

Challenges Faced by Secondary Level Students in Developing Writing Skill

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

Submitted by

Lal Bahadur Rawat

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2024

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Declaration

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

Date:05/07/2024

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Lal Bahadur Rawat

Dedicatio

Dedicated to my parents

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Abstract

This study, entitled, Challenges Faced by Secondary Level Students in Developing Writing Skills examines secondary-level students' perceptions of the challenges that they face in Developing Writing Skills and explores the benefits of writing. Employing a survey research design, data were collected from forty secondary-level students in Kirtipur Municipality using simple random sampling. A questionnaire with both closed and open-ended questions was used for data collection. The findings revealed that free writing emerged as the most effective skill in writing, whereas the less favoured skills include summarizing and note-making. Peer support was an important skill for students, while acknowledging the importance of teacher support. It is concluded that learning from mistakes is essential in developing writing skills. Similarly, reading stories enhances creativity, vocabulary and free writing skill of students. Essay writing was most favored, followed by drama and novels.

The study is structured into five chapters. The first chapter introduces the topic, including the background, problem statement, objectives, research questions, significance, delimitations, and key term definitions. The second chapter reviews related theoretical and empirical literature, implications for the study, and the conceptual framework. The third chapter outlines the study's methods and procedures, covering the design, population, sample, sampling strategy, data sources, research tools, data collection, analysis, interpretation, and ethical considerations. The fourth chapter presents data analysis and interpretation, detailing respondents' views on the research issues. The final chapter summarizes the findings, conclusions, and pedagogical implications derived from the data analysis, followed by references and appendices.

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List of Abbreviations and Acronyms

A	-	Agree
B.Ed.	-	Bachelor of Education
BBS	-	Bachelor of Business Studies
CAS	-	Continuous Assessment System
D	-	Disagree
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
FL	-	Foreign Language
M.Ed.	-	Master of Education
ML	-	Multilingual
N	-	Neutral
S.A.	-	Strongly Agree
S.D	-	Strongly Disagree

Chapter 1

Introduction

This study examines the challenges that secondary-level students in developing their writing skills. This chapter includes the study's background, problem statement, objectives, research questions, significance, delimitations, and definitions of key terms.

Background of the Study

Writing is a secondary productive skill that requires the proper use of mechanics such as spelling and punctuation. It involves creating a sequence of sentences organized in a specific order and linked cohesively. Effective writing entails manipulating, structuring, and communicating ideas impressively. It is the process of encoding a message or translating thoughts into written language. A student's language competence is often reflected in their writing abilities. Consequently, writing is a powerful and enduring form of communication that allows individuals to express their ideas, thoughts, and feelings, preserving culture, traditions, and customs in written form.

Nunan (1989) describes writing as "an extremely complex cognitive activity in which the writer must demonstrate control of various variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling, and letter formation. Beyond the sentence, the writer must structure and integrate information into cohesive and coherent paragraphs and texts." Therefore, writing is a multifaceted process that requires numerous skills, including mental, rhetorical, and critical abilities, and it improves with consistent practice. Writing must be cohesive and coherent for effective communication. Harmer (2004) emphasizes that "writing as a cooperative activity involves both process and genre-

based approaches." He argues that teaching writing to English as a foreign language students is essential for reinforcement, language development, learning style, and, most importantly, writing as a skill. Richards (1990) notes that "writing language is primarily transactional or message-oriented. The goal of writing is to convey information accurately, effectively, and appropriately." Writing is crucial for successful learning in second language (L2) and foreign language (FL) education, supporting learners in clarifying their thoughts and enhancing the quality and quantity of their learning.

One type of writing is free writing, which allows individuals to choose vocabulary and structures to express personal attitudes. Reflective writing, a form of free writing, enables students to think about and reflect on their learning, noting any obstacles faced during the learning process. This includes pedagogical changes, reflections on past experiences, changes in attitude, self-awareness, personal experiences, and career concerns. Addressing these challenges in writing helps students become independent learners, aware of the benefits and strategies for overcoming difficulties. This research focuses on the challenges secondary-level students face in free writing.

Statement of the Problem

In Nepal, English is taught and learned as a foreign language (FL), which presents significant challenges. Mastering a foreign language requires substantial effort, and writing, a secondary productive skill, is particularly difficult to acquire. Writing serves as a formal means of communication, yet both students and teachers encounter numerous obstacles in developing writing skills. Currently, many students lack a writing culture, despite the critical role writing plays in academic success. The Nepalese examination system heavily relies on written assessments, where students'

language abilities are evaluated based on their performance in written exams. Despite rigorous practice, students often fail to achieve the desired level of writing proficiency due to insufficient practice.

University students often struggle with writing skills due to various issues, including inadequate resources, lack of supportive readers, and insufficient supportive materials. In the Nepalese context, students typically excel in note-taking, summarizing, and answering textbook questions but lack proficiency in writing beyond these tasks. Writing is often seen as a means to pass exams rather than a skill to be developed for professional growth. It is generally taught to fulfill curriculum requirements rather than to enhance students' writing abilities.

Wagle (2018) highlights that one common issue for EFL teachers in Nepal is that textbooks and associated tasks are not tailored to students' actual levels, making comprehension difficult. Furthermore, reflective writing is often limited to expressing likes and dislikes and summarizing takeaways from sessions, primarily in training or seminars, and is rarely integrated into regular teaching and learning activities.

Based on my teaching experience, I have observed that secondary-level students face considerable challenges in developing their writing skills. These students often struggle to achieve high grades in English board examinations. Many secondary students in Nepal lack a robust vocabulary and practice in creative writing, as writing is not a priority for most teachers. Although students may take courses focused on writing, their writing remains unsatisfactory. Their written work often lacks proper structure, logic, coherence, and cohesion.

While numerous studies have been conducted on writing skills, they have not adequately addressed strategies for improving these skills. This research aims to fill that gap by exploring effective methods for teaching and developing writing skills.

Therefore, this study, titled "Challenges Faced by Secondary Level Students in Developing Writing Skills," will focus on identifying and addressing the obstacles students encounter in improving their writing abilities.

Objectives of the Study

The objectives of this study were:

1. To identify the challenges faced by secondary-level students in developing writing skills.
2. To investigate the strategies students use to overcome these challenges.
3. To propose pedagogical implications based on the findings.

Research Questions

This study addressed the following research questions:

1. What challenges do secondary-level students face in developing writing skills?
2. What strategies do students use to overcome these challenges?
3. How does free writing help in developing students' writing skills?

Significance of the Study

Writing is crucial for students, researchers, academics, and scholars aiming to enhance their knowledge, skills, and professional standing in today's world. Writing articles, journals, and textbooks helps these individuals adapt to a multicultural society. For students, writing fosters personal growth by developing their beliefs, ideas, comprehension, attitudes, and perspectives, which are beneficial in academic and professional contexts.

This study aims to identify the challenges faced by secondary-level students in developing writing skills and to help them improve through free writing activities. It is particularly significant for students seeking to enhance their writing proficiency. Additionally, this research is valuable for those interested in learning how to develop

their writing skills and for prospective researchers focusing on similar topics. Lastly, it provides insights for anyone interested in understanding how to improve writing skills.

Delimitations of the Study

This study had the following delimitations:

1. It included four secondary-level schools in Kirtipur Municipality, Kathmandu.
2. It involved forty students.
3. It focused solely on the challenges faced by secondary-level students in developing writing skills.

Definition of Key Terms

The key terms used in this study are defined as follows:

- **Student:** A person enrolled in a school or other educational institution; students can be children, teenagers, or adults.
- **Writing Skill:** The ability to produce a sequence of sentences arranged in a specific order and linked together cohesively. It involves manipulating, structuring, and communicating ideas effectively.
- **Challenges:** The problems students encounter during the writing process.

Chapter 2

Review of Related Literature and Conceptual Framework

This section covers previous research studies and related literature on writing. It includes a review of theoretical literature, empirical literature, implications of the study, and the conceptual framework.

Review of Theoretical Literature

The research topic is "Challenges Faced by Secondary Level Students in Developing Writing Skills." To thoroughly address this topic, I reviewed various books, articles, and dissertations. The theoretical aspects relevant to my study are discussed in the following sections:

Writing Skill

Writing is a complex task involving the clear and explicit use of language. It serves as a graphic means of communication, allowing the transmission of culture from one generation to another. Through writing, we can share ideas, evoke emotions, and convey cultural customs. Writing is often seen as the visual representation of speech. According to Ampa and Quraisy (2018), writing involves several components, including structure, vocabulary, content organization, and mechanics. Effective writing integrates these components to ensure coherence and cohesion. Good writing skills are crucial for academic success and many professional fields. Effective writing should be simple, direct, imaginative, and logically sequenced.

Characteristics of Good Writing

Writing has certain characteristics that are interrelated. According to Richards (1990), good writing should possess the following qualities:

Simplicity. Good writing reduces complexity and avoids unnecessary expressions or thoughts.

Clarity. It should be free from ambiguity, providing clear and understandable content.

Economy. Good writing expresses ideas briefly and effectively, maximizing meaning while minimizing effort for the reader.

Coherence. Writing should have a logical flow, with sentences connected and developed around a central idea.

Completeness. Good writing fully addresses the topic without exaggeration or contradictory statements.

Error-Free. Writing should be accurate and free from grammatical, semantic, and punctuation errors. It should also include examples and illustrations to clarify complex ideas.

Components of Writing

Vallabi (2021) outlines various components of writing skills:

- Writing letters of the alphabet at a reasonable speed
- Correct spelling
- Appropriate word recall and sentence formation
- Proper use of punctuation
- Linking sentences with appropriate connectors
- Organizing thoughts and ideas logically in paragraphs
- Evaluating the significance of words or sentences within the overall context
- Using appropriate forms and registering for the audience

These components can be classified into four categories: mechanics, discourse skills, grammatical skills, and organization skills.

Mechanics (Graphological System)

Mechanics include spelling and punctuation, which are fundamental to the writing process. Proper spelling ensures clarity, while punctuation helps in understanding the text, clarifying grammatical structures, emphasizing certain words and phrases, and reflecting intonation.

Discourse Skills

Discourse skills enable ESL learners to organize ideas coherently and cohesively, ensuring intelligible communication. These skills involve the use of lexical, grammatical, and logical devices to create unified text beyond the sentence level.

Grammatical Skills

Learners need a sound understanding of grammar to develop writing skills. They should be competent in areas such as tense, number, degrees of comparison, prepositions, articles, conjunctions, auxiliary verbs, adverbs, active and passive voice, and direct and indirect speech (Kadel, 2013).

Organization Skills

Organization skills involve logically sequencing ideas in a paragraph. A well-organized paragraph should have a clear controlling idea, a good topic, and coherent development of different ideas and information.

Stages of Developing Writing Skill

Writing skills are best learned in conjunction with other language skills. There is no fixed process for developing writing skills, but common stages include planning, drafting, editing, and producing the final version (Harmer, 2004).

Activities of Writing

There are various activities for developing writing skills, including guided writing, composition writing, and free writing:

Guided Writing: An instructional strategy where teachers provide direct input and direction to help students improve their writing abilities (Clarke, 2001).

Composition Writing: Involves writing pieces in different genres or for various purposes, such as essays, short stories, or research papers. This process includes planning, drafting, rewriting, editing, and proofreading (Hammer, 2005).

Free Writing: A continuous writing activity focused on maintaining the flow of writing and encouraging productivity. Students are free to choose the structure and vocabulary to express their ideas on a given topic (Elbow, 1998).

Strategies for Teaching Writing in Literature

Over the past decade, writing pedagogy has shifted from a product approach to a process approach, focusing on the writing process rather than the task itself. This shift involves stages such as pre-writing, drafting, revision, editing, and publishing (Graham and Harris, 2000).

Research has explored various strategies for developing writing skills among L2 learners, including peer revision (Villamil and Guerrero, 1996), time allocation (Roca et al., 2008), L1 translation (Liao, 2006), revision (Sommers, 1980), rewriting and paraphrasing (Shi, 2012), planning (Saddler et al., 2004), and using models (Macbeth, 2010).

Despite extensive research, there is still a need to address the writing strategies of ESL/EFL graduate students (Hsiao and Oxford, 2002; Beare, 2000; Rababah and Melhem, 2015; Asmari, 2013; Matsumoto, 1995). Identifying effective writing

strategies remains a challenge, as researchers classify them differently based on various standards (Ou, 2013).

Review of Empirical Literature

Khadka (2015) conducted a study titled "Graduate Students' Proficiency in Free Writing." The aim was to evaluate the free writing proficiency of graduate students, focusing on essential characteristics and components of free writing among B.Ed. first-year students. This research employed a survey design, with a sample size of forty students from Kathmandu district, selected through purposive non-random sampling. Simple questions relating to free writing were used as the main research tool. The findings indicated that both male and female students performed well in terms of word choice and creativity but struggled with punctuation, organization, and coherence.

Similarly, Shahi (2015) investigated the "Effectiveness of Writing Personal Letters in Developing Learners' Writing Skills." The study aimed to determine the impact of writing personal letters on learners' writing proficiency, involving thirty grade ten students from Rashtriya Ma. Vi. Dailekh. An experimental design was used, with a test item as the data collection tool. The results showed that the experimental group outperformed the control group in all tests.

Karki (2017) explored "Students' Activities for Developing Writing Proficiency," aiming to identify the activities students use to enhance their writing skills and determine the most and least utilized activities. The study utilized a survey design with forty BBS first-year students from five different colleges, selected through purposive non-random sampling. Data were collected using questionnaires. The study found that students commonly engaged in activities such as letter writing, essay writing, and paragraph writing to improve their writing proficiency.

Mandal (2019) conducted research titled "M.Ed. Level Students' Beliefs and Practices on Academic Writing for Career Development." The objectives were to analyze students' beliefs and practices in academic writing, identify strategies for career development, and explore challenges faced in academic writing. This narrative research involved six participants selected through purposive non-random sampling. Data were collected using in-depth interviews and semi-structured questionnaires. The findings suggested that academic writing is crucial for career development in both professional and academic contexts.

Saud (2022) surveyed "Students' Perception on Using Film in Developing Writing Skills." The study aimed to explore students' perceptions of using films as a tool to enhance writing skills and its application in the classroom. Data were collected from forty grade 12 students at Sitala Devi Secondary School, Ramechhap, using a non-random sampling procedure and a survey design. Open-ended and closed-ended questionnaires were employed. The findings indicated that films can be an effective tool for improving vocabulary, grammar, and spelling.

Acharya (2023) examined "Teachers' Perceptions on Continuous Assessment Systems in Developing Writing Skills." The study aimed to explore basic-level English teachers' perceptions, experiences, and reflections on the impact of continuous assessment systems (CAS) in developing writing skills. Conducted in Paiyun Rural Municipality, Parbat district, this survey research used a quantitative approach and a non-random sampling procedure. The findings revealed that teachers positively viewed CAS and its tools, such as homework, project work, and classwork, in enhancing writing skills.

Bohara (2023) carried out a survey titled "Proficiency of Tamang Students in Free Writing at Secondary Level." The research aimed to assess the free writing

proficiency of secondary-level Tamang students in the Dolakha district. Forty students were observed and tested. The study found that students benefited from access to various writing resources, including samples, online tools, and prompts. Feedback and guidance from teachers were crucial for improvement.

Dahal (2023) investigated "Challenges of Secondary Level Female Language Teachers for Their Professional Development." The study explored the professional and personal challenges faced by female teachers and examined their working environment. Using a qualitative descriptive design, data were collected from four female English teachers in Kirtipur, Kathmandu. The findings highlighted gender issues as a significant challenge in their professional lives and suggested equal treatment for female and male teachers to bring positive changes in the education sector.

Gupta (2023) studied "Challenges Faced by Secondary Level Bajjika Speaking Students in Learning English." The research aimed to identify factors affecting English language learning among Bajjika community students. Using purposive sampling, data were collected through open-ended and closed-ended questionnaires in the Sarlahi district. The findings indicated that students faced challenges in comprehension, vocabulary, spelling, and grammar. Continuous feedback and motivation from teachers were recommended to improve these areas.

Implications of the Review for the Study

The literature review aims to examine and evaluate previous studies related to the research topic, establishing the relevance of this information to the current study. It draws from various sources, including books, journals, articles, and reports, which help clarify and focus the research problem, improve methodology, and contextualize

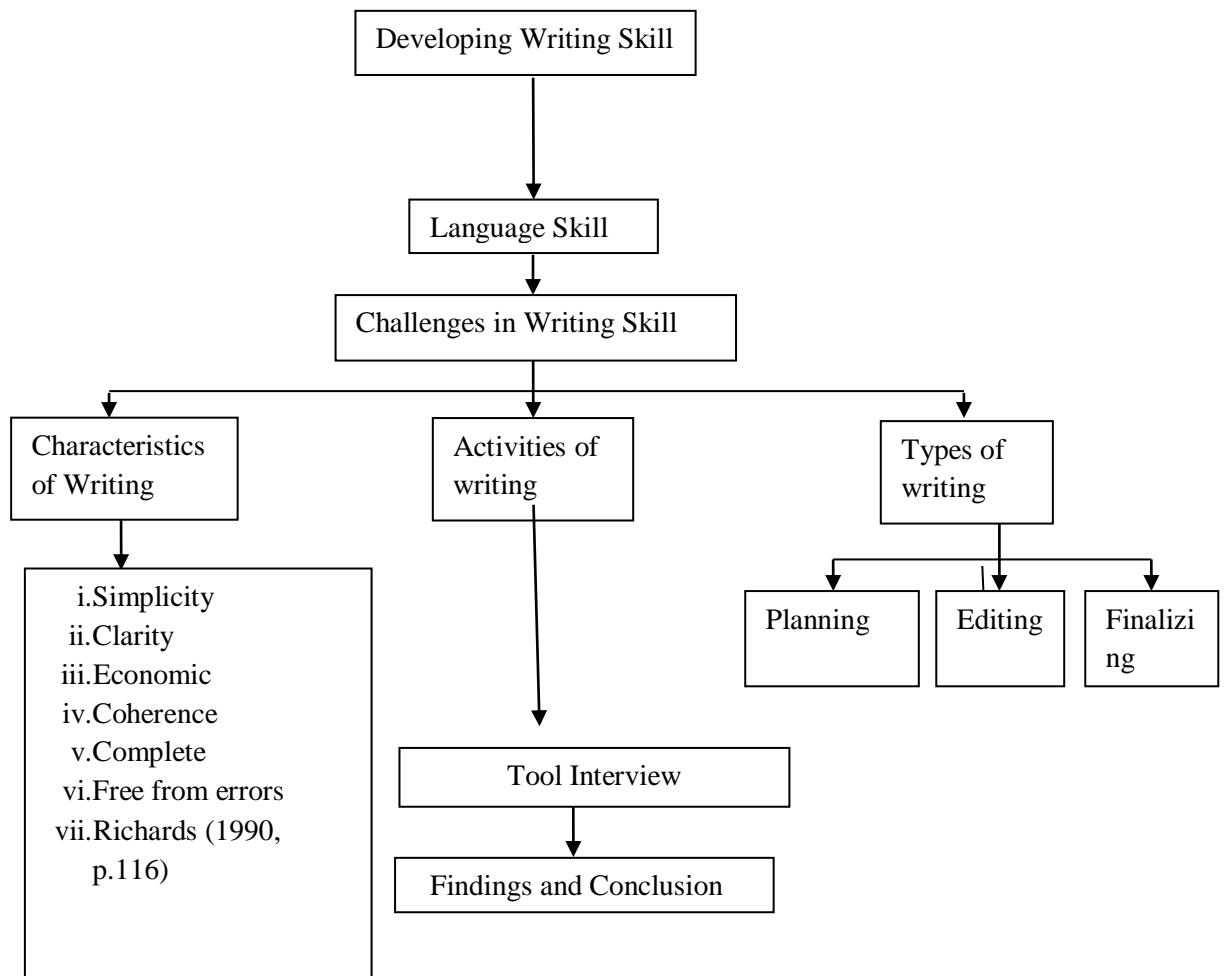
the findings. Reviewing what has been studied and identifying gaps in the literature are crucial for discovering new research areas.

Focusing on writing skills in English Language Teaching (ELT), I selected this topic for my research study. Insights from Khadka (2015) helped in sampling the population and selecting the research design. Mandal's (2019) study provided theoretical knowledge for methodology, area selection, and data collection tools. Karki's (2017) work assisted in selecting a data analysis process, while Saud (2022) and Acharya (2023) offered ideas for developing research tools. The studies by Bohara (2023) and Dahal (2023) were useful for introductions and problem identification, and Gupta's (2023) research contributed to the theoretical framework.

Overall, the review has guided me in designing the questionnaire, selecting the methodology and study area, sampling the population, analyzing data, developing a writing style, and utilizing data collection procedures and tools. These theoretical and empirical reviews will ensure an accurate and thorough approach to my research.

Conceptual Framework

The conceptual framework is the representation of the understanding of theories by a researcher and his conceptualization of the relationship between different variables. The conceptual framework of this study will be as follows:



Chapter 3

Research Methodology

Methodology is a particular technique that is used to recognize, choose, procedure, and examine data information regarding any issue topic. This is the holistic blueprint for managing a research work. This chapter contains the study design, sampling population, sample procedure, source of data, research tools, data collection procedures, data analysis, and moral considerations.

Design and Methods of the Study

This study employed a survey research design to investigate students' perceptions of challenges faced by them in developing writing skills. Survey research was chosen because it allows for gathering broad information across a large population, revealing common perceptions and behaviors related to the topic. Surveys are widely used in educational research as a descriptive method, ranging from extensive governmental investigations to smaller-scale studies conducted by individual researchers. The primary goal of this research design, namely survey research, is typically to capture a snapshot of the current situation.

According to Cresswell (2012), "Survey design is a procedure in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitude, opinions, behavior or characteristics of a large group of the population" (p. 25). Similarly, survey research design includes cross-sectional and longitudinal studies that utilize structured interviews or questionnaires to collect data, aiming to generalize findings from a sampled population (Fowler, 2008 as cited in Cresswell, 2014).

Furthermore, according to Nunan (2010, p. 140), "Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from

education to linguistics." This definition suggests that survey research can effectively be applied in educational contexts. Survey research design is predominantly utilized as a strategic exploration method in academic investigations, such as in school improvement plans.

Data collection in natural settings involves gathering measurable facts that are considered to be reliable. This typically involves sampling a large and representative population. Survey research usually gathers data at a specific point in time to describe current conditions and identify factors that influence these conditions. Surveys can vary in complexity, from straightforward assessments to more detailed analyses.

Survey research design has several distinct characteristics: data collection occurs once, making it economical and efficient. Researchers often use a triangulation approach, employing multiple research tools simultaneously. Surveys rely on gathering extensive data from a broad population and require sampling that accurately represents the study population. Data capture methods include multiple-choice questions, closed questions, test scores, or observation schedules. Surveys generate reliable instruments through piloting. Moreover, survey research is typically hypothetical-deductive, meaning hypotheses are fixed and cannot be altered during the data collection process.

A survey is a research method used to gather information and insights from a predefined group of respondents on various topics of interest. Examples of surveys include opinion polls and assessments of students' performance in specific courses. According to Cohen et al. (2007), survey research involves collecting data at a specific point in time to describe current conditions or to establish standards against which these conditions can be compared. Surveys typically involve sampling from the population under study rather than contacting every member directly. Data collection

techniques in survey research include structured or semi-structured interviews, self-completed or postal questionnaires, telephone interviews, internet surveys, standardized tests for performance assessment, and scales measuring attitudes.

The detailed process of survey investigation involves several steps: identifying a broad area of study, framing the research topic, expanding theoretical knowledge, writing a research proposal, preparing research tools, conducting field visits, contacting relevant authorities and informants, obtaining consent and building rapport, requesting population lists, sampling the required number of informants, collecting data using various tools, and analyzing, interpreting, and presenting the data either statistically or descriptively.

Characteristics of Survey Research

Clarity and Simplicity: Survey questions are phrased in straightforward language to avoid confusion and ensure accurate responses.

Relevance and Purpose: Each question aligns with the survey's objectives, avoiding unnecessary queries to maintain focus and respondent engagement.

Neutral and Unbiased Wording: Questions are phrased impartially to encourage honest answers, leading to more reliable data.

Specificity and Precision: Questions focus on single topics to enable detailed and effective responses.

For this study, I employed a survey research design, using a set of questionnaires to collect data. The outlined procedures were followed to gather and analyze data, yielding valuable insights applicable to the entire research population. This approach proved effective in obtaining accurate data, thus justifying the selection of survey research design for this study.

Sampling Strategy and Population Sample

The population of this study was the secondary-level students learning at the secondary level in community and private schools in Kirtipur Municipality. The sample of the study was forty students from the selected schools. I used a random purposive sampling strategy to select the sample.

Tools for Data Collection

The main tools of this research were a set of questionnaires for collecting the data. The structure of the questionnaire contained questions that were both close-ended and open-ended. The questionnaire was set to gain students' perceptions towards the challenges faced by them in developing writing skills.

Sources of Data

I used both primary and secondary sources of data. Primary sources were utilized for gathering data and secondary sources were used to expand the conceptual comprehension of project-based learning.

Primary Sources

Forty students from the selected secondary-level schools of Kirtipur Municipality were primary sources.

Secondary Sources

I consulted authentic books such as Harmer, J. (2007) and internet sources for secondary sources.

Data Collection Processes

For collecting the data for this study, I followed the following procedures:

- i. First of all, I chose the schools based on the purpose of the research and viability.

- ii. Then after, I visited the chosen schools got permission from the school authorization, and connected with the participants.
- iii. After getting consent from the authorities, I established a good rapport with the concerned administration and the students.
- iv. Another, I explained to them the purpose of my research study and informed them about what they were assumed to do.
- v. Next, I distributed the questions to the respondents and appealed to them to respond.
- vi. I gathered the questionnaire back after three days from the date of distribution.
- vii. Finally, I collected the questionnaire from the respondents and told them thanks and respect to respondents for their valuable time.

Data Analysis and Interpretation Procedures

The collected data from the set of questionnaires was examined, interpreted, and presented descriptively with the help of different items or statements, and their percentage data were consulted via consulted through calculating respondents' responses. I used illustrative and numerical methods to examine and interpret the data. Next, they were arranged and shortly explanations of tables were given.

Ethical Considerations

Throughout the research, first of all, I assumed given moral considerations. For ethical considerations, first of all, I gained certification for the study from the committee of the Department of English Education at Tribhuvan University. After this, I visited selected schools in the Kirtipur Municipality. Then, I told the school authority about the purpose of the study and got permission from the concerned authority in the selected school. Then after, I attained permission with students and

sustained privately about the data of the respondents. I would not use the data for any of the reasons besides my study without the consent of the informants. Finally, I assured the participants that all identifiable personal information was rigidly kept confidential and I gave attention to accuracy, honesty and truthfulness.

Chapter 4

Analysis and Interpretations

This section presents the analysis and interpretation of data concerning the challenges faced by secondary-level students in writing. The analysis focuses on various aspects of the writing process, identifying key obstacles and strategies for improvement.

Challenges in Teaching Writing

In the ever-evolving landscape of education, developing effective writing skills among secondary students remains a cornerstone for academic success and personal growth. This chapter delves into the multifaceted challenges and strategies associated with nurturing these skills within the context of secondary schools in Kathmandu. Through a meticulous analysis of data collected from various educational institutions, this chapter aims to illuminate the perceptions and experiences of students as they navigate the complexities of writing development. The subsequent sections provide a detailed examination of the responses gathered, highlighting key themes and insights that underpin the educational processes and outcomes observed in this study.

Challenges Faced by Students in Writing: Holistic Analysis

The data analysis indicates that out of the four indicators (summarizing, note-making, paraphrasing, and free writing) used to develop writing skills, free writing was considered the most effective by 47% of the respondents. Paraphrasing was also valued, with 45% of students finding it useful. However, summarizing and note-making were less favored, with only 5% and 3% of the students endorsing them, respectively.

Aspect-wise Analysis of Challenges in Writing

Challenges in Planning. Planning is the initial stage of writing, involving essential preparation such as brainstorming. The following table presents students' responses regarding their experiences during the planning stage:

Table 1

Challenges in Planning: Component-wise Analysis

S.N.	Question	Response			
		Summarizing	Note making	Paraphrasing	Free Writing
1	Elements helpful for developing writing	5%	3%	45%	47%

The first question asked the students which elements they found most helpful in developing writing skills. The options provided were summarizing, note-making, paraphrasing, and free writing. Data were collected from four different secondary schools in Kirtipur, Kathmandu. Among the respondents, 47% indicated that free writing was the most effective tool, 45% preferred paraphrasing, 5% chose summarizing, and 3% selected note-making. This data suggests that free writing, which includes activities such as essay writing, story writing, and poetry, is considered the most beneficial for developing writing skills. Free writing not only enhances writing abilities but also fosters creativity in learners.

The role of vocabulary is crucial in framing and developing an essay. The following table shows students' responses regarding the use of vocabulary.

Table 2

Challenges in Planning: Role of Vocabulary

S.N.	Questions	Response			
		S. agree	Agree	S. disagree	Disagree
1	Strong vocabulary helps	35%	65%	0	0
2	Increase vocabulary through reading stories	50%	50%	0	0
3	Helps express our idea	53%	47%	0	0

The first question asked the students if a strong vocabulary helps develop writing skills. Data were collected from forty secondary-level students from two government schools and two private schools in Kirtipur, Kathmandu. According to the results, 65% strongly agreed and 35% agreed that a strong vocabulary is crucial for developing writing skills. This indicates that vocabulary knowledge is essential for mastering writing skills, as it forms a fundamental component of effective writing.

Similarly, the second question inquired whether reading stories can help increase vocabulary. Respondents were given the option to agree or disagree. The data collected showed that 50% strongly agreed and 50% agreed. This suggests that reading stories is perceived as a valuable tool for developing writing skills. The data supports the conclusion that story reading is a beneficial habit for learners. Additionally, the following picture illustrates the vocabulary selected by students from the sample.

The following pictures show the planning of the students.

HILLTOWN SEC. SCHOOL
Baghbhairav Sthan

NAME: Samridde Maharjan
CLASS: 9 SEC: X ROLL NO: 31
SUBJECT: Reasness of T.U.

Answer the following questions.

1. Write a short paragraph on 'My favourite teacher' in about 200 words.

Ans- A teacher is a beautiful gift given by god because god is a creator of the whole world and a teacher is a creator of a whole national.

All my teachers are good/favourite, but my favourite teacher is Mr. Rabindra Maharjan sir. He is our class teacher. He teaches us English. His method of teaching is very interesting and impressive.

He is very understanding and hard working teacher. He treats students like friends and solves their problems in the best possible and easiest way. He is very disciplined and punctual. He also tells us very inspiring stories to motivate us to become the right person in life. He is a man of simplicity and great thoughts. He teaches us good habits and moral values.

P.T.O →

He is an ideal teacher. He guides us very well during any school function or competition.

He is very caring towards weak students and helps them in their studies even after class hours. I always love my teacher for their motivations and at last I always pray for their long life.

2) Write an application to your class-teacher asking for one day leave.

Ans- An application to my class teacher asking for one day leave.

P.T.O →

2024, January 24th

To,

The class teacher

Hill-Town Secondary School

Bagh-bhairavsthan-1, kirtipur

Subject: asking for one-day leave.

Respected sir,

With due respect, I would like to inform you that I am suffering from headache and I would not be able to attend my classes. I hope you will understand my situation. So, kindly grant me leave for one-day.

Thanking you!

Yours faithful

Samridde Maharjan

9

31

In the above picture, the students write a short paragraph underlining the difficult words and they read and practice to increase their knowledge of vocabulary.

Similarly, the third question asked whether writing helps to express ideas or opinions. The survey involved forty respondents from both government and private schools in Kirtipur, Kathmandu. Among these students, 53% agreed that writing facilitates the expression of ideas, while 47% strongly agreed. This data underscores that writing serves as a medium for communicating thoughts, emotions, and viewpoints. Moreover, it enhances students' creativity by providing a platform for expression.

Challenges in Drafting. Drafting is the third step of writing which focuses on the preliminary preparation of words. The following table presents the students' responses to the support they received in preparing the draft of writing.

Table 3

Challenges in Drafting

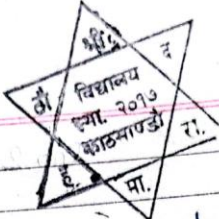
S.N.	Questions	Response	
		Agree	Disagree
1	Write at least 2-3 pages every day	65%	35%
2	Helps of senior	53%	47%
3	Teacher helps	58%	42%
4	Learn from mistakes	100%	0

The initial question queried whether students wrote 2-3 pages daily. Responses were gathered from forty students spanning grades 9 to 12, with 65% indicating agreement. This suggests a regular practice aimed at enhancing writing skills. Conversely, 35% disagreed, indicating a lack of consistent daily writing among some students.

Similarly, the second question inquired about seeking assistance from seniors. Out of the forty students surveyed, 53% acknowledged seeking guidance from seniors when faced with academic uncertainties. In contrast, 47% did not seek such help, possibly encountering challenges in their writing development independently.

The following picture shows the first draft sample of one of the students.

Date:
Page:



Name: Jenny Maharjan
 Roll no: Two (2)
 Name of school: Taudaha Rastriya Secondary School
 Class: Nine (9)

Qno 1

My favourite teacher

My name is Jenny Maharjan. I read in class nine. My school name is Taudaha Rastriya Secondary School. There are many teacher in my school. Everyone to treat us equally. All of the teacher helps us to improve our studies and writing skills. Among them I have my own favorite teacher. My teacher My favorite teacher name is Laxman Dharmi.

He lives is in kirtipur-6. He has such a kind and helpful heart. He always helps to in our studies and other extra activities. He tried to trained us in sports activities. He is the best teacher I have ever met. I am inspired by him. He is perfect in everything. His sweet behaviour his personality is just wow.

Date:
Page:

Qno 2

Date: 20/01/20

To: The class teacher

Subject: One day leave.

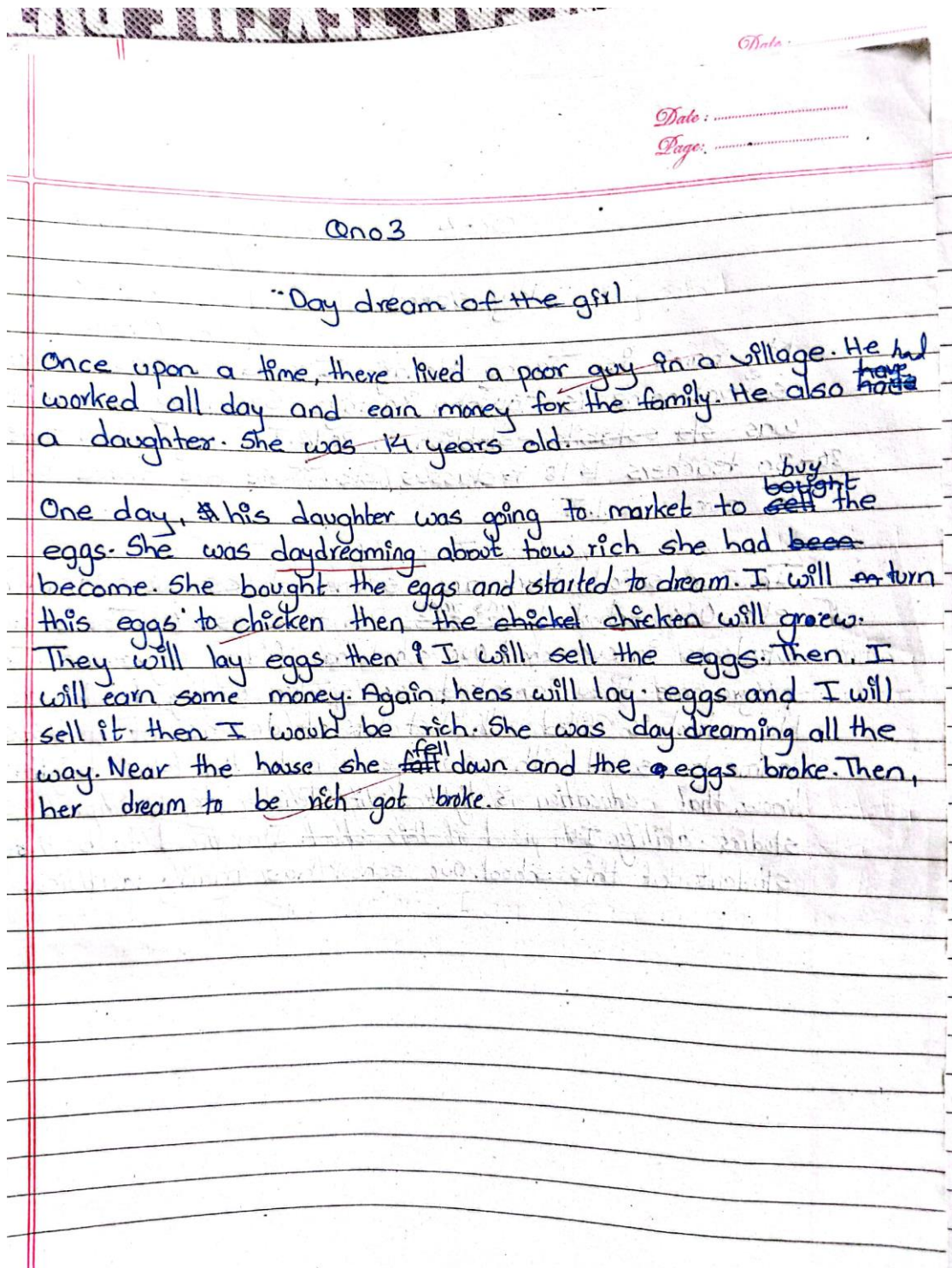
Dear sir,

I am not available to attend the class. I have to go out of valley with my parents. That's why I can't attend the class. I have to go with my parents because it is really important to go.

Your faithfully,

Jenny Maharjan

Class: Nine



The above picture shows that if students write at least 2-3 pages everyday, this sort writing practice helps them develop their writing skills. From this, it is also clear that the help of teachers and learning from mistakes help to develop their writing.

Similarly, the third question inquired about the role of teacher assistance.

Among the forty secondary-level students surveyed, 58% agreed that teachers' support

significantly aids their learning. Teachers fulfill various educational roles.

Conversely, 42% disagreed, indicating some students do not rely on teacher assistance despite its potential benefits.

In a similar vein, the fourth question addressed whether students learn from their mistakes. All forty students across various classes and schools responded affirmatively, indicating a unanimous agreement that learning from mistakes is crucial for personal and academic growth.

Challenges in Editing.Editing is one of the key aspects *of making* writing more academic. The following table presents areas where the students frequently develop their writing.

Table 4

Challenges in Editing

S.N.	Question	Responses			
		Poem	Essay	Novel	Drama
1	Genre of topics	0	78%	3%	20%

A question asked them was whether they write on a different topic. The options respondents agreed and disagreed respectively. Out of forty students studying in four different schools. 78% responded they write easily. This means they write essays more on different topics. They feel easier in essays 20% responded in drama. This shows that some students were interested in writing drama 3% responded novel little bit number of students were interested in a novel. Because the novel is a difficult part of other academic writing.

Likewise, the following table presents students' responses in motivation in their editing of writing.

Table 5

Challenges in Editing: Writing on different topics

S.N.	Questions	Response	
		Agree	Disagree
1	Increases creativity	100%	0
2	Motivate to write	100%	0

The first question asked them was whether reading stories increases our creativity. The options for respondents agreed and disagreed. There were for the respondents 100% responded stories increase creativity. The felt story helps increase the creativity. From the above-elicited data, it is explored that students' creativity increases from reading different stories.

The second question asked theme was whether free writing motivates one to write. The options were agreed upon and disagreed. There were forty respondents out of them 100% agreed in free writing motivates to write. From the above-elicited data, it is explored that free writing plays a crucial role in developing writing skills. Students felt essays in free writing.

Challenges in Revising and Finalizing. Revising is the final stage of developing writing. The following table presents the students' responses that they spent revising or finalizing their writing.

Table 6

Challenges in Revising and Finalizing

S.N.	Questions	Response			
		1 hr	2hr	3hr	4hr
1	Spend time finalizing	8%	33%	20%	40%

The first question asked them whether they spent time finalizing their writing. The options for respondents were on time, two times, three times, and four times. Out of 40 students, 40% responded takes four times to finalize writing. This means most of the students have a problem to finalize in writing. Similarly, 33% responded two times, 20% responded three times and 8% responded only one time to finalize writing. This means that the data shows many factors and challenges in writing this data shows students have a lack of interest in writing.

The second question asked of them was the utilization of time. The options for respondents were agree and disagree out of 40 students 100% agreed with the utilization of time. These results show time is important for all. We all know the value of time. All students utilize time in writing.

Challenges in Finalizing. The following table presents spend time on planning, editing, and finding some mistakes.

Table 7

Challenges in Finalizing

S.N.	Questions	Response	
		Agree	Disagree
1	Spend time planning	55%	45%
2	Edit grammar	72%	28%
3	After finding some mistakes	70%	30%

The first questions asked for them were to spend time on planning. The options for respondents agreed and disagreed. Out of 40 respondents, 55% agree with spending time on planning. This means students take time to plan what to write. Planning is very important. Without planning our work cannot be successful. 45% of

students disagree. This means they do not plan on writing this is also one of the challenges for students.

The second question asked of respondents was about editing grammar after finalizing writing. The options for respondents agreed and disagreed. Out of 40 students, 72% agree with editing grammar. This data shows grammar is an important part of the English language. The focus is on editing grammar to make language effective. 28% disagree this means this is also a challenging factor for the students without editing grammar and language cannot be correct. Most of the students have poor grammar due to these reasons.

The third question asked to respondents re-write their writing after finding mistakes. The options were agreeing and disagreeing for respondents out of forty students 70% agreed with rewrite writing after finding mistakes. 30% responded disagree. This data shows more than half of the students rewrite after finding mistakes to develop writing. Here 30% of students have the problems. Such problems make it difficult to write.

Chapter 5

Conclusion and Implications

This section includes the major findings of the study.

Conclusion

From the study, I found The data revealed that among the four indicators (summarizing, note-making, paraphrasing, and free writing) used to develop writing skills, free writing emerged as the most effective tool, with 47% of the respondents endorsing it. Paraphrasing was also significant, with 45% of students finding it useful while summarizing and note-making were less favored at 5% and 3%, respectively.

Challenges in Vocabulary

The following are the major challenges found in vocabulary selection in writing.

- Regarding the impact of vocabulary on writing skills, 65% of the respondents agreed and 35% strongly agreed that a strong vocabulary is crucial.
- Additionally, 50% of the students strongly agreed, and another 50% agreed that reading stories can help increase vocabulary.
- Furthermore, 53% agreed, and 47% strongly agreed that writing helps express ideas effectively.
- Most students (65%) reported writing 2-3 pages daily to improve their skills, while 35% did not maintain this practice.
- When asked about seeking help from seniors, 53% agreed, indicating that they rely on peer support, whereas 47% preferred to work independently.
- Additionally, 58% acknowledged the importance of teacher support in developing writing skills, whereas 42% did not seek such assistance.

Importantly, all students agreed that learning from mistakes is a crucial part of writing development.

- The strong agreement on the importance of vocabulary for writing proficiency is corroborated by studies such as those by Nation (2001), which indicate that a rich vocabulary is essential for effective communication and writing skills. Additionally, the unanimous agreement on the role of reading stories in enhancing vocabulary aligns with the findings of Krashen (2004), who advocates for extensive reading to improve language skills.

Challenges in the selection of genre in writing

- When asked about writing on various topics, 78% of students favored essay writing, 20% preferred drama, and only 3% chose novels. This distribution suggests a stronger inclination towards essay writing, possibly due to its relative ease compared to other genres.
- All respondents agreed that reading stories enhances creativity and that free writing serves as a powerful motivator for writing.

Regarding the time spent finalizing their writing, 40% of students revised their work four times, 33% revised twice, 20% three times, and 8% only once. This indicates varying levels of commitment to the revision process.

Challenges in Editing and Revising

The preference for essay writing over other genres, such as drama and novels, reflects the academic focus on essays, as noted by Bailey (2011), who points out that essays are commonly used for assessment and practice in educational settings. The unanimous agreement on the benefits of reading for creativity and the motivational role of free writing align with studies by Calkins (1994), which emphasize the value

of reading and free writing in fostering a love for writing and enhancing creative skills.

Writing Frequency and Support Systems

The data indicating that a significant portion of students write regularly to improve their skills resonates with Graham and Perin's (2007) research, which underscores the importance of consistent writing practice for skill development. The mixed responses regarding seeking help from seniors and teachers suggest variability in students' reliance on support systems, highlighting the need for a more structured approach to peer and teacher support in writing instruction.

- All students agreed on the importance of effective time utilization in writing. When asked about planning their writing, 55% of students agreed that they spent time planning, whereas 45% did not.
- Additionally, 72% of respondents edited grammar after finalizing their writing, highlighting its importance, while 28% did not engage in this practice.
- Finally, 70% agreed to rewrite their work after identifying mistakes, showing a commitment to improvement, while 30% did not.

The findings from this study align with existing literature that emphasizes the significance of free writing in developing writing skills. Free writing, encompassing activities like essay writing, story writing, and poetry, encourages creativity and allows students to express their thoughts freely. Research by Elbow (1998) supports the idea that free writing helps students develop fluency and confidence in their writing abilities. Moreover, paraphrasing, which was also highly favored, aids in comprehension and the ability to convey information in one's own words, as highlighted by Keck (2006).

Effective Time Utilization and Planning

The varied responses regarding the time spent on finalizing writing and the importance of planning highlight ongoing challenges in teaching effective writing strategies. Studies by Flower and Hayes (1981) suggest that planning is a critical component of the writing process, and its absence can hinder writing development. The data in my research aligns the same, indicating a high rate of grammatical editing aligns with the findings of Ferris (2002), who emphasizes the role of grammar correction in improving writing accuracy and overall quality.

Role of Vocabulary in Writing Development

The strong agreement on the importance of vocabulary for writing proficiency is corroborated by studies such as those by Nation (2001), which indicate that a rich vocabulary is essential for effective communication and writing skills as in my research. Additionally, the unanimous agreement on the role of reading stories in enhancing vocabulary aligns with the findings of Krashen (2004), who advocates for extensive reading to improve language skills.

Conclusion

This analysis provides a comprehensive understanding of the challenges and strategies associated with developing writing skills among secondary students in Kirtipur, Kathmandu. By aligning the findings with established research, this study underscores the importance of free writing, vocabulary development, consistent practice, effective support systems, and constructive feedback in enhancing writing proficiency. Addressing these challenges through targeted interventions and support can significantly improve students' writing skills and overall academic success.

Implications

This section includes the following policy, practice, and further research-level improvement.

Policy Level

The policy level implication includes the following.

- Promote the inclusion of free writing activities in the curriculum to enhance writing skills.
- Support programs that emphasize vocabulary building through extensive reading.
- Encourage teacher training programs focused on providing constructive feedback and support for writing development.

Practice Level

The practice level implication includes the following.

- Integrate regular free writing exercises in classroom activities to foster creativity and fluency.
- Implement peer support systems to facilitate collaborative learning and feedback.
- Emphasize the importance of planning and revision in writing assignments to improve writing quality.

Further Research

The further research implication includes the following.

- Investigate the long-term impact of free writing on writing proficiency across different age groups.
- Explore the effectiveness of integrating digital tools in enhancing writing skills.

- Examine the role of teacher feedback versus peer feedback in developing students' writing abilities.

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Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research work entitled "Challenges Faced by Secondary Level Students in Developing Writing Skills". The research is being carried out under the supervision of **Mr. Ashok Sapkota**, Lecturer, Department of English Education. I hope your kind co-operation in attempting the questionnaires and your response will have great value in completing my research. I appreciate your honesty and assure you that your responses will be completely anonymous. Please read the questions carefully. I assure you that the responses made by you will be exclusively used for the present study and will remain confidential.

Researcher

Lal Bahadur Rawat

Department of English Education T.U.

Kirtipur, Kathmandu.

Name of Student:

Roll No.:

Name of School:

Class:

Tick (✓) the best alternatives that indicate your response.

Part I (close-ended questionnaire)

Planning

1. Which of the following is helpful for you to develop writing skills?
 - a. Summarizing
 - b. Note making
 - c. Paraphrasing
 - d. Free writing

2. A strong vocabulary helps to develop writing skills.
 - a. Strongly agreeb. Agreec. Strongly Disagree
 - d. Disagree
3. We can increase our vocabulary through reading stories,
4. Writing helps to express our ideas or opinions.

Drafting

5. I write at least 2-3 pages every day on different topics.
 - a. Strongly agreeb. Agreec. Strongly Disagree
 - d. Disagree
6. I take the help of my senior brothers and sisters to correct my writing.
 - a. Strongly agreeb. Agreec. Strongly Disagree
 - d. Disagree
7. My teacher regularly helps to correct my writing skills.
 - a. Strongly agreeb. Agreec. Strongly Disagree
 - d. Disagree
8. I learned more about writing from the mistakes that I made in other writings.
 - a. Strongly agreeb. Agreec. Strongly Disagree
 - d. Disagree

Editing

9. I write on topics.
 - a. Essayb. Poemc. Novel

- d. Drama
10. Writing increases my creativity.
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
11. How much time did you spend to finalize your writing?
- a. More than four times b. More than three times
c. More than two times d. Only one time
12. Free writing motivates you to write more.
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

Revising

13. How many hours you spend on writing?
- a. 1 hour b. 2 hours c. 3 hours d. 4 hours
14. I believe writing is the utilization of time.
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

Finalizing

15. Before, I write anything on the given topic, I spend time on planning what to write.
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
16. I edit my grammar after I complete writing.
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

17. I often rewrite my writing after I find some mistakes.

a. Strongly agree b. Agree c. Strongly Disagree

d. Disagree

Open Ended Questionnaire

Planning

18. Why do you think free writing is useful?

.....
.....
.....
.....

19. Why is it essential to plan before we write?

.....
.....
.....
.....

20. What are the challenges that you face in writing?

.....
.....
.....
.....

Editing

21. What are the techniques that you use while writing?

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.....
.....

.....

Revising

22. How often do you support to develop your writing?

.....

.....

.....

.....

Drafting

23. How often do you take support of your friends while completing any writing classwork or homework?

.....

.....

.....

.....

Finalizing

24. Do you think writing is boring untruth? Why?

.....

.....

.....

.....

Thank you for your Cooperation.

Name of Student:

Roll No.:

Name of School:

Class:

Answer the following questions.

1. Write a short paragraph on "My favorite teacher" in about 200 words.
2. Write an application to your class-teacher asking for one day leave.
3. Write a short story that you read or heard somewhere.
4. Write an essay on "ICT".

Questionnaire for Respondents

Dear respondents,

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Researcher

Lal Bahadur Rawat ,

Department of English Education T.U.

Kirtipur, Kathmandu.

Name of Student : **Trisha Maharjan**

Roll No.: **13**

Name of School : **South Valley Eng. Sec. School**

Class : **10**

Tick (✓) the best alternatives that indicate your response.

Part I (Close ended questionnaire)

1. Which of the following is helpful for you to develop writing skills?
 - a. Summarizing
 - b. Note making
 - c. Paraphrasing
 - d. Free writing

2. The strong vocabulary helps to developing writing skills.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
3. We can increase our vocabulary through reading stories,
- a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
4. Writing helps to express our ideas or opinions.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
5. I write at least 2-3 pages everyday on different topics.
a. Strongly agree b. Agree c. Strongly Disagree
 d. Disagree
6. I take help of my senior brothers and sisters to correct my writing.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
7. My teacher regularly helps to correct my writing skills.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
8. I learn more on writing from the mistakes that I made in other writings.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
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 a. Essay b. Poem c. Novel
d. Drama
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a. Strongly agree b. Agree c. Strongly Disagree
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a. More than four times b. More than three times
 c. More than two times d. Only one time
12. Free writing motivates to write more.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

13. How many hours you spend on writing?
 a. 1 hour b. 2 hours c. 3 hours d. 4 hours
14. I believe writing is the utilization of time.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
15. Before, I write anything on the given topic, I spend time on planning what to write.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
16. I edit my grammar after I complete writing.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
17. I often rewrite my writing after I find some mistakes.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

Open Ended Questionnaire

18. Why do you think free writing is useful?

I think free writing is useful because It helps to developing writing skills. Free writing increases our creativity. Free writing motivates us to write more.

19. Why is it essential to plan before we write?

It is essential to plan before we write because during writing we can make small mistakes and vocabulary so we should make a plan.

20. What are the challenges that you face in writing?

The challenges that I face in writing are
I spend time on planning what to write
and mistake on vocabulary through
reading stories.

21. What are the techniques that you use while writing?

The techniques that I use while writing are
I often rewrite my writing after I find
some mistakes.

22. How often do you support to develop your writing?

I take help of my senior brother to develop
my writing skills.

23. How often do you take support of your friends while completing any writing classwork or homework?

I take support of my friends while completing
any writing & classwork or homework by
asking vocabulary words and to see my
grammar mistake while I'm writing.

24. Do you think writing is boring untruth? Why?

Yes. I think writing is boring because I
spend time to finalize my writings and
I spend time on planning what to write

Thank you for your Cooperation.

Questionnaire for Respondents

Dear respondents,

This questionnaire has been prepared to complete a research work entitled "Challenges Faced by Secondary Level Students in Developing Writing Skill". The research is being carried out under the supervision of **Mr. Ashok Sapkota**, Lecturer, Department of English Education. I hope your kind co-operation in attempting the questionnaires and your response will have great value in completing my research. I appreciate your honesty and also assure you that your responses would be completely anonymous. Please read the questions carefully. I assure that the responses made by you would be exclusively used for the present study and will remain confidential.

Researcher

Lal Bahadur Rawat

Department of English Education T.U.

Kirtipur, Kathmandu.

Name of Student : *Mendo Lhase Tamang*

Roll No.: *3 (Three)*

Name of School : *Hill-Town Secondary School* **Class :** *9 (Nine)*

Tick (✓) the best alternatives that indicate your response.

Part I (Close ended questionnaire)

1. Which of the following is helpful for you to develop writing skills?
 - a. Summarizing
 - b. Note making
 - c. Paraphrasing
 - d. Free writing

2. • The strong vocabulary helps to developing writing skills.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
3. We can increase our vocabulary through reading stories,
3. a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
4. • Writing helps to express our ideas or opinions.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
5. I write at least 2-3 pages everyday on different topics.
a. Strongly agree b. Agree c. Strongly Disagree
 d. Disagree
6. I take help of my senior brothers and sisters to correct my writing.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
7. My teacher regularly helps to correct my writing skills.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
8. I learn more on writing from the mistakes that I made in other writings.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
9. I write on topics.
 a. Essay b. Poem c. Novel
d. Drama
10. • Writing increases my creativity.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
11. How many times you spend to finalize your writing?
a. More than four times b. More than three times
c. More than two times d. Only one time
12. • Free writing motivates to write more.
 a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

13. How many hours you spend on writing?
a. 1 hour b. 2 hours c. 3 hours d. 4 hours
14. I believe writing is the utilization of time.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
15. Before, I write anything on the given topic, I spend time on planning what to write.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
16. I edit my grammar after I complete writing.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree
17. I often rewrite my writing after I find some mistakes.
a. Strongly agree b. Agree c. Strongly Disagree
d. Disagree

Open Ended Questionnaire

18. Why do you think free writing is useful?

Ans Free writing is useful because :-

1. It increase our creativity.
2. It increase our writing skills.
3. It helps to express our idea.

19. Why is it essential to plan before we write?

Ans It is essential to plan before we write because :-

1. It helps to decrease mistakes.
2. It helps to develop writing skills.
3. It helps to write speed while writing.

20. What are the challenges that you face in writing?

Ans The challenges that I face in writing are:

1. Grammatical problems.

2. Speed

3. Handwriting

21. What are the techniques that you use while writing?

Ans The techniques that I use while writing are

1. Planning.

2. Write slowly.

3. Write neatly and fearly.

22. How often do you support to develop your writing?

Ans I often take help of my senior brother and sisters to develop my writing.

23. How often do you take support of your friends while completing any writing classwork or homework?

Ans I often take support of my friends while if there is any confusion while completing any writing classwork or homeworks.

24. Do you think writing is boring untruth? Why?

Ans No, I don't think so that writing is boring for the reason that writing increases our creativity, it helps to express our ideas or opinions etc.

Thank you for your Cooperation.

Welcome To You