were designed to explore difficulties related to facilitating the students in writing activities. The responses are presented in the table as follows:

**Table No. 13 Facilitation to Students in Writing Activities**

S.N.	Difficulties Item No.	Statements	percentage in Yes	percentage in No
1.	21.	Teacher's encouragement to students to participate in writing activities	72.5	27.5
2.	22.	Teachers' equal assistance to all the students in writing activities in the classroom	25	75
3.	23.	feedback to the students	70	30

As shown in the above mentioned table, regarding the difficulties related to facilitation to students in writing activities, 72.5 percent teachers were found encouraging their students to participate in writing activities. Conversely, 27.5 percent teachers seemed not paying attention to students for writing activities because of large number of students.

Similarly only 25 percent teachers gave equal assistance to all the students in writing activities whereas a vast number of teachers i.e. 75 percent were unable to assist their students. Of the total, 70 percent teachers supplied feedback to their students while teaching writing at the time of class observation but 30 percent teachers did not do so

### 3.2.8 Difficulties Related to the Achievement of Taught Lesson

One question is listed down in the table in order to find out difficulties related to the achievement of taught lesson. The responses are listed down in the given table:

**Table: No. 14 Achievement of Taught Lesson**

S.N.	Difficulties Item No.	Statements	percentage in Yes	percentage in No
1.	24	Achievement of the taught lesson	72.5	27.5

The above table exhibits that out of the forty classes taught by the same number of teachers from both governments aided and private schools, only the performance of 72.5 percent was fruitful and 27.5 percent taught lesson went in vain.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

After a close scrutiny of the data accumulated for this study, the researcher has come to list the following difficulties prevailing in teaching writing skill in grade ten of Chitwan district.

#### **4.1 Findings**

Findings obtained from students and teachers are presented as follows:

##### **4.1.1 The findings obtained from students**

- a. Per week periods for English should be increased because only 50 percent students replied that they had 5 periods for English a week which is not sufficient.
- b. Only 53 percent students responded that they had sufficient time to practise writing excises. Thus, sufficient time for writing skill in the classroom should be managed.
- c. Only 46 percent students responded that they got opportunity to use library to get information and data. To make students research oriented, schools are not paying attention towards the improvement and proper management of libraries.
- d. During this research as responded by 17 percent of the informants, students' participation in classroom activity related to writing is very poor. It showed the students' laziness, poor English base and hesitation in classroom activity have created a major difficulty which the teachers have been facing these days.
- e. It was also found that majority of the teachers do not correct students' writing daily. Since only 60 percent teachers out of forty correct



their writing daily, the rest of them do not correct their students' writing regularly.

- f. Regarding the trend of writing homework, it was found that weak students copy from the brighter ones. In this connection, 62 percent agreed that they copy their homework from brighter ones. The causes behind it were:
  - i. The students are not laborious and interested to learn English.
  - ii. Poor classroom management.
  - iii. Inferiority feeling of weaker students.
  - iv. Use of traditional method of teaching. The condition of physical infrastructure and management in the selected schools was not satisfactory for the purpose of teaching writing.
- g. It was found that due to poor base in English and limited vocabulary powers of the students, many students were facing several difficulties in writing. While practising writing, the study showed that poor, the weaker students did not write even a single paragraph independently.
- h. Writing practice of the students is found poor and most of them have encountered difficulties in spelling, punctuation, grammatical errors and vocabulary.
- i. Fifty percent students do not prepare their homework as the teachers have no time to correct their work.
- j. Only 54 percent teachers used target language all the time during English period. An English period lasts excessively for forty minutes, and most of the teachers used English less than half of the class time. This showed that the degree of exposure in government aided as well private school is very poor.
- k. The other difficulties encountered by English teacher of grade 10 can be presented as:

- a. Lack of appropriate teaching - aids
- b. Lack of time on the part of teachers for preparation of the subject matter at school
- c. Boring, unnecessary and vague writing exercises contrary to interest, level and knowledge of students.
- d. Inappropriate methods and techniques
- e. Lack of sufficient practice in classrooms.
- f. Inability to manage individual attention to students

#### **4.1.2 The findings obtained from teachers**

- a. Only 20 percent teachers were found using lesson plans and 37.5 percent teachers were found revising the pervious lessons. It shows that teachers are unable to manage and use required methodologies to make their class effective.
- b. Only 35 percent teachers were found using writing materials while teaching.
- c. Only 60 percent teachers were found correcting students' writing exercises. Teachers were found not following the methods of correction, i.e. individual, peer and group corrections.
- d. Twenty five percent teachers were found not assisting all the students in writing activities equally.
- e. Twenty seven and half percent teachers were unable to achieve their goal.

## **4.2 Recommendations**

In the preceding section, the researcher has listed a set of problems faced by English teachers in teaching writing skill and their causes to address these problems. The following recommendations have been made.

1. Firstly, the English textbook of grade ten is not appropriate to teach writing skill effectively. Many of the portions should be improved. Unnecessary exercises which are far from students' interest and level need to be replaced by a few exercises which would be straight forward to achieve the objectives of the concerned grade.
2. For the effective teaching and learning, a class must not have more than 40 students. Therefore, the concerned bodies should set up more schools and provide more teachers, classrooms and the facilities required for them.
3. Teaching load of English teachers should be lessened so that the teachers can spare time to go through students' writing and pay individual attention to them.
4. Copying of bright students by poor ones has become a serious problem. So, the students should be encouraged to write their class and homework themselves. So, if possible, the school should manage different sections on the basis of their academic performance and level.
5. The activities for writing should relate more with speaking skill, so that they could develop communicative as well as written competence of the learners.
6. The school administration and the community should manage at least the minimum requirement of physical facilities for teaching purpose.

7. The supervisors are not providing professional help to English teachers. So, professional supervisors must be trained and supervision should be practical as well as lifelike but not for the sake of supervision only.
8. The teachers should teach English through English. Degree of exposure during English period should be increased by using target language during the whole period.
9. Most of the teachers are not using instructional materials while teaching writing. So, instructional materials should be provided and additional courses about how to use instructional materials should be added.
10. The teachers should stimulate the learners to participate actively in classroom activities. Teacher- centred teaching method should be discouraged.
11. A regular programme of teacher training is a must. In this programme the teachers are to be given training by the subject experts and course book writers so that it could bridge the gap between the expected techniques and applied techniques.
12. All the language teachers should use lesson plans and specific grid strictly.
13. Schools should run required programmes in order to uplift the poor academic status of students.
14. Library facilities should be made effective to shape the students' habit of learning and encourage them to be research oriented.

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## Appendix-I

### Class – Observation Checklist

**Name of teacher:**..... **Class:** .....

**Qualification:** ..... **Experience:** .....

**School:** ..... **Period:** .....

**Subject: Compulsory English**

**Writing task:** .....

S.N.	Questionnaires
1.	Does the teacher motivate the students? Yes <span style="margin-left: 150px;">No</span>
2.	Does the teacher revise the previous lesson? a) Yes <span style="margin-left: 100px;">b) No</span>
3.	Does the teacher prepare lesson plan? a) Yes <span style="margin-left: 100px;">b) No</span>
4.	Does the teacher use teaching writing materials? a) Yes <span style="margin-left: 100px;">b) No</span>
5.	Does the teacher use brainstorming process? a) Yes <span style="margin-left: 100px;">b) No</span>
6.	Does the teacher discuss/ explain picture, charts, etc.? a) Yes <span style="margin-left: 100px;">b) No</span>
7.	Does the teacher use writing resources? a) Yes <span style="margin-left: 100px;">b) No</span>
8.	Does the teacher make notes? a) Yes <span style="margin-left: 100px;">b) No</span>
9.	Does the teacher organize notes? a) Yes <span style="margin-left: 100px;">b) No</span>
10.	Does the teacher make outlines? a) Yes <span style="margin-left: 100px;">b) No</span>









20. Does your English teacher use other teaching materials than daily used materials to facilitate writing activities?  
a) Yes                      b) No
21. If yes, to what extend?  
a) always      b) mostly      c) sometimes      d) rarely      e) never
22. Who uses much time in the class room for writing activities?  
a) the students      b) the teacher      c) both almost same amount of time
23. Does your English teacher provide you model for writing activities?  
a) Yes                      b) No
24. Does your English teacher provide you outline for writing activities?  
a) Yes                      b) No
25. If yes, how often?  
a) always      b) mostly      c) sometimes      d) rarely      e) never
26. Does your English teacher give class work for writing activities?  
a) Yes                      b) No
27. Does your English teacher correct your writing exercises?  
a) Yes                      b) No
28. How does your English teacher correct your writing exercises?  
a) Yes                      b) No
29. Do you use guide book to accomplish your homework?  
a) Yes                      b) No
30. Do you sometime copy from top students to accomplish your homework?  
a) Yes                      b) No
31. What other materials does your English teacher apply to focus on the writing skill?  
a) strip story      b) project work      c) pictures and photographs  
d) posters      e) maps , charts , diagrams and drawings  
f) magazine cut-outs      g) pinmen pictures      h) model/ puppets

- i) overhead projector                      j) audio-visual materials      k) realia
- .....

32. Does your English teacher run free writing contests?

- a) Yes    b) No

33. Do you participate in pair and group work in writing activities?

- a) Yes    b) No

34. Which one of the writing do you feel complicated?

- a) controlled (story writing)      b) free ( essay)      c) guided (letter)

completion

35. Please list down the difficulties you have encountered in writing skill?

- a) .....    b) .....
- c) .....    d) .....

36. What sort of writing do you like the most?

- a) essay      b) story      c) creative      d) (If other ) .....