

**Strategies Adopted and the Difficulties Faced by Secondary Level Teachers of
Institutional School in Teaching English Writing Skills**

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

**Submitted by
Kamal Pokhrel**

**Submitted to
Tribhuvan University
Faculty of English Education
Kirtipur Kathmandu, Nepal
2023**

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Declaration

I hereby declare that this thesis is original; no part of it was earlier submitted by the candidature of research degree to any university.

Date: 24/06/2023

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Recommendation for Acceptance

This is to certify that **Mr. Kamal Pokhrel** has prepared this study entitled **Strategies Adopted and the Difficulties Faced by Secondary Level Teachers of Institutional Schools in Teaching English Writing Skills** under my guidance and supervision.

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Dedication

This thesis is dedicated

To

My parents, teachers and friends who boosted me to reach in today's position.

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Abstract

The present study is entitled **Strategies Adopted and the Difficulties Faced by Secondary Level Teachers of Institutional School in Teaching English Writing Skills**. The main objectives of this study were to find out the strategies adopted in teaching English writing skills at secondary level by the teachers of institutional schools and to examine the difficulties faced by them. Moreover, the methodology of the study was narrative inquiry research design under qualitative research. For that researcher had conducted semi-structured interview and the observation of lesson plans. The researcher had adopted purposive sampling strategy to collect data and he selected 5 teachers from four different institutional schools of Kirtipur Municipality of Kathmandu district. The study found that the secondary level English teachers of institutional schools commonly adopted brainstorming, feedback, project work, summarizing, paraphrasing, cubing, parallel writing, guided writing, free writing and PowerPoint presentation strategies in teaching English writing skills. Similarly, the study also showed that the teachers also faced various difficulties in the classroom; they are developing creativity, concluding statements, arousing interest, confusion on topics, vocabulary, proper use of punctuations and providing appropriate format to the students.

This research consists of five different chapters. Out of them, chapter one is the introductory part of this study. It incorporates background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Second chapter deals with review of theoretical literature and the review of empirical literature as well as the conceptual framework. Third chapter is the part of methodology. This part includes research design and method of study, population of the sample, data collection tool, reliability and validity of tools, data collection procedures, data analysis process, ethical consideration and sources of data. Similarly, fourth chapter deals with results and discussion and it has incorporated the analysis of the data and the results. The fifth chapter includes findings of the study, conclusion and implications of the study. In the same way, in the final part of the thesis, references and appendices have systematically been included.

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Abbreviations and Acronyms

AD	:	Anno Domini
EFAT	:	English First Additional Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
ESOL	:	English for Speakers of Other Languages
FET	:	Field- effect transistor
NESP	:	National Education System Plan
ZPD	:	Zone of Proximal Development

Chapter 1

Introduction

This study is entitled "Strategies Adopted and the Difficulties Faced by Secondary Level Teachers of Institutional School in Teaching English Writing Skills". The main objectives of this study is to discover the strategies mostly used by the teachers of institutional school in teaching writing skill at grade 9 and 10 and to examine the problem mostly faced by the teachers of institutional school in teaching writing skill at grade 9 and 10. 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

It can simply be said that writing means the written form of language. We take it as a productive and secondary skill of language. It is the visual representation of speech. According to Rivers (1981) in its simplest form writing can be the act of putting down in conventional graphic form something which has been spoken. This act involves nothing more than correct association of conventional graphic symbols. So, it is a way of expressing our emotions, opinions, views etc. through the graphic representation. Writing is also a permanent way of expressing our views which can be recorded for a long time. The teacher should have enough knowledge to teach this skill. Furthermore, according to the curriculum of English class 9 and 10 of (2022) we find 40 marks is allocated for reading, 35 is allocated for writing, 3 is allocated for classroom participation, 8 is allocated for listening, 8 is allocated for speaking and remaining 6 marks is from each terminal test.

Generally, teachers are found of adopting numerous of strategies while teaching. This study focuses on “strategies adopted in teaching writing skills”. The term ‘strategy’ is easy to say but difficult to define. It is a general plan or set of plans intended to achieve something, especially over a long period. According to Ellis (1985, p.532) Strategies refer to both general approaches and specific actions or techniques used to learn the second language it is problem – oriented: the learner employs strategies to overcome particular learning problem. Similarly, according to Thompson (2010) “Strategy refers to a systematic plan of action designed to achieve a

specific goal or objective. It involves making decision and allocating resources to effectively navigate and adapt to changing circumstances in order to accomplish desired outcomes.”

According to Albert (2020) the word 'difficulty' means a thing or situation that causes problems. For example; the difficulties of English syntax, a patient with breathing difficulties and so on. From this definition we can say that difficulties faced by secondary level teachers in teaching English writing means difficulties in teaching writing skills. Teachers have to face with so many difficulties in English they might be difficulties related to grammar, sentence structure, content, topic sentence, concluding statements and so on.

I have chosen this topic as the part of my study because there is still gap in literature that is what strategies are adopted by institutional schools' teachers and the strategies adopted by community schools' teachers in teaching English writing skills at secondary level. Even, the students of institutional schools are not competent in English writing skills according to their level. Teachers of institutional schools are still facing difficulties in teaching English writing skills.

Statement of the Problem

Learning English is a very difficult task for the Nepalese students. After reviewing the empirical literature, I found that topic of this area is only conducted at community school. However, the topic has been studied separately. I found this from the literature review of several theses carried out in Nepal this fact. They are Rai (2005), Ghimire (2006), Pandey (2010), Parajuli (2015), Pela (2015), Kharel (2017), Sharma (2017), Tamang (2019) and Ghimire (2022). If we compare the students of institutional school, then we find the students of community schools are quite weak in writing skills in comparison to the students of institutional schools. It is all because of the gap between strategies adopted at community school and the strategies adopted at institutional school in teaching writing skills. As a teacher I have experienced it. I also got chance to teach at community school for teaching practice. It is problematic in the sense that due to this gap there is variation in the education systems of Nepal. It is needed because this study will show the gap between these two schools. So, it would be helpful for the concerned sector to fulfill this gap to make the plan to fulfill the gap

between these two schools in days to come. Even, in institutional schools if we evaluate the students in teaching English writing skills, they are not competent in English writing skills according to their level. I found this sort of thing because I myself have been teaching at institutional schools since 2077 B.S. It is all because insufficient knowledge of teachers about the teachers in teaching in teaching English writing skills. It also reveals that they are still unable to implement various strategies according to the nature of the topic. So, with the help of this study they know about many strategies and will be also aware about the difficulties that have been facing by teachers in English writing skills and they will be prepared accordingly to make the students competent in teaching English writing skills. So, I take this as a problem to conduct research on this topic. Being a teacher sometimes I commit errors in writing grammatically correct sentences while writing the sample of particular topic on the board to teach my students. Therefore, it is needed to conduct research on this topic and examine the mostly faced difficulties by institutional schools' teachers in teaching English writing skills. Then it will make aware others who want to work and working in the concerned sector about all those difficulties which have figured out by this study.

Objectives of the Study

The objectives of the study were as follows:

1. To find out the strategies adopted in teaching writing skills at secondary level by the teachers of institutional schools.
2. To examine the difficulties faced by the teachers of institutional schools in teaching English writing skills at secondary level.

Research Questions

The research questions were as follows:

1. What sorts of strategies are used by institutional schools' teachers in teaching writing skills at secondary level?
2. What types of difficulties are faced by institutional schools' teachers in teaching writing skills at secondary level?

Significance of the Study

This study is significant because with the help of this study those people who are really working in academic sector like teachers, curriculum designers and policy makers know about the strategies mostly adopted by the teachers of institutional schools and the difficulties that they are facing from past to present. Moreover, this study is relevant for several purposes. They can be presented respectively by means of the following ways in a paragraph. With the help of this study those who are eager to teach in institutional schools will be well acquainted about the strategies used by institutional school's teachers and the difficulties faced by them. So, it will be easier for them to teach institutional schools. Likewise; this study will also be relevant for course designer because with the help of this study, it will be easier for them to construct teacher guide in order to provide guidelines. Furthermore, with the help of this study those teachers who are working in government school will also get chance to learn about the strategies used by institutional schools' teachers in teaching English Writing Skills. Similarly, this will be established as the milestone for the policy makers to make relevant policy for secondary level.

In addition to this, this study was started from 26th January, 2023 and it was collected at Kirtipur, municipality of Kathmandu at institutional school.

Delimitations of the Study

The questions used to collect data were not pre tested and proved.

None of the researches are without delimitations because we can't include all the areas, sectors and the tools with in one research. Therefore, this study had also some delimitation which can be presented by means of the following ways:

- This study was conducted in Kirtipur municipality of Kathmandu district.
- It was conducted only at institutional schools in Kirtipur.
- It was conducted with 5 teachers from different four schools of institutional schools in Kirtipur municipality of Kathmandu district.
- It was conducted with five teachers from different four schools because I had taken two interviews with the teachers of Ujjwal Sishu Niketan

Academy and one with the teacher of Salvinia Academy, Creative Academy and Puspasadan English School in Kirtipur, respectively.

- Semi structure interview with open ended questionnaires was the data collection tools for this study
- It was only conducted with the teachers who were teaching at grade 9 and 10 at institutional schools.

Operational Definitions of the Key Terms

Strategy: A plan of action or policy designed to achieve a major or overall aim.

Writing: A sequence of letters, words, or symbols marked on paper or some other surface.

Difficulties: The states or condition of being difficult.

Chapter 2

Review of the Related Literature and Conceptual Framework

Review of theoretical literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, the researcher goes through the different sources available related to the proposed study. Generally, this section includes review of the related theoretical literature, review of empirical researches, implication of the review for the study and conceptual framework.

Review of the Related Theoretical Literature

The theoretical literature review clearly describes about the framework, concepts, models or specific theories which support to our study. These study strategies used by secondary level teachers of institutional school in teaching writing skill at the secondary level was based on the following theoretical framework:

English language teaching in Nepal .The history of ELT in Nepal was formally established from Durbar high school in 1854. If we talk about this, it has got 76th rank in Nepal according to the (CBS, 2011). It was implemented and the formal instruction of English as a special subject of teaching started only after the implementation of NESP (1971). It has travelled a fairly long journey but the thing is the history of English is not so old in Nepal. The concept of English education was started in 1850 when Prime Minister Jung Bhadur Rana visited Britain. The beginning of English teaching was greatly influenced by the Indian board (Patna board and the Indian university (Calcutta) before NESP was introduced. After the implementation of NESP (1971-1976) Nepal depends on its own curriculum, and materials were developed locally. NESP made English one of the optional subjects in school level from grade 4 to 10. Considering the importance of English, the government introduced it compulsory subject from first grade in public schooling system in (2001) AD and it came to the implementation from (2002-2003). With the publication of 'The Rising Nepal' English daily, many students and teachers became aware of free writing.

English is not a second language in Nepal (Shrestha, 1983-2008). In Nepal English is not an official language, not an international language, nor a language of wider communication or a language of group identification (Shrestha1983). However, it has been used as a medium of instruction in many private schools, colleges and universities. But it has not received the same statue in public institution of higher learning in Nepal.

English is considered as a foreign language for the speakers of Nepali. It is taught as a school subject. In earlier decade, the purpose of English in Nepal is to students a foreign language competence that may use to listening radio to u understand dialogue in the movies to use language for communication. In recent days, English has taken a new dimension in the higher learning institution of Nepal. Private schools a university have begun offering several courses in English whereas state-owned higher education schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and colleges has begun as an English mania today in Nepal. Shrestha (2008) mentioned 28.3% of secondary schools are privately owned and the figure in higher education is considerably higher (83.1%). In these private schools and colleges today, Nepali is taught as a subject.

However, it has been a controversial issue among the educators whether English is a second or foreign language in Nepal (Shrestha, 2008, Karan, 2009; Malla, 1977, Kansakar, 1977). Many private and public institutions of higher learning such as Kathmandu Model college, Tribhuvan university, Kathmandu university, Khowpa Engineering college, National college, Himalayan white house and Purbanchal University in Nepal have been providing English language and literature courses as core and electives subjects. Some degree leading programs such as bachelor's degree and doctoral degrees are also offered in these institutions.

Language as skill. According to Husain (2015) Language is essentially a skill. It is not a content- based subjects like- science, social studies, commerce, mathematics etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychometer domain. A skill may be called the ability to do something well. Swimming and playing are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language

is a complex skill involving four sub- skills, which are listening, speaking, reading and writing.

Teaching writing skills. Writing is a productive and secondary skill of the language. It is the visual representation of speech. According to River (1980), “In its simplest form writing can be the act of putting down in conventional graphic form of something which has been spoken. This act involves nothing more than correct association of conventional graphic symbols.” So, it is a way of expressing our emotions Opinions, views, etc., through the graphic representation writing is also a permanent way of expressing our views which can be recorded for a long time. The teacher should have enough knowledge to teach this skill.

According to White and Arndt (1991) “writing is a form of problem- solving which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.”

According to Zamel (1983) “Writing is like creating. It's joyful. But the most enjoyable part is at the beginning when you searching for your ideas. It is like problem to solve. It's fun. You enjoy choosing the way to write your ideas and making the connections and putting it into words.”

In the same way, according to Sperling (1996) writing is meaning - making activity that is socially and culturally shaped and individually and socially purposeful.

Furthermore, according to the curriculum of class 9 and 10 English of (2022) implemented by the curriculum development center then, we find 40 marks is allocated for reading, 35 is allocated for writing, 3 is allocated for classroom participation, 8 is allocated for listening, 8 is allocated for speaking and remaining 6 marks is from each terminal test.

Different scholars have defined writing differently from their definition what we come to know is, writing is social and cultural processes. It is about thinking, meaning, creating idea- developing or meaning discovering by the use of linguistic codes or symbols. It is also commonly understood as putting ideas on to paper. It is

the way of generating ideas, discovering a voice with which to write planning the ways of information, gathering, goal - setting monitoring and evaluating. Therefore, writing is the process of generating tentative ideas and putting them into reading texts.

Reasons for teaching writing skills. Harmer 2008 presents the following reasons of teaching writing. They can be presented as below:

Writing for language processing. Writing helps students for language processing. Students produce their views through this productive skill and provides or there is no doubt. i.e., writing is for language processing because with the help of this productive skills students get chance to produce their views and it provides chance to them to process the language in a considered way. So that students get ample opportunity to express their views.

Writing for learning. Students learn the language through writing. In writing, mistakes are not accepted in spoken form. Therefore, students can easily form their linguistic knowledge with the help of this skill.

Writing for writing. This skill trains students to be better writers. The more they write the better write they become. With the help of teaching writing skill students get various ideas to write different items such as report, article, advertisement, and brochure and so on.

Approaches to teaching writing. There are mainly two approaches of teaching writing. One focusing on writing as developing linguistic knowledge is called product approach and the next is writing as meaning discovery cognitive process which is known as process approach. They are described as below:

Product approach. In writing product approach, focuses on linguistic knowledge. It means to say that product approach in writing sees writing as being primarily about linguistic knowledge which focuses on the appropriate use of vocabulary, syntax and cohesive devices. According to Pincas (1982) product approach to writing has four stages. They are familiarization, Guided writing, controlled writing and free writing.

In the context of familiarization stage, it aims to make learners aware of certain features of a particular text. Similarly, in the controlled and guided writing, the learners practice the skills with increasing freedom until they are already for the free writing section when they use the writing skill as part of a genuine activity such as a letter, story or essay. It can be taken as the most common but traditional approach to teaching writing.

In product approach, the focus is essentially on the ability to produce correct texts or products. Furthermore, in this approach of teaching writing what learners as writer is expected to be able to do as a fluent and competent user of language is ability to write grammatically well- formed sentences. Here, the learners as writers are expected to involve and engage in the classroom activities like imitating, copying and transforming models of correct language. The students are expected to produce grammatically well-formed sentences at syntactic level. They can maintain linguistic accuracy and final product will be acceptable.

Process approach. Process approach is generative and recursive process which produce many different many different outcomes as a writer. Writing does not move in a straight line from conception to completion. Writers move back and forth among these sub-processes. After text has been composed on paper, the writer may notice a gap for which new content must be planned. Therefore, according to this process, writing is considered a form of problem solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal setting monitoring and evaluating what is to be written as well as what has been written with which to express exact meaning. (White and Arnd, 1991).

According to this approach, writing is predominantly cognitive activity. It is about spiral, recursive, cognitive and generative process. It consists of different processes that writers need to follow. There are different views on the stages that writer goes through in producing a piece of writing. According to Tribble (1997, p.38) a typical model identifies four stages including prewriting, composing/ drafting/revising and editing. They can be presented as below with short explanations.

Prewriting. Within this stage we should have to specify the task, make the plan and outline, collect data and make notes.

Composing/ drafting/Revising. Reorganizing, shifting emphasis, focusing information and style for your readership should be done in this stage.

Editing. In this stage we should have to check grammar and lexis. Moreover, we also have to check punctuation, spelling, layout, quotation, conversation and references.

This approach says that writing is a spiral or cyclical process in which writers may return to prewriting activities after doing some editing and revising. This approach argues that writing is rewriting not a single event that comes and goes. It is non-linear, generative and meaning creating process which consists of four main stages including planning, drafting, revising and editing. (Snow, 2002)

Eventually, what we can say about process approach to writing is it aims at developing learners as creative, collaborative, critical, constructive, customized, generative and meaning creator and message developer. It is cognitive and social activity to generate meaning, it is a shift from composition to composing in writing. Learners if done in a principled way, they develop them as; explorers and innovators of new ideas, new sentences and new way of writing. They will have greater control over what they write, how they write it and the evaluating of their own writing.

Some of the differences between these two approaches to writing can be; one criterion to see difference between product and process approach to writing is who controls the final product approach whereas if learners as writer controls the final product of writing, it is process writing. Similarly, if writing activity follows the stages such as familiarization, controlled writing, guided writing and free writing, it is product-based writing whereas if writing activity follows planning, drafting, composing, revising and editing, then it is process writing. Product approach focuses on linguistic knowledge whereas focuses on mental cognitive process. In Nepalese context, we talk a lot about process approach but we mostly use product approach. A remarkable shift is necessary to make if we want writing activity to be a meaning making or ideas generative process.

Characteristics of good writing. In the context of teaching writing, it can be taken as an act of using language but it is a very complex task to write clearly and explicitly. Correct appropriate and effective writing in logical sentence structure is the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntax and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1986, p. 36) some of the important characteristics of good writing can be shown as below:

Economy. A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves times, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. If there is more economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

Simplicity. The second quality of good writing is reducing complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturb the reader to understand the writing.

Clarity. A good writer should not add complications or should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self- contradictory statements.

Continuity. Continuity of thought is another important factor of a good writing. There should be continuity of thought from one phase to another, from one sentence to another from first to second paragraph and from first chapter to next chapter. The concept of continuity of thought is based on the natural linkage of ideas. It should maintain standard form from the beginning to the end.

Free from errors. The write cannot use a whole range of facial expressions, gestures and general bodily language to convey the message. As writing is a permanent cord of one's thought or ideas must be free from logical, syntactic semantic and grammatical errors.

Similarly, according to Melissa (2021) the characteristics of good writing are as follows:

Clarity and focus. In good writing, everything makes sense and readers don't get lost have to reread passages to figure out what is going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

Organization. A well-organized piece of writing is not only clear; it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

Ideas and themes. Is the topic of your paper relevant? Does our paper come complete with themes? Can the reader visualize our poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

Voice. This is what sets us apart from all other writers. It's our unique way of stringing words together, formulating ideas and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

Language word choice. We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well-crafted sentences.

Grammar and style. Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there is a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

Credibility or believability. Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

Thought-Provoking or emotionally inspiring. Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a

sense of victory? How readers react to your work will fully determine your success as a writer.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts, figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, organizing processes. The art of writing is based upon one's own mental capacity which is very important for a specific subject matter. The above characteristics of good writing play a vital role in developing writing proficiency of teachers who are teaching in secondary level so that they can teach their students correctly.

Strategies adopted in teaching writing skills. According to Ellis (1985, p.532) strategies refer to both general approaches and specific actions or techniques used to learn the second language and it is problem -oriented: the learner Employs strategies to overcome particular learning problem. Talking about the strategy, it refers to activity for achieving a major goal. We can take it as the mean to achieve expected objectives. Moreover, strategy is an art which enables the teacher to create new thoughts, feelings and ideas transmit them to their learners. In the field of teaching, we take it as the creative activity which promotes creativity skills and ability to explore ideas and use the imagination.

As we know that, each and every teacher applies certain strategies in the classroom being based upon the specific principles and methods. Similarly, the effectiveness of the teaching learning process depends on the sorts of strategy that are used in the classroom. There are many strategies which are applicable for teaching writing. In other words, we call strategy to activities and techniques as well. According to Rivers (1968) and Abbott (1981) the following three types of strategies to teaching English writing skills can be shown as below:

Controlled Writing. This type of writing activity is conducted under the direct supervision of the teacher. This type of activity is suitable and applicable for the beginners. The activities that come under controlled writing can be presented as below:

Combining. It is that type of activity which is used to join words into sentences or sentences into paragraphs. The conjunctions like and, but, because, so, etc. are used on joining them. It is the simple exercise for the beginners but it provides them some writing practice.

Reproduction. In this type of activity, students just copy the given text or write something from their memory. They may read a text and rewrite it, or listen to a story from their teacher and write it too.

Completion. In this type of activity students are given parts of sentences and they have to complete it with a word or phrase. They can also be asked to fill in the blanks. Some possible words or phrases are given and they choose the correct alternatives from the given box and complete the exercise. Complete by matching is also useful. Sometimes, they should have to match the word with pictures to complete the given exercise.

Guided Writing. Guided writing stands as a bridge between controlled and free writing. In it students are provided some clues such as outlines and plans and they have to expand it. They are free to choose lexical items for their writing. They can begin with outlines which allow for some individually and helps them to develop writing skill. There are some activities that can be done under guided writing parallel writing, paraphrasing and outline into text.

Parallel writing. It is that kind of writing activity where students learn well by imitating a model. Model can be direct imitation of the model or producing a similar piece of writing. In this type writing teacher can write paragraph about buffalo and ask students to write about he, buffalo. Students may directly imitate the teacher's model substituting the words or phrases too. Sometimes, the students can write a piece with their own words and structures.

Paraphrasing. Simply, paragraph can be taken as the simple transformation exercise or more advanced one. Here, students are asked to transform the sentences such as active into passive, affirmative into negative or vice-versa writing the summary of text is another activity of paraphrasing but they are not allowed to change the meaning or destroy the sense of original writing because it is the alternative version of original text. Some other activities like changing informal letter into formal

one, story in present tense into past tense, changing poetry into past tense, changing poetry into form can be carried out under this activity.

Developing outline into full text. In it students are given outlines and being based upon that outline they should have to prepare full text without changing meaning and sense. Here, the hints given in the outline may differ according to the level of the students. The information given in outlines act as hints which help the students to write.

Writing Para- orthographic texts. Para-orthographic text refers to the presentation of data in the form of graph, chart, table bar diagram, map, etc. Information can be presented clearly and precisely through them. They save time and energy. Students are asked to change Para-orthographic texts into orthographic texts or vice- versa. It is a very useful activity to develop writing skill.

Free writing. This type of writing can be taken as the higher-level writing. In this type of writing students are given topics and are free to write by using words and structures. Here, the teacher may help them to present the information but the thing is they, are free to begin, free to use vocabularies and end the writing. Moreover, in this type of writing students are also free to use their ideas and number of words. There are no restrictions and the direct supervision from the teacher. As a result, sometimes students make mistake and may produce senseless ideas. Due to which it will be difficult for the teacher to evaluate them. It includes any kind of writing like essay writing, letter writing, writing dialogue and description of an event. Before they come to this stage, they are already familiar with guided writing and controlled writing. The ultimate goal of this writing is to enhance creativity to the students and make them proficient or let's say make them complete in writing.

Free writing is an important invention technique that helps us to explore ideas for a draft of the academic writing. It involves free and continuous writing on the given topic. We do not concentrate on accuracy and clarity but keep on writing what comes to our mind. Leki (2010, p.21) suggests: Write your topic at the top of a page. Then begin to write down everything that comes to your mind on this topic. Continuously for ten minutes. Time yourself or have someone else time you. Do not let your pen stop moving. If you cannot think of anything to say, write "I can't think of

anything to say" until something comes to you. Something comes to you. Something will come so relax and keep writing steadily. If you cannot think of the world you need in English, write the world in your own language or in some abbreviation of just leave a blank and keep going. The point is to get down as much as you can about the subject, no matter how disorganized.

Similarly, according to Leki (2010) there are other invention techniques beyond free writing from where we can gather various ideas. Those techniques help the academic writers to gather ideas required for formal essays. They can be shown as below:

Keeping Journal. It can explore or invent ideas for an essay. It is an invention technique commonly used by academic writers. It is like journal writing where we kept our important ideas, feelings and experiences. It develops the habit of writing and also helps us to generate ideas for academic writing on the related subject. It is not an academic text so it is not necessary for us. It helps us to practice and develop our writing skills. We write and add a new entry to our journal on regular basis every day.

Listing and clustering. According to Leki (2010, p.23) listing is faster than free writing but operates on the same general principle. When you list, you write down everything that comes to your mind about your topic but you do not write sentences. Instead, you write only words or quick phrases. Once again, you are trying to get down quickly as much information as possible. Listing is particularly useful for getting examples or specific information about a topic.

Looping. Looping is similar technique to free writing but it is more focused. As in the free writing, we have non-stop writing in the looping process regardless to grammatical accuracy. The writer writes freely in the beginning about the particular topic and after this free writing, he or she writes a complete sentence by summarizing the ideas of the free writing. This complete sentence is called a 'loop'. Following Leki (2010, p.28) the specific techniques of looping are: Firstly, begin by writing down the subject you want to consider. Secondly, keep that subject in the front of your mind as you write continuously for five minutes. Thirdly, keep your mind focused on the subject. Fourthly, do not worry about grammar or punctuation; feel free to use short

forms of spelling. Finally, write a complete sentence (i.e., a loop) by summarizing the essence of what you have just written.

Cubing and questioning. According to Leki (2010, p. 29) cubing involves looking at a topic from six different points of view: "you look quickly at your topic from six angles". These six angles are: describe the topic (i.e., describe what it looks feels, sounds or so). After that compare it (i.e., compare it with something similar and something). Then analyze it (i.e., analyze its structure, composition, parts types, advantages, disadvantages, etc.). After doing all these things associate (i.e., it with something you know). After this Apply it (i.e., write how you can use it.). At last, argue for or against it (i.e., show your positions to it).

All the viewpoints are not equally important for all the topics. According to the nature topic, some viewpoints are more important than others.

'Questioning' is similar to cubing but it examines the topic from different wh-questions such as who, what, why, where, when, and how. According to the nature of topic, some particular questions more important than others. The writer is expected to ask as many questions as he or she can. And, it is the writer who has to both ask and answer the questions.

Outlining. According to Leki (2010, p. 30) an outline is a structured method of exploring your thought on a subject. Some writers like to use the freer invention strategies to generate ideas. Then they make an outline to organize their ideas. Then, they make an outline to organize their ideas. Thus, outlining can be a transition between inventing and writing a draft. When used this way, the outline functions as a plan for writing.

Difficulties of teaching writing. There are many difficulties in teaching English and learning English writing skills. According to Hedge (2005) the potential difficulties of teaching writing can be written like this respectively in a paragraph. Writing is detached from the wide range of expressive possibilities found in speech. A writer is unable to exploit all the devices available to a speaker such as gesture, body movement, facial expression, stress, hesitation, etc. Compared with speech, effective writing requires a number of things- a high degree organization in the development of information, ideas or argument; a degree of accuracy so that there is no ambiguity of

meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and eventually to the readers. A good piece of writing should possess the good blend of writing features and maintaining them is difficulty. Some of the features of writing are: Getting the grammar right, having the range of vocabulary, punctuating meaningfully, using the conventions of layout correctly, spelling accurately, and using a range of sentence structures, linking ideas and information across sentences to develop a topic and developing and organizing the content clearly as well as convincingly.

Review of the Empirical Literature

That type of review where we researcher have to review the research-based articles. With the help of this review, we can easily know in which topic research has been carried out and in which problem. Furthermore, we also know about methodologies used in the concerned topic and the information they refer to. Similarly, they also provide us the information about the aspects of the remaining part that we have to study in our research journey. Following are the research-based articles and the theses regarding the topic. They can be reviewed respectively by means of the following ways:

Indrsari (2010) carried out research on "Improving students writing skill of narrative texts by using short videos". The objectives of the research were to find out whether short videos can improve students writing, skill and how far the short videos can improve students' writing skill at the eighth-grade students of SMP Negrn 2 Temangyung and to find out the strength and weaknesses of using short videos in the writing class. The approach in his research is classroom action research. The action research was conducted in two cycles, in which in the first cycle there were 4 meetings and in the second cycle there were 3 meetings. Every cycle consisted of four steps; planning, implementing, evaluation and reflection. To collect data the researcher used observation, questionnaires, interviews, field notes, photographs, and tests. The tests were conducted before the action (Pre- test) and after the action (post-test). The researcher analyzed the mean score of each test to find out the improvements of students writing skill after the action was conducted. The result of the research showed that there were positive improvements in either student writing

skill or the class situation during the learning process. It can be seen from the result of the test which is improved from the comparison between the pre - test conducted before the action and the post -test conducted after the action. However, a weakness of using short videos in writing class was a few students still got difficulties in finding appropriate words with the correct spelling. Indeed, this study didn't incorporate the strategies adopted and the difficulties faced by the teachers in teaching writing skills at the secondary level.

Pandey (2010) carried out research entitled " A study on the effectiveness of project work technique in developing writing skill." The main aim of this study was to find out the effectiveness of project work techniques in developing writing skills. It was survey research. She used questionnaire and class observation as a tool to elicit necessary data from 50 students in the 5 lower secondary schools in Kathmandu district. It was found that the teaching through project work techniques has a better impact on the result. She also found that project work technique worked relatively more effectively than the conventional one. This was conducted at the lower secondary level and it only showed about the results of the effectiveness of project work in teaching writing.

Pratiwi (2012) carried out research on "Students' Difficulties in writing English". The main aim of this study was to know the students' difficulties in writing English at third semester students. The population of this research was the whole students at third semester in University of Bengkulu, they were 79 students. All of them are taken as a sample of this research. The data of this research were obtained by using the text of writing a composition, which was scored by using ESL composition prolific suggested by Jacobs, et. al. (1981). Writing difficulties at the third semester varied (language use and vocabulary aspects) was most difficult one compare to the cognitive difficulty (organization and mechanics aspects) and physiology difficulty (content aspect) as well. This research only showed about the student's difficulties in writing but it didn't talk about the strategies faced by the teachers in teaching writing skills at the secondary level.

Parajuli (2012) carried out the research on " Developing Writing Skill through Students Quality Circle'. The main objectives of his study were to develop writing skill through student's quality circle. He followed the action research as a design. He

selected the population as a non - random purposive sampling and administered the pre- test to determine the writing proficiency of the students. The total population of this study was the 30 students of Green village secondary school, Kirtipur. He administered the test as tools for data collection. The findings showed that after involving in SQC activities students developed their writing. This study also didn't talk about the strategies adopted and the difficulties faced by the teachers of institutional schools at the secondary level.

Sapkota, (2012) presented research on "Developing students writing skill through peer and teacher correction". In this study, the main objectives of the study were to find out whether there will be improvement in students' writing skills through the strategies of peer correction followed by teacher correction and to forward some pedagogical suggestions based on the findings of the research. Similarly, the population for the study consists of ten students from a B. Ed college. The college was selected by using simple random sampling procedure. Test items were the mail tool used for data collection as primary sources. The test items consist of two different questions related to writing skill as for pretest and posttest. The study was limited in the word level and cohesion and coherence as mechanics of writing of FOE students studying in B. ED first year. There are only two techniques used in the study. As a whole it was found that the students were able to increase their level of proficiency in the use of grammatical units and in using mechanics of writing in posttest. The use of pair correction was found effective tool to improve the writing proficiency of the students. It was conducted at B. Ed level and it only talked about the effective strategy to improve students writing skills.

Elashri (2013) carried out research on 'The impact of the direct teacher feedback strategy EFL secondary stage students' writing performance. This study aimed at developing some writing skills for second year secondary stage students through the direct teacher feedback strategy. Hence, the problem of the following statement: "The students at AI Azar secondary schools were not good at writing. As a result, their writing skills are weak." They need to be trained in the skill of writing and there is a dire need to use the direct feedback strategy. In addition to this, this study was prepared being based on the experimental design i.e., using an experimental group and control group. Here, the experimental group received the direct teacher feedback

strategy instruction while control group received traditional writing instruction. For this, the direct teacher feedback strategy instruction was provided to the experimental group at Satamooni AI - Azhar secondary institute for girls at Roda; both institutes are located in Dakahila Governorate. This instruction was up to nine weeks. It took place in the second term of the academic year 2012/ 2013. After that it showed the evidence for the effectiveness of using the direct teacher feedback strategy in developing students writing performance. Further, this study also highlighted the advantages of using the direct teacher feedback strategy in developing writing. It only talked about the effectiveness of direct teacher feedback strategy in developing students writing performance.

In the same way, Kandel (2013) has carried out research entitled "Dictation as a tool in improving writing skills."

The purpose of the study was to find out the role of dictation in improving writing in terms of spelling, punctuation and selection of appropriate vocabulary items. It was experimental research. He used class tests as a tool to get necessary data from 80 students of 5 secondary schools in Jhapa district. The main finding of the study was that the performance of the experimental group was found more effective than that of controlled group. It only talked about the tool to improve writing skills and talked only about the students not about the teachers.

Barakoti (2015) has carried out research entitled "errors committed by PCL 2nd year students in writing free composition. "The main purpose of this study was to identify the errors committed by the students and compare the proficiency between students of humanities and education streams. It was survey research. He used questionnaire and class observation as a tool to elicit data from 20 of 4 lower secondary schools in Bajura district. He found in that research that students had committed errors in sentence constructions, spelling and organization of thought. It showed that the students do not give proper attention to writing, compared to other skills. It is only limited to the error committed by the students but not talked about the teachers and the strategies that they have been adopting and facing at this moment.

Cole and Feng (2015) carried out research on "Effective strategies for improving writing skills of elementary English language learners". According to this

study, reaching proficient levels of literacy is a universal goal for all children in the elementary classroom. This objective is especially challenging for English language learners particularly in the domain of writing. Writing has been identified as one of the most essential skills because the world has become so text oriented. Due to this change mainstream teacher as well as ESOL instructions, are in the great demand of effective techniques to improve writing skills of these particular populations. The purpose of this project is to provide research-based techniques successful in improving the writing skills of ESL students. It was mixed method. In this research here the findings suggest that through the use of technology, pre taught vocabulary, various teacher influences and implementation of positive diverse literacy practices, this goal can be attained. It was carried out to figure out effective strategies or the techniques to improve writing skills of the ESL students and it doesn't talk anything about the EFL Teachers.

Similarly, Pela (2015) conducted the research on "Developing students' writing through facilitation". The main objectives of this study were to find out the process of development in students' writing skill when the teacher plays the role of the facilitator and to suggest some pedagogical implications. In order to carry out the research, here the researcher followed action research. All grade 10 students of Kathmandu district were the population of this study and among them 45 students of class ten Of Jana Sewa Higher Secondary School; Kirtipur-15 Kathmandu were the sample of this study. To collect data subjective test items were used. For that there altogether four question items and the students were provided two hours to complete the test. All the questions were designed on the basis of curricular objectives of grade 10 textbook and specification and the text items were of 50 full marks. Furthermore, all the data were analyzed and interpreted descriptively and statistically with the help of simple statistical computation like-mean. After that, it was found that writing ability of the students was improved after adopting the role of teacher as facilitator. It was conducted at community school and only talks about the role of teachers' facilitation in students writing skills.

Kharel (2017) conducted research on "strategies used by primary level teachers in teaching writing skills". The main aims of this study were to find out the strategies used by primary level teachers of community-based school while teaching writing

skills and to suggest some pedagogical implications. Similarly, it was survey research design and questionnaire and the observation checklist were the major research tools for data collection. The questionnaire was used to collect the required data from the teacher teaching at primary level. Close-ended questions were included in questionnaire. Likewise, the observation check list was used while observing the class of selected teachers. In this study, population of the study was all the English teachers from community-based school and the sample of the population were twenty English teachers at primary level in community-based school in Rupandehi district. Here, the data were analyzed on the basis of percentage and table. The findings of the study showed that some of the techniques were used most frequently and some of the techniques were used less frequently. Among them drill, complete word and sentence were used mostly whereas answer question techniques were used less frequently. Most of the teachers stated that teaching writing is necessary at primary level Likewise; teachers training are also most important for teaching writing at primary level. It was conducted at primary level in out of the valley at the community school and not conducted at the secondary level. It showed about the strategies used by primary level teachers in Teaching English writing skills but it didn't show the result of strategy that they are facing while teaching English writing skills.

Sharma (2017) carried out research on "Developing writing skill through guided writing". The main objectives of this study were to find out the role of guided writing in developing writing skills and to provide some pedagogical implications. Here the researcher selected 'action research as a research design which incorporate pre- test, progress test and posttest. In order to carry out this study, here the researcher selected twenty-two students of grade twelve of Shree Khalakhola, Higher secondary school using non-random purposive sampling procedure. For the study the researcher used them as primary sources of data. For that at first pre-test was conducted to know the student's initial proficiency on the writing school. Then they were taught through guided writing up to 15 days. After interpreting and analyzing the data it was found that there was decrement in the number of students who committed the errors in highest range. This showed that guided writing is really useful in developing writing skills on the part of learners. This study only showed the role of guided writing in developing writing skills on the part of learners at grade twelve.

Alisha, Safitri and Santoso (2019) carried out research on "Students Difficulties in Writing EFL". The main objectives of this research were focused on finding out student's difficulties in teaching writing skill. It was case study with qualitative design. For that 30 students were purposively selected as the respondents of the research. To collect data 15 were close ended item and one was open ended item. The result indicated that students had a significant problem in writing English. The findings revealed that the most significant problem was because of their lack of vocabulary mastery and language used. They also had problem in spelling as well as they had limited grammatical knowledge to construct the sentences. Due to which they were unable to choose write word. This study presented about the students' difficulties in writing (EFL) but doesn't present about the difficulties faced by the teachers of institutional schools and the strategies adopted by them in teaching English writing skills.

Cer, (2019) conducted research on "The effect of the metacognitive strategy on writing skills of pupils in secondary education." The main purpose of this study was to investigate the effect of the "knowledge of cognition", and 'regulation of cognition", which are process of the metacognitive strategy for improving learners' writing skills. In this study the researchers used explanatory research design with control and experimental groups. There were altogether 44 participants and out of them 21 control and 23 experimental at private secondary school. It was mixed method and within this study both qualitative and quantitative research designs were used as a methodology. For that the pupils in the experimental group were instructed in metacognitive strategy - based writing practices. The results showed that it is necessary to effectively use the metacognitive strategy in learning to improve writing skills. Further experimental research is recommended to determine, using various scales, whether the metacognitive strategy influences writing skills. It only showed the effectiveness of meta-cognitive strategy in learning to improve writing skills.

Tamang, (2019) carried out research on "Reading culture in developing writing skill at secondary level "The main objectives of this study was to explore how far the reading culture helps to enhance proficiency in writing in English at secondary level, to investigate the perceptions towards the reading culture to enhance proficiency in writing in English and to postulate some pedagogical implications. It was mixed

method research design. Here, all the data were analyzed descriptively and statistically. The sampling of the study was secondary level students of 5 different schools of Kathmandu. There were 75 in number. The samples were selected on non-random basis. Similarly, researcher used mixed method to analyze the data. The main tools of data collection were questionnaire and semi –structured as tools to collect data in this study. The findings of this study showed that the reading a variety of traditional and short stories helps students to improve vocabulary and they heavily help them to use mechanics, such as comma, semi- colon and full stop etc. They are too much helpful to achieve accuracy in writing. Moreover, readings of short stories enable them to use capitalization appropriately in their writing. In fact, habit of reading culture facilitates them to use subordinate clauses in the writing correctly. Furthermore, reading culture of short stories facilitates the secondary level students to develop critical and creative thinking. It was also conducted in Kathmandu district in writing skills. This research was only limited to grade 12 and showed the result about the role of reading culture in students writing. However, it didn't address the strategies adopted by the teachers and the difficulties that they are facing in teaching English writing skills.

Govender (2020) carried out research on, “Writing approaches and strategies used by techniques in selected South Africa English first additional language classrooms”. The main purpose of this study was to investigate writing approaches and teaching strategies used by teachers in teaching writing in selected EFAL, FET classroom in the Pinetown district. In this study a qualitative approach was adopted as a methodology to observe five writing lessons across five schools using a video camera. Discourse analysis was also used to analyze data. The findings of this study indicate that teachers mostly used a process approach to writing which is in line with their curriculum. The study also found that teachers generally used a question-and-answer method to teach writing which entails teachers controlling the interactions in the classrooms through a nomination response cycle. Analysis of lessons also suggest that teachers creatively employed code switching to explain writing concepts better, similarly, this study concludes that the effectiveness of pedagogy depends on the teachers' knowledge and understanding of writing and approaches to writing. For effective development of learners writing the study recommends instruction methods that embrace collaborative writing activities in the learners' proximal, development

(ZPD) and the recognition of learners' home languages. It was conducted in South Africa and it only studied about the strategies adopted by the teachers in teaching English writing skills.

Saravanan (2021) conducted systemic review on "Challenges on teaching writing Skills for upper secondary in ESL Classrooms and Suggestions to overcome them". This paper presents systematic review of relevant published studies on challenges in teaching writing skills for upper secondary in ESL classrooms and solutions to overcome them from year (2012-2020). This systematic review attempts to address two research questions; i.e., what are the writing challenges of the students and what are the solutions to overcome writing challenges faced by ESL students? 12 single studies and two systematic reviews were systematically reviewed. It revealed that the most challenges encountered by students in writing are word choice, vocabulary, grammar and poor organization of ideas. The findings also showed some lights on solutions to overcome the challenges teachers' and student's perspective. Teacher should act as a guidance by providing sample essays, giving feedbacks and choose suitable approach by identifying students' needs. Meanwhile the students should read more to generate ideas and improve their vocabulary and grammar knowledge. It only showed about the challenges faced by the students in English writing skills and the solutions to overcome from all those challenges.

Sarawat, Ullah, Anjum and Bhuttah (2021) carried out research on "problems and factors affecting student's English writing skill at elementary level". The aim of the study was to investigate elementary students' writing problems and factors that hamper their English writing skills. For this mixed method approach has been used and that involves both qualitative and quantitative data to investigate the question of interest. Regarding this study, questionnaires for students and semi-structured interviews were the main sources for data collection. The questionnaires were both open-ended and close-ended. Furthermore, there were altogether 155 students and 32 English teachers of elementary level in the government boy's elementary school of Teshil Khan Pur. These randomly chosen samples represent the whole teacher's and students' population of the government elementary schools of District Rheum Yar Khan who are teaching and learning respectively. The results of the study indicate that the majority of the students at elementary level are unable to write grammatically

precise English paragraphs. The findings of the study disclosed that the main problems of students' English writing were due to poor command over English tenses, grammar, syntax and insufficient vocabulary. Lack of creative ideas, anxiety, weak structural organization and dependence on L1 are also the major cause of learners' poor writing in English. This study was carried on problems and factors that effect on students English writing skills and showed about the problems which were faced by those students.

In the same way, Ghimire (2022) presented thesis on "Challenges in teaching writing at basic level" The main objective of this study was to explore the challenges of basic level students in free writing activities. Here, the researcher used survey research design to accomplish this study. In order to collect the data, the researcher collected the data from forty basic level students studying in Roshi Rural Municipality Kavrepalanchok district, through random sampling procedure. A set of questionnaires and a test item were used as the main tools for data collection. Thee collected data were analyzed and interpreted with the help of tables. The findings of the study showed the students faced challenges in writing a cohesive paragraph. They are weak in writing grammatically correct sentences. They lacked confidence; they failed to generate ideas to draft and couldn't write the effective sentences. This study only showed about the challenges faced by the students of basic level in English Writing skills.

Kielce (2022) carried out a literature review on "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts". The main purpose of this study was to investigate the difficulties that both students and teachers face when learning and teaching writing skills in elementary schools. It showed that developing students' writing abilities is one of the major challenges that ESL teachers face in most schools today. Nevertheless, writing has always been a major challenge for students learning English, particularly in elementary schools. Not only have that but teachers in elementary schools faced some difficulties in teaching writing skills to students. It only showed the difficulties or the challenges faced by both teachers and students at elementary level.

All the above-mentioned studies are related to writing skill. In addition to this, I found theses conducted in the field of writing strategies and the difficulties of

teaching writing skills. However, all of the researches have been carried out at the public school, community school and at the bachelor's level secondary level. And the next thing is none of the researches have been conducted by integrating them as a single topic as well as all of the researches have just found out the few strategies adopted by teachers in teaching writing skills and the difficulties faced by them in teaching writing skills. Therefore, I claim that this study is differing from another research as done previously because it has found various strategies adopted by the teachers teaching English writing skills at institutional school and the difficulties faced by them in teaching English writing skills. Similarly, this study has been carried out at the institutional schools very first in the context of Nepal and it showed the conditions of institutional skills in the context of implementing the strategies in teaching writing skills and the difficulties faced by them in teaching English writing skill since past to present. So, I claim that this research study will be new in the department and milestone for those who really want to know about the strategies adopted in institutional, community and public school as well as want to find out the way to solve the difficulties which have been facing by the teachers since past to present for the betterment of teaching.

Implications of the Review

Simply, literature review means to evaluate and examine the previous research as studies and review of what has the relevance of these topics for present research. In it the researcher has to consult with many sources as like books, articles, journal etc. These sources give direction to go ahead for new research area by giving sufficient knowledge and insight in related field. These researches, books and other materials have their value and importance in their own respective field. Those works have provided the base for research. In any kind of thesis, we should have to do both i.e., theoretical literature review provides guidelines for meaning, importance and types of teaching strategies as well as conceptual framework. Similarly, the review of the empirical literature gave the guidelines for data collection and methodology for the study.

To be more, specific the ideas of theoretical literature have been taken from the following scholars who can be shown respectively by means of the following ways. From the study of River (1968) I learned about the strategies adopted in teaching

writing skills. From the study of NESP (1971-76) I learned about the implementation of English in Nepal. In the same way, from the study of Sperling (1996) I learned about the definition of Writing. From the study of Kansakar (1977) I learned about English language. From the study of Tribble (1997, p.38)) I learned about the stages of teaching writing skills. Similarly, from the study of Malla (1977) I learned about English language. In the same way, from the study of River, (1980) I learned about the definition of writing skills. From the study of Abbot (1981) as well I learned about the strategies of teaching English writing skills. Moreover, from the study of Pincas (1982) I learned about the product approach to writing. From the study of Zamel (1983) I learned the definition of writing. I got the ideas regarding the concept of product approach to teaching writing. From the study of Ellis (1985) I learned about the concept of strategies. From the study of Richards (1986) I learned about the approaches and methods in language teaching. From the study of White and Arnd (1991) I learned about the definition of writing. From the study of (1992) I learned about the concept of teaching writing. From the study of I learned about the history of writing. I learned about the stages of process approach to teaching writing. From the study of Clandinin and Connelly (1999) I learned about narrative inquiry. Similarly, From the study of M.C. Carthy (1999) I learned narrative inquiry. Similarly, from the study of snow (2002) I learned about the strategies of writing skills. From the study of Hedge (2005) I learned about the potential difficulties of teaching writing skills. From the study of Mackey and Gass (2005, p.2) I learned about the concept of qualitative research. I learned about the language skills. From the study of John & James I learned about research tools, data analysis and data collection technique about qualitative research. From the study of Harmer (2008) I learned about the reasons for teaching writing skills. From the study CBS I learned about the rank of English. From the study of Karan (2009) I learned about English language. From the study of Leki (2010) from the study of Thompson (2010) I learned about the definition of strategy. I learned about the techniques of teaching writing Skills. From the study of Creswell (2012) In the same way, from the study of Husain (2015) I learned about the steps, concept and the types of narrative inquiry as well as I learned about the population sampling, concept of qualitative research ethical consideration and the data collection procedure for thesis writing. Albert (2020), I learned about the definition of the word 'difficulty'. Last but not the least from the study of Melissa (2021) I learned about the characteristics of writing skills.

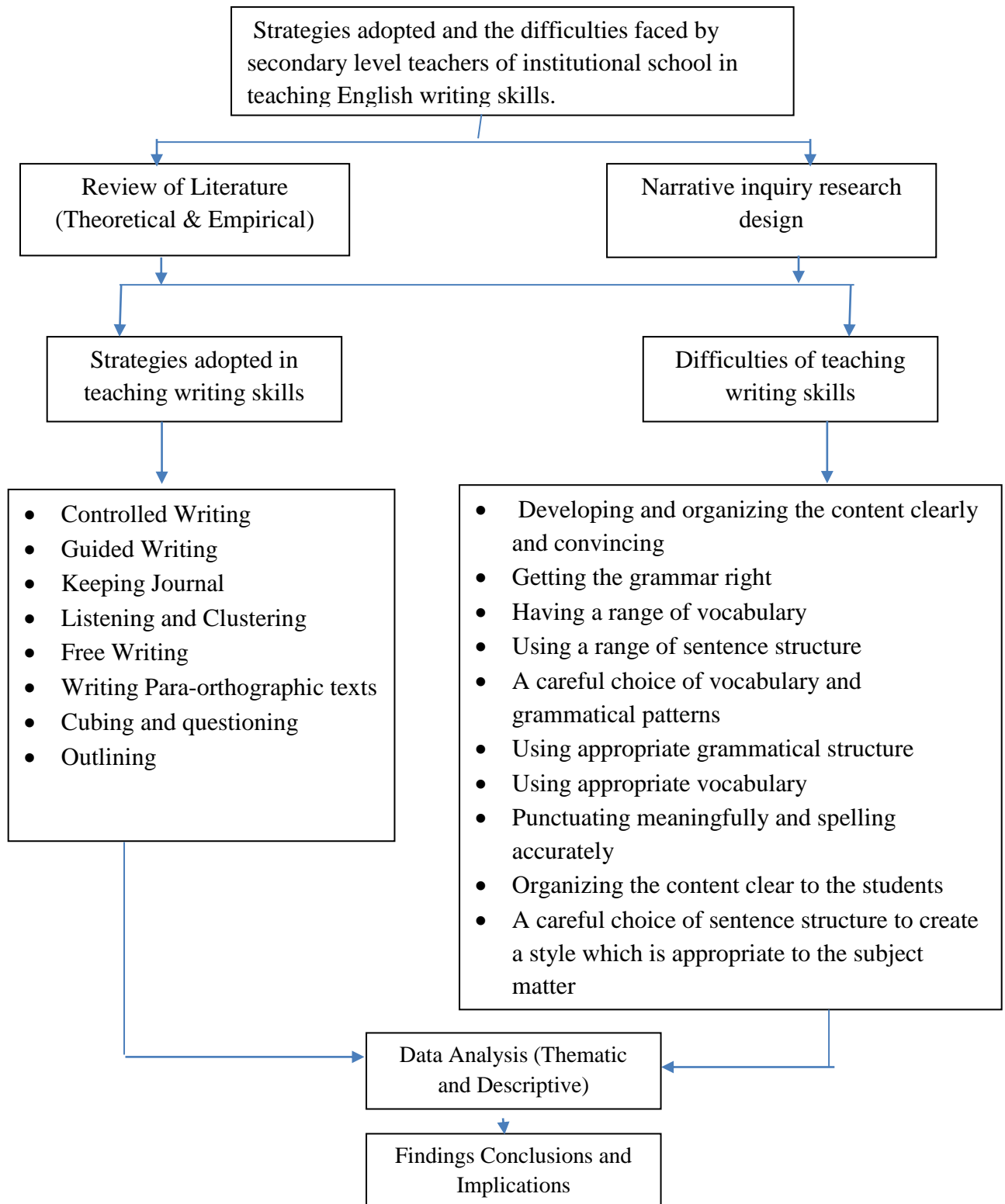
To be more specific I got the following things from empirical reviews which can be shown by means of the following ways in a paragraph. From the study of Indrasari (2010) I found that the improvement of the students writing skills by using short video is significant. Furthermore, from the study of Pandey (2010) I found that the teaching through project work technique has a better impact on the result. From the study of Parajuli (2012) I found that that after involving in SQS activities students develop their writing. From the study of Sapkota (2012) I found that the use of pair correction was found to effective tool to improve the writing proficiency of the students. From the study of Elshari (2013) I found that the evidence for the effectiveness of using the direct teacher feedback strategy in developing students writing performance. Further, this study also highlighted the advantages of using the direct teacher feedback strategy in developing writing. From the study of Kandel (2013). From the study of Burlakoti (2015) I found that the students have committed errors in sentence constructions, spelling and organization of thought and the next thing was students didn't give proper attention to writing in comparison to other skills. From the study of Coly and Feng (2015) I found that the use of technology, pre taught vocabulary, varies teacher influences and implementation of positive diverse literacy practices, this goal can be attained. From the study of Pela (2015) I found that writing ability of the students was improved after adopting the role of teacher as facilitator. From the study of Kharel (2017) I found that some of the techniques were used most frequently and some of the techniques were used less frequently. From the study of Cer, (2019) I found that it is necessary to effectively use the metacognitive strategy in learning to improve writing skills. From the study of Alisha, Safitri and Santoso (2019) I found that the most significant problems were because of their lack of vocabulary mastery and language used as well as they had limited grammatical knowledge to construct the sentences. From the study of Tamang (2019) I found that the reading a variety of traditional and short stories helps students to improve vocabulary and they heavily help them to use mechanics, such as comma, Semi-colon and full stop etc. From the study of Govender (2020) I found that teachers generally used a question-and-answer method to teach writing which entails teachers controlling the interactions in the classrooms through a nomination response cycle. From the study of Saravana (2021) I found that the most challenges encountered by students in writing are word choice, vocabulary, grammar and poor organization of ideas. From the study of Sarawat, Ullah, Anjum and Bhuttah (2021) I found that study the

majority of the students at elementary level are unable to write grammatically precise English paragraphs. In the same way, from the study of Ghimire (2022) I found that the students faced challenges in writing a cohesive paragraph. Finally, from the study of Kielce (2022) I found that developing students' writing abilities is one of the major challenges that ESL teachers face in most schools today. Nevertheless, writing has always been a major challenge for students learning English, particularly, in elementary schools.

After reading the aforementioned review, I become clear in research problems, methodology and findings. I am too much hopeful that these researches helped me to gain knowledge on the theoretical background for my research. Similarly, this literature also helped me to examine and evaluate what has been said before on the topic and what has not been said yet for my finding new areas for my research. The above literature reviews also helped me to find out the contribution to the existing body knowledge in the teaching profession.

Conceptual Framework

It describes the research at glance. It shows that the main things presented in the thesis. This research study is on teaching strategies that are used by the English teachers of institutional school at grade 9 and 10. Regarding this study, this study will be based on the following conceptual framework:



Source : Rivers (1968), Abott (1981) and Hedge(2005)

Chapter 3

Methods and Procedures

In this section we deal with the methodology which is adopted by the researcher during study. Moreover, in this study researcher specially mentions about the framework to study, population sample, data collection process tool, data collection process and the analysis of data in order to fulfill the objectives. For that following things should be done.

Research Design and Method of Study

This study was based on narrative inquiry research design under qualitative research. It means to say that here the researcher had used narrative inquiry research design as a methodology. We take narrative research design as a method of qualitative research. So, before talking about narrative inquiry it is necessary to talk about qualitative research more or less. According to Mackey and Gass (2005, p.2) qualitative studies, generally are not set up as experiments; the data cannot be easily quantified (e.g., a diary study in which a student keeps track of her attitudes during a year-long Japanese language course), and the analysis is interpretative rather than statistical. The goal of qualitative research is to develop an understanding of a social or human problem from multiple perspectives.

After mentioning something regarding qualitative research, now I want to tell something regarding narrative inquiry which will be used as a research design during this study. The term narrative comes from the verb "to narrate or to tell (as a story) in detail" (Creswell, 2012, cited in Ehrlich, Flexner, Carruth and Hawkins, 1980, p. 442). In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences (Creswell, 2012 cited in Connelly and Clandinin, 1990). As a distinct form of qualitative research, narrative typically focuses on studying a single person, gathering data the collection of stories, reporting individual experiences and discussing the meaning of those experiences for the individual. With recent popularity, national research conferences have devoted sessions and papers to it and educational journals have published stories reported by teachers, students and other educators.

There are several forms and designs of narrative inquiry method. Out of them some of the important types of narrative inquiry research design as a methodology are biography research, auto biographical research, life history life stories, oral history, ethno- histories, auto ethnography, life writing, personal accounts, personal narratives, and narrative interviews, personal documents of life, ethnography, ethno-psychologies, personal-centered ethnographies and popular memories.

Here, in the above-mentioned paragraph I have included several forms and designs of narrative inquiry method. Out of them this study was conducted according to biographical research. And in this type of research the researcher asks the participants to share detail about their experiences on particular areas. Then they narrate their life stories from their sides.

Population Sampling Strategy

In this research all the teachers who teach in institutional school at the secondary level were the populations of the study. Particularly, this study was conducted in Kirtipur, municipality of Kathmandu district being based upon the convenient sampling strategy under purposive sampling. Similarly, I selected 5 teachers who teach in institutional school at the secondary level from that municipality. They were selected from 4 different schools and the schools were Ujjawal Shishu Niketan, Salvinia Academy, Creative Academy and Puspasadan English high school. It was also done being based upon the convenient of the researcher.

Sources of Data

In order to carry out the research the researcher collected the data from both primary and secondary sources.

Primary sources of data. I have taken primary sources of data from 5 teachers who are teaching in different 4 schools at Kirtipur, municipality of Kathmandu.

Secondary sources of data. For secondary sources of data the researcher has taken so many data from research-based articles, thesis, various book related to the topic which I mentioned especially in implications of the study.

Data Collection Tools

The researcher had conducted semi-structured interview as a data collection tool. For that he had made open ended questionnaires. Similarly, researcher had also observed the lesson plans of the writing schools made by teachers who were teaching at the institutional schools.

Reliability and Validity of Tools

In this research study, tools were not pre-tested but the thing is some predetermined questionnaires were shown to the experts to achieve necessary suggestion from their side to maintain the validity of those tools.

Data Collection Procedure

In order to collect the data, I had taken the data from primary sources and the secondary sources. I had read some books, articles and also read so many things related to the topic through internet to collect primary sources of data. Similarly, to collect secondary sources of data I had visited four schools of Kirtipur, municipality. For that I had adopted the following procedures. First of all, I went to the selected schools and talked to the concerned authority where I explained about the importance and the purpose of the research. After that I took permission from those authorities to interact with their EFL teachers. After taking permission, I met the secondary level English teachers and told detail about my study. Then, I took their acceptance to conduct interview with them and asked them to tell their convenient time to conduct interview as well as conduct few discussions about the topic on that day to make them clear in respected topic. I did all these things in order to build rapport and intimacy with the participants. Second day I met those participants one by one in their convenient time and conduct interview by asking some predetermined questions very first and then I asked some questions by preparing myself on the spot being based upon the scenario of the schools and the intention of the participants. After doing all those things I conducted interviews with them one by one next day as well in order to figure out many more things regarding my research to accomplish this study. And the next thing is I also met them in out of the school in rest of the days to discover many more things about my study. Furthermore, I recorded all the conversations with the help of mobile phone by taking permission and acceptance from their sides.

Data Analysis Process

Through this research, qualitative data were achieved. They were analyzed by thematic analysis method. In this study all the qualitative data were transcribed and soon after they were transferred into theme. For that I made common topics by integrating from the transcription of the data which we call theme in qualitative research.

Ethical Considerations

In this study, I have not published the name of the participants who involved in the study. Similarly, I had not conducted interviews without their acceptance. For that I had maintained intimacy with them and make them clear about the purpose and importance of my study to collect data. Furthermore, I was conscious about the prestige, freedom and Confidentiality of the participants. Beside this I had made this dissertation freed from Plagiarism including Citations, references and Paraphrasing. Furthermore, all steps of the research have been conducted under the guidance and under the supervisors of English Education department, Tribhuvan University, Kirtipur, Kathmandu.

Chapter 4

Result and Discussion

In this chapter, all the data collected through the research tools have been analyzed and interpreted through following descriptive approach. The qualitative data collected through semi-structured interview have been analyzed thematically under different headings.

Analysis of Data and Interpretation of Result

In this chapter, I have analyzed the collected data and interpreted the results from primary sources. The data were collected from 5 different teachers who taught in different 4 schools at institutional schools by observing their lesson plans and through semi-structured interview. This study is carried out mainly to find out the strategies mostly adopted in teaching English writing skills at secondary level by the teachers of institutional schools and to examine the difficulties mostly faced in teaching English writing skills at secondary level by the teachers of institutional schools. The data obtained from semi-structured interview were transcribed and analyzed by using thematic analysis approach. They are presented on the basis of the following headings by means of the following ways:

Brainstorming. It means an invention technique that helps to generate maximum idea for writing. It is similar to listing.

“Talking about the strategies in teaching writing, I always make the students ready by brainstorming technique. For that I always give them the topic and ask them generate the ideas. Then one of the students thinks another way and other think other way. This is how they generate the ideas. After that I ask them to read both cohesively and non-cohesively. Then I give 10 minutes sometimes 15 minutes to develop it in a readable paragraph. Brainstorming is very effective because before writing they have to practice more times.”

For this first of all students are given particular topic. Then they are asked to think about it for a while and on it one of the students think one way and other think in another way. After that they write whatever they think from their sides. Then they read the task that they write. They do all these things in the classroom in order to

generate the ideas. After generating the ideas, they are asked to develop their task in a readable paragraph. For that they are given 10-15 minutes to complete the task. Furthermore, it is effective for the students because before writing students have to practice more times.

Feedback. It is information about reactions to a person's performance of a task which is used as a basis for improvement.

“Every student should check their works. One or two students read out their paragraphs as well. After that I observe their task. At the end I give feedback to them. For that I ask them to read out their writing if possible. If it is not possible, then I take the essay book and provide feedback to them.”

In this regard; firstly, students are asked to check their task by observing themselves. Then, teachers ask them to read their task one by one. After doing all these things they themselves observe their tasks in order to provide feedback to their students. If observation of the task is not possible then, they provide the feedback with the help of particular book. For example, if the if the topic is related to essay writing, then they take the essay book to provide feedback to them.

Different books. Here, different books mean to use different books to teach particular topic to the students in teaching English writing skills.

“There are so many varieties of writing. I provide variety of format according to the topic. We take different sources from different reference books. I do all these things in the classroom to make the content clear to the students and make them broad in the subject matter.”

There are so many varieties of writing. So, teachers use different books in the classroom to provide various format of the single topic to teach the students. They do all these things in the classroom to make the content clear to the students as well as make them broad in the subject matter.

Cubing and asking questions. Cubing is a popular writing technique that helps to generate ideas for a longer assignment where students look at a subject from six

different points of view. Asking questions in writing means to ask questions for students to know about their previous knowledge regarding the topic.

“I use cubing as a technique. Then I ask my students to describe about the topic, compare it with something analyze the topic, analyze the structure, parts of the topic and the types as well as pros and cons, associate it with other thing that they know, write how can they use it. I have to give very simple topic to them as like they have to write about their family. Before starting the class firstly, I ask questions to them to know about the previous knowledge of the students in respective topic.”

According to this they give topic to the students and ask them to think over the topic from different six angles. For that students have to describe the topic, compare it with something, analyze the topic, analyze the structure, parts of the topic and the types as well as pros and the cons, associate it with other things that they know, write about how can they use it. For that they give very simple topic to the students. Similarly, teachers ask questions to the students to begin the topic in order to know about their previous knowledge regarding the topic.

Description and the observation of the picture. Describing a picture involves providing a detailed account of its visual elements and the relationship between them. Similarly, observation of the picture involves closely examining its details and drawing conclusions or insights based on what we see.

“While teaching writing skills in the classroom, I inter-relate the topic with the picture. Teachers have to describe the pictures and ask the students to observe the picture. There are multiple pictures and those pictures shouldn't be out of the content but instead of this we should have to relate them to the content. I take pictures from newspaper and magazines. After doing all these things I ask the students to know about what ideas they got by observing through the description of the pictures.”

Teachers inter- relate the pictures with the topic and describe it from their sides. For that they take pictures from newspaper and magazines. They take multiple pictures from there. Those pictures should not be out of the content and they should have to relate them to the content in order to make the content clear to the students.

After doing all these things they ask the students to write to know about what ideas they got by observing the pictures focusing on both active and inactive students.

Focus on reading comprehension. Reading comprehension refers to the ability to understand and interpret written text.

“I myself read so many things regarding the subject matter before starting the particular topic. I also ask them to read about the story which have moral. After that I ask them to speak about the topic. Then, I ask them to write about the thing that they got by reading themselves.”

For this purpose, they request the students to read about the particular text before starting the lesson topic. They not only request the students to read about the text related to the topic but they themselves read so many things regarding the subject matter before starting the particular topic. After doing all these things they ask the students to write the thing that they got by reading themselves.

Explanation. A statement or account that makes something clear or a statement made to clarify something and make it understandable.

“A said, after that I explain about it and about its structure”. He also said, “I make them clear about how to develop it in a paragraph.” B said, I explain all the things about the topic and then assign them to write about the respective topic.”

In this regard; first of all, the teachers explain all the things about the topic. Then they assign their students to write on the respective topic. Then students do the things accordingly.

PowerPoint presentation and project work. A PowerPoint presentation is a visual and multimedia tool used to deliver information, ideas, or concepts in a structured and engaging manner. It is a popular format for creating slideshows that combine text, images, graphs, charts, videos, and audio to present content to an audience. Talking about project work, it typically means collaborative effort undertaken by a group or an individual to achieve specific goals or complete a task within a defined timeframe.

“Another technique I use is presentation and where I provide chance to my students to present on the respective topic. It creates confidence. I also ask them to do project work and where they have to write the things about contemporary issues especially in relation to their society.”

Next participant said, *“I also do PowerPoint presentation in the classroom through which they got the ideas and write the things themselves.”*

In this regard; they teach about the tips of writing through PowerPoint presentation. In addition to this teacher provide chance to their students to present on the respective topic about writing. They do all the things in order to clear them on the topic that they wrote beyond this it also creates confidence on them. Furthermore; they also ask their students to do the project work and where they have to write the things about contemporary issues especially, in relation to their society.

Demonstration. A demonstration is the process of teaching someone how to make or do something in a step-by-step process. As you show how, you “tell” what you are doing.

“I use demonstration method as well and for that I bring pictures from magazines and newspaper and demonstrate it to them and ask them to describe it. For that I take sample from different sources, sometimes it can be from magazine, sometimes it can be from newspaper and from other sources like reference book.”

For that the teachers bring different samples from different sources. Sometimes they take it from magazines, newspapers and other sources like reference book. After that they explain about it and about the structures as well as they make clear to the students by telling the things about how to develop it in a paragraph.

Summarizing and paraphrasing. To paraphrase means to restate someone else’s ideas in our own language at roughly the same level of detail. To summarize means to reduce the most essential points of someone else’s work into a shorter form.

“Sometimes, in order to enhance students writing skills I provide any one text to them for summarizing and paraphrasing.”

Teachers ask the students to summarize the text in their own words to enhance their writing skills. For that first of all the teachers provide text to them from text books and sometimes from other reference books as well. Similarly, sometimes they ask their students to paraphrase the original text in their own language to enhance their writing.

Free Writing and guided writing. Free writing is a technique in which the author writes their thoughts quickly and continuously, without worrying about form, style, or even grammar. Guided writing refers to a structured approach to writing where a teacher or instructor provides support and direction to students as they work on their writing assignments.

“Talking about myself, the strategies that I mostly use are free writing and guided writing. For that I provide tips and clues to them. After that I ask them to read and think carefully. Furthermore, I also ask them to imagine about the text.”

For guided writing they provide hints and clues to the students to write about the topic and then students write about the topic with the help of those hints and clues. Similarly, for the purpose of free writing teachers just give topics to the students with in which they just have to write freely about the topic whatever comes in their minds without any fear. They engage students in free writing to enhance their creativity.

Parallel writing. In parallel writing, students practice following a model, or imitating writing from a given text. They may read a model text and try to reproduce the similar one by substituting certain information, facts or points.

“On it we can ask our students to write on similar topic that we provide them as a format. I also do same thing in the classroom myself. For example, for that we can write an essay on cow and can ask them to write an essay on ox on the basis of previous one.”

On it teachers first teach about the topic and then ask their students to develop similar type of text from their sides in order to enhance their writing skills. For example, if they are going to teach them to write an essay on Ox then, first they will teach them an essay about cow. This is how students develop their writing according

to previous format. They can write with the help of previous format because both cow and Ox are four footed domestic animals and they both similar features.

Pyramid. A pyramid is a geometric shape characterized by a polygonal base and triangular faces that converge to single point called the apex.

“There are so many topics in writing and while teaching writing skills I follow pyramid techniques. For that firstly, I ask them to write about most important, then important, less important and then least important.”

Teacher teaching at secondary level use Pyramid as a strategy: For this first of all teachers teach the students by saying first of all you have to write most important things, then more important, less important things and least important things respectively.

Examples. In a broader sense, examples are specific cases or instances that serve as evidence or support for a claim, argument, or statement. They help to provide clarity, context, and relevance to the topic at hand.

Likewise; *“I write so many formats and points related to the topic with examples to make my students clear on writing.”*

Teachers teaching at secondary level provide too much examples to the students through key points and sample. They do all these things according to the nature of the topic to make the content clear to the students for writing skills.

Adopt planning. Planning involves the setting of goals and these predetermined goals are accomplished with the help of managerial functions like planning, organizing, staffing, directing and controlling.

“Before going to the teachers need to have preplan to go to the class. Before going to the class, teachers need to have preplan about the methodology and techniques. All the students have different natures in the classroom. They have different natures in the classroom. Before going to the class, we have to go through the text book. We have to think about the grid that we have to use. We should be considered about the grid to utilize the strategies and the techniques effectively in the classroom.”

Teachers teaching at secondary level at first make the clear plan about the methodologies and the techniques that they are going to launch in a particular class. They do all these things because students have different natures in the classroom. So, without making clear plan about the methodologies and the techniques they can't address all the students. Basically, for that they go to the class with textbook and follow the grid to make the teaching English writing skills effective in the classroom for the students.

Developing creativity in students. Developing creativity in students refers to the process of nurturing and enhancing their ability to think and express them in original and innovative ways. It involves encouraging students to explore their imagination, think critically, take risks, and generate unique ideas.

“Due to lack of vocabulary and limited practices they are unable to write properly. That is the thing I mostly have been facing as a difficult task in the classroom. We want to make the students very clear in the content but sometimes they can't bring the ideas and just copying and doing the things. They copied from the guides and from other books. At that time, we had to cancel their work.”

Students don't write properly due to lack of vocabulary and limited practices. Moreover, they don't research on particular topic and come off with limited ideas. Being an English teacher, it is difficult for them to enhance creativity on them. It creates difficulties in the teachers to make the students creative in writing skills. In this regard; they want to make their students clear in the content but due to this problem they just copied from their friends. As a result, it lost their creativity as well as teachers have to cancel their tasks.

Concluding statements. Concluding statements serve as the final remarks or summarizing remarks at the end of a discussion, essay, or presentation. They provide closure to the topic and leave a lasting impression on the audience.

“I find difficulties of the students in concluding statements because they didn't know how to sum up the ideas. We suggest them by saying you just have to summarize the thing that you mentioned in previous paragraphs.”

They feel difficulties in it because students didn't know how to sum up the ideas. Because of which they have to suggest them by saying you just have to summarize the thing that you mentioned in previous paragraphs.

Arousing interest on students. Arousing interest in students refers to capturing their attention, curiosity, and enthusiasm for a particular subject or topic.

“Sometimes, students couldn't grasp the ideas because we are unable to arousing, interest on them to be ready for writing as clearly as possible. We are failing in making to take their interest on the respective topic. Sometimes, due to noise and anxieties we can't draw student's attentions.”

Teachers are still unable to arousing interest on students to be ready for writing as clearly as possible. It means to say that they are still fail in taking their interest on the respective topic. Due to which sometimes, they could not grasp the ideas. As a result, teachers who are teaching at institutional schools become pessimistic.

In delivering the content. Delivering the content refers to the process of presenting and conveying information, knowledge, or instructional material to students.

“Sometimes, due to inefficiency of the classroom I can't control the class. Due to which students made noise in the classroom. As a result, I can't deliver the content clearly on the respective topic through explanation.”

In this context, sometimes inefficiency of the teachers in the classroom students make noise in the classroom as well as they take themselves a difficult task to solve particular problems related to writing due to which it creates anxiety on them. It happens in the classroom if they present in the classroom without clear plan and without preparation.

Language problem of the students. The term “language problem of the students” generally refers to difficulties or challenges that students face in relation to language acquisition, communication, languages skills.

“Sometimes, students have the ideas due to lack of language problem. Especially, due to lack of grammatical knowledge they can’t express the ideas.”

In this regard; they feel difficulty because students cannot write about the respective topic creatively and instead of this they copied from guide and sometimes copied from their friends. Due to which it is quite challenging for them to create creativity on the students equally as per their interest and wish.

Confusion on some similar topic. Confusion on a similar topic typically refers to a state of uncertainty or lack of clarity that individuals experience when trying to understand or differentiate between concepts, ideas, or information that are closely related or share similarities.

“Previously, I had confusion in news report and newspaper article. I had taken them as the same topic. But the thing is they are different in themselves. Later on, I got the idea about it.”

Talking about it, teachers don’t separate the differences between some similar topics and take them as a single topic and teach the students in the preliminary phase of teaching. Here, similar topics that they take exactly are news report and newspaper article.

Insufficient knowledge of vocabulary. Insufficient knowledge of vocabulary refers to a limited or inadequate understanding of words, their meanings, and how to use them appropriately in spoken or written language.

“At the secondary level all the students are not equal in terms of their level. While teaching in the classroom some curious students raise the questions from out of the content. So, we need to be broad so that we can deal with the students.”

Sometimes students ask some words related to particular topic and sometimes they ask the words from out of the content at that time they have to search the meanings of those words by searching on mobiles. Beside this they have to be broad minded to tackle with all these problems.

Proper use of punctuations. The proper use of punctuation refers to adhering to the established rules and conventions of using punctuations marks in written language.

“Previously, when I just started my teaching career, I committed error in punctuations. I didn’t have knowledge about how to use comma, punctuation marks, and exclamatory marks and so on. If we use comma then students raise’ question by saying why do we use comma and in which context? So, we must have proper knowledge about it.”

Talking about it, in the preliminary phase of their teaching they feel difficult on it because they don’t know in which conditions and in which place, they use exclamatory marks, in which condition they use semicolon and so on.

Providing appropriate format to the students. Providing appropriate format to the students refers to presenting information or educational materials in a structured and organized manner that is suitable for effective learning and understanding.

“And the next thing that I feel as a difficult task to facilitate to my students in an easier way is that there are so many formats of single topic prescribed by different writers in different books. So, as an English teacher it is quite difficult for me to choose the best and easy format from there to teach writing skills to my students.”

In this regard; there are so many formats of a single topic so that they are still confusion in choosing the best format to teach writing skills to the students. They take it as a matter of difficulty because due to this they are still unable to facilitate the students in an easier way.

Feel nervous and confusion. Feeling nervous and confused is a common human experience that can arise in various situations. So, talking about nervousness, it refers to a state of heightened anxiety or unease.

A said, *“if I go to the classroom without preparation at that time, I feel nervous in the classroom.”*

“Sometimes teachers feel difficulty because they go to the class without preparation and talking about myself, I also feel difficulty while teaching in the class without preparation. And talking about myself I also feel difficulty while teaching in the classroom. If I go to the class without preparation, I feel confusion. As a result, I should have to think for a while in the classroom without doing anything.” Said, B.

“If the preparation is well then, everything goes well. If the preparation is not well then, I can’t clear them the content. So, main problem is the knowledge about the content.” Said, C.

The teachers who are teaching at the secondary level feel nervous and confuse in teaching writing because of preparation in the classroom. As a result, they have to think for a while in the classroom without doing anything. According to them if the preparation is well then, everything goes well in the class room but if it is not well then, they can’t make the content clear to their students. So, main problem is the knowledge about the content.

Body part. In the context of writing, “body part” usually refers to a specific section or segment of a written work. It is a term often used to describe the main divisions or components of a longer piece of writing, such as an essay, article, or report.

“In reality I feel difficulty in teaching bod part because within it we have to write with accurate data. And we also have to ask our students to write with accurate data. So, I feel difficulty in teaching body part. For instance if we are going to write and or ask our students to write essay on ‘Tourism’ in Nepal then, we must know about the data of tourism without which we cannot develop its body part. It means to say that we should write it through data base.”

Teachers who are teaching at the secondary level feel difficulty in the classroom while teaching the body part of the essay. They feel difficulty while dealing about the body part of the essay because sometimes within it they have to write the things with data. Beyond this, they also have to ask the students to write with accurate data. As a result, it is quite difficult for them as well as they haven taking it as the difficult task in the classroom.

To enter the students in the field of literature. It means to introduce or engage students in the study and exploration of literature as an academic discipline. It refers to the process of exposing students to various literary genres, works authors, and literary techniques, with the aim of fostering a deeper understanding and appreciation of literature.

“We teach story and essay in the classroom. They are not only for the purpose of examination. They are the genre of Literature. So, the teachers have to make them creative, analytic and make them to be able to participate in the field of literature but students are taking it surface. I am also unable to enable them to enter the field of literature and take it in a surface way.”

Teachers teaching at the secondary level are still failing to enter the students in the field of literature. For that they have to make the students creative and to think about the thing analytically while writing something about the particular topic but they are not able to achieve this task. For example; according to them if they are going to teach essay or the story to the students then they are not teaching all of them to make the students success in the examination but they are also teaching them for the purpose of literature because they are the genre of literature. So, it is their duty to make them to enter in the world of literature but the thing is they still unable to achieve this goal escaping from their as well as their students are also taking it in a surface way.

Using varied range of vocabulary. It means employing a diverse and wide selection of words and phrases in one’s speech or writing.

“In teaching English writing skills, I myself as an English teacher feel difficulty in using varied range of vocabularies. Sometimes, I am not sure about them and I am in confusion. For this I search and read and ask the students saying that you also search and read. Tomorrow we will deal about it.”

Sometimes teachers feel difficulty in using varied range of vocabularies and they don’t have idea to use appropriate vocabulary items for writing skills. Because of which they are in confusion. To tackle this problem, they ask their students to search and read staying in their home and they also do the things accordingly. At last, they say tomorrow we will deal about it. This is how they have to end their class.

Findings

The major point of every research study is its findings. We take it as the fulfillment of the objectives of a study. The research was carried out to find out the strategies adopted and the difficulties faced by secondary level teachers of institutional schools in teaching English writing skills. In order to accomplish my study, I visited 4 institutional schools at Kirtipur, municipality and collected data with the help of semi - structured interview and from the observation of lesson plans of the respective teachers. The objectives of my study were to find out the strategies adopted in teaching English writing skills at secondary level by the teachers of institutional school and to examine the difficulties in teaching English writing skills at secondary level by the teachers of institutional school. All the above-mentioned themes show that teachers of institutional schools at secondary level have been adopted different strategies in the classroom and faced various in teaching English writing skills. The specific findings of the narrative research are presented below in a paragraph by means of the following ways:

The study showed that the teachers who are teaching at institutional schools at secondary level adopted brainstorming, feedback, cubing, focusing on reading comprehension, demonstration, picture description, asking questions, different reference books, project work, summarizing, paraphrasing, pyramid, parallel writing, guided writing, free writing explanation, Focus on reading comprehension, observation of the picture, PowerPoint presentation, , pyramid, examples and planning strategies in teaching English writing skills. Similarly, the study also showed that the teachers who are teaching at secondary level at institutional schools faced various difficulties in the classroom; they are developing creativity in students, concluding statements, arousing interest on students, in delivering the content, language problem of the students, confusion on some similar topic, insufficient knowledge of vocabulary, proper use of punctuations, providing appropriate format to the students, feel nervous and confuse, because of insufficient preparation, body part, to enter students in the field of literature and using varied range of vocabulary.

Chapter 5

Conclusions and Implications

This chapter includes the summary, conclusion and recommendations of the study. It has been divided into three sub-sections. At first it presents summary of the study which we call findings. The second sub-section present the conclusion made by the study. And eventually, third sub- section of the study has provided few recommendations on the basis of the findings and experiences of the study.

Conclusion

In a nutshell, what we come to know is there are so many strategies which have been adopting by the teachers of institutional school. They are brainstorming, feedback, cubing, focusing on reading comprehension, demonstration, picture description, asking questions, different reference books, project work, summarizing, paraphrasing, pyramid, parallel writing, guided writing, free writing explanation, focus on reading comprehension, observation of the picture, PowerPoint presentation, pyramid, examples and planning strategies in teaching English writing skills. Although they are adopting so many strategies to make them perfect in teaching English writing skills, teachers who are teaching at secondary level at institutional schools are still facing various difficulties in the classroom; they are developing creativity in students, concluding statements, arousing interest on students, in delivering the content, language problem of the students, confusion on some similar topic, insufficient knowledge of vocabulary, proper use of punctuations, providing appropriate format to the students, feel nervous and confuse, because of insufficient preparation, body part, to enter students in the field of literature and using varied range of vocabulary. In order to remove all these difficulties, teachers who are teaching at institutional schools try their best to adopt the methodology according to the needs of the students and the availability of the resources. Similarly, they also have to try their best to create learning environment in the classroom where students themselves can attract towards their learning Environment. Beside this teacher have to consult with school management committee and the administrations to manage sources from where they can get too much concept and knowledge related to writing as well as schools' administrations should have to provide writing experts to train them in order to enhance their quality.

Implications

On the basis of my Findings and conclusions, policy related, practice related and further related recommendations for the pedagogical implication can be shown as below:

Policy Related

- It is recommended that schools should maintain their own policy just like providing enough materials to the students as we know that good reader becomes good writer.
- Beyond this, schools should make own policy i.e., to consult with the teachers to know about their methodology and the difficulties that they are facing.
- They have to do all these things in order to figure out the strategy to remove all these difficulties.
- Similarly, the policy makers and curriculum designers should analyze the existing condition of teaching strategies adopted in teaching English Writing skills by considering equally both institutional and government schools to make the teaching learning process more effective.
- The ministry of education, department of the education should make policy on the basis of students' level, needs and desires.
- The curriculum designers should design curriculum according to the needs, age and interest of the students.
- In institutional schools' administration should make the policy to call experts in each year to conduct training for the teacher as well as they also have to provide teachers guide and other necessary materials to them for the betterment of their teaching.

Practice Related

- Teachers should be sincere and innovative themselves.
- They should develop reading habits.
- Beyond this they should develop their own methodology according to the situation and the context.

- They should be action researcher.
- In order to enhance their quality, they have to take ideas from original source and have to consult with the writing experts as well as they should request to schools' administrations to provide necessary materials for them.

Further Research Related

- In this regard; none of the works are final and complete in themselves. Talking about this topic strategies adopted and the difficulty faced by the teachers of institutional school is not carried in Nepal.
- So, after reading this thesis those teachers who are teaching at secondary level at government school will know about the strategies adopted and the difficulties faced by the teachers of institutional school.
- Furthermore, it will make aware to the policy makers and the curriculum designers to make the best curriculum and teachers guide for the teachers to maintain quality education for the students.
- Eventually, this thesis will be milestone for those who conduct research to write dissertation because they can take secondary data by means of this thesis.

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Appendices

Dear Sir/ Madam,

The questionnaire is a part of my research study entitled “Strategies Adopted and the Difficulties Faced by Secondary Level Teachers of Institutional School in Teaching English Writing Skills under the supervision of **Dr. Hari Maya Sharma** Lecturer, Department of English Education, University campus, T.U., Kathmandu Nepal. So, the data provided by you will be kept on secret and used only for research purpose. Furthermore, the fruitfulness of my study will depend on your unbiased and accurate responses.

If you provide me accurate data, I will be highly grateful to you.

Sincerely Yours,

Researcher

Kamal Pokhrel

Department of English Education,
University Campus, T.U, Kathmandu

Appendix 1- Questionnaire

- 1) Which Strategies that you adopt while teaching writing skills in the classroom?
- 2) How do you teach Writing Skills in the classroom?
- 3) How do you apply all those Strategies in teaching English Writing skills?
- 4) Why do you teach writing skills through Strategies and techniques?
- 5) What are the strategies that you use in teaching writing skills?
- 6) In your own opinion, which strategies are too much applicable in teaching Writing skills and why?
- 7) While teaching in the classroom do you use other strategies beside Controlled Writing Guided Writing, Free writing, Writing Para-Orthographic text, keeping journal, looping, listing and clustering, looping, cubing and questioning and outlining? And why?
- 8) What do you feel in teaching Writing at grade 9 and 10?
- 9) Could you please, tell me about the sources that you feel too much difficulty in teaching writing skills?
- 10) How do you tackle with all those difficulties?
- 11) If someone asks you to talk about the difficulties in teaching writing skills, then, how do you tell to him/her?
- 12) Why do difficulties occur in teaching writing skills?
- 13) To be more specific there are so many areas which we take as the difficult areas to deal in teaching writing skills such as; difficulties related to subject matter, vocabulary and grammar, using a range of sentence structure, Spelling and punctuations. Out of them in which areas that you mostly feel difficulties in teaching English writing skills?
14. As I told many areas of difficulties in teaching writing skills but there might be some reasons behind these difficulties. For examples difficulties causes due to lack of sufficient knowledge of the respective topic, due to level of confidence, due to the varied concept of the writer as we find different guidelines by different writers on related topics and due to anxiety and overcrowd of the students. So, could you please, tell me the reasons behind facing those difficulties?
15. Could you please tell share me the different techniques that you use frequently in the classroom in teaching English writing skills?

16. Why do you adopt all those strategies time and again?
17. How did they react after committed mistakes and errors by you as a teacher in the classroom?
18. What should be done to remove all those difficulties?
19. How did they behave whether you can't provide sufficient input to them or not in the classroom in teaching writing skills?

Appendix 2- Transcriptions

Participant 1: I have been teaching at the secondary level for the last 10 years. I live in Kirtipur. Talking about the strategies in teaching writing, I always make the students ready by brainstorming technique. After that, they think over the ideas. For that they have to read very first. After bringing the ideas, I ask them to develop all of them in a readable text. In order to bring the ideas, I ask them to read cohesively and – non-cohesively. For that I always give the topic. Then, whatever they think about the topic, they just write. Then, they read cohesively and non-cohesively. Then I say, you have already read it. Now you have to develop it in a paragraph. It is effective because before writing they have to practice more times.

As I have already said, first the students have given the topic. Then, they just have to think about it for a while. One of the students thinks another way and other students think other way. This is how they generate the ideas. The students made to do the work. After that I give them 10 minutes, sometimes 15 minutes. Then, every student should check their works. One or two students read out their paragraphs as well. At the end I give feedback to them.

First of all, I give them writing the topic is brain storming. After that I observe their task. After observing their task, I evaluate them. For that I ask them to read out their writing if possible. If it is not possible, then I take the essay book and provide feedback to them. We use all of the strategies that you asked knowingly and unknowingly. Out of them brainstorming is very effective. Due to lack of vocabulary and limited practice they are unable to write properly. That is the thing I mostly have been facing as a difficult task in the classroom. We want to make the students very clear in the content but sometimes; they can't bring the ideas and just copying and doing the things. They copied from the guides and from their books. If they do themselves then, we won't have any problems. Sometimes, one student copied from others. At that time, we had to cancel their work.

When some students may feel difficulties then, I ask them to point out wherever, they feel difficulties. Then, I explain about all these things. So, Main problem is the vocabulary. Without it they can't write it properly. Sometimes, as an English teacher I find difficulties of the students in concluding statements because

they didn't know how to sum up the ideas. We suggest them by saying you just have to summarize the thing that you mentioned in previous paragraphs.

I feel difficulty in developing creativity on them because they copied other ideas. Then, how do we make them to write the thing themselves? They don't research on particular topics and they just come to with limited ideas. Because of which being a teacher it is difficult for me to enhance creativity on them. Because of that they can't explore the things and can't write very clearly. Sometimes, students couldn't grasp the ideas because we are unable to arousing interest on them to be ready for writing as clearly as possible.

We are failing in making to take their interest on the respective topic. Sometimes, due to nose and anxieties we can't draw student's attentions. Sometimes, due to inefficiency of the class I can't deliver the content clearly on the respective topic through explanation. I use demonstration method as well and for that I bring pictures from magazines, sometimes it can be from newspaper and from other sources like reference book. After that I explain about it and its structure. For that I make them clear about how to develop it in a paragraph. We want to make students as creative as possible as they can. So, I use all these techniques. To remove all these things, we should have to teach and facilitate according to their level. For that I ask them not to write the thing as long as possible.

In the past I used to teach at the junior level. So, while teaching in the classroom, I just write and they copied, recited and whatever they routed they wrote in the examination. Nowadays, all the things are dead and what I do is I just provide sample. Sometimes, I demonstrate the paragraphs. If needed I also do power point presentation in the classroom through which they got the ideas and write the things themselves.

Participant 2: I have been leaving here for the last 15 years. I am 42 years old. I have 20 years of teaching experience. I have been teaching at the secondary level for 13-15 years. Beyond this I had taught lower secondary level up to 7 years at hometown in Janakpur. Okay, regarding the strategies of teaching writing as prescribed in the book, they are guided writing, free writing. I always encourage them to write themselves. They should express themselves. Even though, they commit error, I encourage them

by saying don't worry. There are so many varieties of writing. We take different sources from different reference book. I provide variety of format according to the topic. As a teacher I explain many more things about the format of writing. While teaching format in teaching writing, sometimes, I use cubing as a technique. Then, ask my students to describe about the topic, compare it with something, analyze the topic, analyze the structure, parts of the topic and the types as well as pros and cons, associate it with other things that they know and ask them to write about how can they use it. I give very simple topic to them as like they have to write about their family. I also ask them to read about the story which have moral. After that I ask them to speak about the topic. Then, I ask them to write about the thing that they got by reading themselves. Sometimes, students have the ideas but they can't write properly due to lack of language problem. Especially, due to lack of grammatical knowledge they can't express the ideas. If the preparation is well then, everything goes well. If the preparation is not well then, I can't clear them the content. So, Main problem is the knowledge about the content.

While entering in the classroom if I go to the class without preparation at that time, I feel nervous in the classroom.

Previously, I had confusion in newspaper article and news report. I had taken them as the same topic. But the thing is they are different in themselves. Later on, I got the idea about it. And the next thing that I feel as a difficult task to facilitate to my students in an easier way is that there are so many formats of single topic prescribed by different writers in different books. So, as an English teacher it is quite difficult for me to choose the best and easy format from there to teach writing skills to my students.

Participant 3: Previously, I had taught at Kalanki for a year. Then, I got opportunity to teach here after knowing the vacancy about this school. I started to teach here because this school is located in near to my resident. I had taught two years in Kathmandu including this school. Beyond this school I had taught Jhapa up to 8 years. So, my overall teaching experience is 10 years. Teacher shouldn't take any risk without any replace to go to the class.

Before going to the teachers need to have preplan to go to the class. Before going to the class, teachers need to have preplan about the methodology and techniques. All the students have different natures in the classroom. They have different natures in the classroom. Before going to the class, we have to go through the text book. We have to think about the grid that we have to use. We should be considered about the grid to utilize the strategies and the techniques effectively in the classroom.

Before starting the class firstly, I ask questions to them to know about the previous knowledge of the students in respective topic. Then, I go to the content while teaching writing skills in the classroom; I inter-relate the topic with the picture. Teachers have to describe the pictures. There are multiple pictures and those pictures shouldn't be out of the content but instead of this we should have to relate them to the content. After doing all these things I ask the students to write the thing to know about what ideas they got by observing through description of the pictures. We need to focus on both active and in-active students and should ask them to read about the particular text before starting the lesson. I myself read so many things regarding the subject matter before starting the particular topic.

At first, I explain all the things. Then, I assign them to write on the respective topic. Another technique that I use is presentation and where I provide chance to my students to present on the respective topic. It creates confidence. I also ask them to do project work and where they have to write the things contemporary issues especially in relation to their society. In the classroom we just have 40 minutes.

Sometimes, teachers feel difficulty because they go to the class without preparation. And talking about myself, I also feel difficulty while teaching in the classroom if I go to the class without preparation. Due to which I felt confusion. As a result, I should have to think for a while in the classroom without doing anything.

At the secondary level all the students are not equal in terms of their level. While teaching in the classroom some curious students ray the questions from out of the content. So, we need to be broad. So, we can deal with the students in order to enhance writing skills. We must have good knowledge of vocabulary. Sometimes, I

should have to search the meaning of the words at a moment to find out the meaning of the words.

Previously, when I just started my teaching career, I committed error in punctuations. I didn't have knowledge about how to use comma, punctuation marks, and exclamatory marks and so on.

If we use comma then, students' raise questions by saying why do we use comma and in which context? So, we must have proper knowledge about it.

Participants-4: I had 10 years of experience at the secondary level. For this school I have been teaching since 2074. Before teaching this school, I used to teach at Sorhakutte Kathmandu. I had been teaching there for 5 years. There are so many strategies of writing skills. While teaching writing skills in the classroom, firstly I give topic to the students. Moreover, while teaching writing skills basically, I focus on topic sentence at the beginning then, supporting details and then, at last I will focus on how to sum up the ideas. Then, my students summarize the whole text as a conclusion accordingly. Beside this I also focus on cohesion and coherence.

There are so many topics in writing and while teaching writing skills I follow pyramid techniques. For that firstly, I ask them to write about most important, then important, less important and then least important.

In teaching English writing skills, I myself as an English teacher feel difficulty in using varied range of vocabularies. Sometimes, I am not sure about them and I am in confusion. For this I search and read and ask the students saying that you also search and read. Tomorrow we will deal about it. Sometimes, we don't have sufficient knowledge about the text and the topic at that time we have to do the things accordingly as I said previously.

Participants-5: Ma sanga yo secondary level ma 12 barsa ko anubhab xa. Maile yas school ma padhauna lageko chahi 3 barsa vayo tyo vanda pahile maile 2 barsha jati Kathmanduko Tarkeshwor antargat ko Tushal height vanne thaun ma dui barsha padhaye ra yaska sathai Dang jilla ko Hapure vanne thaunma 7 barsha padhyeko xu. Hamro English ma writing lai sametera 4 wata skills haru hami teacher harule padhaunu parne hunxa. Aba writing padhaune belama ni dherai tarikaharu hamile use

grna sakxau. Merai kura garnu hunxa vane maile dherai jasto use garne vaneko guided writing ra free writing ho. Ra yaska lagi ma students harlai clues haru ra tips dinxu ratips haru uniharulai dhyan diyera padhana ra sochana lagauxu. Kahile kahi topic ko barema imagine garna pani lagauxu.

Yastai garikana maile mero students haru lai topic ma clear banaunako lagi topic ko nature anusar key points haru ra sample haru lekhayera prasasta udaharanharu dinxu. Kahile kahi yauta kunai text diyera uniharuko lekhan sip harulai badhaunako lagi summarizing ra paraphrasing garna lagauxu. Malai khasgarera vanne ho vane writing ko body part padhuda kheri garo hunxa kinata vanda kahile kahi data ma base vayera lekhna ra lekhauna lagaunu pani pardaxa jastai “tourism” vanne sirsak ma essay lekhauna lagauda srba prathamta pahila tesko barema data nai thaha xaina vane body part ma ke lekhne vanne pani garai kura honi ra thaha pani hunupradaxa. Writing ma thakkai yastai technique vanne hudaina hamile aghi vanejastai garikana discussion prediction pani garauna sakxam, question haru diyera lekhna lagaune analyze garauna lagaune. Students lai garo vaneko formate ma pani hunxa tesma hamile dherai mehanat garna parxa yaska sathai uniharulai, lekhne belama grammar, vocabulary ma ra morphology ka kura haruma ni samasya Hunxa. Hami class ma story padhauharu ra essay padhauharu so, tiniharu ta exam ma lekhera pass garnako lagi matra navayra yauta literature ko genre vitra parne kuraharu hun. Tesaile khas gari bachchha harulai creative ra analytical banayera yauta literature ko sansar ma prabesh garaunu parne ho tyo kura haru bata bachchha haru pani bahira bahirai yaslai surface rupma liyera bhagne ra hami haru ra khas maile pani yauta literature ko sansar ma prabesh garayera uniaharulai creative ra analytically sochana sakne banauna sakeko xaina. Hamile unfamiliar words haru mobile device ko madhyam bata ni hal garnsakxam. Hamile format haru diyera parallel writing pani garna lagaunxau. Khasgari yasma hamile aanfule provide gareko format jastai mildo juldo topic ma lekhna lagaune garna sakinxu jun kura ma aanfai pani garxu. Jasto udaharanko lagi cow ko barema essay lekhayera teskai aadharma students harulai ox ko barema lekhna lagaune aadi garna sakinxu. Writing ko chunautiko barema vannuparda jastai; academic writing xa vane academic vocabulary haru use garna sikaune Jastai active vanda passive direct vanda indirect jasta kuraharu garayera yi chunauti haru sanga tackle garna sakinxu jasto lagxa sir malaita.