CHAPTER-ONE
INTRODUCTION

1.1   General Background

1.1.1 Introduction to Language

Language is a means of communicating thoughts and feelings. Communicative aspect of language is very important. Without it a language or spoken cry can not be called a language. In the pre-historic days, signals made by various body parts were used for communication. Then cries, gestures etc were used. Gradually, speech sounds were developed and language came into use for the purpose of communication. So, we can say that language is a set of signals and voluntary vocal system of human communication by which we express our thoughts, ideas, feelings, emotions etc. It makes human being different from other animals because human beings are the only creatures who have the capacity to use it in the world.

Richards et al. (1996:196) define language as, "The system of human communication which consists of structured arrangement of sounds or their written representation into large units, eg. morphemes, words, sentences, utterances." Regarding language, Sapir cited in Pahuja (1995 : 3) opines as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Similarly, Brown (1994) says, "It is a way of changing needs and conditions of speakers through observable sequences of sounds." Longman Dictionary of Contemporary English defines language as "The system of human expressions by means of words."

From the above mentioned definitions of language, we can say that it is an instrument which is used for communication. Thus, we can undoubtedly say that it is nothing but an invaluable instrument mainly reserved for communicating thoughts between or among people.

Of all the languages in the world today, English is regarded as a world language. It is a major and fast growing language which crosses the geographical boundary together with racial boundry. It is found and used at every nook and corner of the academic world as well as in day to day life. French, (as cited in Pahuja 1995:2) observes that it is only through this language that we have "distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house."

1.1.2 The English Language in Nepal

The history of English in Nepal goes back to pre-democratic days when this country was ruled by the Ranas. English in Nepal has come a long way since its birth. It seems to have entered Nepal during Bhimsen Thapa's Primeministership. Later, when the Rana Primeminister, Jung Bahadur Rana visited Europe, he realized the need of English. His diplomatic visit to Europe made him set up school. So, English was formally introduced in school level education system with the establishment of Durbar High School in 1854 by Jung Bahadur Rana. Then in 1981, it was included in the higher education with the establishment of Tri-Chandra College.

After Democracy, drastic changes came regarding the place of education in Nepal. The various education commissions formed by the Government of Nepal have recommended progressive switch over. Yet the importance of

2

English to the Nepalese students could not be ignored and its importance was realized due to the fact that it is an international language, a link language or lingua franca, a library language and it is considered to be a window to the rapid progress of science and technology. If we give up this language then the nation will not keep pace with other countries. English is regarded as the language of international conferences, the language of the UNO, NGOs, INGOs and so on. The knowledge of English helps a person to be a citizen of the world.

With growing interests of the world towards English, Nepal has also realized it as the most important medium for the pedagogical purposes and for the surplus facts of our life. Thus, the government of Nepal has included English as a compulsory subject from primary to university level. Specially, the National Education System Plan (NESP 2028 B.S.) has brought revolutionary changes by planning curriculum and textbooks with the provision of compulsory English of 100 full mark for each grade from grade four to bachelor's level. It is also taught as a subject of specialization in T.U. under Faculty of Education, Department of English Education and Central Department of English to produce highly qualified manpower.

1.1.3 The School Level English Language Teaching Situation : A Review

English Language Teaching (ELT) has travelled a fairly long way since its formal introduction in the school level curriculum in 1854. It remained in a limited scale up to 1938. After 1939 communities were allowed to open and run schools. Then ELT spread gradually and became more systematic after 1951. In the beginning, the curriculum and textbooks were imported from India. This tradition continued, more or less, up to 1970.

English used to be introduced from Grade III and High School (Grade IX and X) students had to study two English papers consisting of 100 marks each before the implementation of the NESP (1971). Grammar rules and exercises, translation exercises, prose, poetry etc. were the contents incorporated. ELT at that time was literature oriented and obviously the emphasis was over written skill and the method of teaching was mainly Grammar Translation (GT).

The government decided to overhaul the existing education system by the end of 1970s. As a result, new curricula were prepared for all the subjects and text books were prepared and implemented accordingly. In the new curriculum of the school level, English no more remained a compulsory subject. Instead schools could choose any one of the 5 United Nations (UN) languages. But this did not work because neither guardians nor students wanted to switch over to language other than English (Awasthi, 1979). So, in practice, English continued to be the compulsory language in every school from Grade IV despite its optional position in principle.

It was actually a transitional period of ELT in which English was confined to a single, 100 marks paper with only one textbook for each grade. During the period, new linguistic theories and language teaching methods appeared all over the world. The ELT experts in every corner of the world were eager to implement new methods in their teaching and had experienced better results than ever before.

In 1981, the NESP was modified as it failed to yield the desired results. This modification was not an abrupt change nor could it make a completely new beginning. As a result, in 1981, one distinct point in ELT, the bifurcation of schooling system started; Private Boarding School (PBS) and Public and Community Schools. Most of the PBS introduced texts of their own choice

though they were approved by the Curriculum Development Centre (CDC). Except in the case of national language Nepali, the medium of instruction became English. Moreover the students are required to use English compulsorily for communication purpose within the school boundary. Thus, they got better opportunity to learn English (Bhattarai, 2001).

On the other hand, no changes could be found in the government aided schools. The exposure remained minimum since the medium of instruction remained Nepali except in English class. That is why, the parents who could afford have been admitting their children in PBSs.

But in this present study the PBS are excluded as they have been maintaining relatively a good ELT environment.

1.1.4 Teaching Language Skills

The purpose of teaching a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is to be 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 1978:78).

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 are productive skills. That is, while listening we understand the spoken   language and we understand the written language while reading. Similarly, while learning productive skills what is aimed at 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 students need, he can then blend them with his teaching of structure, vocabulary and pronunciation.

1.1.4.1 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 is of immense importance. According to Bacon, cited in Sharma et al. (2006 : 254) "Reading maketh a full man, conference a ready man and writing an exact man."

Emphasizing the importance of writing, Bell says, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech" (Pahuja, 1995:164).

Writing is productive and last skill of language in natural order. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. Obviously, writing skill has become the most powerful pedagogical tool in the field of language teaching since the emergence of Grammar Translation Method. Most of the classroom as well as examination activities are, by and large, dependent upon writing system. In this sense, writing is often needed for formal and informal testing. Writing activity provides a variety in classroom activities where only oral practice is focused. In that situation, writing activity serves as a break and students can utilize their imagination and creativity through written discourse.

6

The introduction and practice of some form of writing enables the students to provide for different learning style and needs. The students who do not learn easily through oral practice find writing as a paramount aid to retention. Hence, writing skill is equally important for those people who are linguistically dumb when they are supposed to speak. It has been remarked that writing is the most difficult of the language abilities to acquire or to learn. 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. So, while teaching writing, the teachers have to pay attention to higher level skills of planning and organizing to higher graders and lower level skills of spelling punctuation, word choice and so on to lower graders.

1.1.4.2 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists of a number of other components. They are given below.

i. Mechanics

It is also known as graphological system; mechanics refers to those aspects of writing such as spelling, use of punctuation marks (eg. 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 reader's 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 underuse 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.

ii. 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 link 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.

iii. Cohesion

It refers to the grammatical or lexical relationship between different elements of a text. This may be the relationship between different sentences or between different parts of a 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'.

There are two levels of cohesion. They are:
- Sentential (intrasentential) cohesion.
- Textual (intersentential) cohesion.

Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

iv. Orthographic and Para-orthographic Text

The orthographic system deals with linguistic symbols such as spelling, words, phrases, clauses, sentences etc. and para-orthographic text is related to the use of diagram, figure, symbols, etc. The detailed knowledge of the orthographic text is a complex skill.

Orthographic text mainly deals with:

a. Complexity and irregularity in (English) spelling

b. Outstanding spelling eg. tough, cough, dought, heard dreadful, beard and leopard, people, theory etc.

c. The spelling of loan words for eg.

   ghee (borrowed form Hindi).

   campus (borrowed from Latin).

   restaurant (borrowed from French).

d. Writing direction eg.

   Left to right (English, Nepali).

   Right to left (Urdu).

   Top to bottom (Japanese) etc.

e. Syllable pattern/ structure eg.

   Consonant clusters.

   Doubling of consonants etc.

   Para orthographic text deals with

a. Converting a text into chart, diagram etc.

b. interpreting charts, diagrams etc. into orthographics.

c. writing from maps, graphs, statistical data etc.

d. writing something in the form of table, chart, diagram etc.

1.1.4.3 The Sub-skills of Writing

There is no doubt that writing is the most difficult skill for second language (L_2) learners to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. L_2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. It can be clearly looked at in terms of sub-skills of writing. The sub-skills of writing according to Munby, (1979) cited in Sharma et al. (2006 : 255) are :

    i. Manipulating the script of language

        a.   Forming the shapes of letters

        b.   Using the spelling system

        c.   Using punctuation

    ii. Expressing information explicitly

    iii. Expressing information implicitly through

        a.   Inference and

        b.   Figurative language

    iv. Expressing the communicative value of sentence and utterances

    v. Expressing relations within a sentence using

        a.   Elements of sentence structure

        b.   Model auxiliaries

        c.   Intra-sentential connectors

    vi. Expressing relations between parts of a text through lexical cohesion devices

    vii. Expressing relations between parts of a text through grammatical cohesion devices

viii. Using indicators in discourse for

    a. Introducing an idea

    b. Developing an idea

    c. Transition to another idea

    d. Concluding an idea

    e. Emphasizing a point

    f. Explanation of point already made

    g. Anticipating an objection

ix. Reducing the text through avoiding irrelevant information

1.1.4.4 Stages in Development of Writing

The four language skills are integrated. A particular skill is better learnt in relation to other skills. Therefore, writing can not be taught in isolation. The most effective writing practice must have a close connection with what is being practised in relation to other skills. In order to make them able to write English appropriately, the students must be taught systematically through five stages of development.

Rivers, (1968 : 245) has suggested five stages of writing which help the learners write in the foreign language. They are copying, reproduction, recombination, guided writing and free composition.

i. **Copying**

This is the first stage of writing in which students are required to copy the model given by the teacher or in the textbook. Specially for the lower grades, copying is useful for the recognition and production of letter shapes, for improving hand writing and spelling. Letters to be copied should be given in contrastive pairs or groups such as d:b, p:q, m:w, h:n, u:v etc. so that the students can see the minor distinctions

and similarities between them. The students are asked to copy those words, phrases and sentences with which they are already familiar orally. The objective of copying at lower secondary level is to cultivate a good hand writing that gives no trouble for the readers to read.

Copying stage is also called transcription. Such type of work is very useful for accuracy in writing. This stage helps students deepen and widen the impression of the sounds and symbols relationship in their mind. The students are required to have further repetition practice of basic dialogue or sentences Rivers (1968). Punctuation marks are also considered during this stage.

ii. **Reproduction**

During the second or reproduction stage the students will try to write without the original version that they have mastered or learned orally from their memory (without seeing a model). Reproduction is a bit more challenging than copying as students have to rewrite immediately remembering the shapes of letters, words and sentences without reference to their original form. Then they are asked to compare their writing with the original for correction. Next, they will be asked to write down sentences they have memorized, read and copied.

Another form of reproduction that is commonly used in foreign language classes is dictation. In order to emphasize difficulties in particular spelling, the spot-dictation procedure can be adopted. "Where particular difficulties of spelling are being emphasized, the spot-dictation procedure may be adopted : a complete sentence will be read, but only the word or words which are repeated will be written" (Rivers 1968:247). In the further steps of reproduction, the teacher

asks the students to write the learned phrase or makes them describe a picture he is showing. Then, the students may be asked to write pattern drill responses of the repetitive type. At this stage, the emphasis is entirely on accuracy on reproduction.

iii. **Recombination**

At this stage of writing, the students are asked to write sentences that they have learnt previously with slight changes. The learners at this stage will write the type of recombinations which they have already heard, produced orally and read in the textbook.

Completing sentences using pictures or using alternative words given, producing drilled patterns with slight changes on some parts then transforming sentences on the basis of given clues etc. are some examples of recombination. This stage of writing is particularly useful to train students in manipulating language forms and to develop their ability to write correct sentences. Recombination is more challenging than reproduction as it requires thinking on the part of the learner.

After the students have acquired confidence in writing simple substitutions and transformations, they can be asked to make recombination around a theme presented to the class in a picture or a set of pictures. The recombination can be of various forms of memorized dialogues. Gradually, new vocabulary items are carefully introduced. Dictation is also suitable for this stage which consists of arrangement of dialogue sentences, narratives and pattern sentences. Thus, recombination exercises are primarily for the manipulation of grammatical patterns rather than for the communication of new ideas.

iv. **Guided Composition**

This is the fourth stage of writing development. At the stage, the students will be given some freedom in the selection of lexical items and structural patterns for written exercise within a given framework. Guided composition is a technique of controlling writing in language learning. Here, the students are presented with controlled situation by providing them ideas, structures and vocabularies. At the beginning, the students are given completion exercises. Some types of drills and replacement exercises can be used at this stage.

Raimes (1938:103) says, "It gives students more but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out a series of questions to respond to, or information to include in their piece of writing. As with any free writing task, with guided composition, too, students should be able to discuss make notes share finding and plan strategies together before they begin to write."

Similarly, Rivers (1968) opines that some types of drills provide careful guides at this stage. Replacement exercises may be devised in which a section of the sentences can be replaced by a number of different phrases, giving the opportunity to express new meaning.

As the students advance in their writing skill, they may be allowed more freedom in lexical and grammatical choice. The writing practice is based on what they have read or have been reading. They are required to answer the questions based on their reading. They can write the summary of the texts that have been read. They can rewrite

the story, narrate the dialogue, compose a dialogue from the narrated texts etc. Thus, writing at this stage is still under supervision and the teacher needs to act as a supervisor.

v. **Free Composition**

This is the last stage of teaching writing. It should, therefore, be practised only after students have done sufficient guided writing practice. This stage involves individual selection of vocabulary and structures for the expression of personal meaning. At this stage, the teacher should pay great care to the students' performance. They should be carefully trained to shift from guided writing stage into free composition stage. Forcing this fact, Rivers (1968:253) adds, "⋯ the teacher will need to exercise great care to see that they are not plunged abruptly from guided writing into a limitless sea of free composition. The transition has to be gradual".

At the beginning of this stage, the students are asked to describe, narrate, explain and summarize what they have read or heard. When they become accustomed to expressing themselves, they are given opportunity to express their ideas on the materials they have read. Precise descriptions of people, places and things can provide excellent training in exact expression at the initial stage of composition practice. Gradually, the students are asked to write letters and simple stories. Then, they can be asked to write the summary with a personal commentary of the text they read. Later, they are trained to compose different kinds of texts such as story, dialogue, essay etc.

Thus, writing is a difficult skill; the development of which requires gradual and systematic progression from one stage to another. At each

successive stage teacher's guidance and control over the language gradually decreases and the learner is given increasingly more freedom and challenges. So, both the teacher and the learner have to work patiently and persistently allowing necessary time for themselves to go through each of these stages until they reach the final stage where the learner can freely produce a piece of composition.

1.1.4.5 Pedagogical Purposes of Writing

From pedagogical point of view, writing enables the students to communicate through graphic system of language. It not only helps the learners spell appropriately according to the convention of the target language but also helps them control the structure of the language. Similarly, writing enables the class to express what they have learnt orally or by reading a text. Moreover, writing enables the students to select the appropriate words and phrases to write a text and to put ideas in logical order.

Writing serves a variety of pedagogical purposes. Regarding this, Raimes (1938:3) points out three important purposes. They are :

- First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students.
- Second, when our students write, they also have a chance to be adventurous with the language to go beyond what they have just learned to say to take risks.
- Third, when the students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.

According to Byrne (1986:7), the Pedagogical purposes of teaching writing are as follows :

a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through or as practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.

c. Exposure to the foreign language through more than one medium is likely to be more effective than relying on single medium alone. Writing also provides variety in classroom activities, serving as a break from oral work, and increase the amount of language contact through work that can be set out of class.

d. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

1.1.5 Problems in Teaching Writing Skill

There have been radical changes of attitude towards the role of writing in language teaching programmes in schools. A hundred years ago modern languages were taught in the same way as the classical languages, through

the written translation of texts. Then came the direct method of the 1930s and writing was virtually outlawed. This method came as a barrier to the emphasis given to writing by Grammar Translation (GT) method. There are some reasons why this skill is not given much attention. Firstly, most teachers think that this skill is automatically acquired by the learner as he learns to speak and read. Secondly, the mind of English language teacher is filled with the audio lingual air and its principle "Language is speech, not writing" as explained by Rivers (1978:37). Thirdly writing skill is regarded as a professional skill and it is very complex in its nature. On the other hand, writing is the product of many sub-skills. Without having sound knowledge of the sub-skills, one can not be a good writer.

There are some factors which make writing difficult. Venkateswaran (1995) suggests the following three reasons explaining why writing is more difficult than other skills.

a. The art of writing becomes difficult because we are required to write without the possibility of interaction or any feedback. It is solitary activity.

b. Language itself is highly favorable to oral communication. This means that there are opportunities during one's speech, to repeat, backteach, expand, rephrase or record. Even ungrammatical sentences will be tolerated.

c. Writing involves the use of a few structures which may not normally be 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.

1.1.6 Why Writing is Difficult

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. For most of the people, writing is commonly a difficult activity both in the mother tongue and in a foreign language.

According to Byrne (1986:4, 5) there are three problems that make writing difficult. These problems are discussed in brief here :

a)   Psychological Problems

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone, physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

b)   Linguistic Problems

Oral communication is sustained through a process of interaction and, except in special circumstances, such as a lecture, all the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentences : to some extent the latter is maintained through the process of interaction. We repeat, backtrack, expand and so on, depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated............. We also have a considerable range of prosodic features to our disposal. In writing, we have to compensate for the

absence of these features : we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own.

c)   Cognitive Problems

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or professionally. Writing, on the other hand, is learnt though a process of instruction : we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

1.2   Review of the Related Literature

There are many studies being carried out in the field of ELT in Nepal. Many researches are there related to teaching different skills of the English language. Most of them have shed their light on the effectiveness of teaching language skills through different techniques, but very few studies have been carried out intending to show the present scenario of the problems faced by English teachers in teaching English. The topic selected for this study has already been touched by some researchers from its peripheral realms, but not yet on the same one.

Paudel, (1977) carried out a research entitled 'Study of the Problems Faced by Secondary School Teachers in Teaching English in Patan District.' This research had been completed before M.Ed. English programme was started under the faculty of Education. The researcher was a student majoring in Education not in English. The population of the study was the teachers who were teaching the English language at Secondary Schools in Patan District. The survey method of study was used. The problems were investigated by studying the total population. The research, in the form of a bulky volume, found that there were many problems faced by secondary school 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 dissertation 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 problems summarized in his finding.

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. The major findings were that the students of institutes had grater proficiency in writing than the students of faculties, with in institutes; students of medical science were more proficient than those of the others. This research was on the skill, writing, but searched nothing about the problems.

Sah, (2003) carried out a research entitled "Writing Proficiency of Grade Nine Students." It was a cross sectional study in which both primary and secondary sources of data were used. The population of the study were 100 students of grade-X from Siraha district. Test items were the major tools of data collection. The major findings of the study were explain as; the students were committed mistakes in the use of comma than in the use of other punctuation marks. 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 problems 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 to the conclusion that scarcity of instructional materials, large numbers of students, overuse of L_1, faulty examination system, dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

The present study is different from the above mentioned ones in the sense that none of them studied about the problems in teaching writing but this study directly dealt with the practical problems of the teachers in teaching writing skill.

1.3   Objectives of the Study

This study had the following objectives:
i.   To find out the problems in teaching writing.
ii. To find out the causes of the problems.
iii. To suggest pedagogical implications of the study.

1.4   Significance of the Study

It is hoped that the study will be significant in the following ways:
-   It will provide the practical scenario of the Lower Secondary Level to the curriculum designers and text books writers about the problems of teaching writing skill.
-   Since the English teachers will get the information about the problems in teaching writing skill at the Lower Secondary Level, they can think

of the possible solutions in advance, and then they will go to teach the skill in the classroom.

- The study will prove to be very useful for the District Education Office (DEO) as it shows the actual problems faced by the English teachers. The DEO like concerned wings of the education and Secondary Education Development Unit (SEDU) like units working for the teachers can launch some special programs that will help teachers solve the problems related to teaching writing.

- It will be very beneficial to the English teachers as it shows the proper ways of teaching writing.

- When the guardians, the school management committee and the school administration realize the problems in this field, they will try their best to overcome them.

- Since this study also aims at listing out the causes of the problems in teaching writing skills, all the concerned bodies will be conscious to improve the teaching condition in lower secondary level.

- It will be helpful for the syllabus designers, textbook writers, educationists, linguists, language planners, language teachers, students and other researchers who want to carry out the research on writing skill.

1.5   Definition of the Specific Terms

Skill: The ability or knowledge to do something well. In this context, skill refers to writing.

Teaching: The process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning i.e. it is the action of showing or helping some one to learn how to do something, giving instruction, guiding in the study of

something, providing with knowledge causing to know or understand.

Activity: A situation in which something is happening or a lot of things are being done for teaching and learning purpose.

Techniques: The actual classroom presentation or activities applied for yielding or getting any body of knowledge ie. tricks are called techniques. We can also say it is a way of doing or performing something in the real life.

Lower

Secondary : The level of academic institution that encompasses 6th, 7th and 8th grades. A school or the classes in a school, for younger students, usually between the ages of 11 and 14.

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

Bar-graph : A graph in which categories of a variable are presented on the horizontal axis and their frequencies are presented in the vertical axis. The height of each bar represents the frequency of each attribute of a variable.

Cause: Underlying factors that combine to create a problem and allow it to exist.

Closed ended

question : Question which confines the respondents to choose from the alternative answers given.

Data : Facts or information, especially when examined and used to find out things or to make decisions.

Learning : A relatively permanent change in behaviour as a result of past experience either produced incidentally or through

institutional learning through teaching. Learning is the modification of behaviour through experience and training.

Problem :   A thing that is difficult to deal with or to understand.

Questionnaire : A written list of questions that are answered by a number of people so that information can be collected from the answer.

Respondent :   A person who answers questions, especially in a survey. In this context, it refers to the teachers teaching English at Lower Secondary Classes.

CHAPTER-TWO
METHODOLOGY

The following methodology was adopted to carry out the study.

2.1   The Sources of Data

Both primary and secondary sources of data were used for the study of this research. The sources were as follows:

2.1.1 Primary Sources of Data

The researcher gathered the required data consulting 60 English teachers, from Lower Secondary and Secondary Schools of Chitwan District who had at least one year experience of teaching 'Our English Book' of lower secondary level. The teachers teaching English grades 6-8 were randomly selected.

2.1.2 Secondary Sources

The researcher primarily emphasized on the primary sources of data. Moreover, he directly or indirectly consulted all the materials available both in print or electronic media which were related to the problems in teaching writing. He consulted many books, journals, magazines, articles or periodical publications and also went through the textbooks and teacher's guide of Lower Secondary Level. Together with these, he consulted the previous theses carried out by Poudel (1977), Dhital (1985) and others in the Department of English Education, T.U. Kirtipur.

2.2   Population of the Study

The population of the study were the lower secondary English teachers of Chitwan district.

2.3   Sample Population and Sampling Procedure

The sample population consisted of 60 subject teachers of Lower Secondary Grades who have experience of at least a year in teaching 'Our English Book'. The researcher consulted informants only from government-aided schools. They were randomly selected from both urban and rural areas of Chitwan district.

2.4   The Research Tool

A set of questionnaire consisting fifty questions was devised to collect the LS teachers' views on two aspects of ELT. The first part of questionnaire had 31 questions which tried to inquire about the problems in teaching writing skills in the Government aided schools. Among those 31, thirty questions were in statement form with closed-ended nature in which the teachers had to choose either 'Yes', 'No' or 'Partially'. The thirty first question was of open-ended nature. Here, the teachers were asked to list down the other problems if any, which were excluded in the first group from one to thirty. The second part of questionnaire that had the 19 questions from 32 to 50, was related to the causes of those problems. These 19 questions were multiple choice types and 2 of them were open ended in nature.

The questions devised only in this questionnaire may not have been sufficient in eliciting adequate information on the concerned topic. Even then, these limited answers provide a picture of problems faced by English teachers in teaching writing skill.

2.5   Process of Data Collection

a.   Firstly, a set of questionnaire was prepared with the help of thesis guide.

b.   Then, the researcher visited 60 English teachers of different schools after consulting the head teacher of the concerned schools and taking his/her permission. He distributed the questionnaire and requested them to reply.

c.   The researcher requested them to have the questionnaire filled with the problems which they were really facing while teaching writing skill.

d.   After administering the questionnaire, the researcher let them a week and re-visited them to assemble those questionnaires.

e.   He consulted some teacher trainers, school supervisors and District Education Office for secondary data.

2.6   Limitations of the Study

This study had the following limitations:

i.   The population of the study was limited to 60 Lower Secondary Level teachers of English from 30 schools.

ii.   The research work was limited to the teachers of government-aided schools of Chitwan district.

iii.   Only the writing skill was the field of this study.

iv.   The data were collected only by using questionnaire.

v.   The primary aim of this study was only to find out the problems in teaching writing skill in English and their causes.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

This study primarily aims at investigating problems that are hindering the efficient teaching of English at Lower Secondary Level in Chitwan district. The chief concern, here, is to find out the problems faced by the English teachers in teaching writing skill. With the help of a set of questionnaire, the researcher also tried to find out the causes of the problems. Sixty Lower Secondary Level English teachers were randomly chosen as the subject for this study. In order to elicit opinions regarding ELT problems prevailing in Chitwan district, the researcher distributed a set of questionnaire to all the sixty teachers. The problems drawn from the analysis of information collected from the language teachers are presented using different tables figures along with their description.

3.1   Problems Related to Writing Skill

3.1.1 Textbook Related Problems

Table : 1

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	1	Students do not bring their English text books regularly	23.33%	48.34%	28.33%
2.	2	The text books have insufficient writing exercises	43.33%	38.33%	18.34%
3.	3a	Lengthy and uninteresting	50.00%	15.00%	35.00%
4.	3b	Difficult to finish in an academic year	51.66%	33.34%	15.00%
5.	3c	With unsuitable vocabularies and structures	18.33%	58.33%	23.34%
6.	3d	Less communicative	31.66%	53.34%	15.00%

7.	4	The text books are accompanied with students work books	31.66%	46.66%	21.68%
8.	5	Difficult exercises have been given in a problematic way	26.66%	38.34%	35.00%

The table asserts that there are some significant problems related to the text books. Of the total, 51.66% respondents agreed that the text books are difficult to finish in an academic year. Similarly, fifty percentage of the respondents have positive responses upon the uninteresting and lengthy nature of the Tbs.

As shown in the table, 46.66% respondents agreed that the Tbs are not accompanied with students' work book which could help students improve their writing. In the some way, the inclusion of insufficient writing exercises in the Tbs has become a problem to 43.33% teachers.

Only 31.66% teachers claimed that the Tbs are less communicative. On the other hand, the Tbs themselves have become a problem to some teachers who agreed that the difficult exercises have been given in a problematic way. Of the total, 26.66% teachers agreed that it has become a problem for them. Few teachers only, 23.33%, answered that the students come to school without their text books, and 18.33% teachers claimed that the Tbs have unsuitable vocabularies and structure for the level.

3.1.2 Problems Related to Homework

Table : 2

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	11	The students do not write their homework daily.	30.00%	21.66%	48.34%
2.	12a	Weak students copy bright ones	75.00%	0.00%	25.00%
3.	12b	They copy their seniors' (old batch) note.	36.66%	15.00%	48.34%
4.	12c	They use guide, answer books etc	25.00%	16.66%	58.34%

In terms of homework, as the table exhibits, all the teachers claimed that the weak students copy bright ones since cent percent respondents agreed on this. No teachers answered 'No' in the statement 'weak students copy bright ones'. This is the significant problem that the teachers are facing while teaching writing skill. The 75.00% teachers agreed completely and other 25.00% partially agreed on this problem.

Regarding the copying of their seniors, or, notes of the old batch, only 15.00% teachers answered 'No'. Others 85.00% teachers opined that the students have a tradition of being parasitic. For this 36.66% teachers viewed that students copy seniors notes where as 48.34% agreed partially on the problem.

Similarly, one fourth of the teachers are facing the problem of their students using bazaar notes, answer books etc while writing homework. The table clearly shows that 58.34% teachers agreed partially on this tradition of writing homework. As shown in the table, majority of the teachers answered that the students do not write homework daily.

3.1.3 Problems Related to Physical Infrastructure and Management

Table : 3

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	14d	While making the students practise writing, the weak furniture of the classroom creates problems.	41.66%	30.00%	28.34%
2.	22	I have not sufficient time for the preparation of writing classes	36.66%	38.34%	25.00%
3.	26	My classroom is crowded	63.33%	20.00%	16.67%
4.	27	Individual attention can not be provided	55.00%	23.33%	21.67%
5.	28	The classroom does not have enough space for pair work and group work.	65.00%	26.66%	8.34%

On the basis of the responses provided by the lower secondary level English teachers, the researcher found some significant problems regarding physical infrastructure and management. As shown in the table above, majority of the teachers are facing the problem that the classrooms do not have enough space for classroom activities like pair work and group work. For these 65% teachers answered 'Yes' and 8.34% teachers partially claimed it as a problem.

Similarly, 63.33% teachers claimed that the classrooms are crowded. It is obvious that 55.00% teachers are unable to pay individual attention to each and every student of the classroom. The view given by 55.00% teachers has been partially supported by 21.67% teachers. From this the researcher found that it is also a significant problem hindering in teaching writing skill effectively.

On the other hand, well managed furniture plays an important role while making the students engage in writing. Here, in the table 41.66% teachers are found to have been suffering from the problem of poor furniture.

Only 36.66% respondents claimed that they do not have sufficient time for the preparation of writing classes which was partially agreed by one four of the total respondents.

3.1.4 Problems Related to Supervision and Administration

Table : 4

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	23	I am not helped by the school supervisor, district education office and other concerned authorities in teaching writing	33.33%	33.33%	33.34%
2.	24	There is provision of supervision by the school supervisor and resource person	40.00%	33.33%	27.67%
3.	25a	While supervising, they supervise by sitting in class for the sake of supervision only	63.35%	26.67%	10.00%
4.	25b	They supervise by giving feedback after observing the class	48.33%	33.33%	18.34%
5.	25c	While supervising they supervise by presenting a model class	5.00%	83.33%	16.67%

From the above illustrated table regarding supervision and administration, the teachers were administered five problem items. Among them, two of them found to be major problems in which majority of the respondents agreed.

In response to the problem, "while supervising they supervise by presenting a model class"; only five percent respondents answered 'Yes'. Among the rest of the teachers 83.33% are not getting any model classes by their school supervisors. And 16.67% teachers remained undecided, neither 'Yes' nor 'No'.

In the same way, most of the teachers, that is 63.33%, answered that the supervisors from the concerned wing of the government supervise English classes by sitting in the class for the sake of supervision only. This shows that the supervision is unproductive and it has become a significant problem.

Only forty percent respondents have found the provision of supervision by the school supervisors and resource persons. Nearly half of the respondents (48.33%) have got feedback after observing the class.

Similarly, in term of the problem item 'I am not helped by the school supervisors, district education office and other concerned authorities in teaching writing' one third of the total respondents ticked in the column of 'Yes' another one-third ticked in the column 'No' and the rest ticked in 'partially'. In another words, the teachers responding in the three options found to be proportional.

3.1.5 Problems Related to Writing Exercises

Table : 5

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	8	They write short writing exercises but they feel difficulty in writing long writing exercises	85.00%	3.33%	11.67%
2.	9	They make several grammatical mistakes	66.67%	3.33%	30.00%
3.	10	There are few guided writing exercises to enhance students' writing	65.00%	18.33%	16.67%
4.	14a	While making the students practise writing, the students show their lazy nature	51.67%	15.00%	33.33%
5.	14b	While making the students practise writing, poor students copy others	80.00%	1.67%	18.33%
6.	14c	All the students do not get opportunity for practising	45.00%	26.67%	28.33%
7.	17	Students ask me to repeat one writing exercises several times	16.67%	40.00%	43.33%
8.	19	The students are unable to elaborate given guidelines in writing a paragraph	43.33%	10.00%	46.67%
9.	20	Most of the students can not write paragraph independently	76.67%	10.00%	13.33%
10.	21	'Thank you notes' and 'letter writing' are difficult for the students of LS grades	16.67%	50.00%	33.33%

From the above mentioned table, it is obvious that the teachers have been facing three more significant problems related to writing exercises. The problem item 'They write short writing exercises but they feel difficulty in writing long writing exercises', has been positively responded by 85.00% teachers claiming that it is a more significant problem.

Similarly, 80% of the total teachers responded that poor students copy others or talented ones while making the students practise writing. The researcher, in the course of this study found that only 1 teacher out of sixty (i.e. 1.67%), did not agree on this problem. It was partially agreed on by 18.33 percent teachers. Another more significant problem is that most of the students can not write paragraphs independently. Here 76.67% teachers claimed it as a significant problem which the teachers are facing in teaching writing skills.

Regarding the problem related to grammatical mistakes, while writing exercises, two third (66.67%) of the teachers agreed that students make several grammatical mistakes. In the same way, writing exercises incorporated in the concerned textbook play a vital role to enhance writing. As the teachers, there are a few writing exercises to enhance writing. Nearly two third (65.00%) percent of the teachers agreed that the scarcity of writing exercise is a significant problem which they are facing.

Majority of the teachers (51.67%) responded that the students are not active and enthusiastic during practice hour. Accordingly, the teachers claimed that the students show their lazy nature while practising.

'All the students do not get opportunity for practising' and 'they are unable to elaborate given guidelines in writing paragraph' are the other two problems in which 45 and 43.33% teachers answered 'Yes' respectively. On the other

hand minority of the teachers, only 16.67% are suffering from the problem that they have to repeat a single exercise several times. Equally, 16.67% teachers claimed that the exercises like 'thank you notes' and 'letter writing' are difficult for the students of Lower Secondary grades.

3.1.6 Problems Related to Mechanics

Table : 6

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	6	The students have poor handwriting	71.67%	1.66%	26.67%
2.	7	They are never careful about punctuation	38.33%	10.00%	51.67%

As shown in the above table, majority of the teachers find their students' handwriting poor. Regarding handwriting, 71.67% teaches opine that the students' poor handwriting creates problem in teaching writing. Only one respondent, that is 1.66%, is against the statement 'The students have poor handwriting'. The rest of the respondents agreed upon it partially.

From the total, 38.33% teachers fully and 51.67% partially supported the problems that the students are never careful about punctuation. Only 10.00% teachers responded that the students are careful in terms of punctuation while writing.

3.1.7 Teacher-student Interaction Related Problems

Table : 7

S.N.	Problem Item No.	Statements	Responses		
			Yes	No	Partially
1.	13	Students' participation in class room activity is poor	53.34%	23.33%	23.33%
2.	15	The students are not laborious to learn English	55.00%	11.67%	33.33%
3.	16	I do not correct students' writing	15.00%	43.33%	41.67%
4.	18	Describing pictures in writing can not be managed well	25.00%	51.67%	23.33%
5.	29	I have to face disciplinary problem on the part of students	40.00%	30.00%	30.00%
6.	30	To motivate students while teaching writing is very difficult	30.00%	35.00%	35.00%

Regarding the problems related to teacher-student interaction, the researcher found two significant problems. Since 55% teachers confirm that the students are not labourious to learn English. In the same way, one-third of the total teachers (33.33%) partially supported it. Similarly, another significant problem as claimed by the teachers is that the students' participation in class room activity is poor. In this regard 53.34% teachers answered that the students' participation in classroom activity especially in writing is very poor. Further more the number of teacher who supported it partially is found to be equal with the number of teachers who responded their participation is not poor.

As shown above, 40% of the respondents have been facing disciplinary problem on the part of students. But 30% teachers claimed that they are not facing such problems. The rest 30% answered that they have to face the disciplinary problems partially. In the same way, it seemed as a problem to 30% teachers to motivate students while teaching writing. Here in this problem item 35% supported 'partially'.

Similarly, one-fourth of the total teachers claimed that describing pictures in writing can not be managed well. The problem directly related to the teachers was disagreed by majority (51.67%) of the teachers. Since only 15% teachers do not check their students' writing daily.

3.2   Other Problem Perceived

a.   The Other Problems that the Teachers are Facing while Teaching Writing Skill

The thirty first question is of open ended type in which teachers are asked to list down other problems, if any that they have been facing while teaching writing.

Out of the total teachers, five have not answered this question. Among remaining ones, many of them have listed the aforementioned (problem no. 1 to 30) problems. The other problems, which the researcher found in his research are as follows :

A. Problems listed by more than 10 teachers : (From high frequency to less)

) Students' poor base in English.

) Students are very poor in vocabulary.

) Crowded classrooms.

) Students are very poor in grammar, especially in sentence formation.

) Both teachers and students lack enough materials like practice book, reference book etc.

) The students do not understand what they write themselves.

B. Problems listed by more than 5 teachers

) The students do not pay attention.

) They commit mistakes in punctuation and spelling.

) Students feel lazy to write.

) Course content does not suit students' standard.

) Lack of time to the teachers.

) Students lack habit of practising.

) Talented students write fast while weak students consume time.

) Copying from talented ones.

C. Other problems listed by teachers

) Students feel the subject to be hard and boring.

) Inferiority feeling of weak students.

) Students' primary level is not good enough in writing.

) Curriculum is not skill based.

) The textbook itself is a problem which has so many lapses and mistakes.

) We, the teachers, do not try to create English environment.

) Lack of display materials.

〕 Discolored blackboard.

〕 Administration ignores English teachers' demand.

〕 Lack of co-operation among English teachers.

〕 Diversity in interest.

〕 Poor storage of teaching learning materials.

〕 Irregular students.

〕 Students do not attempt writing related exercises.

〕 Poor classroom management.

〕 Difficult to motivate.

〕 Small numbers of students participate in classroom activities.

〕 Unnecessary and vague writing exercises.

The second part of the questionnaire that had 19 questions from 32 to 50 is related to the causes of those problems. They were multiple choice item. So, those questions have been analyzed individually.

3.3   Causes of the Problems

a.   Time Allocation for Teaching Language Skills

83.33%

16.67%

⊞ Teachers who allocate equal time for 4 skills
⊞ teachers who do not allocate equal time for 4 skills
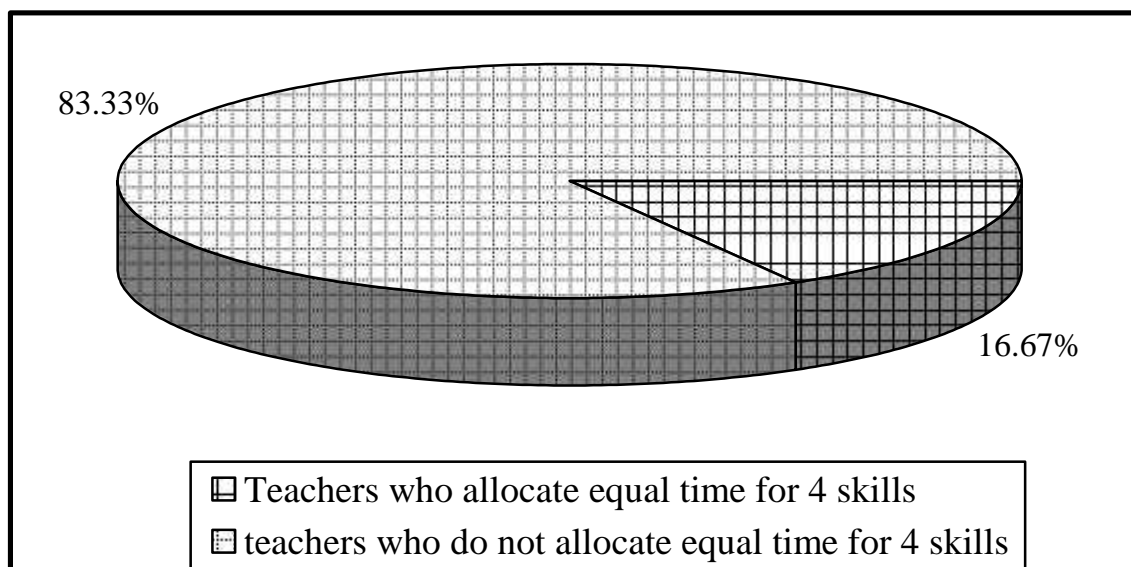
Figure : 1

The above figure clarifies that only 16.67% teachers allocate equal time for teaching all the four skills. As shown in the figure, this occupies very small area in the pie-chart whereas most of the area of the pie-chart has been occupied by the teachers who are not allocating equal time for teaching the four skills. A large part that is 83.33% teachers do not distribute equal time to the four skills. The distribution of time for the four different skills can be viewed as :

Situation of the Time Distribution for Four Skills
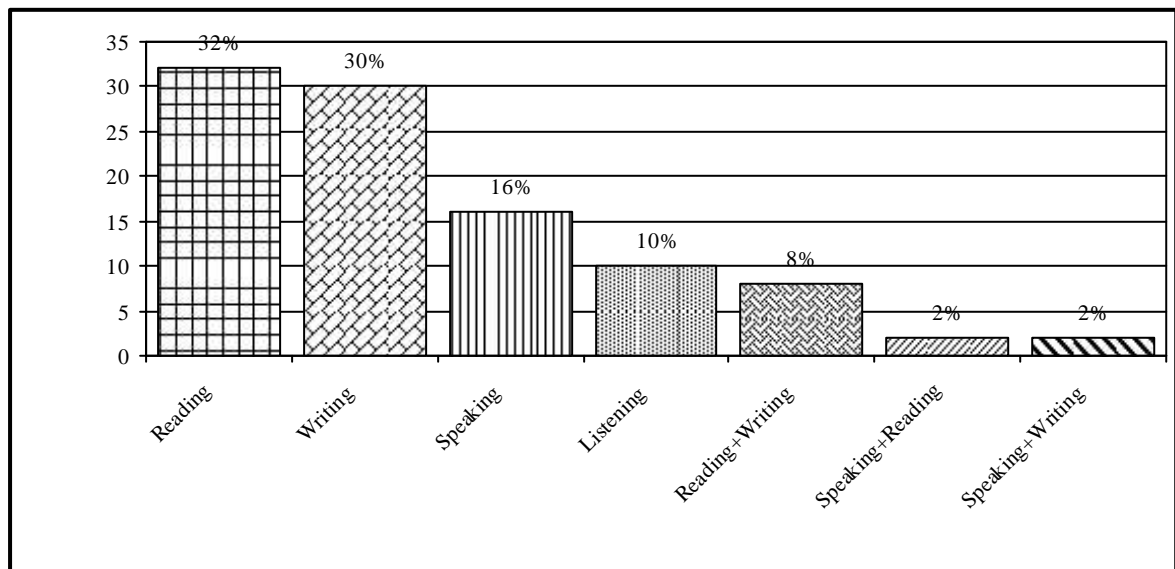
Figure : 2

The study showed that 32.00% of the teachers have been investing much time for teaching reading skills where as 30.00% invest most time for teaching writing skill. Similarly, as shown in the figure, speaking and listening skills get 16 and 10.00% respectively. In course of this research study, the researcher found that 8.00% of the total teachers invest much time in teaching reading and writing skills. Furthermore, speaking and reading skills are focused by 2.00% teachers in an integrative way. Of the total, 2.00% of them invest most of their time in teaching speaking and writing simultaneously.

b. The Skills to be Emphasized

For finding for responses of this question, the teachers were given four alternatives of the different skills : viz. listening, speaking, reading and writing. Their responses can be clearly viewed in this table :

Table : 8

S.N.	Skills	No. of Ts	Percentage	Remarks
1.	Listening	0	0	
2.	Speaking	0	0	
3.	Reading	5	8.33	
4.	Writing	48	80	
5.	Reading+Writing	4	6.67	
6.	Listening+Writing	1	1.67	
7.	L+S+R+W	2	3.33	
	Total	**60**	**100**	

As shown in the table above, majority of the teachers emphasize 'writing' from the examination point of view. Since 80% of the total respondents answered it. Secondly, only 8.33% teachers answered that reading skills needs to be focused.

Surprisingly, none of the teachers answered that listening and speaking, the two basic skills, are to be emphasized. In course of the study researcher found that only four teachers i.e. 6.67% emphasize reading and writing skills from the examination point of view. In the same way, 3.33% teachers replied that all the four skills need to be proportional. Nominal number of teachers that is only one among sixty, answered listening and writing skills should be emphasized from the examination points of view.

c.   Use of Teacher's Guide for Teaching Writing

0%

35%

65%

Daily   Only when it is needed   Only in the beginning
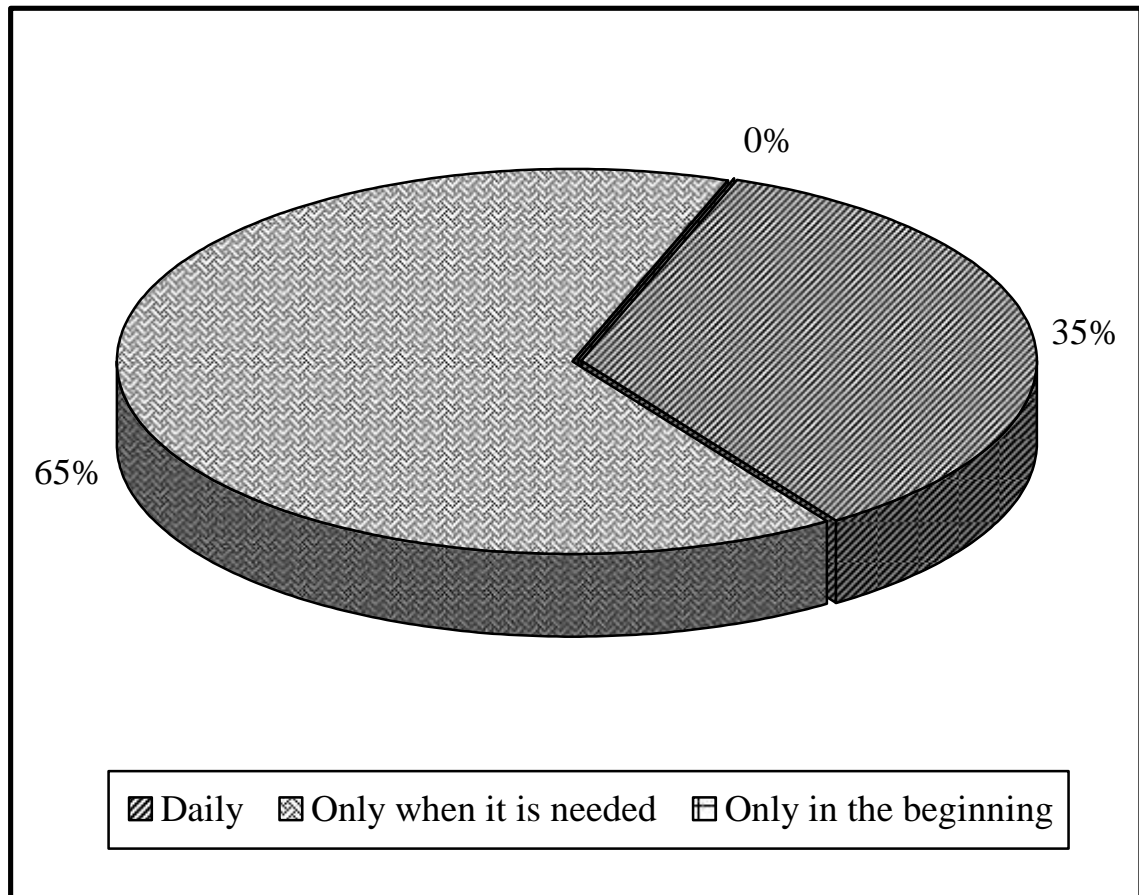
Figure : 3

From the above figure it is obvious that the large number of teachers i.e. 65.00% use teachers guide only when it is needed. The rest of the teachers that occupies 35.00% in the given figure, are the regular user of teacher's guide while teaching writing skills. From this it is clear that techniques and activities suggested by the TG are regularly fallowed by the aforementioned (35%) teachers.

The researcher found that none of the teachers use teachers' guide only in the beginning.

d.   Materials Used in Teaching Writing

Materials	Percentage
Puppets	3.33%
Cassettes	3.33%
Card board	3.33%
Writing sheets	3.33%
Cloze tests	6.66%
Sample writing	6.66%
Flannel board	6.66%
Blackboard	6.66%
Teacher's Note	6.66%
Models/Matchsticks	8.33%
Word card/sentence card	10%
Cutouts	10%
Clues	11.66%
Realias	13.33%
Newspapers/magazines	15%
Text books	15%
Reference/practice books	16.66%
Maps, tables, charts	23.33%
Flash cards	23.33%
Usual materials	26.66%
Pictures	63.33%

Figure : 4

Language learning can be dull especially if the learners do not feel a real need to catch and rivet their attention. The learning process itself must be exciting and enjoyable. We can make it so by frequent change of activities and diversity of materials.

For finding the answer related to the question concerning teaching learning materials the teachers were free to write the materials that they have been using in the presentation of writing class. Here, in this regard the researcher found that majority of the teachers use 'pictures' in their class. This means, the use of picture was common to 63.33% teachers while teaching writing skill. But surprisingly usual classroom materials, flash cards and map, table as well as charts are used nearly by one-fourth of the teachers. From the above mentioned graph, it is obvious that a very few teachers use reference books, textbooks and practice books for the presentation of writing classes. Only 16.66% teachers use reference books and practice books. Similarly, the researcher found that only 15% teachers use textbook, newspaper and magazines.

Regarding the use of realia, writing clues, cutouts, and sentence/word cards, majority of the teachers ignore them. Since 13.35% teachers use realia and 11.66% teachers use clues. Equal numbers of teachers i.e. only 10% use cutouts and word/sentence cards. In the same way, the researcher found that a very few teachers are using teaching notes, blackboard, flannels board and sample writing together with cloze tests/exercises.

Writing sheets, cardboard, cassettes and puppets are the other teaching learning materials which have been completely ignored by the teachers; only 3.33% teachers have been using these items.

e. **The Teachers Who Give Extra Writing Exercises**

Table : 9

S.N.	Responses	No. of Ts	Percentage	Remarks
1.	Yes	57	95	
2.	No	2	3.33	
3.	Not answered	1	1.67	
	Total	**60**	**100**	

As shown in the table above, the teachers were given two alternatives, 'Yes' and 'No'. Altogether 95.00% teachers claimed that they give extra writing exercises. On the other hand, only two teachers, that is 3.33%, do not give extra writing exercises. They fully depend upon the exercises given in the concerned textbooks. One respondent out of sixty neither answered 'Yes' nor 'No' and remained undecided.

f. **Do the Teachers Teach Punctuation Separately ?**

16.67%

81.66%

1.67%

⊞ 'Yes' respondents   ⊠ 'No' respondents   ▦ 'Not answered' respondents

Figure : 5

48
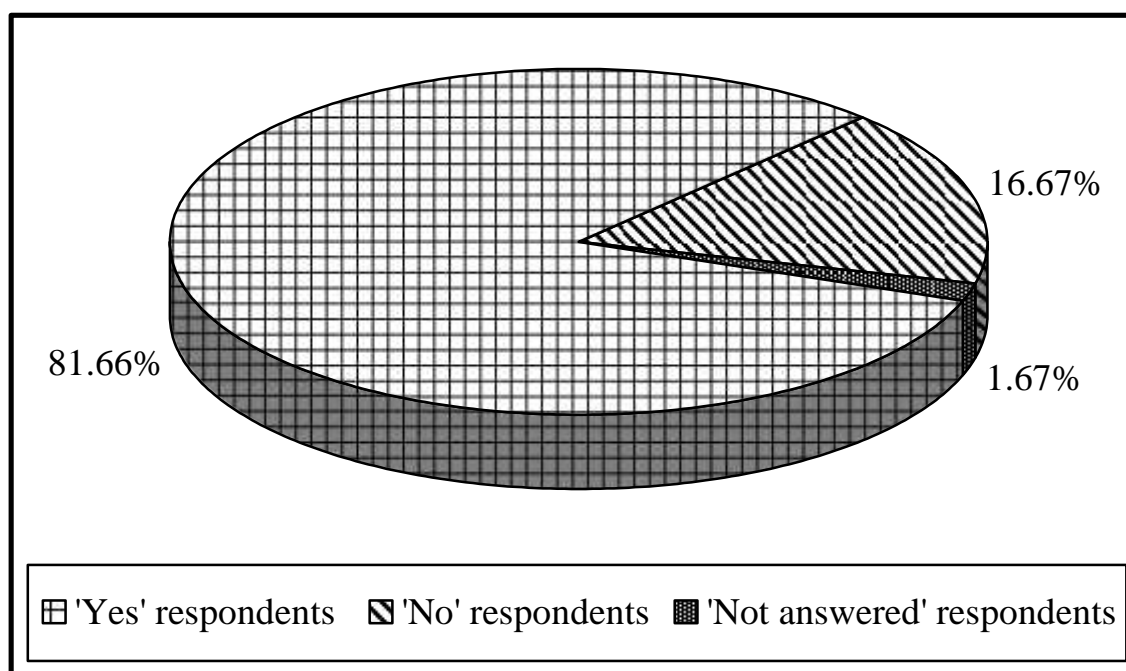
According to the pie-chart, 81.66% teachers claimed that they teach capitals, commas inverted commas, apostrophes hyphens etc. separately. This shows that 81.66% of teachers teach punctuation deductively stating the rules first whereas only 16.66% of the total teachers do not teach punctuation separately. This means only 16.66% use inductive way of teaching. Regarding this, one respondent (1.67%) did not answer whether s/he teaches it separately or not.

g.   Students from English Medium-Lower Grades

Table : 10

S.N.	Responses	No. of Ts	Percentage	Remarks
1.	Yes	36	60	
2.	No	24	40	
	Total	**60**	**100**	

As shown in the table above, majority of the teachers (60%) answered that they have been teaching heterogeneous classes in which they find the students of two English backgrounds in their lower grades. Forty percent teachers do not find students in their class who are from English medium schools.

This shows that most of the students from English medium schools are relatively better in English than the students of government aided (Nepali medium) school. Due to this fact, in the mixed classes, weaker students copy bright students' writing which makes them passive learners and active copiers.

h.   The Teaching Load for Teachers
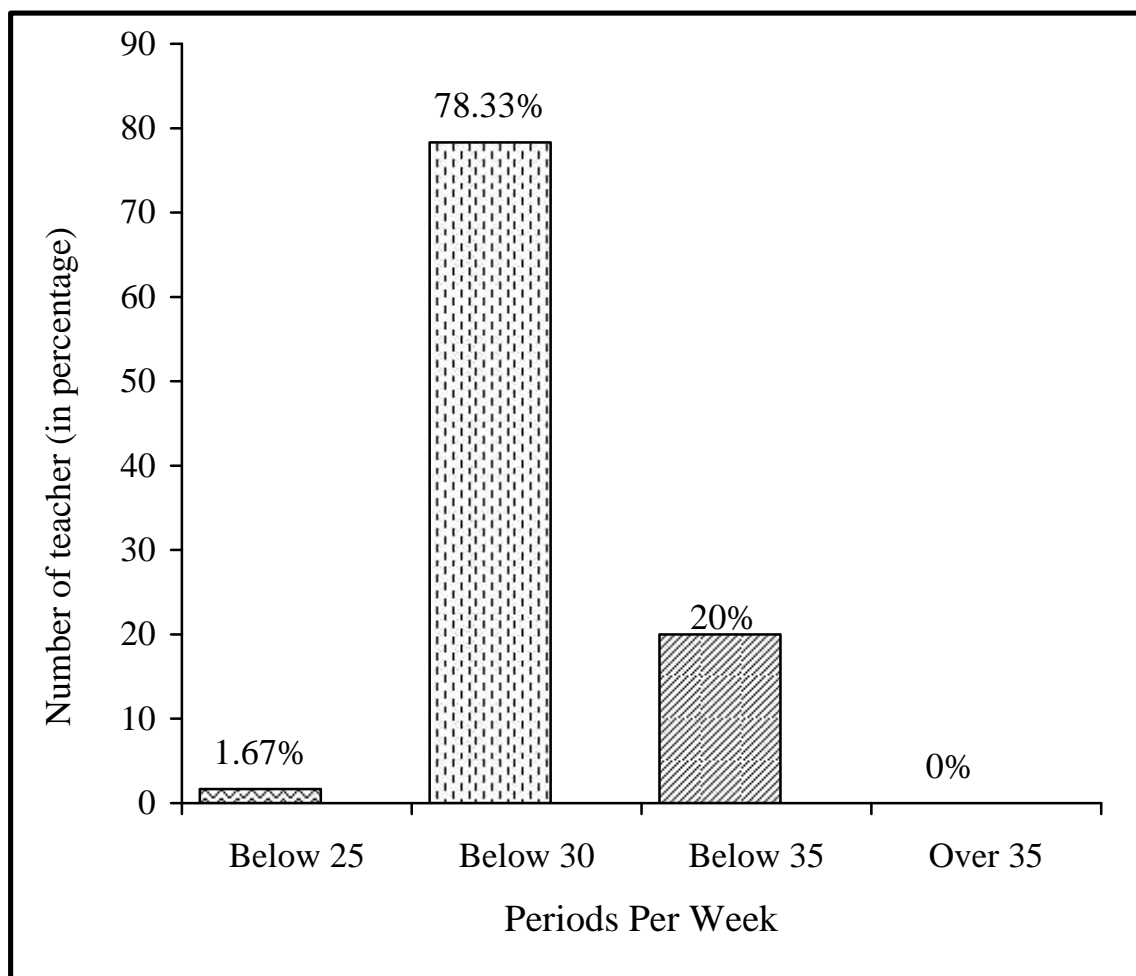
Figure : 6

Regarding the total teaching load assigned to English teachers, it was found that 47 teachers among sixty have to take nearly 30 periods per week. More than three quarter of total teachers have such teaching load.

Remarkably, the bar-graph shows that one fifth of the total teachers have been over loaded. This asserts that the overload of nearly 35 classes per week gives the teachers no time even to be prepared mentally. The 20% teachers have been taking 30-35 periods.

The researcher found no teacher teaching more than 35 periods. Similarly, only one teacher, 1.67% as shown it the graph above, is teaching below 25 periods each week.

i.   Frequency of Correcting Students Writing

Table : 11

S.N.	Responses	No. of Ts	Percentage	Remarks
1.	Daily	19	31.67	
2.	Sometimes	28	46.67	
3.	Occasionally	13	21.66	
	Total	**60**	**100**	

This table asserts that one of the causes of poor performance in writing is the system of correcting homework. Homework is given daily to make students practise what they have learnt. The teachers go ahead teaching new subject matter everyday. Writing on the part of students is essential and it must be regular. Here, in the above table, out of hundred, only 31 teachers correct students' writing daily. This means that the rest 68.23% teachers do not correct their writing daily.

The table clearly shows that 46.67% teachers (28 out of 60) correct students' writing 'sometimes' whereas 21.66% have the tradition of correcting 'occasionally'.

The table can be presented as :
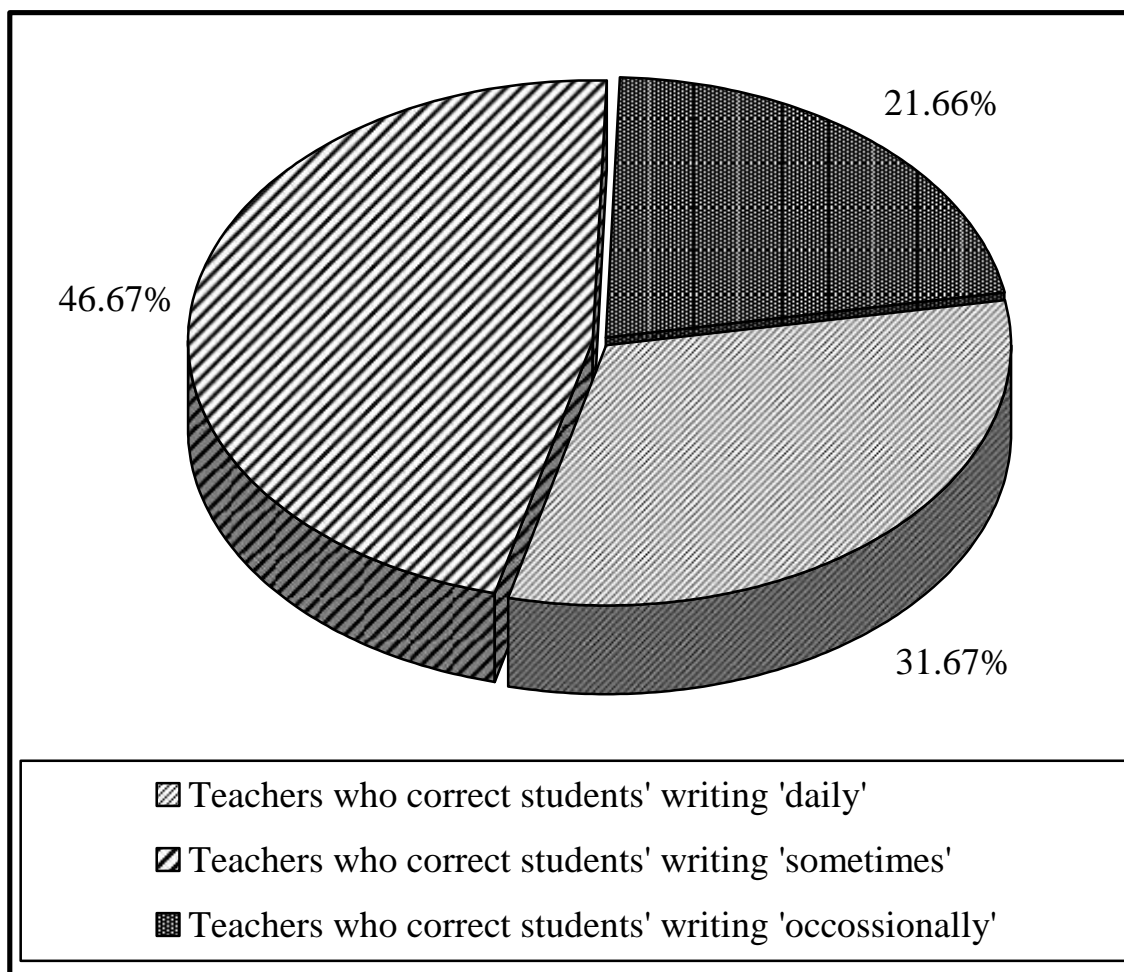
Figure : 7

j.   Ways of Correcting Students' Writing

To find out the technique of correction especially for writing skill, the researcher administrated this question. Though they had to choose one alternative, four of them have chosen more than one answer.

The alternatives to be chosen were :

a. Just by making sure that students have done the writing exercises.

b. By pointing out the spelling, grammar, punctuation and conceptual mistakes.

c. By making suggestive correction in their mistakes.

d. By asking their friends to correct.

In response to this question the researcher found :
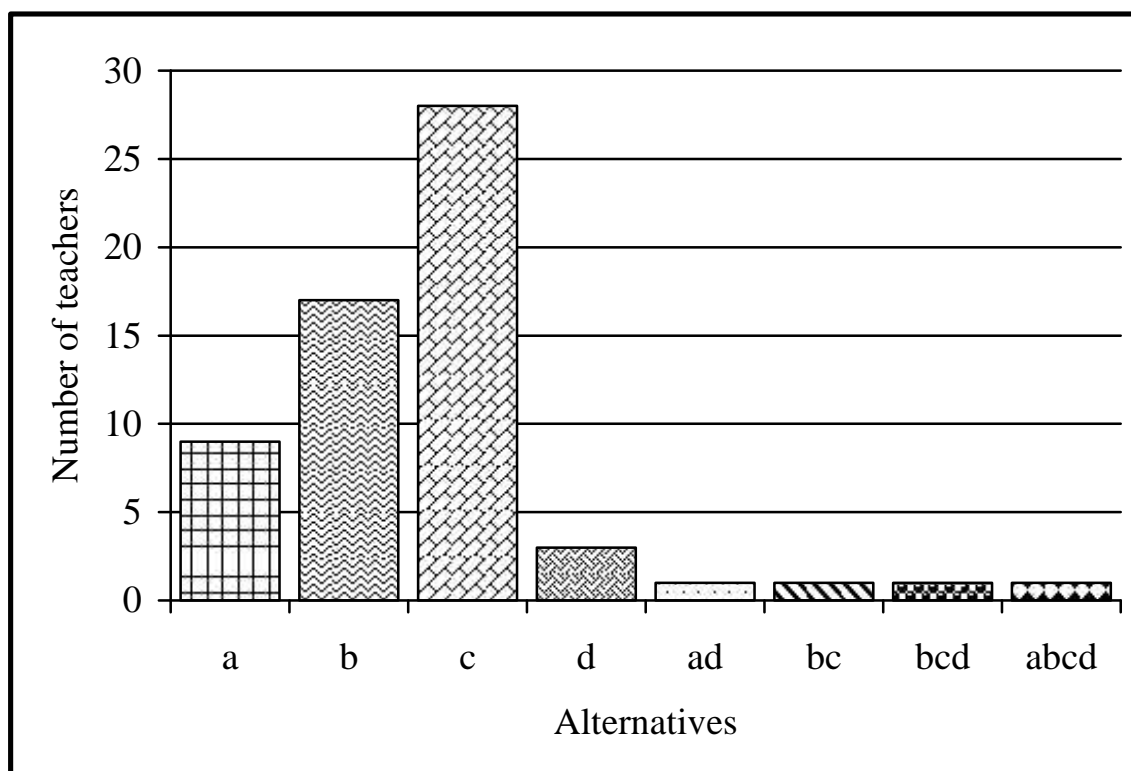
Figure : 8

As shown in the figure above nearly half of the teachers (46.66) i.e. 28 correct students writing by making suggestive correction. Similarly, 17 teachers correct by pointing out the spelling, grammar, punctuation and conceptual mistakes.

Surprisingly, 15% teachers, 9 out of sixty, correct students writing for the sake of correction. These teachers check students writing just by making sure that student have done writing exercises. A very few teachers adopt peer correction technique, since two teachers apply this technique. During research only one teacher answered that he is applying all the four techniques. A teacher replied that s/he is correcting his students by the 'b', 'c' and 'd' techniques. Following the same tradition, one teacher applying 'b' and 'c' and another one applying 'a' and 'd' techniques.

k. **Do Teachers Penalize Students' Mistake ?**

Table : 12

S.N.	Responses	No. of Ts	Percentage	Remarks
1.	Yes	22	36.66	
2.	No	37	61.67	
3.	Not answered	1	1.67	
	Total	**60**	**100**	

The table clearly shows that 36.66% teachers penalize students' mistake where as 61.67% do not punish their students. Only 1.67% teacher, as shown in the above table, neither chose 'Yes' nor 'No'.

l. **Situation of Free Writing Contests**

In this question the teachers were asked whether they conduct any free writing contests or not. In response to this the researcher found :

Table : 13

S.N.	Responses	No. of Ts	Percentage	Remarks
1.	Yes	54	90	
2.	No	6	10	
	Total	**60**	**100**	

The table asserts that 90% teachers conduct free writing contests. Only 10% do not have such tradition. In this connection another sub question was asked to those who conduct such contests. In response to the sub question 'how often do you organize such writing contests ?' the researcher found :
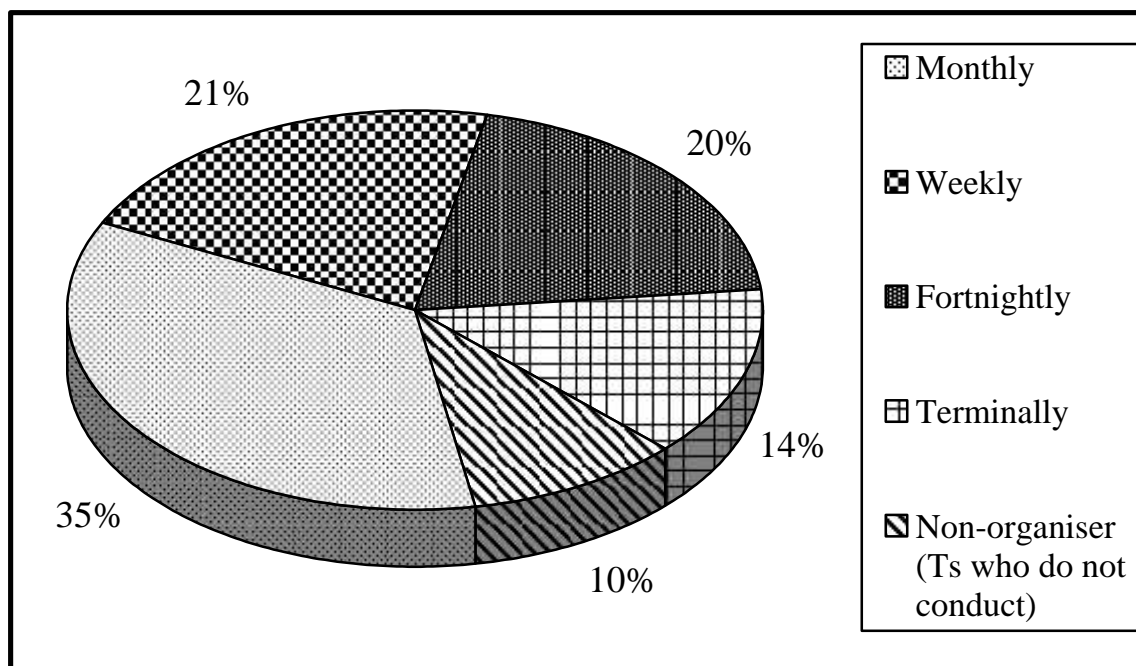
Figure : 9

Here, the pie-chart shows that 35% teachers organize free writing contents monthly where as the number of teachers organizing weekly and fortnightly seemed nearly equal. To put it down clearly, 21% teachers organize weekly and 20% organize fortnightly. The teacher organizing terminally was found fewer in comparison to others. It has already been mentioned that 10% teachers do not conduct such free writing contests.

m. Teachers' Participation in Trainings

Table : 14

S.N.		No. of Ts	Percentage
1.	Teachers who have participated	35	58.33
2.	Teachers who have not participated	5	8.33
3.	Teachers who have partially participated	19	31.67
4.	Teacher who has not answered	1	1.67
	Total	**60**	**100**

The table itself speaks that majority of the teachers have attended orientation class, trainings, workshops and refresher courses. Of the total, 58.33% have responded that they have participated and 31.67% have partially participated. But 8.33% English teachers have not got a chance to attend such training courses. One teacher did not answer in any options.

One interesting fact here is that an English teacher who has 7 years of teaching experience put fourth his view/experience that he has got only one opportunity to take part in such programme in seven years.

n.   Do the Teachers Find Trainings Helpful ?

In regard to this question, 49 teachers which covers 81.66%, claimed that such programmes directly related to pedagogy are helpful in teaching writing skill. But conversly, 3 teachers (5%) do not find such workshops helpful in teaching. Similarly, 7 teachers i.e. 11.67%, found such programmes partially helpful in teaching writing skills.

o.   Techniques Used by Teachers in Teaching Guided Writing

The forty-sixth question item was asked for the effective ordering of the following techniques (as prescribed by the LS curriculum 2058) in teaching writing :

   a. Filling the blanks in a cloze test.
   b. Completing sentences.
   c. Using picture cards.
   d. Using picture cues.

In spite of the clear instruction given to order the techniques on priority basis two respondents have selected single, item as 'b' by 3.33%. The remaining teachers have ordered each item for different position as presented in the following table :

Table : 15

Techniques	Positions			
	First	Second	Third	Fourth
a	41.66%	21.66%	21.66%	11.66%
b	36.66%	26.66%	10.00%	23.33%
c	8.33%	25%	38.33%	25.00%
d	16.66%	23.35%	25%	33.33%

This table exhibits that 41.66 is the highest percentage in the first position for technique 'a'. In the second position it is 26.66% for technique 'b', in the third position it is 38.33% for technique 'c', and in the last one it is 33.33% for technique 'd'. Thus, the suggested order is a, b, c and d which means that majority of the teachers, i.e. 41.66% think that filling the blanks in a cloze test should be followed by completing sentences and to strengthen them picture cards and picture cues have to be practised.

p.   Writing Exercises Used in LS Level

Writing Exercises	No. of Teacher	Writing Exercises
Paragraph writing		Free writing
Simple essays	6	Daily notes
Guided writing	12	Question answer
Matching	25	Describing
Describing Picture	22	True/False
Giving cues/hints	20	Letter writing
Thank you notes	7	Reports
Cloze	5	Controlled writing
Parallel writing	10	Fill in the blanks
Dialogues	3	Stories
Writing poems	2	Leaflet
Completing Sentences		Obj. type questions

Figure : 10

Exercises are the inevitable parts of language teaching. So, the question, which is an open ended one asks to list down the exercises which the teachers get their students to practise.

In the responses, 25 teachers (41.66%) have listed 'letter writing' as a common exercise for them. Similarly, paragraph writing, simple essay writing and fill in the blanks are other exercises used in improving writing. These 3 exercises are common to 22 teachers (36.66%) where as guided writing, free writing and story writing are common to twenty teachers (33.33%).

As shown in the figure above 'thank you' notes and 'dialogues' are common to 12 teachers. Moreover, describing picture and matching are common to ten teachers. In the same way, completing sentences and daily notes are the other exercises which 7 teachers among sixty are applying.

58

q.   Use of the English Language in Teaching Writing

To explore the environment of exposure in their classroom, four possibilities are listed down in question no. forty eight and the teachers are asked to select one among them. The responses obtained from the teachers are shown in the table below :

Table : 16

Option No.	Responses	No. of Ts	Percentage
a	During the whole class	10	16.67
b	About half of the class	8	13.33
c	About one third of the class	6	10.00
d	Most of the time	35	58.33
	Not answered	1	1.67
	Total	**60**	**100**

The above table reveals that majority of the teachers (58.33%) use target language most of the time, on the other hand the researcher found that the number of teachers who speak English during the whole class was very low. Only 16.67% teachers speak English whole time. Out of sixty teachers one ticked none.

Surprisingly, one English period lasts for forty minutes. Eight teachers out of sixty (13.33%) speak English about half of the class. This means that a student gets 20 minute English exposure a day. Similarly, there are 10% teachers who use English about one third of the class. To put it in other words, roughly 13 minute English exposure has become a significant cause of students' poor performance in English.

r.   Students Exposure in English
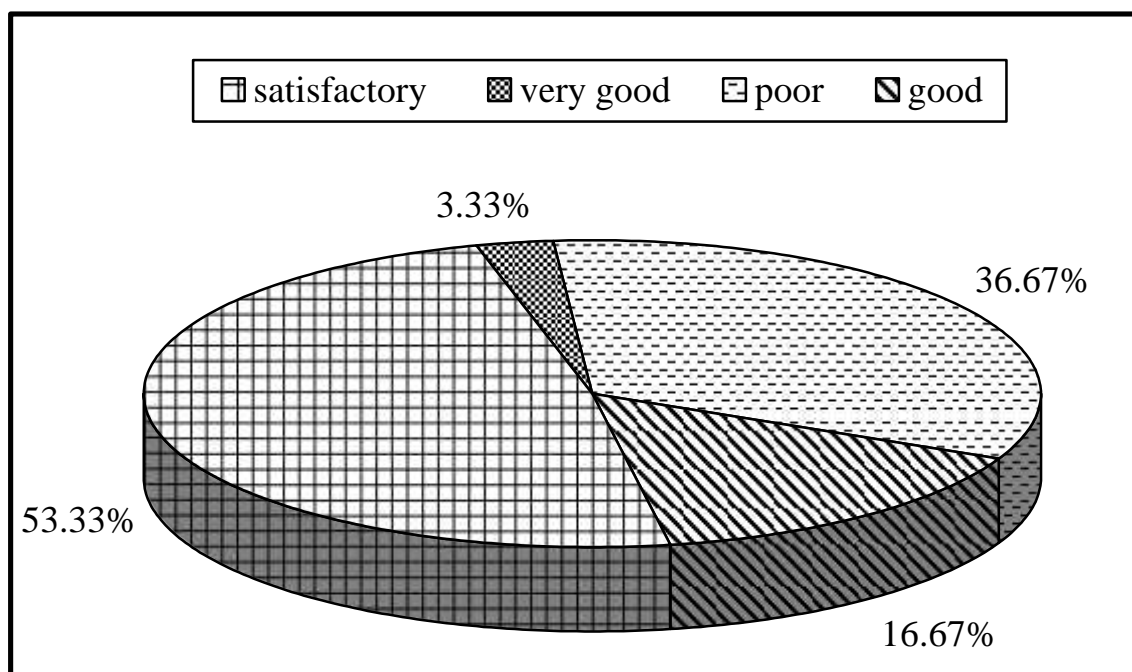
Figure : 11

From the above mentioned figure, it is obvious that the large numbers of teachers i.e. 53.33% are satisfied with English exposure during school hours. Conversely, 26.67% teachers find the condition of exposure 'poor'. Of the total teachers, 16.67% agree that the exposure during school hour is 'good'. A very few (3.33%) teachers have claimed that the exposure is 'very good'.

s.   Is there Provision of Internal Assessment Mark ?

Table : 17

S.N.	Responses	No. of Ts	Percentage	Remarks
1	Yes	20	33.33	
2	No	23	38.33	
3	Partially	17	28.34	
	Total	**60**	**100**	

As shown in the table above, one third of the total teachers agree that high internal marks for student's final result is a significant cause which has created a problem in teaching English. This view was partially supported by 28.34% teachers and 38.33% teachers are against this view. The above table has also been represented by the pie-chart here :
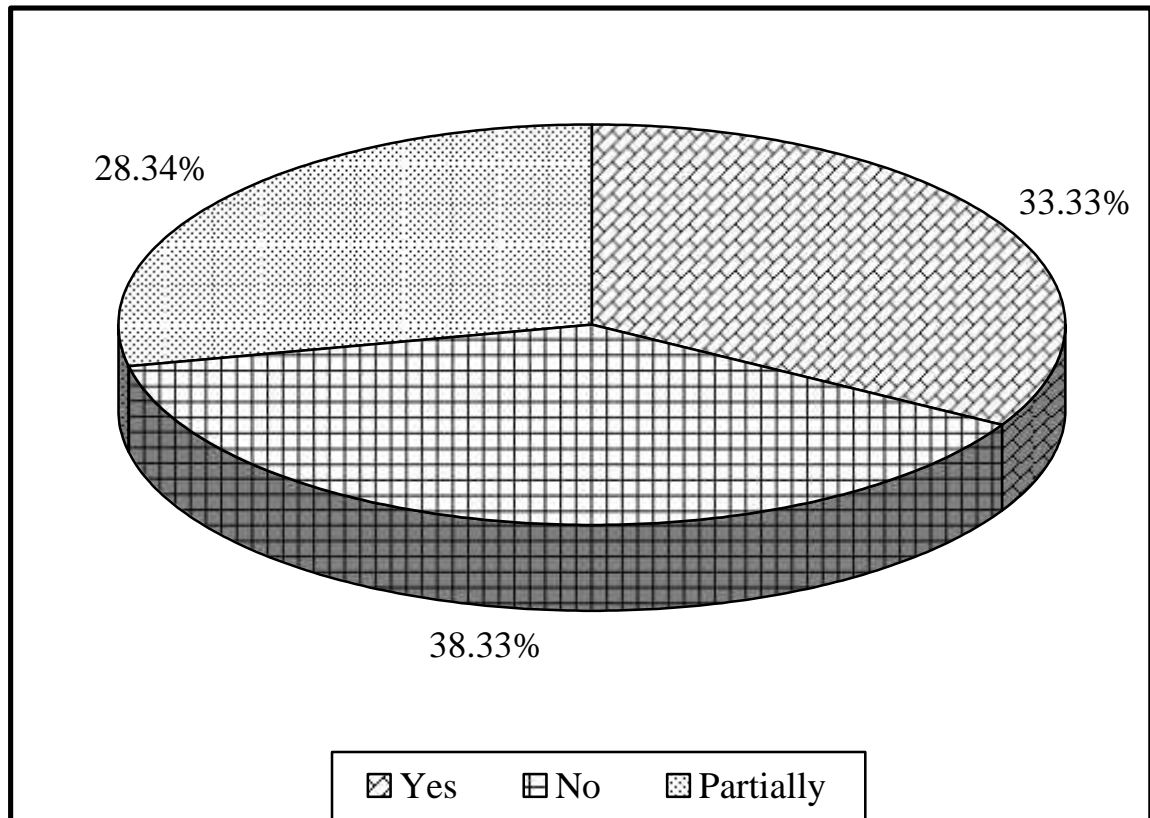
Figure : 12

Regarding the effect of high internal mark, it is the case of sixth and seventh graders but not of eighth graders because the final exam of grade eight is controlled by a separate wing (District Level Examination Committee) which does not accept any internal assessment mark from school in English.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

After a close scrutiny of the data accumulated for this study, the researcher has come to list the following problems and their causes existing in teaching writing skill at Lower Secondary grades in Chitwan district.

4.1 Findings

a.

1. The text books which are prescribed for Lower Secondary grades are not suitable and attractive. Students read them only to pass the examination because of their lengthy and uninteresting nature; as a result, the textbooks are difficult to finish in an academic year. Similarly, the text books are not accompanied by students' workbooks.

2. The condition of physical infrastructure and management in the selected school is not satisfactory for the purpose of teaching writing. The researcher found that the classrooms do not have enough space for classroom activities such as pair work and group work. Together with this, it was found that teachers are compelled to teach over-crowded classes.

3. Regarding supervision, the researcher found that it is unproductive. It was found that the school supervisors and resource persons supervise English classes by sitting in the class for the sake of supervision only. The teachers are far from the fruitful feedback by their supervisors. Many of them (the supervisors) are those who were themselves trained in the hey-day of grammar translation method. As such, they provide themselves psychological resistance to introduction of right technique of teaching writing.

4. Most of the teachers claimed that the students' poor handwriting has created a problem in developing writing skill. Here, the researcher found that, out of sixty, only one teacher responded that the students have good hand writing. And the remaining all claimed that the students do not have good handwriting.

5. During this research as responded by majority of the teachers students' participation in classroom activity related to writing is very poor. It showed the student's laziness and hesitation in classroom activity has created a major problem which the teachers have been facing these days.

6. Regarding the condition of English exposure during school hours, only 2 teachers, that is 3.33%, claimed it to be very good and the remaining others agreed that the condition is poor or satisfactory only.

7. It was also found that majority of the teachers, more than two-third do not check students' writing daily. Since only 29 teachers out of sixty correct their writing daily, the rest of all either correct their writing sometimes or occasionally.

8. The materials like supplementary readers, teacher's handbook, students' workbooks and practice books are not available in the local market and created problems.

9. An uncontrollable problem was to maintain a balance between slow learners and fast learners.

b.

1. Regarding the trend of writing homework, cent percent teachers claimed that weak students copy the bright ones. In this connection, 75% teachers completely and the rest 25% partially agreed that the weaker students have such parasitic nature. The causes behind it were :

    a. Heterogeneous classes in which students from English medium lower grades get admission together with Nepali medium students.

b. The students are not labourious to learn English.

c. Poor classroom management.

d. Inferiority feeling of weaker students.

2. The condition of physical infrastructure and management in the selected school is not satisfactory for the purpose of teaching writing. It was so because of :

   a. Poor economic condition

   b. Weak school administration

   c. Fewer teachers in proportion to the ratio of students

   d. Inactive school management committees

3. It was found that due to poor base in English and limited vocabulary power of the students, they write short writing exercises but they feel difficulty in writing long exercises. While practising writing, the study showed that poor, the weaker students do not write even a single paragraph independently. In practice sessions, they copy brighter ones.

4. Majority of the teachers do not use teachers guide daily. Only 35% of them use it regularly.

5. Writing practice of the students is found poor and most of them make spelling and grammatical errors.

6. Most of the students do not prepare their homework as the teachers have no time to correct their work.

7. Target language should be the means of language teaching. Only 16.67% teachers used target language all the time during English period. An English period lasts excessively for forty minute, and most of the teachers used English one third of the class time or for about half of the time. This showed that the degree of exposure in government aided school is very poor.

8. The cause of not checking homework daily is that the teachers have been assigned heavy work load.

9. The other problems faced by Lower Secondary English teacher and their causes are :

    a. Students' poor base in English in their lower grades

    b. Inferiority feeling of weak students

    c. Lack of time on the part of teachers for preparation of the subject matter at school

    d. Teachers' negligence in creating English environment

    e. Lack of professional help from supervisor

    f. Diversity in interest of the students

    g. Unnecessary and vague writing exercises contrary to interest, level and knowledge

    h. Inappropriate methods and techniques

    i. Lack of practice

    j. Inability to provide individual attention to pupils

4.2 Recommendations and Pedagogical Implications

In the preceeding section, the researcher has listed a set of problems faced by English teachers in teaching writing skill and their causes. To get around these problems, the following recommendations have been made.

1. Firstly, the English textbooks of Lower Secondary Grades are 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 grades.

2. For the effective teaching and learning, a class must not have more than 40 students. Therefore, the concerned bodies should open more schools and provide more teachers, classrooms and the facilities required for them.

3. Teaching load of English teachers should be lessened so that those teachers can spare time to go through students' script 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 homework themselves. So, if possible, the school should manage different section/ groupings on the basis of their knowledge.

5. The activities for writing should relate more with speaking skill, so that it 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 for 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 policy of recruiting SLC degree teachers for teaching primary level need to be re-thought. Teachers with English background are to be engaged to form strong base in primary level.

9. The teachers should teach English through English. Degree of exposure during English period should be increased by using target language during the whole period.

10. 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.

11. The teachers should stimulate the learners to participate actively in classroom activities.

12. A crash programme of teacher training is a must. In this programme the teachers are to be given trainings by the subject experts, course book

writers so that it could bridge the gap between the expected techniques and applied techniques.

13. The DEO and concerned bodies should draw their attention towards the poor written performance of government aided Lower Secondary Level and should bring special package to up-lift the dilapidated condition of written skill.

14. All the language teachers should follow the TG properly.

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Appendix-I
Questionnaire

School's Name : ....

Address : ....

Teacher's Name : ....

Qualification : ....

Experience Year(s) :.. Date :........................

Please, read the questions and answer them with reference to your school, students and yourself. They are only for the purpose of research and would not be used for any other purposes.

Tick ( ) the problems you have faced while teaching English

S.N.	Problem Items	Yes	No	Partially
1.	Students do not bring their English text book regularly.			
2.	The text book has insufficient writing exercises.			
3.	The textbooks of lower secondary grades are :			
	a. lengthy and uninteresting.			
	b. difficult to finish in an academic year.			
	c. with unsuitable vocabulary and structures.			
	d. less communicative.			
4.	The textbooks are accompanied with students' workbooks.			
5.	Difficult exercises have been given in a problematic way.			
6.	The students have poor handwriting.			
7.	They are never careful about punctuation.			
8.	They write short writing exercises but they feel difficulty in writing long writing exercises.			
9.	They make several grammatical mistakes.			
10.	There are few guided writing exercises to enhance students' writing.			
11.	The students do not write their homework daily.			

12.	While writing homework :			
	a. weak students copy bright ones.			
	b. they copy their seniors' (old batch) note.			
	c. they use guide, answer books etc.			
13.	Students' participation in classroom activity is poor.			
14.	While making the students practise writing :			
	a. the students show their lazy nature.			
	b. poor students copy others.			
	c. all the students do not get opportunity for practising.			
	d. the weak furniture of the classroom creates problem.			
15.	The students are not laborious to learn English.			
16.	I do not correct students' writing daily.			
17.	Students ask me to repeat one writing exercise several times.			
18.	Describing pictures in writing can not be managed well.			
19.	The students are unable to elaborate given guidelines in writing a paragraph.			
20.	Most of the students can not write paragraph independently.			
21.	'Thank you notes' and 'letter writing' are difficult for the students of lower secondary grades.			
22.	I have not sufficient time for the preparation of writing classes.			
23.	I am not helped by the school supervisor, district education office and other concerned authorities in teaching writing.			
24.	There is provision of supervision by the school supervisor and resource person.			
25.	While supervising, they supervise:			
	a. by sitting in class for the sake of supervision only.			
	b. by giving feedback after observing the class.			
	c. by presenting a model class.			
26.	My classroom is crowded.			

27.	Individual attention can not be provided.			
28.	The classroom does not have enough space for pair work and group work.			
29.	I have to face disciplinary problem on the part of the students.			
30.	To motivate students while teaching writing is very difficult.			
31.	What are the other problems you are facing while teaching writing skill in English ? a. .... b. .... c. .... d.			

32. Have you allocated equal time for teaching all the skills ?

    a. Yes   b. No

    If 'No', which skill gets the most duration of time ?

        a. listening   b. speaking

        c. reading   d. writing

33. From the examination point of view, which skill needs to be emphasized ?

    a. listening   b. speaking

    c. reading   d. writing

34. How often do you use the teachers guide for teaching writing ?

    a. daily   b. only when it is needed   c. only in the beginning

35. What materials do you use in teaching writing ?

    a. .... b. .... c. ....

    d. .... e. .... f. ....

36. Do you also give extra writing exercises ?

    a. Yes   b. No

37. Do you teach them the use of capitals, commas, inverted commas, apostrophes, hyphens etc separately ?

    a. Yes   b. No

38. Are there any students from English medium lower grades ?

    a. Yes   b. No

39. What is the total teaching load (per week) that you have been assigned ?

    a. below 25 classes   b. below 30 classes

    c. below 35 classes   d. over 35 classes

40. How often do you correct their writings ?

    a. daily   b. sometimes

    c. occasionally   d. never

41. How do you evaluate the writing skill of the students ?

    a. just by making sure that students have done the writing exercises.

    b. by pointing out the spelling, grammar, punctuation and conceptual mistakes.

    c. by making suggestive correction in their mistakes.

    d. by asking their friends to correct.

42. Do you penalize students' mistakes ?

    a. Yes   b. No

43. Do you conduct any free writing contests ?

    a. Yes   b. No

    If yes, how often are they organized ?

    a. weekly   b. fortnightly

    c. monthly   d. Terminally

44. Have you attended any orientation class, trainings, workshop, refresher courses and so on regarding teaching English ?

    a. Yes   b. No   c. partially

45. Do you find those programmes helpful in teaching writing ?

    a. Yes   b. No   c. partially

46. Which of the following techniques do you generally use to teach guided writing ? (Write 1, 2, 3............ from frequently used to less)

a. filling the blanks in a cloze test.

b. completing sentences.

c. Using picture cards.

d. Using picture cues.

47. What sorts of writing exercises do you make the students do in Lower Secondary Level ?

a. ....   b. ....

c. ....   d. ....

e. ....   f. ....

48. How often do you use English language while teaching writing skill in your classroom ?

a. during the whole class   b. about half of the class

c. about one third of the class   d. most of the time

49. How do you evaluate the condition of English exposure during school hours ?

a. very good   b. good

c. satisfactory   d. poor

50. The students are given high internal mark for their final result. Do you agree ?

a. Yes   b. No   c. Partially

Thanks for your help.

Table 2

Frequency count of the table 1 (App. II)

Problem Item No.	Number of Teachers who responded			Problem Item No.	Number of Teachers who responded		
	Yes	No	Partially		Yes	No	Partially
1	14	29	17	17	10	24	26
2	26	23	11	18	15	31	14
3a	30	9	21	19	26	6	28
b	31	20	9	20	46	6	8
c	11	35	14	21	10	30	20
d	19	32	9	22	22	23	15
4	19	28	13	23	20	20	20
5	16	23	21	24	24	20	16
6	43	1	16	25a	38	16	6
7	23	6	31	b	29	20	11
8	51	2	7	c	3	50	7
9	40	2	18	26	38	12	10
10	39	11	10	27	33	14	13
11	18	13	29	28	39	16	5
12a	45	0	15	29	24	18	18
b	22	9	29	30	18	21	21
c	15	10	35	17	10	24	26
13	32	14	14	18	15	31	14
14a	31	9	20	19	26	6	28
b	48	1	11	20	46	6	8
c	27	16	17	21	10	30	20

d	25	18	17	22	22	23	15
15	33	7	20	23	20	20	20
16	9	26	25	24	24	20	16

Table 2

Frequency count of the table 1 (app. III)

Item No.	Number of Teachers who responded				Remarks
	A	B	C	D	
32	10	50			
If B	5	8	16	15	cd=4, bc=1, bd=1
33	0	0	5	48	abcd=2, cd=4, ad=1
34	21	39	0		
35	-	-	-	-	
36	57	2			Na=1
37	49	10			Na=1
38	36	24			
39	1	47	12	0	
40	19	28	13	0	
41	9	17	28	2	
42	22	37			Na=1
43	54	6			
If A	13	12	21	8	
44	35	5	19		Na=1
45	49	3	7		Na=1
46	-	-			
47	-	-			
48	10	8	6	35	Na=1
49	2	10	32	16	

50	20	23	17		

Teacher's Name	Qualification	Experience Year	School's Name	Ac
na Gyawali	B.Ed.	15	Janadaya Lower Secondary	Pithuwa-6
am Bahadur Sunar	B.A.	10	Balkumari Higher Secondary	Bharatpur
Prasad Aryal	B.Ed	5	Kapiya Secondary	Kumroj-8,
kanta Koirala	B.A., B.Ed.	12	Shree Lower Secondary Indrapuri	Geetanaga
makhar Neupane	B.A., B.Ed.	15	Nayakiran Secondary	Bharatpur
Pandey	M.A., B.Ed.	16	Rampur Secondary	Rampur, C
bhu Raj Bhatta	B.A., B.Ed.	13	Saraswati Secondary Madhupuri	Jagatpur-4
i Koirala	I.Ed.	9	Narayani Vidya Mandir H. Secondary	Shivanaga
i Neupane	B.A., B.Ed.	16	Janajagriti Higher Secondary	Pithuwa, C
handra Adhikari	B.Ed.	15	Annapurna Higher Secondary	Parbatipur
raj Adhikari	B.A., B.Ed.	10	Bachhauli Secondary	Bachhuali
raj Ghimire	B.Com. B.Ed	18	Kapiya Secondary	Kumroj-8, Chitwan
na Prasad Choulagain	B.Ed.	7	Jamunapur Lower Secondary	Jutpani-2,
sh Sapkota	B.A.	6	Nayakiran Secondary	Bharatpur
ar Babu Adhikari	I.Ed.	4	Lower Secondary Mangalpur	Mangalpu
Sapkota	B.Ed.	2	Narayani Vidya Mandir	Shivanaga
amang	S.L.C.	2	Annapurna Higher Secondary	Parvatipur
m Prasad Pandey	B.Ed.	8	Janadaya Secondary School	Pithuwa-6
nath Sapkota	B.A., B.Ed.	14	Amar Higher Secondary	Patihani-3
raj Subedi	B.A., B.Ed.	12	Bachhauli Secondary	Bachhauli

her's Name	Qualification	Experience Year	School's Name	Address
sh Khanal	B.A.	8	Janajagriti Higher Secondary	Pithuwa-6,
sh Koirala	B.A.	2	Lower Secondary Indrapuri	Geetanaga
hi Sagar Dawadi	B.A.	7	Balkumari Higher Secondary	Bharatpur-

Teacher's Name	Qualification	Experience Year	School's Name	Ad...
...al Shrestha	B.A.	8	Prithivi Secondary	Jutpani-4, Chitwan
...a Prasad Adhikari	M.Ed.	2	Saraswati Secondary Madhupuri	Jagatpur-4
... Prasad Rijal	B.A.	17	Amar Higher Secondary	Patihani-3,
...na Prasad Aryal	B.A., B.Ed.	9	Narayani Vidya Mandir	Shivanaga...
...na Prasad Poudel	M.A., B.Ed.	10	Bairiya Secondary	Ratnanaga...
...av Kafle	I.A.	9	Durga Secondary	Mangalpur...
... Dhakal	B.Ed.	15	Khairahani Secondary	Khairahani...
...ram Kharel	M.A., B.Ed.	10	Balkumari Higher Secondary	Narayanga...
...na Prasad Chalise	M.Ed.	12	Janajagriti Higher Secondary	Pithuwa, C...
...ak Prasad Aryal	B.Ed.	20	Himalaya Secondary	Geetanaga...
...ram Aryal	M.B.A., B.Ed.	19	Prithivi Secondary	Jutpani-4,
...ram Dhamala	I.Com	21	Saraswati Secondary	Madhupuri Jagatpur,C...
...anath Sedai	I.Com	24	Amar Higher Secondary	Patihani-3,
...ar Singh Lama	M.Ed.	11	Khairahani Secondary	Khairahani...
... Kumar Adhikari	B.A., B.Ed.	15	Narayani Vidyamandir Secondary	Shivanaga...
...dal Tamang	M.Ed.	16	Annapurna Higher Secondary	Parvatipur...
...l Kumar Karna	B.A.	23	Jhuwani Secondary	Bachhauli-

Teacher's Name	Qualification	Experience Year	School's Name	Ac...
...ndhari Subedi	I.Ed.	13	Himalaya Secondary	Geetanaga...
...anath Adhikari	B.A., B.Ed.	7	Balkumari Higher Secondary	Narayanga...
...ishna Lamichhane	B.Ed.	7	Prithivi Secondary	Jutpani-4,
...ya Prabha Poudel	B.Ed.	3	Lower Secondary Mangalpur	Mangalpur...
...sh Mahato	I.Com	29	Amar Higher Secondary	Patihani, C...
...Adhikari	B.A., B.Ed.	16	Narayani Vidya Mandir	Shivanaga...
...hi Kumari Poudel	B.Ed.	3	Annapurna Higher Secondary	Shivanaga...

u Poudel	B.A., B.Ed.	15	Durga Secondary	Mangalpur
i Chapagain	B.A.	3	Kajiman Lower Secondary	Meghauli-8
van Datta Koirala	B.A., B.Ed.	24	Prembasti Higher Secondary	Bharatpur-
ut Poudel	B.A., B.Ed.	14	Chitwan Higher Secondary	Bharatpur-
Prasad Chapagain	B.A.	11	Ratapur Lower Secondary	Dibyanaga
rnath Poudel	B.A.	11	Youwa Secondary	Dibyanaga
Prasad Chapagain	B.A., B.Ed.	18	Prembasti Higher Secondary	Bharatpur-
ral Regmi	I.Ed.	5	Sashinagar Lower Secondary	Gunjanaga
madhav Dhungana	B.A., B.Ed.	33	Prembasti Higher Secondary	Bharatpur-
na Chandra Pandit	I.Ed.	15	Koilaha Lower Secondary	Dibyanaga
aj Giri	B.A.	9	Sajhapur Secondary	Meghauli-4
na Bahadur Gurung	I.A.	19	Adarsha Higher Secondary	Dibyanaga
ri Poudel	B.A., B.Ed.	10	Prembasti Higher Secondary	Bharatpur-