

**Teachers' Perceptions on the Use of Collaborative, Controlled, Guided and Free  
Writing Activities**

2024

Jaya Singh Saud

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

Teachers' Perceptions on the Use of Collaborative, Controlled, Guided and Free Writing Activities

**Submitted by  
Jaya Singh Saud**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal**

**2024**

**Teachers' Perceptions on the Use of Collaborative, Controlled, Guided and Free  
Writing Activities**

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

**Submitted by  
Jaya Singh Saud**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2024**

**T.U. Reg. No.: 9-2-690-109-2009**

**Fourth Semester Examination**

**Symbol No: 280136/071**

**Date of Approval of the**

**Thesis Proposal: 01-08-2019**

**Date of Submission: 01-07-2024**

## Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 30-06-2024

.....

**Jaya Singh Saud**

## Recommendation for Acceptance

This is to certify that **Ms. Jaya Singh Saud** has prepared this thesis entitled **Teachers' Perceptions on the Use of Collaborative, Controlled, Guided and Free Writing Activities** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 01-07-2024

.....

**Mr. Guru Prasad Poudel (Supervisor)**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

## Recommendation for Evaluation

This thesis has been recommended for evaluation by the following

### Research Guidance Committee:

#### Signature

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Mr. Guru Prasad Poudel (Supervisor)**

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

**Mr. Khem Raj Joshi**

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 01-08-2019

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee:**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Chandreshwar Mishra**

.....

Professor

Expert

Tribhuvan University, Kirtipur

**Mr. Guru Prasad Poudel (Supervisor)**

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 09-07-2024

## **Dedication**

Dedicated

To

My entire family members who are the ultimate source of love and inspiration for my career path.

## Acknowledgements

First of all, I would like to express my sincere gratitude to my honorable guru and thesis supervisor **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education for his invaluable guidance, insightful comments and encouragement.

I would also like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education, Tribhuvan University, Kirtipur for his continuous guidance, regular inspiration and guidance and enthusiastic encouragement both to complete this research and in my academic life.

I owe a deep sense of gratitude to **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education for his suggestions during the proposal viva. Similarly, I would like to extend my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor, Tribhuvan University for his constructive feedbacks and genuine suggestions.

I thankfully acknowledge the support and inspirations that I received from **Prof. Dr. Bal Mukunda Bhandari, Dr. Purna Bahadur Kadel, Dr. Madhu Neupane, Mr. Ashok Sapkota and Mr. Resham Acharya**.

My heartfelt thanks to my parents for their support and everlasting encouragement throughout my educational years. Additionally, I appreciate their financial and moral assistance I endured during the data collection period. Finally, I am also grateful to my classmates for their pieces of advice regarding this research work.

**Jaya Singh Saud**

## Abstract

This is a study on **Teachers' Perceptions on the Use of Collaborative, Controlled, Guided and Free Writing Activities**. This study was carried out to find out the perception of the teachers on the use of free writing, guided writing, controlled writing and cognitive/collaborative writing activities in teaching writing to the students. This study followed mixed design. The quantitative data was acquired using a set of questionnaires as a tool. The questionnaire was distributed to 40 secondary level teachers of Kavre district. The collected data were analyzed using statistical tools and the data from the semi-structured interview was analyzed and described in thematic way. The findings showed that, in cognitive and collaborative writing all the teachers preferred group/pair and individual work and the least preferred activity was asking questions and making predictions. In free writing, most preferred writing activity was students editing their own draft and activity that was least used was preparing list. Most preferred controlled writing activity was story completion and least preferred was multiple choice closed passages. In guided writing, making sentence connection was most preferred activity. Charts, tables, maps and statistical data were the most preferred instructional materials. While pictures and music were least preferred by the teachers in writing classroom. Similarly, they said that they found the challenges like time management, lack of technology use, handling large classes of students of different proficiency levels and lack of confidence and motivation of the students in English writing while teaching writing.

This study comprises altogether five chapters. The first chapter is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter includes the review of theoretical and empirical literature and its implications as well as the conceptual framework. In the same

way, third chapter deals with the method and procedures of the study under which design of the study, population, sample and sampling strategy, research tools, data collection procedures, data analysis and interpretation procedures as well as ethical considerations are mentioned. Likewise, fourth chapter comprises analysis and interpretation of results, and summary of findings. Fifth chapter includes conclusion and recommendations. Finally, the references and appendices are included.

## Table of Contents

	<b>Page No.</b>
<i>Declaration</i> .....	<i>i</i>
<i>Recommendation for Acceptance</i> .....	<i>ii</i>
<i>Recommendation for Evaluation</i> .....	<i>iii</i>
<i>Evaluation and Approval</i> .....	<i>iv</i>
<i>Dedication</i> .....	<i>v</i>
<i>Acknowledgements</i> .....	<i>vi</i>
<i>Abstract</i> .....	<i>vii</i>
<i>Table of Contents</i> .....	<i>ix</i>
<i>List of Tables</i> .....	<i>xii</i>
<b>Chapter I: Introduction</b> .....	<b>1-5</b>
Background of the Study.....	1
Statement of the Problem .....	2
Research Questions .....	3
Rationale of the Study .....	4
Delimitations of the Study.....	4
Operational Definition of the Key Terms .....	5
<b>Chapter II: Review of Related Literature and Conceptual Framework</b> .....	<b>6-24</b>
Review of Related Theoretical Literature .....	6
Writing .....	6
Elements of Writing .....	7
Cohesion and Coherence in Writing .....	11
Approaches to Writing .....	11
Elements of Effective Writing Instruction .....	13

Reasons for Writing .....	15
Activities for Developing Writing.....	15
Cognitive Strategies for Writing .....	16
Review of Related Empirical Literature.....	18
Implications of Review for the Study .....	21
Conceptual Framework .....	21
<b>Chapter III: Methods and Procedures of the Study.....</b>	<b>23-28</b>
Design of the Study .....	23
Population, Sample and Sampling Strategy .....	24
Research Tools .....	25
Sources of Data .....	25
Data Collection Procedures .....	25
Ethical Consideration .....	25
<b>Chapter IV: Analysis and Interpretation of the Data .....</b>	<b>26-45</b>
Analysis of Data and Interpretation of Results .....	26
Perception on the Use of Cognitive and Collaborative Activity .....	26
Perception on the Use of Different Free Writing Activities .....	28
Perception on the use of Controlled Writing Activities .....	29
Perception on the Use of Guided Writing Activities.....	32
Perception on the Use of Instructional Materials while Teaching Writing .....	33
Effective Activity to Improve Students' Writing Skills .....	35
Students' Motivation During Writing Activities .....	36
Managing Writing Classroom with Different Level of Students' Proficiency.....	37
Feedback on Writing Skills and Its Impact .....	38
Challenges Faced while Conducting Writing Activities .....	38

Use of Technology in Writing Activities and Improving Students' Skill.....	39
Summary of the Findings .....	40
<b>Chapter V: Conclusion and Recommendation .....</b>	<b>43-48</b>
Conclusion.....	43
Recommendations .....	44
Policy Level .....	44
Practice Level.....	44
Further Research .....	45
<b>References</b>	
<b>Appendix</b>	

**List of Tables**

	<b>Page No.</b>
Table 1: Perception on the Use of Cognitive and Collaborative Activity .....	30
Table 2: Perception on the Use of Different Free Writing Activities .....	31
Table 3: Perception on the Use of Controlled Writing Activities.....	33
Table 4: Perception on the use of Guided Writing Activities .....	35
Table 5: Perception on the Use of Instructional Materials while Teaching Writing ...	37

## Chapter I

### Introduction

This study is entitled as **“Teachers’ Perceptions on the Use of Collaborative, Controlled, Guided and Free Writing Activities.”**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### Background of the Study

Humans frequently communicate their feelings, desires, and ideas through writing, which is a useful ability that promotes self-expression and creativity. Writing is seen as a complex and cognitive activity (Leki, 2010, p. 20), since the infinite number of thoughts in a writer's head struggle for attention and are stored in complicated ways. As a result, even experienced authors may struggle to organize their ideas clearly. According to research, students regularly make syntactic, lexical, and semantic mistakes, notably in syntax and coherence (Arabi & Ali, 2015). Despite their great topic understanding, students frequently struggle to organize their ideas in a logical manner. McCarthy (2000, p. 25) says that, while it is impossible to stay true to established norms or guidelines when constructing written texts, cohesiveness and coherence are critical factors that contribute to a text's effectiveness. Without cohesiveness, it is impossible to construct an accurate and coherent writing.

Teaching writing skills is an important part of language teaching. Writing is one of the productive language abilities, along with speaking. According to Harmer (2007, pp. 325-326), teaching writing can focus on either the final product or the full writing process, with a strong emphasis on details. Teachers may help students by including them in a variety of activities and giving adequate monitoring throughout the writing process.

Students at all educational levels, from basic to higher educational institutions, struggle to improve their writing abilities, which typically leads to worse exam scores. Even at the master's level, many students fail to structure their writing logically. Several elements are required to make writing thorough and compelling enough to hold the reader's attention. Teachers should use a variety of activities to help students develop their writing abilities and competencies. Common writing exercises include copying with correction, brainstorming, sentence combining, dictation, story completion, note writing, image description, summarizing, and newspaper completion. As a result, learning efficient writing approaches is critical for improving writing abilities.

### **Statement of the Problem**

Writing is frequently perceived as a difficult activity, causing dissatisfaction among both native and non-native students, as well as expert authors. Leki (2010, p. 5) underlines that writing entails expressing thoughts and ideas, or communicating, therefore authors must explain their words as clearly as possible. In the context of English as a Second Language (ESL), many students seek to adequately convey their views but frequently fail due to a variety of circumstances. One key explanation could be a lack of productive writing activity.

Despite a solid understanding of the subject matter and grammatical standards, students frequently struggle to write effectively, not maintaining consistency in their work. According to research, cohesiveness helps students think more carefully and rationally, allowing them to convey their thoughts in a systematic, step-by-step format (Tangkiengsirisin, 2010). Another important part of writing improvement is preserving coherence, which helps in grammatically connecting concepts with proper relational meaning. According to studies, students improve the quality of their writing by using cohesive devices such as reference conjunctions, substitutes, ellipses, and lexical coherence (cohesive links) (Akindele, 2013; Bae, 2001; Haris & Yunus, 2014; Tanawong, 2014).

Most study focus on certain forms of writing and activities that use specific methodologies. In contrast, the purpose of this study is to discover instructors' impressions of four various types of writing and associated activities, resulting in a thorough picture of the preferred writing skill exercises. Furthermore, unlike most studies, which are either quantitative or qualitative, this study takes a mixed-methods approach, collecting quantitative data through questionnaires and qualitative insights through semi-structured interviews.

Although students can engage in a variety of writing tasks, several regular patterns appear. To increase writing abilities, students must first comprehend the numerous parts of writing, as well as the various activities and approaches that may guide and improve their writing. I picked this study subject because many of my colleagues prioritize teaching all four language skills while experiencing less pleasure and success with writing abilities. Despite adopting a variety of strategies to teach writing in the classroom, most students tend to struggle with writing in comparison to other skills. As a result, the purpose of this research is to look at various writing exercises that might help people improve their writing skills.

### **Objectives of the Study**

The objectives of the research were as follows:

1. To find out teachers' perceptions on the use of collaborative, controlled, guided and free writing activities for improving writing skill
2. To explore the activities and materials used by teachers for improving students' writing skill.
3. To suggest some pedagogical implications.

### **Research Questions**

This research questions of the study were as follows:

- 1) What do teachers perceive about the use of activities in improving students writing?

- 2) What activities and instructional materials do they use in order to improve students writing skill?
- 3) What different activities do teacher apply in their classroom for improving students writing?

### **Rationale of the Study**

This study primarily focuses on improving one of the most difficult skills: effective and academic writing. It seeks to give helpful insights for instructors and students looking to improve their writing skills. Anyone looking to improve their writing abilities can benefit from the ideas offered in this research.

The study will provide insight into the functions of cohesive links, coherence devices, and grammatical skill, all of which are necessary for writing successful and accessible essays. Thus, this study is important for pupils. Additionally, curriculum designers, textbook authors, and teacher trainers would benefit from this study since it will give relevant reference resources. These ideas may be included into textbooks to provide frameworks for the development of writing abilities.

Furthermore, the study will help in addressing the challenges of maintaining cohesiveness and coherence in writing. Teachers who want to improve the student's writing abilities can benefit from this research since it will help them comprehend numerous approaches for improving writing.

### **Delimitations of the Study**

This study was only focused on exploring the various activities for improving writing skill. There were only 40 teachers from different schools of Kavre district as the sample population of the study. In case of more than two secondary level English teachers in a same school, both were submitted as respondents or participants in this research. Among them five of the teachers were interviewed using semi-structured interview format to find out the

writing strategies used in the classroom and teachers' perception and experiences using them.

The questionnaire and interview guidelines were used as the tools of data collection. This study was based on mixed method.

### **Operational Definition of the Key Terms**

The key terms used in this study are defined from the following operational perspectives:

**Writing:** The term 'writing' refers to the graphic representation of ideas and thought in this study.

**Activities:** In my study activities has been used to refer to a series of writing tasks which are used by language teachers and students in writing practices.

**Writing tasks/exercises:** different writing exercises like - paragraph, letter, essay, report, stories, news report and, so on.

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

Literature review is the written summary of the books, articles, and other documents which deals about the information related to the research topic. This chapter includes the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework.

#### **Review of Related Theoretical Literature**

A researcher needs a theoretical framework that leads him/her in working on the issue by investigating ideas regarding the area of his/her study through the evaluation of various texts, theses, articles, and so on. Based on this fact, in my research, after examining the papers, books, and thesis, a variety of ideas were produced from various sources. Eventually, they were organized into primary themes, which are discussed in the following topics.

#### ***Writing***

Writing, in general, is a linguistic ability that allows you to convey your ideas and feelings through written symbols. Writing expresses meaning through the use of visual symbols that represent a language. It is viewed as both a product and a process approach; nevertheless, the majority of instructors prefer a process-based approach that includes steps such as drafting, evaluating, redrafting, and writing. Writing is the activity of discovering, developing, and arranging ideas (Gardner, 2009, p. 111). Writing is a set of written symbols that represent linguistic sounds, syllables, or words. It signifies that writing is the representation of spoken sounds as pictorial symbols. In a similar spirit, Byrne (1973, p. 1) believes that written symbols must be ordered according to specific patterns in order to produce words, and words must be combined to form sentences.

The writing process involves playing with one's own thoughts in order to convey them in a logical style. Writing is communication; thus, the writer must make it clear to the reader

as possible (Leki, 2010, p. 5). (Harmer, 2007, pages 325-326). Writing is one of the most crucial aspects of language. It is a productive and expressive language talent in the sense that we code meaning using specific graphic symbols, as opposed to decoding while receiving. It is a beneficial talent. It transforms the mechanism, letters, and structures into coherent words, phrases, and paragraphs.

A writer should be knowledgeable in vocabulary and understand the rule of organizing linguistic pieces in a meaningful way. Writing is more than just a collection of disconnected sentences. It must be orderly and well-connected. A well-connected and arranged piece of writing can successfully communicate the author's thoughts to the reader. To become a competent writer, one must learn many writing sub-skills.

Hedge (2005, p.119) suggests that writing should begin with a sense of purpose. Similarly, a feeling of audience, a sense of direction, structuring the information clearly in a logical manner, controlling the script, getting the grammar right, building sentence structure, connecting ideas in a number of ways, and having an extensive knowledge of vocabulary are the basic things which are needed in writing.

### ***Elements of Writing***

Writing requires a variety of processes and skills; these processes and sub-skills are the components of the writing skill. The Elements of Writing are the many abilities required for most sorts of academic writing, including a brief report, a long essay, and a dissertation (Bailey, 2010). The features contained in the writings contribute to the writing's standard and systematic nature, allowing readers to readily understand the content. According to Bailey (2010), the following writing features may be found in both the essay and the other genre:

**Argumentation.** In academic writing, an argument is generally a core concept, sometimes termed a "claim" or "thesis statement," supported up with evidence that supports the notion; we utilize some type of claim and evidence to support and apply our abilities

when writing. Argumentation adopts a position backed by evidence, which encourages individuals to share the writer's point of view and insights (Awasthi, Bhattra, and Khaniya, 2011). To produce a strong argument, paragraphs must be neatly ordered in such a way that the writer may frame their arguments effectively (Bailey, 2010, p. 43). Argumentation is concerned with the linking of a succession of claims to bring the essay to a close.

Argumentation clarifies that the notions are valid or not in the writing by presenting the ideas in logical format.

**Comparison and Contrast.** In academic writing, comparison and contrast are especially useful because they allow us to perceive familiar things in new perspectives. "Common sense" claims that two items are the same, but a rigorous examination and contrast shows their significant differences (Bailey, 2010). It indicates that while common sense may tell us that two things are completely incompatible, when we compare and contrast them methodically, we uncover their similarities. It enables readers to quickly identify similarities and differences between two or more sources; it accurately delivers information from the sources; and it offers the comparison for a specific goal. Awasthi et al. (2011) used comparison and contrast to provide a clear transition in their writing. When comparing, use terms like "like," "as," "likewise," "in the same way," "just as," and so: when contrasting, use conjunctions like "although," "however," "in contrast," "instead," "whereas," "yet," "unlike," "still," and "on the one hand." On the other hand, phrases such as nonetheless, nevertheless, etc. and so on are utilized.

**Discussion.** When discussing an essay or other piece of writing, it is necessary for the writer to consider all sides of the issue before offering a conclusion that supports one of them. Longer essays also frequently call for students to assess the data and concepts they have acquired in a discussion part, prior to writing the conclusion. The writer offers a variety of viewpoints, defenses, and possible results of different courses of action at this point. This part

provides a chance for critical review as well as a forum for elucidating arguments in favor of or against the subject.

**Cause and Effect.** In writing, the cause-and-effect structure establishes a causal relationship between events, ideas, and feelings, analyzing why something occurs (Awasthi et al., 2011). This relationship connects situations and events over time, with causes preceding their effects. The cause-and-effect pattern is used to identify the reasons behind a particular situation or the consequences of an event (Leki, 2010, p. 275). When presenting cause and effect relationships, conjunctions such as "because," "since," "as," "owing to," and "due to" indicate causes, while "so," "therefore," "consequently," and "that is why" indicate effects (Bailey, 2010, p. 70).

**Cohesion.** The lexical and grammatical connections that exist between various textual components build cohesion. These linkages might take place inside a single sentence or between several phrases. Sentences are joined structurally by cohesion (Widdowson, 1979, p. 87; Mubenga, 2010, p. 40). It speaks about the interconnectedness and coherence of every textual component. Cohesion is a semantic unit that deals with the connections of meaning within a text, identifying it as a cohesive entity, according to Halliday and Hasan (1976, p. 4). Cohesion enhances the coherence of a text by ensuring that phrases are connected using cohesive methods like ellipsis, substitution, and reference. Cohesion eventually adds to the overall coherence of the text, even if its primary focus is on the grammatical links between phrases.

**Examples.** In writing, examples function as supporting details by providing readers with real information that makes topics easier to comprehend. Bailey (2010) believes that using examples to support claims is a good idea while writing an essay. As a result, examples are given to improve the writing's validity and readability. It might be difficult for readers to

understand the material without examples. When giving instances, terms like "namely," "that is to say," and "viz" are frequently utilized (ibid).

**Generalization.** Generalizations are useful, because they make difficult concepts or facts simpler and easier to comprehend and recall (Bailey, 2010). For example, "The majority of Brazillians are football players." is not as accurate as "67% of Brazillians are football players." Writing generalizations makes material easier to understand by helping the reader internalize the facts and making the text easier to comprehend.

**Definition.** A definition aids readers in understanding the material by giving a concise and understandable explanation of terminology in language they can comprehend. Definitions are sometimes required to make sense of words or phrases in titles as well as to define more modern or technical terminology that are not commonly understood (Bailey, 2010, p. 79). Definitions can give precise definitions to well-known concepts like "family" or "injustice" and clarify unknown ones like "pterodactyl" or "miscegenation" (Leki, 2010, p. 278). It is useful to connect a term's new or specialized meaning to ideas that readers are already familiar with when defining it. Bailey (2010) also suggests providing additional details and examples for a thorough explanation to help readers understand the material more rapidly.

**Referencing.** Citations, or references, are crucial for preventing plagiarism. Giving due acknowledgment to original ideas and effort is the primary goal of referencing, which also enables readers to independently assess if the referred information bolsters the author's position (American Psychological Association [APA], 2010, p. 170). Giving due acknowledgment to the source is essential whether paraphrasing, explicitly citing an author, or expressing an idea in order to avoid intellectual theft. Referencing is an essential component of academic writing since it not only helps to avoid plagiarism but also gives the information presented in the work legitimacy and credibility.

### ***Cohesion and Coherence in Writing***

Despite their close relationship, cohesion and coherence are two different ideas. While cohesiveness focuses on the interaction between lexical elements and structures that come together to make a coherent text, both are necessary for maintaining connectedness in a text to allow understanding (Alarcon & Morales, 2011, p. 115; Halliday & Hasan, 1976). Contrarily, coherence involves the linking of disparate bits of information and has to do with how the text is mentally represented rather than the text itself (Sanders & Matt, 2006). Cohesion and coherence are widely acknowledged as essential components of good writing, despite the fact that following strict guidelines or standards can be difficult when composing written materials (McCarthy, 2000, p. 25). Clause-level coherence problems are common (Arabi & Ali, 2015),

Coherence and cohesiveness must be maintained in order to guarantee readable writing. The relationship between a statement and the meaning it expresses is known as coherence, and it is attained by upholding cohesiveness. These connections are frequently predicated on the writer and reader having common information. An essay has to employ lexical coherence and grammatical ties like ellipses, references, substitutions, and conjunctions in order to be cohesive. Understanding when and how to employ coherent ties is essential while writing essays. By using grammatical and lexical coherence to link supporting facts, these linkages aid in the logical connection of concepts. In the end, preserving coherence seeks to show the text's coherence and interconnectedness.

### ***Approaches to Writing***

There are several methods that may be used to strengthen writing abilities. The strategy used should support the goal of writing instruction. It is crucial to choose the right method based on particular learning objectives, as stated by Harmer (2007, p. 325). "We must decide between them, choosing whether we want students to focus primarily on the process

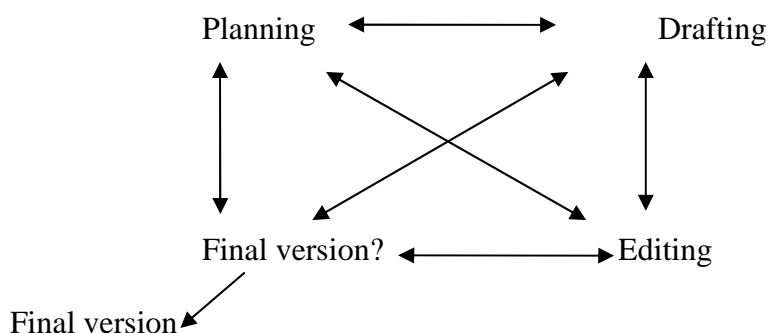
of writing compared to its product, whether or not we seek them to explore different written genres and if we want to promote creative writing—either alone or together." In the same way, Harmer (ibid) discusses the following approaches to student writing:

**Product Approach.** Writing from a product approach places emphasis on the finished result. When using this strategy, the goal of the work and the final product are the main priorities. The product method is especially useful for teaching writing mechanics, claims Harmer (2007). Commonly employed tasks within the product method include copying, dictation, conversation writing, message composition, and writing from pre-given options.

**Process Approach.** The process approach to writing, in contrast to the product approach, emphasizes the writing process as a whole rather than just the finished output. Students are involved in pre-writing, drafting, editing, rewriting, and completing phases of the process with this technique. It is predicated on the idea that students may successfully enhance their writing skills by following a methodical writing process.

Harmer (2007, p.326) presents following diagram to illustrate the process of writing:

**Fig. No. 1: Process of Writing**



**Genre Based Approach.** Different genres have various writing formats and styles. Just as writing a letter to a pen friend is not the same as sending a letter to a corporate director, so too are poems and advertisements written differently. Every literary genre has unique norms and styles of its own. As stated by Harmer (2007, p. 327), students who write

in a certain genre need to take a number of things into account. They must be aware of their audience, have a thorough comprehension of the issue, be conversant with the genre's conventions and stylistic standards, and comprehend the context in which their writing will be read.

**Creative Writing Approach.** Creativity is a vital human skill that brings a sense of pride when we create something unique. Gaffield-Vile (1998), as cited by Harmer (2007, p. 328), emphasizes that "Creative writing is a journey of self-discovery, promoting effective learning." As educators, it is crucial to offer guidance and opportunities for students to engage in creative writing practices.

### ***Elements of Effective Writing Instruction***

In order to write effectively, the writer has to be conscious of various aspects of writing. It means there are various ways or activities which are involved in improving writing. In this context, Graham and Perin (2007) point out the eleven elements of effective writing instruction on the basis of their research study; which are found to be effective for helping students learn to write well and to use writing as a tool for learning. They are presented as follows:

**Writing Strategies.** Writing strategies involves teaching students strategies for planning, revising, and editing their compositions which help to improve the writing. These strategies help to improve writing.

**Summarization.** Summarization involves explicitly and systematically teaching students how to summarize the texts. It is also one of the strategies for concluding own ideas.

**Collaborative Writing.** Collaborating writing uses instructional arrangements in which the writers work together to plan, draft, revise, and edit their compositions; this is also one of the best ways of improving own writings in a sense that the writer get chance to share their own ideas.

**Specific Product Goals.** It assigns students specific, reachable goals for the writing they are to complete. Without specific product goals it's quite impossible to make writing effective.

**Word Processing.** Word processing uses computers and word processors as instructional supports for writing assignments which help to develop writing skill.

**Sentence Combining.** It involves teaching students to construct more complex, sophisticated sentences. Sentence combining techniques helps to connect the ideas in a logical way.

**Prewriting.** It engages students in activities designed to help them generate or organize ideas for their composition. Generating or organizing ideas for the composition is possible through various sorts of prewriting activities. It helps to commence the writing.

**Inquiry Activities.** Inquiry activities help to engage the students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

**Process Writing Approach.** Processing writing interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

**Study of Models.** It provides students with opportunities to read, analyze, and emulate models of good writing. Studying various sorts of models of writing provide opportunity to gain writing techniques of various aspects.

**Writing for Content Learning.** This technique uses writing as a tool for learning content material. Writing is also used as a means of content learning. One can develop his writing along with the content learning; so, it is one of the appropriate ways of improving writing.

### ***Reasons for Writing***

As Harmer(2008) suggests there are two reasons for writing. Writing for learning and writing for writing. The specific reasons are,

**For reinforcement.** Most of the learners benefit greatly from written language. They are inspired, motivated and guided by great writers' writing.

**For Language Development.** Learners can develop their language proficiency through language practice.

**For Learning Style.** Different learners learn differently. Some learners learn through writing i. e. write and learn.

**For Writing as a Skill or Writing for writing.** Some people write for making their writing better whereas some write only for writing i. e. amateur writers.

**For Language Processing.** Writing gives the learners thinking 'time' so that they can learn the language better. As we all know that writing needs more mental exercises than others so the language is processed in the brain and better learning occurs.

**For Learning a Language.** Writing can be used as a practice tool to learn the language.

**For Writers.** Some people write for writing purpose i.e. to be a writer or litterateur.

### ***Activities for Developing Writing***

Students' writing abilities can be improved through a variety of exercises. Our major goals are to encourage students to write more and to assist them in their learning. The following exercises can aid in the improvement of writing abilities:

**Controlled Writing Activities.** This is a fundamental task where pupils combine, duplicate, and finish phrases. There is no freedom for students to voice their opinions. Cross (2003) lists sentence combining, jigsaw sentence construction, and copying with correction as some of these exercises. Jigsaw sentences, where students must match and write out multiple

sentence halves, copying with correction, gapped passages, pure close messages, modified close passages, multiple choice close passages, find and copy, gapped illustrative sentences, sentence combining, dictation, dictogloss (e.g., note taking), telegrams (e.g., writing in a brief manner, i.e. few words much information), story completion, dairies, and other common controlled writing exercises cutting out articles from newspapers, captioning pictures, creating summaries, and taking notes.

**Guided Writing Activities.** In guided activities, students are given specific instructions to finish a written assignment while yet having some autonomy. Examples include visual descriptions, picture sequence stories, summaries, half-dialogues, and tale completion (Cross, 2003). Additional typical guided writing exercises include: Formal practice, Making connections, Note writing, Key word essays, Replying to letters, advertisements, and emails, Newspaper clippings (e.g., giving genuine newspaper headlines and asking students to create the full articles) and, Story completion.

**Free Writing Activities.** Students are given a topic and are required to write on it in their own unique style for this advanced writing exercise. Students are allowed to select the terminology and structure they want to use to convey their views on the assigned topic. After brainstorming, planning, making a list, creating an outline, and editing and refining the text, students write. Writing essays, poetry, and letters are a few instances of free writing.

### ***Writing as a Collaborative Activity***

Collaborative writing is effective for teaching learners with different abilities. Learners share their ideas in the group and produce written text by combining their ideas. Shy students also encouraged to participate in writing. Weak students get help from their friends.

### ***Cognitive Strategies for Writing***

According to Flower and Hayes (1981), several cognitive strategies can significantly enhance writing skills. These strategies include:

### **Planning and Goal Setting**

This method consists of several sub-strategies, including creating conceptual and procedural plans, defining objectives, generating a purpose, and prioritizing tasks. These procedures help in thinking organization and offer a precise writing path.

### **Tapping Prior Knowledge**

This tactic involves exploring preexisting schemata and activating knowledge. By assisting writers in recalling their own ideas and experiences, these sub-strategies allow them to dive deeper into their cognitive processes.

**Asking Questions and Making Predictions.** To become a better writer, you must learn to anticipate and ask questions. Creating questions about the subject, genre, writer/reader, and goal is part of this process. Finding a focus, making predictions about the future, building momentum, and creating focal points for validating or rewriting meaning are all included.

**Constructing the Gist.** Creating connections, visualizing, organizing information, recognizing primary concepts, extending schemata, adopting an alignment, and generating early interpretations are all steps in the process of creating the gist. These supporting techniques support the logical connection of concepts to produce coherence in writing.

**Monitoring.** This technique focuses on controlling the cognitive process and the type and length of activities. The techniques used include validating that the reader/writer is on track and indicating the need for fix-up tactics to update meaning.

**Draft.** Backtracking, reworking meaning, finding confirmation for interpretations, carefully examining the text, and getting further into the author's skill are all examples of drafting methods. These procedures are critical to refining and polishing the draft.

**Reflecting and Relating.** Reflecting and connecting involves taking a step back, taking stock, reconsidering what one understands, and developing standards for personal

writing styles. This allows authors to enhance their work by reflecting on their own thoughts and experiences.

**Evaluating.** Sub strategies involved in the evaluating approach include reviewing, asking questions, evaluating/assessing quality, and generating critiques.

### **Review of Related Empirical Literature**

The review of research, publications, theses, and reports is the subject of this section. The empirical review aids in providing suggestions for the study issue that the investigator wishes to pursue. It facilitates in-depth thought and clarity on the researcher's own subject matter. A number of studies were conducted about the usage of exercises to help students' writing abilities. Below is a review of a few of the earlier research.

Paudyal (2014) conducted a study titled "The Effectiveness of Language Games in Teaching Writing Skill," aiming to ascertain the efficacy of language games in the instruction of writing techniques. Forty-eight ninth-grade students from the Dolakha district participated in this experimental study. Purposive nonrandom sampling was employed by the researcher to choose the study's sample population. Test items were the main study tools, and the findings showed that teaching writing skills using language games can be effective.

Fhonna (2014) carried out a research " The Difficulties Faced by Students in Producing Free Writing". The major objectives of this study were to conducted to identify errors and mistakes made in free writing students and to investigate the reasons they face d numerous difficulties in producing good free writing as well as to investigate the students opinions towards the activity of writing in general and also to comments of their lectures on their free writing assignments. The data was taken from 18 students. A questionnaire was used to collect data. The finding of the study was 6 categories of grammar that were often misuse in the students free writing namely agreement/ verb-tense, spelling, articles, lexical choice, pronoun and preposition.

Shrestha (2014) carried out a research entitled “Strategies adopted by the grade eleven students to develop writing skill.” The objective of his study was to find out the strategies of students in learning writing skill. The researcher had used survey design to carry out the research study. The participants of this study were thirty six students from each of the six school of Sindhupalchowk district who were selected through non random purposive sampling procedure. Questionnaire was adopted for data collection tool. The study found out that self correction, letting teachers’ correcting writing, taking notes, doing homework and teachers encouragement are the frequently adopted strategies.

Gautam (2015) conducted a research on the topic “Strategies adopted by the grade twelve students to develop writing skill.” The objective of his study was to find out the strategies used by grade twelve students to develop writing skill. The researcher had used survey design to carry out the research study. The participants of this study were thirty students f of Kathmandu valley district. They were selected through non random purposive sampling procedure. Questionnaire was adopted for data collection tool. The study concludes that most of the students prepare the note, draft the ideas, note down the difficult words and write their meaning for developing writing skill.

Neupane (2015) conducted a study entitled "Free Writing Proficiency of Grade XI Students Before and After Feedback." The goal was to evaluate the grade XI students' free writing skills both before and after they received comments. Twenty students from the Rupandehi district's Siddhartha Gautam Campus were included in the study's sample. Neupane chose the participants from the campus and used a quasi-experimental study approach. Using a series of test items that comprised writing assignments for essays, letters, and paragraphs, data was collected. Both quantitative and descriptive approaches were used to examine the data. Students' average score before feedback was given was 41.25%;

following input, it improved to 45.13%. The main way that this study varies from other recent studies is because it used a quasi-experimental research approach.

Paudyal (2015) conducted a study titled "Proficiency of Grade Eleven Students in Free Writing." The main objective was to evaluate the grade eleven pupils' competency in free writing. Using a non-random sample technique, Paudyal chose 60 pupils from three distinct government schools in Pyuthan for his survey study design. The primary tool used to gather data was a series of test items. The study's conclusions showed that the students' writing abilities fell below than the acceptable standards and it highlighted a gender disparity, showing that boys exhibited better free writing proficiency than girls.

Batala (2017) conducted a study titled "Comparative Study on Free Writing Proficiency between Grade Eight Students of Institutional and Community Schools." The purpose of the research was to evaluate students' free writing skills in a number of areas, including as mechanics, grammar, coherence, clarity, economy, and completeness. In the Jajarkot district, thirty kids were chosen using a non-random sample technique from both institutional and community schools. The survey results were favorable in that they showed that kids attending institutional schools were more proficient in free writing than students attending community schools.

Tiwari (2017) carried out a research on "Graph logical Errors Committed by Secondary Level students in Free and Guided Writing" with purpose to identify the errors in spelling and to find out types of errors in spelling and punctuation marks. Survey research design was used. A set of test item was used as a tool to collect data. Forty students were taken as the sample. The study found students that committed more errors in spelling than in punctuation marks.

Although several researches have been carried out in the Department of English education to find out the difficulties in teaching and learning writing skill. But this research

will be entirely different from those of all above mentioned because this research will be conducted

### **Implications of Review for the Study**

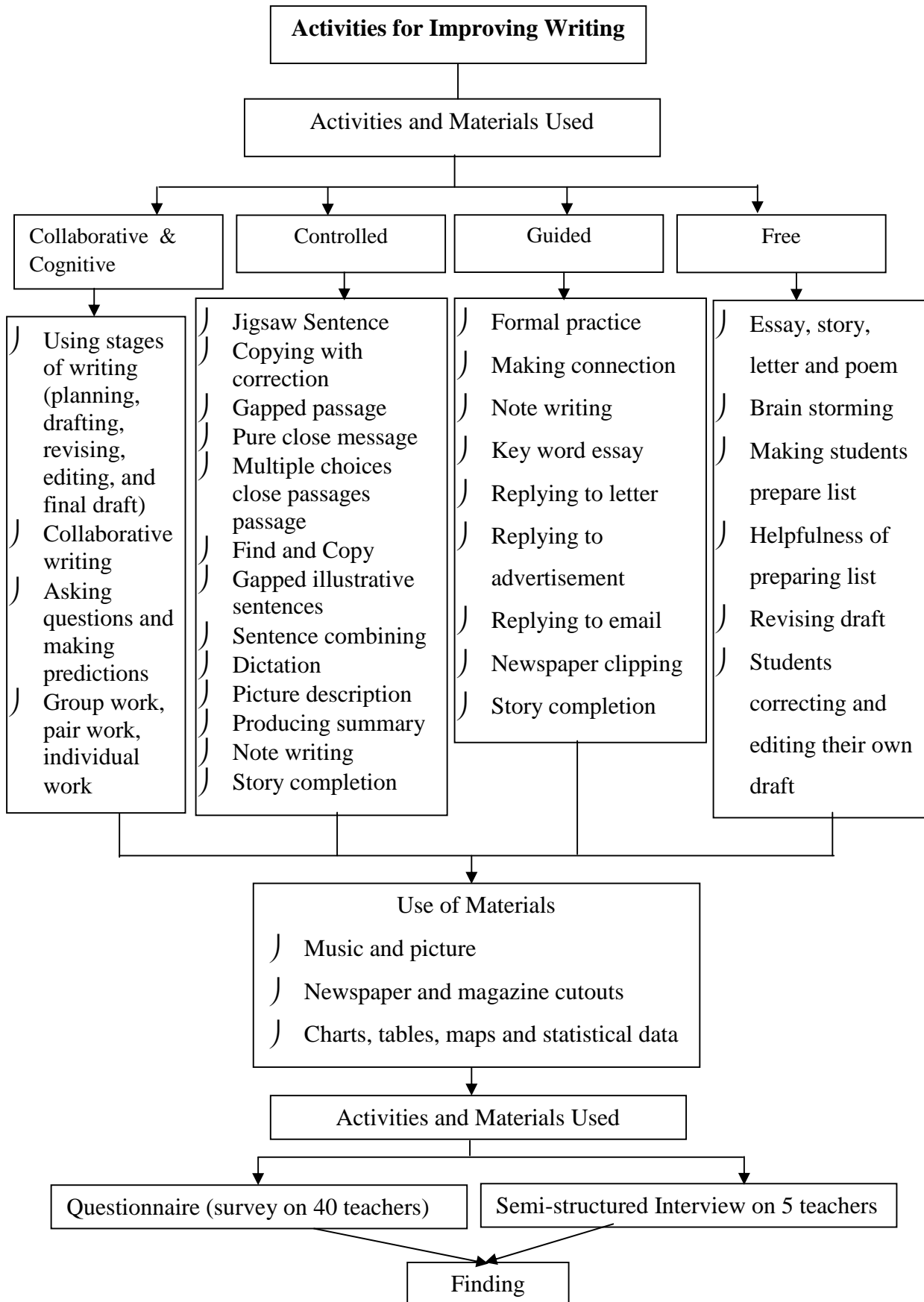
The main goal of the literature review is to facilitate the study's conduct by looking at earlier studies in the relevant subject and gathering data pertinent to the research issue. Prior research exposes gaps in the field of study and aids in comprehending the theoretical frameworks relevant to the research problem and identifies gaps in the study area. Furthermore, the literature evaluation offers a precise study work plan. Using a range of materials, including books, journals, articles, and reports, this review contributes to the understanding of the study challenge, methodology, and findings contextualization.

So, I reviewed the research studies Paudyal (2014), Fhonna (2014), Shrestha (2014), Gautam (2015), Neupane (2015), Paudyal (2015), Batala (2017) and, Tiwari (2017). From those review, I gained the knowledge of constructing data collection tool, selecting research design, and also got the knowledge of explored findings in my related topic of study.

In summary, all of the aforementioned research projects assisted me in gaining understanding of a variety of issues, including study themes, methodology, design selection, data gathering and analysis techniques, and contextualizing the results.

### **Conceptual Framework**

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that involve in the study. The conceptual frame work is in the next page.



## **Chapter III**

### **Methods and Procedures of the Study**

Methodology and procedures are the vital elements of a research study. Any research project will readily achieve its goals if it uses the proper technique and methods. The use of appropriate technique aids researchers in following the proper course for their study. This chapter incorporates design of the study, population sample and sampling strategy, research tools , sources of data , data collection procedures , ethical consideration.

#### **Design of the Study**

The precise process of finding new information and answering questions is known as research. While discovering the truth and having adequate evidence to back it is the main objective of research, the specific objective of a study might differ based on its nature and design.

The study was based on the survey research design where the 40 teachers of Kavre district were the population of the study. Primary and secondary sources of data will be acquired for this investigation. Secondary sources will include reliable books, journals, papers, theses, and related websites focusing on writing skill improvement techniques; primary data came from secondary-level teachers. Descriptive approaches were employed to evaluate the quantitative data obtained from the selected individuals.

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. It can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of study. It is often used to assess thoughts, opinions and feelings. It can be specific and limited, or it can have more global, widespread goals.

One of the most popular types of research methodologies is the survey. I chose this design because It is applicable on the type of research I wanted to do., and also because it may be used to experiment with other tactics and activities. Survey techniques are used in educational research to collect data from groups like students, instructors, or other education-related professionals and analyze it to solve important challenges in education. Surveys often employ samples in order to make generalizations about bigger groups.

Survey research designs, according to Creswell (2014, p. 376), are quantitative methods in which researchers give surveys to a sample or the whole population in order to characterize attitudes, views, behaviors, or traits. Researchers use techniques such as postal surveys or one-on-one interviews to gather numerical data, which they then statistically analyze to look for patterns and test hypotheses or research questions. They make sense of the data by contrasting the findings with those of earlier investigations.

Surveys are an essential research method for educational studies for determining people's attitudes, beliefs, and particular actions about certain subjects, occurrences, events, or circumstances, as the foregoing description makes clear. One is able to apply survey results to the whole population or group. Taking these factors into account, I have decided to conduct my research using a survey methodology in order to see how teachers view different approaches to enhancing students' writing abilities.

### **Population, Sample and Sampling Strategy**

The population of the study will be all the secondary level English teachers of Kavre district. Out of them 30 secondary level teachers will be selected as the sample population of the study. The researcher will follow the non-random purposive sampling procedure.

## **Research Tools**

Tools are the most important elements of any research. For this study, I had used pre-formulated questionnaire in order to find out strategies for improving writing skill. Other than that interview guidelines for semi-structured interview were used.

## **Sources of Data**

I used both primary as well as secondary sources of data for my study. 40 secondary level teachers of Kavre district were selected for the survey and 5 of them had participated in semi-structured interview were primary source of the data whereas Journals, books, PDF files, policy provisions, unpublished thesis, and reports were used as secondary sources of data.

## **Data Collection Procedures**

To carry out the research study, I began by establishing rapport with the teachers. After building this relationship, I informed them about the research study and explained how they could assist. In the second phase, I provided the participants with a questionnaire, which was collected after a few days. Finally, I thanked all the participants for their cooperation.

## **Ethical Consideration**

Ethical considerations are a crucial aspect of any research study, and researchers must remain mindful of these principles throughout their work. To conduct this research, I will adhere to ethical guidelines, including obtaining permission from relevant authorities, using participant data solely for this study, maintaining the confidentiality of respondent information, and avoiding plagiarism.

## **Chapter IV**

### **Analysis and Interpretation of the Data**

This chapter deals with the analysis and interpretation of the data. Systematic analysis of the statistical data collected using the questionnaire and descriptive data collected through interview is done in this phase. Based on the organization, presentation and logical analysis of the data done under different themes, the findings were made.

#### **Analysis of Data and Interpretation of Results**

This study utilizes both quantitative and qualitative data elicited from questionnaire and interview. The data represents teachers' responses on the use of different writing activities.

So, the responses were analyzed under following themes:

- a) Perception on the approaches of writing as a cognitive and collaborative task
- b) Perception on the different free writing activities
- c) Perception on different controlled writing activities
- d) Perception on different guided writing activities
- e) Perception on the use of instructional materials while teaching writing

#### ***Perception on the Use of Cognitive and Collaborative Activity***

This heading deals with, seeking whether teachers find if writing skills develop well when done as a collaborative activity or see it as an individual task. Also, do the teachers prefer to follow the steps of writing as cognitive activity? Both collaborative and individual ways employ a specific process, strategy or steps which is also considered as different stages of writing. This includes a series of writing, editing and re-writing and re-editing in a cyclic manner either individually or in group. The results from the data received from the questionnaire are analyzed and interpreted in a descriptive way as follows:

**Table 1**  
**Perception on the Use of Cognitive and Collaborative Activity**

S. N.	Cognitive/ collaborative activity	Responses													
		Agree						Neutral		Disagree					
		SA	%	A	%	Total	%	N	%	D	%	SD	%	Total	%
1.	Using stages of writing (planning, drafting, revising, editing, and final draft)	13	32.5	10	25	23	57.5	4	10	12	30	1	2.5	13	32.5
2.	Collaborative writing	10	25	22	55	32	80	3	7.5	3	7.5	2	5	5	12.5
3.	Asking questions and making predictions	3	7.5	15	37.5	18	45	5	12.5	14	35	3	7.5	17	42.5
4.	Group work, pair work, individual work	15	37.5	25	62.5	40	100	0	0	0	0	0	0	0	0

Where, SA = Strongly Agree, A = Agree, N = Neutral D= Disagree, SD = Strongly disagree

The data in table 1 shows that, 57.5% of the teachers encouraged their students to use stages of writing (planning, drafting, revising, editing, and final draft) . On the other hand, 32.5% teachers do not make the students aware about the different stages of writing. 4 out of 40 teachers which make 10% of the total participants chose to remain neutral in this matter.

Likewise, 80% teachers agreed that collaborative way helps in the improvement of writing. The participants who think collaboration does not help in writing class is 12.5%. 3 teachers or 7.5% ticked the neutral option for this idea.

Similarly, 45% agreed that asking questions and making prediction. It means they believe that asking questions and making predictions help in improving writing skills. 42.5% of the teachers disagreed it. 5 participants or 12.5% of total teachers did not take either side.

Finally, 100% of the teachers appreciated the usefulness of Group work, pair work, individual work in writing classroom. No percentage of the participants ticked disagree or neutral in this matter. So, it is safe to say, the teachers think that engaging students in both individual tasks and the tasks in collaboration help in the improvement of writing skills.

### ***Perception on the Use of Different Free Writing Activities***

This heading deals about the free writing activities teachers use or prefer to use in order to improve students' writing skills. The results from the data received from the questionnaire are analyzed and interpreted in a descriptive way as follows:

**Table 2**

### **Perception on the Use of Different Free Writing Activities**

S. N.	Free writing activities	Responses													
		Agree						Neutral				Disagree			
		SA	%	A	%	Total	%	N	%	D	%	SD	%	Total	%
1.	Brain storming	6	15	13	32.5	19	47.5	4	10	13	32.5	4	10	17	42.5
2.	Making students prepare list	7	17.5	12	30	19	47.5	0	0	13	32.5	8	20	21	52.5
3.	Helpfulness of preparing list	6	15	17	42.5	23	57.5	1	2.5	13	32.5	3	7.5	16	40
4.	Revising draft	3	7.5	19	47.5	22	55	3	7.5	15	37.5	0	0	15	37.5
5.	Students correcting and editing their own draft	3	7.5	20	50	23	57.5	4	10	8	20	5	12.5	13	32.5

Data in Table 2 shows that, 47.5% of the teachers were confident that they make the students brainstorm before getting into a free writing session. The teachers who did not make their students brainstorm were 42.5%. 4 teachers remained neutral. Which makes 10% of the total participants.

Similarly, 47.5% of the teachers agreed about the helpfulness of preparing list. While 52.5% do not find preparing list as a helpful agent in improving students' writing skills. With

0% of the teachers being neutral and the bigger number in the negative side, it is obvious that preparing list is not the teachers' activity that is done in the classroom.

Even though the teachers have accepted that they do not do the preparing list activity they do not deny the fact that it is helpful. 57.5% agreed in the helpfulness part. While, 40% disagreed that preparing list helps in improving writing skills. 1 teacher or the 2.5% preferred to remain neutral in this case.

Likewise, 55% of the teachers accepted that they make the students revise their draft. Whereas, 37.5% do not make their students do that. 3 teachers or total of 7.5% ticked neutral in this matter.

Lastly, 57.5% of the participants agreed that their students correct their own draft. 32.5% on the other hand disagreed that their students do so. 4 teachers or total of 10% remained neutral to this question.

### ***Perception on the use of Controlled Writing Activities***

This heading deals about the controlled writing activities teachers use or prefer to use in order to improve students' writing skills. The results from the data received from the questionnaire are analyzed and interpreted in a descriptive way as follows:

**Table 3**  
**Perception on the Use of Controlled Writing Activities**

S. N.	Controlled writing activities	Responses													
		Agree						Neutral		Disagree					
		SA	%	A	%	Total	%	N	%	D	%	SD	%	Total	%
1.	Jigsaw sentences	9	22.5	19	47.5	28	70	2	5	8	20	2	5	10	25
2.	Copying with correction	6	15	23	57.5	29	72.5	0	0	11	27.5	0	0	11	27.5
3.	Gapped passages	6	15	19	47.5	25	62.5	2	5	9	22.5	4	10	13	32.5
4.	Multiple choice close passages	5	12.5	12	30	17	42.5	2	5	16	40	5	12.5	21	52.5
5.	Dictation	7	17.5	20	50	27	67.5	3	7.5	8	20	2	5	10	25
6.	Sentence combining activity	7	17.5	21	52.5	28	70	1	2.5	9	22.5	2	5	11	27.5
7.	Telegram	4	10	16	40	20	50	3	7.5	11	27.5	6	15	17	42.5
8.	Story completion	10	25	20	50	30	75	1	2.5	9	22.5	0	0	9	22.5
9.	Picture description	13	32.5	11	27.5	24	60	1	2.5	10	25	5	12.5	15	37.5
10	Picture sequence essay	6	15	20	50	26	65	1	2.5	10	25	3	7.5	13	32.5

The data in table 3 shows that, 22.5% of the teachers agreed that jigsaw sentences is useful for the improvement of writing skills. 25% disagreed in this matter. 2 teachers or the total of 5% were neutral. Most of the teachers here seem to find jigsaw sentences useful for the students.

Similarly, 72.5% of the teachers agreed to accept that copying with correction is helpful. 27.5% of the teachers on the other hand disagreed. Also 0% ticked neutral in this question.

Similarly, 62.5% teachers agreed that gapped passages helps both students and teachers to improve the writing skills of the students. While 32.5% of them strongly disagreed that it helps. 2 of the teachers, which is 5% of the total participants stayed neutral in this case.

Another controlled writing activity is multiple choice closed passages. 42.5% of the teachers agreed that this activity helps the students. While, 52.5% disagreed that multiple choice closed passages help in the improvement of students' skills. 2 teachers or total of 5% were neutral. It seems that more teachers were not happy about this activity's usefulness.

Similarly, 67.5% agreed that dictation helps the students. While, 25% disagreed in this matter. 3 teachers or 7.5% of the total were neutral. It seems that dictation is a quite popular activity because a bigger percentage of the teachers find it helpful in writing skill improvement classes.

Accordingly, 70% of the participant teachers agreed that sentence combining activity is helpful. Whereas, 27.5% disagreed that it is helpful. 1 teacher or 2.5% teacher remained neutral.

Likewise, 50% of the participants agreed that telegram is helpful. On the other hand, 42.5% disagreed that it is helpful. 3 participants or 7.5% remained neutral.

Majority of teachers support story completion. 75% agreed that it is helpful. Only 22.5% disagreed in this case. 1 person or 2.5% chose to stay neutral. 75% were positive meaning, it is a popular activity in writing class.

Similarly next item is about describing picture through writing. 60% agreed that picture description can help students writing in an illustrative way. 37.5% strongly disagreed in this matter. 1 teacher or 2.5% stayed neutral.

Regarding final item of the above table, 65% of the teachers agreed picture sequence essay is useful. In the contrary side, 32.5% disagreed that such activity is helpful. 1 teacher or 2.5% stayed neutral.

### ***Perception on the Use of Guided Writing Activities***

This heading deals about the guided writing activities teachers use or prefer to use in order to improve students' writing skills. The results from the data received from the questionnaire are analyzed and interpreted in a descriptive way as follows:

**Table 4**

**Perception on the use of Guided Writing Activities**

S. N.	Guided writing activities	Responses													
		Agree						Neutral		Disagree					
		SA	%	A	%	Total	%	N	%	D	%	SD	%	Total	%
1.	Making sentence connections	7	17.5	24	60	31	77.5	0	0	8	20	1	2.5	9	22.5
2.	Daily note writing	18	45	10	25	28	70	2	5	9	22.5	1	2.5	10	25
3.	Keyword essay	4	10	20	50	24	60	5	12.5	9	22.5	2	5	11	27.5
4.	Newspaper clippings	5	12.5	23	57.5	28	70	1	2.5	9	22.5	2	5	11	27.5
5.	Daily diary writing	17	42.5	12	30	29	72.5	0	0	10	25	1	2.5	11	27.5
6.	Replying to Advertisements, letters and emails	10	25	18	45	28	70	2	5	8	20	2	5	10	25

Table 4 presents the teachers' perception on the activities of guided writing. 77.5% of the participant teachers agreed that making sentence or paragraph connections helps the

students. Whereas, 22.5% strongly disagreed about the helpfulness of the activity. None of the teachers or 0% of the total participants chose to remain neutral.

Similarly, 70% of the teachers agreed that daily note writing is helpful in improving students' writing skills. While 25% disagreed about it. 2% or 5 of the teachers stayed neutral. It seems that a huge number of participants found daily note writing as a helpful activity for training writing skills.

Likewise, 60% of the total participants agreed that keyword essay's help in developing brainstorming and creativity while learning writing skills. 27.5% of the teachers strongly disagreed that the activity helps in writing creativity. 5 participants or total of 12.5% chose to remain neutral.

Accordingly, 70% teachers agreed that newspaper clipping in which few topics are given from newspaper articles and students are asked to develop a full-length article helps in developing students' writing skills. While 27.5% disagreed, which means they were not in the favor that it actually helps. 1 person or 2.5% of the participants stood neutral in the context.

Similarly, 72.5% of the teachers use daily diary writing it is helpful in improving writing skills; hence, agreed to it. Whereas 27.5% of the participant teachers disagreed it. None of the participants or 0% stayed neutral.

Final item in the above table, 70% agreed in usefulness of making students reply to Advertisements, letters and emails for writing exercise help students' writing. 25% strongly disagreed and went against of this activity. 2 teachers or 5% of the total participants stood neutral in this topic.

### ***Perception on the Use of Instructional Materials while Teaching Writing***

This heading deals with, how positive are the teachers in using the below mentioned instructional materials for the betterment of students' writing skills. The results from the data received from the questionnaire are analyzed and interpreted in a descriptive way as follows:

Table 5

## Perception on the Use of Instructional Materials while Teaching Writing

S. N.	List of Instructional Materials	Responses													
		Agree						Neutral		Disagree					
		SA	%	A	%	Total	%	N	%	D	%	SD	%	Total	%
1.	Music and picture	5	12.5	18	45	23	57.5	3	7.5	12	30	2	5	14	35
2.	Newspaper and magazine cutouts	5	12.5	19	47.5	24	60	1	2.5	11	27.5	4	10	15	37.5
3.	Charts, tables, maps and statistical data	15	37.5	14	35	29	72.5	-	0	10	25	1	2.5	11	27.5

In table 5, it has been seen that, 57.5% of the teachers, used music and pictures as instructional materials. Some teachers do not agree in this matter. The total percent of the teachers that disagreed the statement is 35%. Whereas, 3 out of 40 teachers chose to remain neutral in this case. That makes 7.5% of neutral teachers. From overall observation, the number of the teachers that find music and pictures helpful in writing class is more than the ones who deny it.

Similarly, total of 60% teachers used to encourage students to use newspaper and magazine cutouts as instructional materials in teaching writing class according to the data. 37.5% of teachers were skeptical about using newspaper and magazine cutouts. 1 teacher out of 40 or the total of 2.5% remained neutral in this matter.

Likewise, the third item intends to find the perception of the teachers about the helpfulness of using charts, tables, maps and statistical data in teaching writing class. In

which, 72.5% of total teachers were favorable about helpfulness of such materials. On the other hand, 27.5% of total teachers were doubted about using charts, tables, maps and statistical data while teaching writing. No teachers remained neutral about it making the percentage 0%.

Therefore, in the case of using different instructional materials a bigger percentage of teachers are found to be using them and are finding them helpful, according to the response of the participant teachers.

Beside the data from the questionnaire, I also used interview guidelines and had semi-structured interview. The data from the interview has been disclosed below. Major ideas of the interview are grouped under the following topics and analyzed:

#### ***Effective Activity to Improve Students' Writing Skills***

In the quantitative part, the participant teachers were presented with several different writing activities but teachers may not use all of them in regular basis. Most of the teachers have their own preference in choosing right activity which they find efficient. Upon asked the above question about the preferred effective technique, the teachers said they prefer free writing activities, guided writing activities, one of the teachers preferred peer editing as the most effective one, another teacher talked about story completion and the final respondent thought that controlled writing as an effective technique. Actual responses of two of the interviewed participants are presented below:

Participant 1 said:

*One effective strategy I use is free writing exercises. I encourage students to write continuously for a set period without worrying about grammar or spelling. This helps them to express their thoughts more freely and creatively.*

Similarly, participant 5 stated:

*I use story completion as a strategy to improve writing skills. Students create their own stories based on hints, which helps them practice narrative techniques and develop their creativity.*

In conclusion, every teacher may have their own preferred technique that they find effective. Sometimes to target different areas of writing and creativity. Sometimes for its effectiveness and sometimes convenience and time saving nature.

### ***Students' Motivation During Writing Activities***

Maintain motivation of the students for writing in ESL context is a quite problematic thing. Teachers may find it quite challenging. Upon asked about preferred method of motivation participant teachers mentioned: collaborative writing, games with writing activities, interesting and real life activities, asking students about their interests and using multimedia. These are the ways interviewed teachers keep their students motivated in writing classes. Couple of actual responses of the participants are below:

Participant teacher 2 said:

*I use discussion questions and sometimes let the students choose topics they are passionate about. Additionally, using multimedia elements such as videos or images related to the writing topic can spark their interest and creativity.*

Likewise, participant 4 stated:

*I use writing exercise games, where students earn points or rewards for completing tasks. This adds fun and competition, which keeps them motivated and engaged.*

In conclusion, teachers incorporate different kinds of motivation techniques to engage students in writing activities. Sometimes by their own preference and sometimes letting students their interest of their choice. Writing games are also found helpful.

### ***Managing Writing Classroom with Different Level of Students' Proficiency***

In a classroom, students do not have similar level of English proficiency or writing proficiency. When a teacher teaches something in the class or give instruction about writing something, all the students' level of understanding may not be similar. Some students have good English and some can be better learners while on the other hand some may have weaker English backgrounds and some may be slow learners so managing all of them in a single class within a limited time is a difficult task for teachers. Upon asked how they manage such problem, three of the teachers responded that they give challenging tasks for advance learners and additional support for weaker learners. One teacher said that they broke the activities into small and easy pieces so that it becomes easy for everyone to attempt bit by bit. Another teacher said that they made mixed group of advanced and beginner learners so that they get help from each other.

Teacher 1 said:

*I use different ways of instruction. For advanced students, I provide more challenging questions and for those who need more support, I give writing activities with guidelines to help them organize their ideas.*

Teacher 4 said:

*I implement mixed-ability grouping, where stronger writers are paired with those who need more support. This way peer help makes weaker students improve while giving stronger students the opportunity to grow their own skills.*

In conclusion, providing tasks based on students' proficiency level in both English and writing skills seems to be helpful in managing mixed proficiency classrooms. Letting students help each other is also a preferred way.

### ***Feedback on Writing Skills and Its Impact***

After a written exercise, feedback is given from which student can improve in future writings. Also, the way of giving feedback of individual teacher is different. Answering the question in the interview, teachers have responded that they support both oral and written feedback as well as both formative and summative feedback according to the need.

Teacher 1 responded:

*I provide both written and oral feedback. Written feedback includes specific comments on grammar, vocabulary, and content, while oral feedback involves one-on-one discussions to address individual problems. This approach helps students understand their mistakes and learn how to improve.*

Teacher 4 stated:

*I use a combination of formative and summative feedback. Formative feedback is given during the writing process to guide students, while summative feedback is provided after completion to evaluate their overall performance. This helps students continuously improve.*

Therefore, feedbacks are given as per the situation and need.

### ***Challenges Faced while Conducting Writing Activities***

The teachers face several challenges while teaching. Here, we are discussing the ones that occur in writing activities' classroom. Lack of time in both daily class length and curriculum year, difference in student proficiency levels, large class size, limited technology use in classroom, lack of student motivation and lack of confidence in writing in English are the challenges mentioned by the teachers in the responses in the semi-structured interview.

Teacher 1 stated:

*Lack of time is a significant challenge. With a packed curriculum, it's difficult to manage sufficient time for writing activities. Additionally, varying levels of proficiency among students require different techniques to teach, which can be challenging to manage in a big class.*

Teacher 5 said:

*One challenge is the limited time available for writing activities within the school periods. Also, different levels of student motivation can make it difficult to get everyone to participate actively.*

In conclusion, with limited resources and time teacher needs to direct the large number of students in the writing classes. Which is a very challenging job.

### ***Use of Technology in Writing Activities and Improving Students' Skill***

Considering the growing use of technology in educational sector and language learning, teachers were asked how can technology impact in improving students' writing skills. Use of grammar checking software, online community for better exposure of the language plus feedback and good writing examples with several resources, can be helpful for the students to engage in writing activities with the help of technology according to the participant teachers. In this regard,

Teacher 2 states:

*Technology can facilitate the writing process through tools like word processors with built-in grammar and spell check. Online forums and blogs can also provide platforms for students to publish their work and receive feedback from a broader audience.*

Teacher 4 said:

*Technology can help by providing writing tools like educational apps that focus on grammar and writing can offer practice and instant feedback, making the learning process more effective.*

In conclusion, technology is not just for social media and entertainment. Incorporating the use of technology can be helpful in effective application of writing activities for the improvement of students' writing skills.

### **Summary of the Findings**

After analysis of data, following findings have been derived:

1. In case of the writing as a collaborative and cognitive task 57.5% of the teacher seemed aware about conducting the steps of cognitive process of writing. Majority of the teachers accepted that writing can get help if done in collaboration and all 100% of the teachers believe that group work, pair work and individual work can improve students' writing skills. The percentage of the teachers who find asking questions and making predictions helpful in improving writing skills was 45%.
2. According to the responses of the participant teachers, preparing list had a negative reputation in free writing activities. Teachers find it useful as 57.5% are aware about its usefulness but they do not use it. Teachers let the students to revise their own draft and students edit their own work. Both the tasks have fairly positive response. Where, 47.5% teachers use brainstorming in the writing classroom. Which is not a big score but it's still higher than the number of teachers that disagreed about it.
3. In the data about controlled writing, the tasks like dictation, sentence combining activity, telegram, story completion, picture description, picture sequence essay, copying with correction, gapped passages and jigsaw sentences all have good responses and teachers are aware about their helpfulness in writing skill class.

Whereas, teachers did not prefer multiple choice close passages because the negative responses are 10% higher than the positive ones.

4. In the guided writing activities, making sentence connection, daily note writing, keyword essay, newspaper clippings, daily diary writing, replying to advertisement and emails all the activities have above 60% positive responses which makes it clear that teachers are aware that these activities help in improving writing skills of the students.
5. Charts, tables, maps and statistical data were the most preferred instructional materials. While pictures and music were least preferred by the teachers in writing classroom.
6. Preferred effective writing activities of the teachers for their students were free writing activities, guided writing activities, peer editing, story completion and controlled writing.
7. Preferred method of motivation of the participant teachers were collaborative writing, games with writing activities, interesting and real-life activities, asking students about their interests and using multimedia.
8. To manage writing classroom with different level of students' proficiency teachers give challenging tasks for advance learners and additional support for weaker learners, break the activities into small and easy pieces so that it becomes easy for everyone to attempt bit by bit, make mixed group of advanced and beginner learners so that they get help from each other.
9. Teachers support both oral and written feedback as well as both formative and summative feedback according to the need of the students and context.
10. Lack of time in both daily class length and curriculum year, difference in student proficiency levels, large class size, limited technology use in classroom, lack of

student motivation and lack of confidence in writing in English are the challenges mentioned by the teachers.

11. Use of technology can be helpful in improving writing skills in following ways: Use of grammar checking software, online community for better exposure of the language plus feedback and good writing examples with several resources.

## Chapter V

### Conclusion and Recommendation

This chapter consists conclusion and recommendations of the study.

#### Conclusion

From the research, I came to conclude that, most teachers expressed positive attitudes towards the use of various instructional materials, such as music, pictures, newspaper and magazine cutouts, charts, tables, maps, and statistical data. These materials were seen as effective tools in enhancing the learning experience. In the context of collaborative and cognitive writing, 100% of the teachers favored group, pair, and individual work. This unanimous support highlights the importance of interactive and personalized approaches in writing instruction. When it comes to free writing, the most preferred activity was having students edit their own drafts. Conversely, the least utilized activity was preparing lists. This indicates a preference for activities that engage students in deeper, more reflective writing processes. For controlled writing activities, story completion was the most favored among teachers, while multiple-choice closed passages were the least preferred. This preference suggests that teachers value creative and open-ended tasks that allow for more student expression. In guided writing, the activity of making sentence connections was the most preferred. This highlights the emphasis on activities

It is assured that most of the teachers find most of the activities under free writing, guided writing and controlled writing useful and were positive about them. There were some activities they do not use but they did not doubt the usefulness of such activities.

Except the quantitative data, the interview also revealed about the perception and experience of the teachers while conducting writing as activities in the classroom. To motivate the students for writing teachers tried to make the class interesting with games, take students' opinion in some cases and using real life practical activities and engage students in

collaboration to improve students' engagement. It was also found that teachers face a lot of challenges in writing activity classes like lack of time, weak English proficiency of the students, lack of students' motivation and confidence, and so on. It was also found that the help of technology can be useful in improving students' writing skills.

Finally, the objectives of the research have been met. In spite of the challenges in conducting the writing activities in the classroom it is found that the teachers were positive and accept the usefulness of various activities mentioned in the study.

### **Recommendations**

After the analysis and interpretation of the data following recommendations have been made:

#### ***Policy Level***

Based on the research findings that teachers lack in time and willingness in using different activities in writing classroom it is recommended that writing activities should be given priority in the curriculum with adequate explanations and structures; so that, it can be helpful for both teachers and the students.

Findings show that there are few activities that teachers find useful but do not use them. So, government should manage trainings for the teachers of all kind of schools to teach them to conduct different types of writing activities and also to address the challenges they are facing.

#### ***Practice Level***

The findings show that a good majority of 57% teachers used collaborative and cognitive activities. Since they need support on the effective use of those activities, support should be provided to them. To improve their understanding and skills in pronunciation teaching techniques, schools and educational institutions should consistently offer workshops

and seminars for ELT teachers. This would equip them with valuable strategies for addressing challenges regarding the use of writing activities.

School administration should encourage the teachers to use the technology in language classroom that may be helpful for students' exposure to the outside world.

The findings show that the teachers seem to have difficulties in students in English proficiency differences. For that, Grouping and ungrouping students according to the collaborative needs should be managed by teachers and they should be able to be creative enough to manage the individual differences of the students.

### ***Further Research***

This study was focused on teachers of Kavre district. Similar research could be conducted in other regions of the country, involving both teachers and students from various cultural and linguistic backgrounds.

Even though it was a mixed method study, it naturally has certain limitations. Future research on this topic could employ different methodologies and designs, such as experimental studies and narrative enquiry for deeper analysis. The former could help identify specific solutions, while the latter could provide a broader perspective on the issue with more detailed data.

## Interview

### **Teacher 1:**

a. Can you describe any specific strategies or activities you personally find most effective for improving students' writing skills?

One effective strategy I use is free writing exercises. I encourage students to write continuously for a set period without worrying about grammar or spelling. This helps them to express their thoughts more freely and creatively.

b. How do you ensure that all students are engaged and motivated during writing activities?

I incorporate topics that interest the students, such as their hobbies or current events. Also, I use peer review among students where they can share their work with classmates, which makes a sense of community and motivates them to improve.

c. How do you manage writing activities' classroom with students of varying levels of writing proficiency?

I use different ways of instruction. For advanced students, I provide more challenging questions and for those who need more support, I give writing activities with guidelines to help them organize their ideas.

d. What methods do you use to provide feedback on students' writing, and how do you believe this feedback impacts their writing skills?

I provide both written and oral feedback. Written feedback includes specific comments on grammar, vocabulary, and content, while oral feedback involves one-on-one discussions to address individual problems. This approach helps students understand their mistakes and learn how to improve.

e. What challenges do you face when implementing writing activities in the classroom?

Lack of time is a significant challenge. With a packed curriculum, it's difficult to manage sufficient time for writing activities. Additionally, varying levels of proficiency among students require different techniques to teach, which can be challenging to manage in a big class.

f. How can technology help in teaching different writing activities to improve students' writing skills?

Technology offers various tools, such as grammar checking software and collaborative platforms like Google Docs, which can help students improve their writing. These tools provide instant feedback and allow for collaborative writing exercises, making the process more interactive and engaging.

## References

- Akindele, J. (2013). Cohesive devices in selected ESL academic papers. *African Nebula*, 3(5), 99-112.
- Alarcon, J. B. & Morales, K. N. S. (2011). Grammatical cohesion in student's argumentative essay. *Journal of English and Literature*. 2(5), pp. 114-127.
- American Psychological Association. (2010). *Publication manual of the American psychological association*. Author.
- Arabi, H. A & Ali, N. A. A. (2015). Patterns of textual coherence in students' written discourse: *International Journal of English Linguistics*; 5(1), pp. 91-103.
- Awasthi, J. R.; Bhattarai, G. R. & Khaniya, T. R. (2011). (eds). *Explorations in English*. Ratna Pustak Bhandar Pvt. Ltd.
- Bailey, S. (2010). *Academic writing a handbook for international students*. Routledge Taylor & Francis Group Network.
- Batala, B. (2017). *Comparative Study on Free Writing Proficiency between the Grade Eight Student of Institutional and Community School*. (An unpublished M.Ed. Thesis). Kirtipur: Tribhuvan University.
- Bowker, N. (2007). *Academic writing: A guide to tertiary level writing*. Massey University, Private Bag.
- Byrne, D. (1973). *English teaching extracts*. Longman.
- Cole, j. & Feng, J. (2015). Effective strategies for improving writing Skills of elementary English language learners. *Chinese American Educational Research and Development Association Annual Conference*. 1-24
- Creswell, J. W. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (4<sup>th</sup> ed.). PHI Learning Pvt. Ltd.
- Cross, D. (2003). *A practical handbook of language teaching*. Cambridge University Press.

- Fhonna, R (2014). The difficulties faced by students in producing free writing. SIELE Journal. Volume 1(1-6). ISSN 2355-2794.
- Flower, L. & Hayes, J. R. (1981a). *A cognitive process theory of writing*. College Composition and Communication, 32, 365-387.
- Gardner, P. S. (2009). *New direction reading writing and critical thinking*. Cambridge University Press India Pvt. Ltd.
- Gautam, H. (2015). *Strategies adopted by the grade twelve students to develop writing skill*. An unpublished M. Ed. thesis, Kathmandu: T.U.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Alliance for Excellent Education.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. Longman.
- Haris, S. N. F & Yunus, M. M. (2014). The use of Lexical cohesion among TESL post graduate students in academic writing. *Journal of Education and Human Development*, 3(2). 847-869.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Longman.
- Hedge, T. (2005). *Writing*. Oxford University Press.
- Leki, I. (2010). *Academic writing*. Cambridge University Press.
- Lee, I. (1998). Enhancing ESL students' awareness of coherence creating mechanism in writing. *TESL Canada journal* 15(2).
- Mandal, B. K. (2013). *Ability to use cohesion in writing story*. An unpublished M. Ed. thesis, Kathmandu: T.U.
- McCarthy, M. (2000). *Discourse analysis for language teachers*. Cambridge University Press
- Mubenga, K. S. (2010). Towards an integrated approach to cohesion and coherence in interlingual subtitling. *Stellenbosch papers in linguistics PLUS* 40, 39-54.

- Neupane, H.P. (2015). *Free writing proficiency of grade XI students before and after feedback*. An unpublished M.Ed. thesis. T.U. Kirtipur.
- Nunan, D. (1989). *Understanding language classroom*. Prentice Hall.
- Paddle, S. (2005). *The ability of B,Ed first year students in establishing cohesion in writing*. An unpublished thesis of M.Ed., Department of English Education, T.U., Kirtipur.
- Paudyal, B. (2014). *Effectiveness of Language Games in Teaching Writing Skill*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu
- Richards, J.C. & Ranandya, W.A. (2002). *Methodology in language teaching*. CUP.
- Richards, J. C., & Platt, J. T., & Weber, H., (1985). *Longman dictionary of applied linguistics*. Longman.
- Sanders, T. & Matt, H. P. (2006). *Cohesion and coherence linguistic approaches*. Elsevier Ltd.
- Shrestha, R. (2014). *Strategies adopted by the grade eleven students to develop writing skill*. An unpublished M. Ed. thesis, Kathmandu: T.U.
- Tanawong, P. (2014). *The relationship between cohesion and coherence in writing: The case of Thai EFL students*. An unpublished M.A. thesis of Srinakharinwirot University of Thailand.
- Tangkiengsirisin, S. (2010). Promoting cohesion in EFL expository writing: A Study of Graduate Students in Thailand. *International Journal of Arts and Sciences* 3(16), pp. 1-34.
- Tiwari,t. (2001). *Errors in the use of tense and aspects in free writing*. An unpublished thesis of M.E., Department of English Education, TU., Kirtipur, Kathmandu.
- Tiwari, N.P. (2017). *Graphological errors committed by secondary students in free and guided writing*. An unpublished thesis of M.ED. Department of English Education, T.U. Kirtipur, Kathmandu.

Ur, P. (2003). *A course in a language teaching*. Cambridge University Press.

Wardhaugh, R. (1980). *Introduction to psycholinguistics.*: Basil Blackwell.

Widdowson, H. G. (1979). *Explorations in applied linguistics*. Oxford University Press.

Yule, G. (2010). *The study of language*. Cambridge University Press.

## Questionnaire

- 1) Using of music and picture help students to improve their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 2) I make my students to use newspaper and magazines cutouts to develop their writing skills.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 3) Charts, tables, maps, statistical data help students to develop their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 4) I make my students aware to my students regarding stages of teaching writing (planning, drafting, revising, editing, and final draft) so students can improve their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 5) Collaborative writing helps students to improve their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 6) Argumentation, discussion make easy to improve students writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 7) I always in the classroom make my students to brainstorm regarding specific topic and which help students to improve their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 8) I make my students to prepare a list regarding written topic.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 9) Ordering the prepared list help students to develop their writing.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 10) I prepare my students revising the draft on the basis of given written topic.  
a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree
- 11) My students correct and edit their draft themselves and which help to improve their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

12) Jigsaw sentences (the students must match the halves of several sentences and write them out) help students to improve their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

13) Copying with correction help students to develop students writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

14) I use gapped passages on the classroom and that helps me and my students to develop their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

15) Use of multiple choice close passages helps students to develop their writing skill.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

16) use of dictation technique help students to develop their writing skill.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

17) Sentence combining activity help students to improve their writing skill.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

18) Use of telegram (few words much information) makes students to develop their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

19) Story completion is a way of developing writing skill and which helps students to improve their writing skill.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

20) Picture description is a illustrative way of explaining picture so students can improve their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

21) Picture sequence essay help students for improving writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

22) Making connection with one sentence to another, one paragraph to another help students to develop their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

23) Daily use of note writing helps students to improve their creative and academic writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

24) I use key word essay because it makes students to make brainstorm and write creatively.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

25) use of newspaper clippings (giving genuine newspaper headlines and asking students to create full articles) help students to improve their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

26) Writing daily diary makes students strong effective in their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

27) Replying to advertisements, letters and emails guide the students to improve their writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

28) Asking questions and making predictions is one of the effective ways for improving writing skill.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

29) Writing for content learning is a appropriate ways for improving writing.

a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

30) Group work, pair-work, individual work help students to develop their writing.

- a) Strongly agree   b) Agree   c) Disagree   d) Strongly disagree

Interview guidelines

a. Can you describe any specific strategies or activities you personally find most effective for improving students' writing skills?

.....  
.....

b. How do you ensure that all students are engaged and motivated during writing activities?

.....  
.....

c. How do you manage writing activities' classroom with students of varying levels of writing proficiency?

.....  
.....

d. What methods do you use to provide feedback on students' writing, and how do you believe this feedback impacts their writing skills?

.....  
.....

e. What challenges do you face when implementing writing activities in the classroom?

.....  
.....

f. How can technology help in teaching different writing activities to improve students' writing skills?

.....  
.....

## Appendix

### Test Paper

Dear respondent,

This questionnaire is a part of my research study entitled “**Teachers’ perceptions on the use of activities for improving writing skill**” under the supervision of my respected sir, **Mr. Guru Prasad Poudel**, Department of English Education, T.U. Kirtipur, Kathmandu. Your cooperation for participating in filling the questionnaire will be of great value to me. I will assure you that performance made by you will be exclusively used confidently only for present study.

**Researcher**

Jaya Singh Saud

Department of English Education

T.U. Kirtipur, Kathandu

## Participant Consent Form

**Thesis Supervisor**

Faculty of English Education

**Mr. Guru Prasad Poudel**

Department of English Education

T. U. Kirtipur, Kathmandu, Nepal

### **Teachers' Perceptions and use of Activities for improving writing skill.**

I, ....., agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- 2) I have got answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part.
- 4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
- 5) I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- 6) I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaire

Yes

No

**Signature** .....

**Name** .....

**Date** .....

## **PARTICIPANT INFORMATION STATEMENT**

**Thesis Supervisor**

Faculty of Education

**Mr. Guru Prasad Poudel**

Department of English Education

T. U. Kirtipur, Kathmandu, Nepal

### **Teachers' perceptions and use of activities for improving writing skill**

#### **1. What is this study about?**

You are requested to take part in a research entitled “Teachers’ perceptions and use activities for improving writing skill”. In the context of Nepal, most of the research studies have been carried out in order to find out the ability in maintaining cohesion in writings and are of qualitative in nature but this study focuses upon finding actual strategies which are used by teachers to improve students writing skill by following quantitative approach of the study. Therefore, it is helpful to make the students familiar about maintaining use of cohesive ties, coherence devices and grammatical knowledge for improving writing skill which are very important aspects for creating effective and readable writing; so this research study is significant to the students as well as teachers.

You have been requested to participate in this study because I am interested in finding out the strategies adopted by the teachers to improve writing skill of the students. Your responses will be helpful in making effective implementation of evaluation.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more

about the study. Participation in this research is voluntary. So, it depends upon you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep

## **2. Who is carrying out the study?**

The study is being carried out by **Mr. Jaya Singh Saud**, as the basis of Master of Education in English at the Tribhuvan University of Kathmandu. This study will take place under the supervision of **Mr. Guru Prasad Poudel**, Department of English Education T.U., Kirtipur.

## **3. What will the study involve for me?**

This study involves me to involve the teachers to find out the activities to improve their students writing skill. Teachers will be provided a questionnaire paper consisting of different questions relating with writing skill.

## **4. How much of my time will the study take?**

It will take 20 minutes.

## **5. Who can take part in the study?**

The teachers who are teaching in secondary level of public school from Kavre district can participate in this study.

## **6. Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future rather, it will help to understand activities of writing adopted by the Students for maintaining effective and creative writing. If you decide to withdraw

from study you are free. But submitting your completed questionnaire is your consent to participate in the study.

**7. Are there any risks or costs associated with being in the study?**

Beside from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study

**8. Are there any benefits associated with being in the study?**

This study will help you improve in your writing as well as your students in English.

Furthermore, it will be helpful you to understand about the strategies to develop your writing skill.

**9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of the study may be published, but you will not be individually identifiable in these publications.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact me at 9848891768 or saudjayasingh @ gmai.com.

**12. Will I be told the results of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T. U., Kirtipur, Kathmandu.

### **13. What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.