

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

A Thesis Submitted to the Department of English Education,
Saptagandaki Multiple Campus
Bharatpur, Chitwan
In Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)

By

Krishna Prasad Prashain

Faculty of Education
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Krishna Prasad Prashain** has prepared the thesis entitled "**Problems Faced by English Teachers in Teaching Writing Skill**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

To My Late Parents.

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Krishna Prasad Prashain

ABSTRACTS

This research study entitled **Problems Faced by English Teachers in Teaching Writing Skill** has been prepared to find out the problems and their causes in teaching writing skills in Lower Secondary Level of Chitwan District.

In order to find out the problems, a questionnaire for the teachers of public schools was prepared. In the questionnaire, different questions were asked related to teaching writing and its problematic areas. The copies of questionnaires were distributed to sixty English teachers. It has been found that lack of the physical facilities, lengthy and uninteresting nature of the textbooks, unproductive supervision, students' poor English background, overcrowded classrooms, lack of appropriate teaching materials, students' poor participations in classroom activities and the trend of copying brighter students' notes while writing homework are some of the existing problems in teaching writing skills in Lower Secondary Grades. Further more, it has also been discovered that the aforementioned teaching hurdles are caused due to the poor economic condition of schools, excessive teaching load to the teachers, weak exposure and the inefficient management of the schools.

This dissertation comprises four chapters. The first one deals with the introduction of the topic which deals with general background of the English language, the school level ELT situation, general information about teaching writing skill, the review of the related literature together with objectives and the significance of the study.

Chapter two covers all the areas of methodology dealing with the sources of data, population of the study, sampling procedure, research tool, the process of data collection and the limitations of the study have been included.

Chapter three includes the analysis and interpretation of the collected data using different tables, charts, figures and so on.

Similarly, the last chapter aims at presenting the findings and implications of the study and also some recommendations for the purpose of improving the concerned field. Some suggestions made on the basis of the findings of the study have also been included in this chapter.

References and the appendices are presented in the final part of this study.

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ABBREVIATIONS AND SYMBOLS

%	: Percentage
B.S.	: Bikram Sambat
CDC	: Curriculum Development Centre
DEO	: District Education Office
Dr.	: Doctor
e.g.	: for example (from Latin 'exempli gratia')
ELT	: English Language Teaching
et al.	: and other people (from Latin 'et alia').
GT	: Grammar Translation
INGO	: International Non-Governmental Organization
L ₁	: First Language
L ₂	: Second Language
LS	: Lower Secondary
LSRW	: Listening, Speaking, Reading and Writing
M.Ed.	: Master in Education
NESP	: National Education System Plan
NGO	: Non-Governmental Organization
No.	: Number
PBS	: Private Boarding School
Prof.	: Professor
Resp.	: Respondent
S.N.	: Serial Number
SEDU	: Secondary Education Development Unit
SLC	: School Leaving Certificate
T.U.	: Tribhuvan University
Tb	: Textbook
TG	: Teachers' Guide
Ts	: Teachers
UN	: United Nations
UNO	: United Nations Organization
Viz.	: Namely