

**English Teachers' Strategies and Challenges in Teaching Writing Skill  
at Secondary Level**

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

**Submitted by  
Kumari Maheshwari Upadhyay**

**Department of English Education  
Faculty of Education  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal  
2024**

**English Teachers' Strategies and Challenges in Teaching Writing Skill  
at Secondary Level**

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

**Submitted by  
Kumari Maheshwari Upadhyay**

**Department of English Education  
Faculty of Education  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal  
2024**

**T.U. Regd. No.: 9-2-29-91-2015  
M.Ed. Fourth Semester  
Exam Symbol No.: 7628035/076**

**Date of Approval of the Thesis  
Proposal Approval: 15/01/2024  
Thesis Submission: 23/08/2024**

## **Recommendation for Acceptance**

This is to certify that **Ms. Kumari Maheshwari Upadhyay** has prepared this study entitled **English Teachers' Strategies and Challenges in Writing Skill at Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 23/08/2024

.....

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

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

## Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

**Mr. Resham Acharya (Supervisor)**

Teaching Assistant

Member

Department of English Education

T.U. Kirtipur

.....

**Dr. Renu Kumari Singh**

Lecturer

Department of English Education

T.U. Kirtipur

.....

Member

Date: 15-01-2024

## Evaluation and Approval

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

### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

**Dr. Ram Ekwāl Singh**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Expert

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

Lecturer

Member

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Date: 01-09-2024

## **Declaration**

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

Date: 23/08/2024 .....

**Kumari Maheshwari Upadhyay**

## **Dedication**

Dedicated

to

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

## Acknowledgements

I would like to express my warm gratitude to my thesis supervisor **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U., Kirtipur Kathmandu, for his invaluable guidance for the successful completion of this study. This research would not have been come in this shape without his constructive suggestions and feedback as well as cooperation. I will be indebted to his forever excellent and helpful supervisor.

I am highly grateful to express my gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U. Similarly, I would also like to express my sincere gratitude to **Dr. Renu Kumari Singh**, Lecturer, Department of English Education, T.U. and **Mr. Resham Acharya**, Teaching Assistant, Department of English Education for providing me invaluable comments and guidelines during the defense of my thesis proposal. Additionally, I express my deep appreciation to my External Supervisor **Dr. Ram Ekwel Singh** for his guidance, comments, and feedback during the thesis defense.

I extend my sincere gratitude to **Prof. Dr. Bal Mukunda Bhandari, Mr. Bhim Prasad Wasti, Dr. Purna Bahadur Kandel, Mr. Ashok Shapkota, Mr. Khem Raj Joshi**, and all my respected gurus for their constructive suggestions inspirations directly and indirectly from their sides.

Similarly, I am grateful to all the teachers and school administrators of different schools of Suklaphanta municipality of Kanchanpur district for their invaluable information and supports. Eventually, I would like to express my love and acknowledgement to my parents and family members for their invaluable support and encouragement during my study. I am truly privileged to have the unwavering support of my husband, **Mr. Raman Bhatt**. Similarly, I am very much indebted to my dear sister **Nirmala Upadhyay**. Lastly, I am thankful to all my dearest and nearest colleagues and friends for their support and motivation.

## Abstract

The present study is entitled **English Teachers' Strategies and Challenges in Writing Skill at Secondary Level**. The main objectives of this study were to explore teachers' strategies while teaching writing skill at secondary level and to find out the challenges while teaching writing at secondary level. This study followed descriptive research design under qualitative research method. For that the researcher conducted semi-structured interview and the observation of classes. Purposive non-random sampling strategy was used to select participants to collect data. Five teachers from four different secondary level community schools of Suklaphanta Municipality of Kanchanpur district were the sample of this study. The findings of this study showed that the secondary level English teachers of community schools commonly adopted brainstorming, feedback, project work, summarizing, paraphrasing, cubing, parallel writing, guided writing, free writing and providing specific writing tips through PowerPoint presentation strategies in teaching writing skill. While using those strategies the teachers faced various challenges in the classroom. They included developing creativity of the students, finding concluding statements, arousing interest on students, clarifying the confusion on topics, developing vocabulary knowledge, and proper use of punctuations and following appropriate format while writing.

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, delimitation of the study and operational definitions of the key terms. Second chapter deals with review of related theoretical literature and the review of empirical literature, implication of the review for the study and conceptual framework. Third chapter is the part of the methodology. This part includes research design and method of the study, population of the sample, data collection tools, reliability and validity of the 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.

## Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>Abbreviations and Acronyms</i>	<i>x</i>
<b>Chapter I: Introduction</b>	<b>1-7</b>
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Questions	5
Significance of the Study	5
Delimitations of the Study	6
Operational Definitions of the Key Terms	6
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>8-36</b>
Review of Theoretical Literature	8
English Language Teaching	9
Strategies for Teaching Writing Skills	10
Challenges in Teaching Writing	16
Approaches of Teaching Writing in the EFL Classroom	18
Steps of Writing Skills	19
Key Components of Writing	20
Issues in Teaching Writing	24
Challenges in Teaching Writing	16
Review of Empirical Literature	26
Implications of Review for the Study	34
Conceptual Framework	36

<b>Chapter III: Methods and Procedures of the Study</b>	<b>37-40</b>
Design and Method of the Study	37
Population, Sample and Sampling Strategy	38
Sources of Data	38
Primary Sources of Data	38
Secondary Sources of Data	38
Study Areas or Field	38
Data Collection Tools and Techniques	38
Data Collection Procedures	39
Data Analysis and Interpretation Procedures	39
Ethical Considerations	39
<b>Chapter IV: Analysis and Interpretation of the Results</b>	<b>41-68</b>
Analysis of Data and Interpretation of Results	41
Strategies of Teaching Writing	41
Challenges of Teaching Writing	59
Causes of Challenges in Teaching Writing	63
Materials Used by Teachers in Class	65
Suggestions for the Improvement	66
Summary of the Findings	67
<b>Chapter V: Conclusions and Recommendations</b>	<b>69-72</b>
Conclusions	69
Recommendations	70
Policy Related	70
Practice Related	71
Further Research Related	71
<b>References</b>	
<b>Appendices</b>	

## **Abbreviations and Acronyms**

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
H.A.	:	History of Art
i.e.	:	That is
M.A.	:	Master of Arts
NWREL	:	North West Regional Educational Laboratory
SLC	:	School Leaving Certificate

## **Chapter I**

### **Introduction**

The present study is on **English Teachers' Strategies and Challenges in Teaching Writing Skills at Secondary Level**. This introductory part includes 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**

While teaching English teachers mostly focus on four language skills. They are listening, speaking, reading and writing. Here, this study is on writing skill. So, I have discussed following skill in detail.

#### **Language Skills**

The typical sequence for language learning is often considered as listening, speaking, reading and writing. This progression mirrors how children naturally acquire their first language by initially listening and then speaking. For instance, a child learns to speak by hearing the language spoken around them. However, it's important to note that individuals who are deaf may face challenges in speaking due to their inability to hear. In terms of language skills, listening and reading are receptive skills, while speaking and writing are productive. This categorization suggests that listening and speaking are fundamental skills, while reading and writing are acquired later. This perspective acknowledges that while everyone can listen and speak, not everyone may have developed proficiency in reading and writing. Language skills refer to the abilities individuals possess to comprehend, produce, and manipulate language in various forms including listening, speaking, reading, and writing (Brown, 2017). Language Skills encompass a range of abilities related to understanding and expressing one's self in a language. language skills are defined as the capabilities individuals have to comprehend, produce, and manipulate language in various modalities including listening, speaking, reading, and writing ( Richards & Schmidt, 2010; Lightbown & Spada, 2013; Celce- Murcia, Brinton, & Snow, 2014).

Hence, when instructing a language, it's imperative to maintain a balanced approach, ensuring all language skills are taught equitably. Just as a child naturally progresses through

language acquisition by following a specific order, educators should similarly adhere to this natural sequence when teaching language skills. The four skills are listening, speaking, reading and writing.

Receptive	Productive	
1. Listening	2. Speaking	Primary
3. Reading	4. Writing	Secondary

Listening, as the initial language skill, is primary receipt, serving as the input for students, particularly beginners. Through listening, individuals grasp the spoken language before transitioning to speaking, being the prevalent and widely employed mode of communication, is fundamental in language interaction.

Reading involves the interpretation of written language symbols and comprehension of written text. Research role of reading fluency and comprehension strategies in developing reading skills (Grave 2009).

Nevertheless, every language skill holds its unique significance. It's essential for language instructors to integrate all language skills harmoniously and proportionately.

### **Writing Skill**

Writing skills encompass the ability to produce written language, including spelling, grammar, and composition. Studies the importance of writing instruction and practice in improving writing proficiency (Ferris, 2003).

According to Harmer (2007, p. 122), “Thinking time allows them more opportunity for language processing that is thinking about the language whether they are involved in study or activation. He (ibid) further writes that there is distinction between writing for writing and writing for learning. As writing is concerned, it is directed at developing the students’ skills as writers. The main essence of this is that students should become better at writing whatever kind of writing that might be writing includes not appropriate language use but also text construction layout style and effectiveness. According to him (ibid),

Writing is used as a practice tool to help students practice and work with language they have been studying in learning. These types of writing activities give reinforcement to students. As writing is an enabling activity, students write sentences in preparation for some

other activity as well. Thus, it is clear that the way we organize students writing and the way we offer advice and correction will be different depending on what kind of writing they are involved in. The genre of writing, the writing process and building the writing habits are such issues related to teaching writing that help students write successfully and enthusiastically in different style.

To sum up, writing is learned systematically. It can be less daunting and difficult than many learners believe. They should have crystal clear knowledge of writing as well practicing them appropriately in appropriate situation. They can't do anything in a vacuum.

Writing skills refers to the ability to effectively communicate ideas, thoughts and information through written language. It can simply be said that writing means the written form of language. While teaching English language to the students, the teachers aim to develop four different skills; listening, speaking, reading and writing. Out of those four skills, two of them(listening and speaking) come under the primary skill and two other (reading and writing) come under the secondary skill. Among four different language skills, writing is one the most important skills for learning a language. Writing is only used by literate person. It is complex and cognitive activity (Leki, 2010). Writing is also a permanent way of expressing our views which can be recorded for a long time. Strong writing skills involve various components: clarity, coherence, grammar and punctuation, vocabulary, organization, guidance awareness, persuasiveness, editing and proofreading, creativity and adaptability. Strong writing skills are essential for effective communication across barriers in personal, academic and professional contexts.

Generally, teachers are found of adopting various 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 up plans intended to achieve something, especially over a long period. According to Ellis (2005) discusses "strategies for teaching writing, emphasizing the importance of a structured approach that integrates various methods to support learners in developing their writing skills". Similarly, according to Thompson (2010)"Strategy refers to a systematic plan of action designed to achieve a specific goal or objective. It involves" making decisions and allocating resources to effectively navigate and adapt circumstances in order to accomplish desired outcomes".

We are familiar with a number of issues that arise during formal instruction and the learning process. Especially, throughout their time teaching English, English language instructors have encountered numerous issues or difficulties. The term “challenges” here refers to the obstacles, troubles, or issues that English teachers deal with when instructing students in the classroom. In the context of English as a second language / English as a foreign language (ESL/EFL) English language teaching classes seem to be very challenging for teachers to make their teaching successful in this regard. Sharma (2010) explains that this is due to a variety of factors, including learners’ varying language proficiency levels, multiple intelligences in a class, the use of mother tongue in ELT classes, the abundance of modern technology and teachers’ lack of knowledge about how to use it, teachers’ lack of dedication to teaching and learning activities, the inadequate use of audiovisual materials, the overload of teaching hours, financial issues facing schools and teachers.

I have chosen this topic as part of my study because there exists a gap in literature. For Example, the strategies employed by teachers in community schools reveals a gap. There may be a variety of approaches used by teachers in institutional schools to teach writing skills at the secondary level. Even the students of community schools may be competent in English writing skills according to their level. Teachers of community schools might have faced some challenges in developing students writing skills.

### **Statement of the Problem**

Among all the languages spoken in the world, English has become the de facto international lingua franca. It is spoken as an official language in many countries, is the second language of billions of people, and is taught in academic instructions and during the domestic and international business dealings. English is prioritized above other foreign languages in Nepal. It is taught as a required subject from grade 1 through bachelor degree, even at schools and campuses.

This study raises the issues regarding the challenge in teaching writing at secondary level. Whether there is challenge in teaching writing at secondary level in Kanchanpur district or not is an issue of further exploration. Here, the researcher is trying to find out the strategy and challenge in teaching writing at secondary level, causes of those strategies and challenges and some implications of this study has been presented. It reveals that teachers 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 also be aware about the challenges 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 took this as a problem to conduct research on this topic. It is needed to conduct on this topic and examine the mostly faced challenges by community schools' teachers in teaching English writing skills. Then, it makes aware others who want to work and working in the concerned sector about all those challenges which have figured out by this study.

### **Objectives of the Study**

The present study had the following objectives:

- ) To explore the strategies while teaching writing at secondary level.
- ) To find out the challenges while teaching writing at secondary level.
- ) To suggest some pedagogical implications.

### **Research Questions**

The following research questions were used in this study:

- ) What strategies do English teacher use while teaching writing skill?
- ) What challenges do English teacher face while teaching writing skill?
- ) What could be the causes of those challenges?

### **Significance of the Study**

The present study on 'English Teachers' Strategies and Challenges in Teaching Writing at Secondary Level' tries to explore the strategy and challenge in teaching writing at secondary level in public schools of the Kanchanpur district. Thus, the practitioners and stakeholders in the field of English language instruction will find this study to be important.

This study mainly focused to find out the strategies and challenge in teaching writing. This study aims to inform students about their abilities and the instructional implications of their mistakes when they write freely. This research will be significant for the prospective researchers, who want to undertake further researches in teaching writing proficiency. English language instructors working in outlying public schools will find this study to be

equally important. It is also useful for textbook writers as well as curriculum designers in the ELT.

In conclusion, everyone who is involved in English education, whether directly or indirectly, will benefit from this study. This includes curriculum designers, policy makers, subject specialists, supervisors, observing teachers, teacher trainers, and teacher training institutes. Everyone who works in the teaching profession, both directly and indirectly, will benefit from this study, especially those in the ELT sector.

### **Delimitations of the Study**

The present study had the following delimitations:

- This study focused only on strategies and the challenges in teaching writing.
- This study was confined to secondary level English language teachers only.
- The research was limited to 5 secondary level English teachers.
- The area of study was restricted to Kanchanpur district.
- Two teachers were selected from Dharmajanta secondary school.
- It was conducted only at community schools in Kanchanpur district.
- It was only conducted with the teachers who were teaching at grade 9 and 10 at community schools.
- Semi structure interview and observation were the data collection tools used in this study.

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

The following key terms are used in my study:

**Challenges:** The phrase describes the difficulties secondary school English language instructors in the Kanchanpur district encounter when instructing students in writing.

**Descriptive Study:** This kind of research design seeks to characterize and summarize traits or behavior of a certain population or phenomenon without adjusting or regulating any variables.

**Language Skills:** It is generally regarded that the natural order for the first and second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his / her early childhood where s/he listens to the language used by his family, friends and relatives and then comprehends in.

**Secondary Level:** It refers to the educational level that comes after primary or basic level and before higher education.

**Strategies:** The term refers to the variety or instance of the use of strategy.

**Writing Skill:** Writing is one of the productive skills of language.

## **Chapter II**

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

Any research project must include a conceptual framework and a review of pertinent literature. In general, the literature or theories pertinent to this study are covered in this part. Along with discussing the implications of prior studies or literature for the current one, it also discusses the conceptual framework that was created based on the study's focus and mentioned theory. In this section, the researcher goes through the different sources available related to proposed study. Generally, this section includes review of the related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

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

Every study is conducted within or grounded in a related field or area of study. The examination of relevant literature stands as the core and pivotal element of any research endeavor. It serves as a written overview and evaluation of research pertaining to a specific question or issue. Examining the related literature contributes to the knowledge base and familiarizes the researcher with existing literature within the study's field. Additionally, it offers insights into the methodology and procedures employed by other researchers in similar studies.

Literature review entails examining books, academic articles, and other pertinent resources related to research areas or theories, offering a detailed description. A concise overview and thoughtful assessment of these works in connection to the research issue under investigation. The aim of this format is to explore the body of knowledge or theories that have developed concerning an issue, concept, theory, or phenomena. Theoretical literature review aids in identifying existing theories, their interconnections, the extent of their exploration, and in formulating new hypotheses for testing. Frequently it is utilized to uncover gaps in suitable theories or demonstrate their insufficiency in addressing new or evolving research issues. The unit of analysis may concentrate on a theoretical concept, an entire theory or a framework.

The theoretical review might entail summarizing key sources, yet typically, it adopts an organizational structure that integrates both summary and synthesis. While it often incorporates crucial information from sources, synthesis involves restructuring or re-arranging that information to inform how you intend to approach a research problem.

Hence, to enhance my theoretical framework, the following theoretical literature is explained:

### **English Language Teaching**

English stands as the predominant language globally, serving as the primary means of communication in international relations, governmental affairs, business dealings, educational settings and technology advancements. Lederer (1990 as cited in Sthapit 1994 p.1) says,

*English is spoken by one out of every seven people globally, with over half of all books and three-quarters of international mail composed in the language.*

Hence, the significance of teaching English language extends beyond traditional classroom settings or school premises. Teaching English aims to cultivate effective communication skills in learners, empowering them to effectively communicate in the language. The primary goal of language learning is to enhance proficiency in interacting with the various components of a language, facilitating the development of both productive and receptive skills. Language acquisition involves Internalizing a language through engagement with listening speaking reading and writing, ultimately leading to mastery of these skills.

In Nepal, English is not designated as an official language, an international language, a language for broader communication, or a language for group identification, as stated by Sharma in (1983). However, it has been utilized as the instructional language in numerous private educational institutions, though it has not attained similar recognition in Public Higher Education establishment in Nepal, as noted by Shrestha in the same way.

It sounds like English in Nepal has primarily been taught as a foreign language to enable students to understand media like radio and movies, as well as for communication purposes such as paraphrasing. This suggests a focus on practical language skills rather than academic or literary study. In recent times, English has assumed a new role within Nepal's

higher education institutions. Private schools and universities now provide numerous courses in English, while government- funded higher education institutions continue to offer instruction in Nepali. This has led to a growing preference for English- medium education in Nepal, with more parents opting to send their children to English- medium schools and colleges. According to Shrestha (2008), approximately 28.3% of secondary schools in Nepal are privately owned, with an even higher percentage, 83.1%, in private schools and colleges offering higher education. Currently, Nepali is taught as a subject in these institutions.

Educators in Nepal have debated whether English should be considered a second language or foreign language, as evidenced by various studies (Shrestha, 2008; Karan, 2009; Malla, 1977; Kansakar, 1977). numerous higher education institutions in Nepal, both public and private, such as Kathmandu model college, Tribhuvan University, Kathmandu University, National College, Himalayan White House, Purbanchal University, offer English language and literature courses, both as core and elective subjects. Additionally, some of these institutions provide degree programs, including bachelors and doctoral degrees, in English language and literature.

### **Strategies for Teaching Writing Skills**

According to Ellis (1985, p.532) strategies refers 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 River (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, 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.

**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. 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, 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.

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 keep our important ideas, feelings, and experiences. It develops the habit of writing and also helps us to generate ideas for academic writing on related subjects. 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 a 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 as much information as possible. Listing is particularly useful for getting examples or specific information about a topic.

**Looping.** Looping is a 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 of 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) 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 5 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 (that is a loop) by summarizing the essence of the watch you have just written.

**Cubing and questioning.** According to Leki (2010, p.29) "cubing involves looking at a topic from 6 different points of view: you look quickly at your topic from 6 angles". These 6 angles are: described the topic (describe what it looks like, feels, sound or so). After that compare it (compare it with something similar and something). Then, analyze it (analyze its structure, composition, parts types, Advantages and disadvantages). After doing all these

things associate (it with something you know). After this apply it (write How you can use it). At last, argue for or against it (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 w h questions Such as who, what, why, when, where, end how. According to the nature of the topic, some particular questions are 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 serves as a structured approach to examining one’s thoughts on a topic. Certain writers prefer employing free invention strategies to generate ideas initially, followed by creating an outline to structure those ideas. In this manner, the outline serves as a bridge between brainstorming and drafting, functioning as a blueprint for the writing process.

The most important factors in writing exercise is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise while at the same time refining and expanding writing skills requires a certain pragmatic approach. The teacher should be clever in what skills. S/he is trying to develop. Next the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined the teacher can be employed to ensure students' participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

Choosing the target area depends on many factor; which are the levels of students? What is the average age of the students? Why are the students learning English? Are there any specific intentions for the writing? Having decided on the means to achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter in English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal / letter is equally out of place.

With both the target area and means of production, clear in the teacher's mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; are they preparing for something specific such as a holiday or test? Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback or brainstorming sessions. By choosing a topic that involves the students the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand such as taking a test, perhaps the teacher guided correction is the most effective solution. However, if the task is more general the best approach would be to have the students work in groups there by learning from each other. Most important by choosing the correct means of correction the teacher can encourage rather discourage students.

Baily (2006, p. 23) talks about the feature of academic writing and say that an academic writing in English is linear. He talks of the following features of good writing.

### ***Complexity***

Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases.

### ***Formality***

Academic writing is relatively formal. In general, this means that in an essay you should avoid colloquial words and expressions.

### ***Clarity***

A good writing should be clear. It must present the substance of the original text in our own language expressed as distinctly as possible. It should leave no doubt to impart the information of the original text.

### ***Objectivity***

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you.

### ***Explicitness***

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

### ***Accuracy***

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings.

## ***Hedging***

In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of academic writing is known by linguists as a ‘hedge’.

## ***Responsible***

In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make.

## **Challenges in Teaching Writing**

There are many challenges in teaching English and learning English writing skills. According to Hedge (2005) the potential challenges of teaching writing can be written like this respectively in a paragraph. Indeed, the contrast between speech and writing lies in the different expressive tools available. While writing lacks elements like gestures and facial expressions, it compensates with Organizational Structure, accuracy, grammatical complexity, and stylistic choices. A well - crafted piece of writing integrates various features such as grammar, vocabulary, punctuation, layout, and sentence structures to effectively convey ideas and engage readers. Maintaining this blend of features poses or challenges, but it’s crucial for producing compelling written work.

Students may face difficulties in different aspects of writing. The difficulties can be measured with reference to errors. The theory of contrastive analysis says, while learning a second language learner tend to use their first language structures in the second language and where structures in their target language differ from their native language, so they commit errors. To put in Lado (1957, p. 2) words:

We assume that the student who comes in contact with a foreign language finds some features of its quite easy and some others extremely difficult. Those elements that are similar to his native language will be simple to him and those that are different will be difficult.

It means the similarities between languages (L1 and L2) and differences between them to ease and difficulty in learning the second language respectively. It leads to errorless

and erroneous performance. I generalize the more errors they made the more difficulties they faced. The less numbers errors they made less difficulties they faced. The major concern of this study was challenges faced by students. So, I have used this theoretical assumption in my analysis.

Teaching writing, often perceived as a straightforward task, is actually a complex endeavor requiring careful consideration. This complexity stems from the fact that challenges in teaching writing vary depending on factors such as the level of proficiency, the intended purpose of writing, and the specific educational context. According to Windiyati (2010, p. 16),

Writing is very essential to be taught since ignoring the skills to write means not only ignoring writing skills themselves but also ignoring the contribution of writing skills toward the development of other skills. Compared to the other three skills, writing is considered to be the most difficult skill to master.

Hence, instructing me writing proves challenging for educators as they encounter numerous obstacles during classroom instruction. These obstacles May manifest in various aspects, including lesson planning, instructional methods, and suitability of instructional materials. Indeed, the array of challenges encountered by teachers in teaching writing is extensive

In her study conducted in 2010, Windiyati (2010, p.21) aimed to outline the challenges encountered by English teachers when t instructing writing to 8 grade students at SMPM- 1, Kasembon Malang. Each study involved two schools as participants. Despite both teachers engaging in teaching preparation, they only created lesson plans and semester programs for the initial semester of the academic year.

Inadequate time for instructional preparation, combined with challenges such as limited vocabulary, poor English proficiency, and on familiarity with English grammar systems, including disparities between American and British English, can hinder effective teaching of writing skills. In addition, difficulties in selecting relevant themes and topics, integrating materials from textbooks and workbooks, and understanding proper punctuation usage further compound these challenges. Moreover, teachers may struggle to import effective writing instruction due to insufficient training in this area.

According to Windiyati (ibid), many teachers face the following main problems and apply the strategies to overcome the faced problems:

Teachers face various challenges in their preparation and execution of writing instruction. These challenges encompass issues with lesson planning, teaching techniques, textbook suitability, and strategies to combat paragraph waste. Insufficient time for lesson planning and a lack of effective teaching techniques can impede the delivery of engaging and effective writing instruction. Additionally, inadequacies in the chosen textbooks may not adequately cater to the diverse needs of students or align with instructional objectives. To address paragraph waste in writing instruction, teachers can employ strategies such as providing targeted feedback, implementing structured writing exercises, incorporating Peer collaboration, and utilizing technology- enhanced learning tools to enhance student engagement and comprehension.

### **Approaches of Teaching Writing in the EFL Classroom**

There is no hard and fast rule of teaching writing in EFL classroom. The teaching process may vary according to the learners, teachers, contexts, places etc.

Teaching writing in the field of foreign language instruction has long been a contentious subject, with numerous approaches, methods, and techniques available. Writing in English as a foreign language (EFL) holds significant importance in language teaching. Research on EFL writing has seen considerable growth since the late 1980s and early 1990s, leading to its recognition as an interdisciplinary field of study (Mastuda, 2003). Historically, three Types of approaches to EFL writing have been identified. They are briefly described as follows:

**Product approach.** In the product approach to teaching writing, students are expected to replicate the correct format shown by their teacher, prioritizing the final outcome over the learning process itself. This method focuses on achieving proficiency in specific writing styles by analyzing and replicating model texts. According to Christmas (2011) and Brown (2001), success in this approach is determined by the quality of the composition's structure and grammar.

**Process approach.** The process based approach emphasizes the various stages of writing, including planning, drafting, revising, and editing. Rooted in constructivist theory

and social interaction learning, this method draws from Vygotsky's work in 1978. Learning techniques are central to the process based approach.

**Genre Based approach.** The genre- based approach places significant emphasis on the social context surrounding writing. In this method, writing is viewed not just as a linguistic and social activity, but also as a form of social engagement. Students are tasked with tailoring their writing to specific audiences and contexts and with a certain purpose we can view these three approaches as follows;

<u>EFL approaches</u>	<u>Treatment of writing</u>
Product approach	Linguistic act
Process approach	Cognitive act
Genre based	Social act

### Steps of Writing Skills

The procedure of writing skills varies from one writing to another writing depending upon the types of writing but the common procedures or steps can be followed for our purpose. Writing skill is not an easy job. It basically requires the deep knowledge of the subject matter along with the sound knowledge and skills of writing. Mastery over writing skills of the medium language is equally important. While writing any writing exercises, the following procedures, the common ones are to be followed.

**Planning.** It is the first step of writing skill. Here the writer has to specify the topic. So, this can be called the specification of the topic. On which the writing is going to be written. The writer has to make precise statement of what he is going to write about.

**Getting ideas.** It is the second step of writing skill. It is the step of collection and formulation of the ideas. The writer has to jot down all the points he can think of on the subject. It means that the writer has to make a quick and short note including all the possible points. The points can occur in any order, the points can be disordered, too.

**Organizing the ideas.** It is the third step of writing skill. In this step the writer has to arrange the points headings collected in order. The statement of the theme should be read carefully in order to find a pattern of development of the theme. The main headings should be supported by sub- headings. This is the step of writing only the draft of headings and sub-headings.

**Preparing an outline of the writing.** It is the fourth step of writing skill. In the third step of, the main headings are properly ordered, but sub- headings may or mayn't be ordered. In the sub- headings are properly ordered under the main headings.

The main headings are normally indicated by capital letters A, B, C, - - - - - The sub-headings or divisions are indicated by Arabic numerals. The further sub-divisions are shown by small letters a, b, c, - - - - - and supporting details of sub-divisions are marked by Roman numbers. Thus, in this step, everything is properly ordered to make the perfect outline of the writing skill.

**Production (free).** It is the last step of writing process. The writer has to write the complete writing on the basic of the outline prepared. After completion the writing, the written has to read through the draft and revise it, paying attention to clarity and grammatical accuracy.

### **Key Components of Writing**

Writing is a necessary and important area of literary that supports comprehension, critical and creative thinking across central area. Students need a supportive environment to be able to practice the habits and process of successful writer. According to the North West Regional Educational Laboratory (NWREL) -2007, the key components of successful writing are as follows:

**Ideas/ Content.** Ideas are the heart of message, the content of the piece of the main theme together with details that enrich and develop the theme. The more the ideas are strong the message will be clear. The writer should be clear, important, interesting and informative.

**Organization.** It is the internal structure of a piece of writing. It is the creativity of the writer. Organizational structure can be based on comparison, logical, analytical, chronological history etc.

**Voice.** The voice is the heart, the, magic, feeling of the individual writer coming out of the words. It is the personal flavor of the piece of writing.

**Punctuation.** Punctuation mark is the sign or mark used in writing to divide the sentences and phrases. (Webster, 1988), "Punctuation is an art or system of inserting points in writing /printing in order to make the meaning clear." Punctuation helps the writer to

organize written language and clauses. Punctuation is an important part of any piece of writing.

Basic Punctuation marks are:

- |                         |             |
|-------------------------|-------------|
| a) Full Stop            | (.)         |
| b) Comma                | (,)         |
| c) Colon                | (:)         |
| d) Semi colon           | (;)         |
| e) Question Mark        | (?)         |
| f) Exclamation Mark     | (!)         |
| g) Apostrophe           | (')         |
| h) Dash                 | (-)         |
| i) Dots                 | (...)       |
| j) Slash                | (/)         |
| k) Quotation Marks      | (' ') (" ") |
| l) Brackets/Parentheses | ( )         |

Full Stop (.)

Full Stop is used in the following ways.

- Full stop is used to show the longest pause at the end of the assertive and imperative sentences.

eg. Ram goes to school on foot. Come in.

- It is used after abbreviations.

eg S.L.C./ M.A./ H.A.

Comma (,)

The punctuation mark comma (,) is used in the following ways.

- To separate word or word groups

eg. They ate bananas, apples, oranges and mangoes.

- Before and after a noun defining clause and a phrase in apposition.

eg. The boy, who is eating rice, is my brother.

## Colon (:)

- The colon is used to separate an introductory statement from an explanation, quotation or an apposition phrase.

eg. The reason he failed the exam was this: he didn't study well.

- The colon is used to introduce amplification.

eg. To get success in our life, we should have many good qualities with us such as: honesty, punctuality, hardworking and determination.

- The colon is used to separate the hour and minute in expression of time.

eg. 6:15 PM

4:30 AM

## Semi Colon (;)

- Semi colon is used to link independent clauses that are not connected with the comma or coordinating conjunctions;

eg. The sun is rising now; the shadow is long.

## Question mark (?)

- Question mark is used at the end of the interrogative sentence.

eg. Who is telling the truth?

Is he learning English?

## Exclamation mark (!)

- Exclamation mark is used after the expression which shows the surprise or excitement.

eg. Alas! He is dead.

What a great job she has got!

## Apostrophe (')

Apostrophe is used to an expression to show possession.

eg. Rabbi's mobile.

- An Apostrophe is used to show that a letter or letters have been omitted from contraction.

eg. He didn't come home.

He's coming to school.

Rama came here at 6 o'clock.

Dash ( \_ )

- It is used instead of colon or semi colon to make the writing vivid or dramatic.  
eg. I want your work completed listen to this-by next Monday.

Dots (.....)

- It is used at the end of the incomplete sentence .....  
eg. I am here and .....

Slash (/)

Slash is used to show the alternatives.

eg. EFL/ESL writing is a difficult and challenging process.

Quotation mark ( ' ' ) ( " " )

- It is used to close direct quotation, dialogue titles of shorter work such as poem, short stories etc.

He said, "We must be honest."

Bracket/Parentheses ( )

- It is used to close references and to separate extra information, and after though or a comment.

eg. Rivers (1968:244) Says, "Writing is not then a new skill which can be learnt in isolation."

### **Issues in Teaching Writing**

It is widely acknowledged that effective writing aligns with the audience, purpose, and occasion. Progressive classrooms now offer opportunities to tackle various writing contacts and challenges. This emphasis on writing contexts is matched by a keen interest in understanding individual writers, their contributions to specific writing tasks, and how teachers can waste aid their development and progress

A key aspect of these innovative teaching methods is a continued focus on understanding how students approach writing and how teachers at all grade levels can better tailor instruction to suit individual needs, backgrounds, and interests. Many Educators now employ instructional methods Centered around the writing process, offering students' chances to brainstorm ideas, draft initial rough versions, receive feedback from Peers and teachers, and revise and proofread work. Explicit grammar instruction has not consistently improved student writing. Moreover, teachers are increasingly focusing on issues of correctness and style as students refine their own drafts

Teaching writing involves various challenges that researchers have extensively explored. Here are some key issues supported by scholarly citations:

### ***Writing process and instructional strategies***

Research by Graham and Perin (2007) highlight the complexity of teaching writing, emphasizing the need for effective instructional strategies Tailored to individual students' needs and development stages.

### ***Grammar and mechanics***

The importance of addressing grammar and mechanics in writing instruction is underscored by studies such as those by Hillocks Jr (1986), which emphasize the impact of grammatical errors on the clarity and effectiveness of written communication.

### ***Feedback and revision***

Scholars like Hattie and Timperley (2007) have emphasized the significance of providing timely and constructive feedback to students during the writing process, as well as guiding them through the revision process to improve the quality of the writing.

### ***Writing across disciplines***

Teaching writing within various disciplines presents unique challenges. Research by Anson (2012) discusses the importance of understanding disciplinary writing conventions and effectively integrated writing instruction into diverse academic contexts.

### ***Digital literacy and Technology integration***

Within the increasing role of Technology in writing, educators face challenges in effectively integrating digital literacy skills into writing instruction. Study like those by Leu et al. (2013) the need for teachers to adapt their pedagogical approaches to incorporate digital tools and resources into writing instruction effectively.

By addressing these challenges informed by research findings, educators can develop more effective writing instruction practices to support students' literacy development.

The moments promoting writing to learn and writing- across- the curriculum have sparked enthusiasm for incorporating writing as a means of exploration and learning across various academic disciplines. These initiatives encourage students to engage in activities where they use writing to generate hypotheses, reflect on general issues, and participate in spontaneous writing exercises. In addition, formal writing assignments within specific disciplines offer students opportunities to familiarize themselves with the discourse conventions unique to those fields of study.

Some Express concern that educators might be neglecting the quality of students' finished written work amid the emphasis on writing as a learning process. This concern has influenced recent policy discussions, leading to the implementation of writing standard and assessment programs at National and state levels. However, assessing the quality of writing poses challenges due to its subjective nature. While some advocate for machine-scored tests evaluating vocabulary and grammar as a cost- effective alternative to assessing actual writing samples, others argue that such tests can still provide insight into students' writing abilities.

## **Review of Empirical Literature**

While numerous studies have explored writing instruction within the Department of English Education, there is a notable absence of research addressing the strategies and challenges faced by English teachers when teaching writing at the secondary level. Nonetheless, this section provides a review of relevant literature from recent studies in this area:

Barakoti (2001) carried out a study on "Errors Committed by PCL Second Year Students in Writing Free Composition." The major objective of the research was to identify the mistakes made by second year PCL students when writing free compositions. To achieve this, out of 100 populations, the researcher randomly selected 80 PCL second-year students

and employed test items as the main method to gather data. The findings revealed errors in sentence structure, spelling, and organizing thoughts, indicating a lack of emphasis on writing compare to other language abilities.

Bhattarai (2002) also carried out the study on “A Comparative Study of the Writing Proficiency of the Bachelor’s Level Students.” his research focused on assessing the writing skills of undergraduate students in Kathmandu district, selecting 60 participants from various campuses and institutes across the Kathmandu Valley. Employing both open and closed questionnaires, he discovered that students from institutes exhibited higher Levels of writing proficiency compared to those faculties.

Ghimire (2006) carried out a study on “Errors Committed by Twelfth Graders in Writing Free Composition” The objective of his research was to complete his investigation. He chose 100 students from 5 distinct Higher Secondary Schools in Dhading district. Utilizing both primary and secondary sources, he relied on test items as his primary means of gathering data. Identifying errors in tense, agreement, articles, prepositions, and spelling, he observed that students exhibited stronger Proficiency in article usage compared to writing prepositions.

Khanal (2007) "The Letter Writing Ability of Grade 10 Students" he discovered that students made errors in addressing and dating their work. Furthermore, punctuation usage was problematic, and boy’s demonstrated superior letter writing Skills compared to girls. However, students displayed satisfactory proficiency in salutation, subscription, and maintaining linguistic coherence. Nevertheless, their grammatical competence was lacking, particularly in subject- verb agreement and sentence structure. Overcrowded classrooms were observed in all chosen Schools by resorts. Remarkably, nearly all students exhibited adept time management skills, completing tasks within allocated time frames.

Guragain (2008) conducted research on “Proficiency in Free Writing of Grade Eleven Students of Kathmandu valley”. Study aimed to assess and compare the proficiency of 11<sup>th</sup> grade students’ free writing abilities, offering pedagogical recommendations. Employing a combination of primary and secondary sources, proficiency assessments were conducted across different academic streams, revealing that students in humanity exhibited strong skills in free writing. The researchers proposed implementing activities geared towards enhancing students’ writing Abilities in this regard.

Sharma (2009) studied research on “Writing proficiency of the Students of Higher Secondary Level”. The primary goals of the researcher were to evaluate the writing proficiency of 12th grade students concerning punctuation, Articles, subject- verb, agreement, and prepositions. Although the study focused solely on mechanics, which is a crucial aspect of writing, it was limited in scope, as it only examined grammatical elements. Therefore, it fell sort of fully assessing the writing proficiency of the students, as it did not encompass all the necessary areas as initially intended.

Rai (2010) carried out a study entitled “A study of Challenges Faced by Bantawa Learner in Learning English as a Foreign Language”. The primary aim of the research was to identify the obstacles encountered by Bantawa Learners in acquiring English skills and to determine their underlying causes. The researcher selected 100 Bantawa learners and 10 secondary English teachers from specific schools in Bhojpur for the study. Utilizing question hours, interviews, and observations, the researcher employed these tools to investigate the identified challenges.

Regmi (2011) investigated on “Writing Proficiency of the Students of Bake District”. The study aimed to assess students’ writing skills, particularly in free writing, using a sample of 60 students from both government and institutional schools. Test items, including three essay questions, were employed to gather data. Analysis was categorized under proficiency based on various factors such as overall, by School, gender, and academic stream. Results showed an average free writing proficiency of 24. 11% across all schools, with half of the students scoring below the mark. Additionally, boys’ demonstrated slightly higher proficiency (24.37%) compared to girls (22.93%).

Rai (2011) negotiated on “Problem in Teaching Writing at Secondary Level”. The study aimed to identify issues encountered in teaching Writing skills at the secondary level. Utilizing a simple non -random sampling method, five high schools were chosen, and English teachers from various community schools in the Bhojpur district were selected as participants for data collection. The finding explicitly highlighted the challenges faced by teachers in teaching writing at the secondary level.

Karki (2012) has carried out a research entitled “Developing Writing Proficiency through Process Writing”. The research aimed to enhance students’ writing skills through process- based instruction, employing non- random judgmental sampling to select relevant

Secondary Schools. Test items encompassing Descriptions, logic, and essays were utilized to derive findings. The study concluded that altho implementing process writing is challenging, it is crucial for classroom application. Within a 3- week period, students demonstrated significant improvement, with overall score increasing from an average of 22 marks and 44% to 29 marks, equating to 58 out of 50. Notably, attention was drawn to weaknesses in mechanics of writing (20.45%), structuring (8.60%), and discourse (11.75%), particularly in punctuation usage. Overall, the process was deemed both attractive and satisfactory.

Elashri (2013) investigated on “The Impact of the Direct Teacher Feedback Strategy EFL Secondary Stage Students”. This Study aimed to enhance the writing skills of 2nd year secondary stage Students by implementing the direct teacher feedback strategy. The research identified a writing deficiency among students at AI AZar secondary Schools, emphasizing the necessity for writing skill improvement through the utilization of direct feedback. The study employed an experiment design with an experimental group receiving direct teacher feedback instruction and a control group undergoing traditional writing instruction. The direct teacher feedback instruction was administered over a 9-week period at Satamooni AI AZhar secondary Institute for girls at Roda during the second term of the academic year 2012-2013. The findings demonstrated the effectiveness of the direct teacher feedback strategy in enhancing students’ writing performance and underscored its benefits in writing development.

Barakoti (2015) has carried out the research entitled “Errors Committed by PCL 2<sup>nd</sup> Year Students in Writing Free Composition.” The primary aim of this study was to identify and compare errors made by strands in humanity and education schemes, using survey research methods. Through questionnaires and classroom observations across four lower secondary schools in Bajura district, the researcher discovered error in sentence construction, spelling, and organization of thoughts. The findings indicated a lack of emphasis on writing skills compared to other abilities among students. However, the study solely focused on student errors and did not delve into the strategies employed by teachers or their current challenges.

Cole and Feng (2015) studied on “Effective Strategies for Improving Writing Skills of Elementary English Language Learners”. The study underscores the universal aim of achieving proficient literacy levels among elementary students, with a particular emphasis on the challenges faced by in this language learners, specialty in writing. Given the text centric

nature of the modern world, there is a growing demand for both mainstream teachers and ESOL instructors to adapt. The research focuses on identifying effective methods, such as leveraging technology, pre-teaching vocabulary, diverse teacher influences, and promoting positive literacy practices, to enhance the writing abilities of ESOL students. Although the study addresses Strategies for ESOL students, it does not delve into the realm of EFL teachers.

Similarly, Pela (2015) conducted research on “Developing Students’ Writing through Facilitation”. The study aimed to investigate how students’ writing skills developed as a facilitator and to suggest pedagogical implications for conducting similar research. The researchers employed action research, focusing on grade 10 students from Kathmandu district with a sample of 45 students from Janasewa Higher Secondary School. Data collection involved subjective test items aligned with grade 10 curriculum objectives, with four questions allotted 2 hours for completion. The analysis included both descriptive and statistical methods, revealing an enhancement of students' writing abilities under the facilitative role of teachers. The study, conducted in a community school, solely examines the Impact of teacher facilitation on students’ writing skills.

Kharel (2017) conducted research on “Strategies Used by Primary Level Teachers in Teaching Writing Skills”. This study aimed to investigate the strategies employed by primary level teachers in community-based schools for teaching writing skills and to purpose pedagogical implications. Survey research design, employing questionnaires and observation checklists for data collection. The questionnaire Gathered data from 20 English teachers at the primary level in Rupandehi district’s community-based schools, featuring closed-ended questions. Concurrently, observation checklists were used during class observations. The Findings revealed varying frequencies of technique usage, with drill, complete word, and sentence techniques being most common, while answer-question techniques were less prevalent. Most teachers emphasized the importance of teaching writing at the primary level and highlighted the significance of teacher training in this regard. The study focused exclusively on the primary level in community schools outside the valley, without extending to secondary level teaching, providing insights into strategies Employed by primary-level teachers for teaching writing skills in English, though it did not present the outcomes of these strategies.

Sharma (2017) studied research on “Developing Writing Skill through Guided Writing”. This study aimed to investigate the effectiveness of guided writing in enhancing writing skills and to offer pedagogical insights. Employing action research, the researchers utilized pre- tests, progress tests, and post- tests. They selected 22 grade 12 Students from Khalakola Higher Secondary School through non-random purposive sampling. Data were gathered through thematic analysis, starting with a pre- test to gauge students’ initial proficiency. Following 15 days of guided writing instruction, analysis Revealed a reduction in errors among students, indicating the efficacy of guided writing in improving writing skills for grade 12 learners.

Alisha, Safitri and Santoso (2019) accomplished research on “Students' Difficulties in Writing EFL”. The primary focus of this study was to identify challenges students encounter in learning writing skills, employing a qualitative case study approach. 30 students were purposively selected as participants. Data collection involved a mix of closed and open-ended items, revealing that students struggle significantly with writing in English. Predominant issues include vocabulary imitations, inadequate mastery of language, spelling difficulties, and limited grammatical knowledge hindering sentence construction. However, the study did not address challenges encountered by teachers at institutional school or the Strategies they employ to teach English writing skills.

Cer (2019) conducted research on “The Effective of the Meta cognitive Strategy on Writing Skills of Pupils in Secondary Education'.'. the Study aimed to explore how knowledge of cognition and regulation of cognition, components of meta cognitive strategy, impact learners’ writing skills. Conducted at a private Secondary School, the researchers employed an explanatory research design with both control and experimental groups, totaling 44 participants. Through a mixed- method approach, incorporating qualitative and quantitative methodologies, the experimental group received instruction in meta cognitive strategy- based practices. Findings underscored the importance of employing meta cognitive strategies for enhancing writing Abilities. The study suggests further experimental research to assess the broader impact of meta cognitive strategies on various skills beyond writing.

Govender (2020) negotiated 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 classrooms 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 reach writing which entails teachers controlling the interactions in the classrooms through a nomination response cycle. Analysis of lessons also suggests 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) in the recognition of learners' home languages. It was conducted in South Africa and it only studied the strategies adopted by the teachers in teaching English writing skills.

Saravanam (2021) conducted a systematic review on “Challenges on Teaching Writing Skills for Upper Secondary in ESL Classrooms and Suggestions to Overcome Them”. This paper undertakes a systematic review spanning from 2012 to 2020, focusing on the hurdles encountered in teaching writing skills to upper Secondary ESL students, along with proposed solutions. The review examines 121 individual studies and two systematic reviews. It identifies common challenges such as word choice, vocabulary, grammar, and organizational issues in student writing. Additionally, it highlights various solutions, including providing sample essays, offering feedback, tailoring approaches to individual student needs, and encouraging students with their writing skills through increased reading and language practice. While the study primarily addresses the challenges students face in English writing, it also suggests effective strategies to overcome them.

Sarawat, Ullah, Anjum and Bhuttah (2021) investigated on “Problems in Factors Affecting Student's English Writing Skill at Elementary Level”. The Primary objective of the research was to examine challenges in writing among elementary students and the factors influencing their writing abilities. Employing a mixed- method approach, the study utilized both qualitative and quantitative data to explore the Research question. Data collection involved administering questionnaires to students and conducting semi structured interviews. These questionnaires featured a combination of open- ended and close- ended questions. Additionally, the study involved 155 students and 32 English teachers from an elementary

school in Tehsil Khanpur. These participants were randomly selected to represent the broader population of teachers and students in government elementary schools in district Rahim Yar Khan. The study's Findings reveal that a significant portion of elementary students struggle with writing grammatically correct English paragraphs. The research identified various challenges in students' English writing, including deficiencies in English proficiency, Tenses, grammar, syntax, and vocabulary. Additionally, it highlighted issues such as a lack of creative ideas, anxiety, weak organization skills, And Reliance on their native language, all contributing to students' writing difficulties in English. This investigation focused on exploring the problems and factors impacting students' English writing skills, shedding light on the specific challenges faced by these students.

In the same way, Ghimire (2022) did a research on "Challenges in Teaching Writing at the Basic Level". The primary aim of this research was to investigate the difficulties encountered by elementary level students when engaging in free writing exercises. To achieve this goal, the researchers conducted a study focused on 40 elementary school students enrolled in Roshi ruler municipality, Kavrepalanchok district. Utilizing random sampling techniques, the researchers employed questionnaires and test items as the primary instruments for data gathering. Subsequently, the gathered data underwent analysis and interpretation, with the aid of tables. The results indicated that students struggled particularly with composing coherent paragraphs. They are weak in writing grammatically correct sentences. They lacked confidence; they failed to generate ideas to draft and could not write effective sentences. This study only showed the challenges faced by the students of basic level English writing skills.

Kielce (2022) presented literature review on "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts". The primary aim of this research was to examine the obstacles encountered by students and teachers when acquiring and instructing writing skills in elementary education. The findings revealed that nurturing students' writing proficiency is a primary hurdle for ESL Educators Across many schools. Moreover, writing has consistently posed a significant challenge for English learners, especially at the elementary level. Additionally, educators at this level encounter various challenges when imparting writing skills to their students. Thus, the study exclusively illuminated the difficulties encountered by both educators and students in elementary education regarding writing.

All the aforementioned studies focus on teaching writing or writing skills, with some examining comparative English language proficiency, errors made by PCL second year students in free composition writing, and the writing proficiency of Bachelor's level students. However, my research diverges from theirs as it seeks to identify the challenges and teaching strategies specific to writing instruction at the secondary level. This section represents a unique contribution to the field of teaching writing within the department of English education.

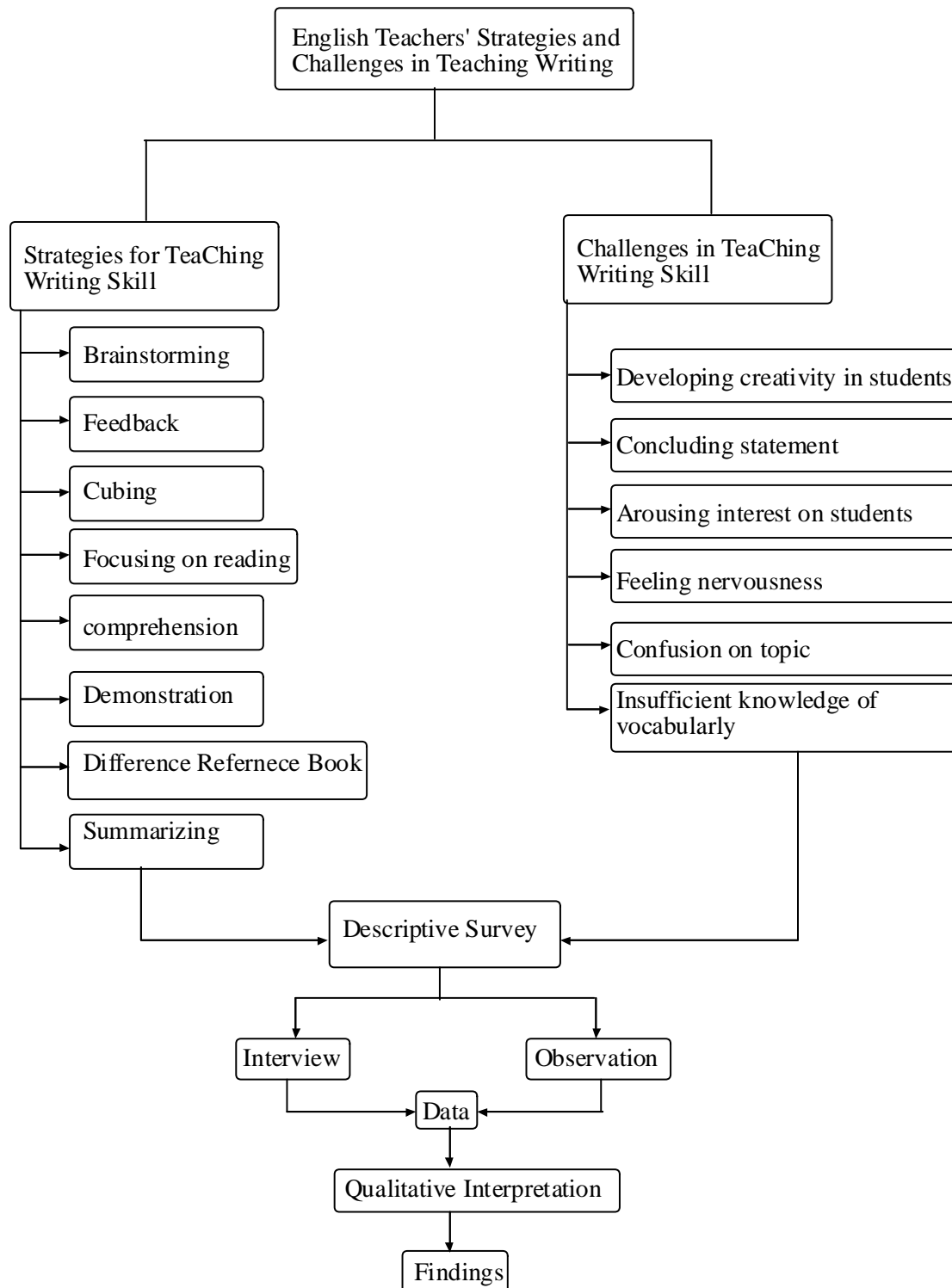
### **Implications of Review for the Study**

The review of related literature and empirical literature play crucial role in any research to make it more clear and add theories related to particular study area. It is no doubt that, previous studies based on in-depth analysis provide accurate and gist information for the upcoming findings of the study which also help to fulfill the gap between previous research and current research. By reviewing the previously done research articles, journals, and dissertation, the researchers get chance to be familiar with the recent trends and practices about corresponding study area. Moreover, searching, analyzing and summarizing academic contents allow the researchers like we, in the field of ELT give more opportunities to develop the critical thinking and deep analytical perspective via the complete, thorough and rigorous study. From the above mentioned theoretical and empirical review of literature, as a researcher, I had got chance to develop some ideas regarding conducting systematic study.

Thus, the empirical literature reviewed in this study gave essential ideas at different levels through its various steps. For example, from the review of Kharel (2017) M.Ed. thesis, I got some techniques and strategies about writing skill development related activities discovery by answer question and complete word. Similarly, Sharma (2017) his thesis gave the practical and theoretical insight about written language and its positive effect. By his study I found maximum positive and practical based knowledge about how to develop the students' writing and why it is more crucial. Likewise, Cer (2019) in his thesis provided knowledge about meta cognitive strategies of private sector in writing skill development. And at last, but not the least, Ghimire (2022) research provided ideas to make draft before writing final paragraph. Thus, without those studies, I would not be able to develop such writing in this way about ELT classroom and development of writing skill entitled English Teachers' Strategies and Challenges in Teaching Writing Skill at Secondary Level.

## Conceptual Framework

The conceptual framework serves as the foundation upon which the study is built, offering a broad overview. That allows readers to grasp the overall ideas of the research. Essentially, it encapsulates the essence of the study, providing clarity and structure to its core concepts. The conceptual framework of my research is as follows:



### **Chapter III**

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

This chapter presents following methodologies to achieve the objectives of the study.

#### **Design and Method of the Study**

The present study was based on descriptive research design. Descriptive research is a fundamental tool in the researcher's arsenal, providing a detailed picture of a phenomenon or population (Scribbr, 2023). Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. Descriptive research is a cornerstone of scientific inquiry, providing a reach tapestry of details about a phenomenon or population (Creswell & Creswell, 2018). Unlike explanatory research that seeks to identify causal relationships, descriptive research focuses on the "what" describing the characteristics, frequencies, and trends within the subject of study (Wiersma, 2000). A descriptive research design can use a wide variety of research methods to investigate one or more variables. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. The descriptive research design must be designed in an unbiased, reliable and rigid manner. The descriptive research design involves using a range of qualitative and quantitative research methods to collect data that aids in accurately describing a research problem. It predominantly employs quantitative data, although qualitative data is sometimes used for descriptive purposes. The findings from descriptive research serve as a springboard for future investigations. By establishing baseline data and uncovering patterns, it paves the way for more complex research designs (researcher. Life, 2023). It is important to note that in the descriptive research method, the researcher does not control or manipulate any variables, unlike in experimental research. Instead, the variables are only identified, observed, and measured. Surveys and observation are the most used method to conduct this research design.

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

The population of the study included secondary level English teachers of Kanchanpur District. Out of all ELT teachers, the sample of the study consisted of 5 teachers from different schools. They were selected from 4 different schools; Dharmajanta secondary school Stationpur, Krishna Mabi school Jhalari, Baijanath secondary school Kasrol, Udaya Mabi School. However, two teachers were selected from Dharmajanta secondary school which are located in Kanchanpur district. Purposive non-random sampling procedure was used to select the sample population because of my convenience and nature of the study.

## **Sources of Data**

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

### ***Primary Sources of Data***

I took primary sources of data from 5 teachers who were teaching in different 4 schools at Suklaphanta municipality of Kanchanpur district.

### ***Secondary Sources of Data***

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

## **Study Areas or Field**

I selected Kanchanpur district as the area of my research work for the purpose of carrying out the research. To be specific, strategies and challenges in teaching writing at secondary level was studied.

## **Data Collection Tools and Techniques**

I conducted semi structured interviews using open- ended questionnaires and the observation of classes to gather data for my study. The questions were designed to explore various aspects related to my research problems, and I meticulously recorded detailed responses in a diary format, noting down key points provided by the participants.

## **Data Collection Procedures**

In order to collect the data, I took the data from primary sources and secondary sources. I read some books, articles and also read so many things related to the topic through internet to collect secondary sources of data. Similarly, to collect primary sources of data I visited four schools of Suklaphanta municipality. For that I adopted following procedures. First of all, I prepared a set of questionnaire. Then, the researcher went to the field and got permission from the respected authority to consult the English language teachers. The researcher built rapport with the respondents and explained them about the purpose. The researcher distributed the questionnaire to the respondents and requested them to help by responding to questionnaire. Then, I collected the questionnaire from them. After doing all those things I conducted interview with them one by one next day as well in order to figure out many more things regarding my research to accomplish this study. Furthermore, I recorded all the conversations with the help of mobile phone by taking permission and acceptance from their sides.

## **Data Analysis and Interpretation Procedures**

The focus here lies in analyzing and interpreting qualitative data obtained from questionnaires. Thematic analysis was employed to systematically analyze and present the collected data, which were derived from five English teachers. The study aimed to investigate Strategies and challenges encountered in teaching writing at secondary level and purpose pedagogical recommendations. The findings were organized descriptively and correlatively, with facts presented in various lists and tables as part of the research methodology.

## **Ethical Considerations**

In this research, confidentiality of the participants' identities was ensured, and interviews were only conducted with their consent. Building rapport with the participants was crucial, as they were informed the purpose of study and significance before data collection respect for their dignity, autonomy, and trust was maintained throughout the process. Additionally, the thesis was rigorously checked for plagiarism, encompassing proper citations, references and paraphrasing. The research was conducted under the supervision of the English Education Department of Tribhuvan University, located in Kirtipur, Kathmandu to ensure adherence to academic standards and ethical guidance.

## **Chapter IV**

### **Analysis and Interpretation of the Results**

This chapter presents the analysis and interpretation of the data collected through the questionnaire. It includes two sub-broad headings: analysis of data and interpretation of the data and summary of the findings.

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

The analysis and interpretation of results were based on primary data gathered primarily through a questionnaire. The questionnaire was administered to 5 secondary English language teaching (ELT) teachers from four different community schools in Kanchanpur district. Twenty two open- ended questions were included in the questionnaire. Besides, I also observed the classes of the teachers in the systematic collection and subsequent descriptive analysis and interpretation of the data.

#### **Strategies of Teaching Writing**

The following strategies of teaching English writing skill have found in my study. They are given as below:

##### ***Brainstorming***

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

*Talking about strategies in teaching writing. I always make the students ready by brainstorming techniques. For that I always give them the topic and ask them to generate the ideas. Then one of the students thinks another way and the other thinks another 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 a particular topic. Then, they are asked to think about it for a while and on it one of the students thinks one way and another thinks 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 to 15 minutes to complete the task. Furthermore, it is effective for the students because before writing students have to practice more times.

### ***Feedback***

This refers to feedback on an individual's task performance, which serves as a foundation for enhancing future performance.

*Every student should check their work. One or two students read out their paragraph 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 tasks 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 a particular book. For example, if the topic is related to my essay writing, then they take the essay book to provide feedback to them.

### ***Using Different books***

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

*There are so many varieties of writing. I provide a variety of formats 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 formats 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 them broad in the subject matter.

## ***Explanation***

The statements or account that make something clear or a statement make to clarify something and make it understandable.

T. 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."*

T. 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.

## ***Providing Specific Writing Tips through PowerPoint presentation***

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 slide shows 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 time frame.

Teacher 1 said: *Another technique is presentation and where I provide a 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.*

Teacher 2 said: *I also do PowerPoint presentations in the classroom through which they get the ideas and write the things themselves.*

In this regard; they teach about the tips of writing through PowerPoint presentations. In addition, this teacher provides a 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 specially, in relation to their society.

### ***Demonstration***

A demonstration involves instructing someone on how to accomplish a task through a sequential presentation, combining verbal explanation with practical example to illustrate the process.

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

For that the teachers bring different samples from different sources. Sometimes they take it from magazines, newspapers and other sources like reference books. 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***

Paraphrasing involves expressing another person's concepts using our own words while maintaining a similar level of detail. Summarizing, on the other hand, entails condensing the key points of someone else work into a more concise form. *Sometimes in order to enhance students' writing skills I provide them with a text for summarizing and paralyzing.*

Teachers ask students to write 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.

After the observation of the classroom and interview from the teachers, it is found that some common techniques used by English teachers for promoting their students' writing are providing original text, question-answer, summarizing the ideas and group discussion. As it is found that during the classroom observation most of the teachers used pictures and warm up activities to arise the interest of the students, from the interview the teachers expressed that

mostly used techniques are question answer techniques and also providing topics including summarization of the text. That is why it seems that there is balanced between the techniques used by the teachers in the classroom and their expressions while responding during the interview.

### ***Free writing and guided writing***

Free writing is a method where individuals jot down their thoughts rapidly and continuously, disregarding concerns about structure, tone, or 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 used are free writing and guide it 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 the text.*

For guided writing they provide hints 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 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 engage in emulating a model or imitating writing from a provided text. They typically read a model text and attempt to replicate it by replacing specific information, facts, or points.

*On it we can ask our students to write on similar topic that we provide them as a formal. 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.*

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 have similar features.

### ***Materials Collection and Use***

Teaching materials are the devices used by a teacher to make teaching and learning effective. All the materials used inside the language class to explain the lesson better are the materials. These tools are created to assist teachers in saving time and energy, and many are suitable for use in large classes. They enhance the classroom experience for both teachers and students by making it more engaging and dynamic. Especially in language teaching they have contributed a great deal to make learning more enjoyable and more efficient. They enable the teacher to make his lesson effective and interesting. Teaching materials play vital role for teaching writing skill. For that teacher should manage time for collecting the materials according to the types of writing topic.

Whether they have enough time to get ready for the collection of materials for teaching writing in the classroom, following data have been collected:

*Teacher 1: Have enough time to get ready for collection of materials and teaching writing in the classroom. He has prepared prompts, questions, outlines and other means of support for writing before or after school hours and sometimes during the school hours as well which helps to make clear about the lesson or topics while presenting in front of students.*

*Teacher 2: Have enough time to get ready for the collection of materials and teaching writing in the classroom. He usually prepares the prompts, questions, outlines and other means of writing at evening and morning. Sometimes he prepared these teaching materials after or before teaching learning activities.*

*Teacher 3: Have enough time to get ready for the collection of materials and teaching writing in the classroom. She has prepared prompts, questions, outlines and other means of support for writing before or after school hours.*

*Teacher 4: Don't have so much time to get ready for the collection of materials and teaching writing in the classroom. He always prepares the prompts, questions, outlines*

*and other means of support for writing in his leisure time of school hours. Sometimes he prepared their things at evening and morning time.*

*Teacher 5: Don't have enough time to get ready for collection of materials and prepared them at home.*

It has been concluded that most of teachers have not enough time to get ready for the collection of materials for teaching writing but some have managed their time. Similarly, most of the teachers have prepared different materials for teaching writing before and after school hour but few of the teachers have prepared during the school hour as well.

### ***Enriching Students' Vocabulary Power***

Teaching vocabulary involves helping students grasp a range of words, from everyday language to unfamiliar terms, while ensuring they understand their organization, punctuation, meaning, and grammar. A key challenge is conveying the meaning of new words in a manner that students can comprehend, which can be addressed through various methods, including paraphrasing.

Regarding the enriching student's vocabulary power of English language, the following data have been collected:

*Teacher 1: He enriched his students' vocabulary power of English language by using realia, pictures, mime, explanation, translation, word circle activities, word map activities, modeling, responding, role play, chart completion activities in group and pair work which helps them to use in their writing activities.*

*Teacher 2: Taught by using different kinds of teaching materials such as flash cards, sentence cards, pictures, photos, writing them on the board using these words in sentences showing realia.*

*Teacher 3: To enrich students' vocabulary power he used different language games, displaying the visual, quick memory game, guessing meaning, listening objectives, displaying word formation rules, prefix, suffix, infix etc.*

*Teacher 4: We can enrich our students' vocabulary power of English language using different techniques and methods. First of all, there must be English speaking*

*environment in the classroom. Similarly, students should be highly motivated to learn new vocabulary items through different types of language games and word puzzles. Those language games should be performed in different linguistic level such as word level, sentence level etc.*

*Teacher 5: Use different kinds of teaching materials such as flash cards, pictures, realia through synonyms, antonyms and make the students read or use dictionary.*

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 meaning of those words by searching on mobiles. The data indicates student's vocabulary power of English should be enriched or increased with the help of different language games, pictures, realia, guessing meaning and other materials. Out of 4 teachers 1 teacher asked their students to underline the difficult words while reading the text. Then, they told the meaning of difficult words then asked their students to use such words while writing which helps to enrich student's vocabulary power of English language. The data showed that 1 teacher enriched his student's vocabulary of English by asking students to read English articles, news, to watch English Channel on television. Similarly, other teachers enrich their student's vocabulary power by using realia, pictures, mime and gesture, explanation of words, translation of words, word circle activities, word map activities, modeling, responding, role play, chart completion, flash cards, sentence cards, photos, synonyms and antonyms of the given word, quiz and dictation test, language games, displaying the visual, quick memory games, guessing meaning, and other materials. Then they asked to write about by giving topic with the help of those vocabularies of English language which help them to remember as well as to memorize the words.

### ***Developing Grammar and Punctuation Skills***

Typically, grammar refers to the arrangement of words and phrases in a correct structure. Teaching and learning grammar is essential in English language classroom. Grammar plays a central role in language teaching. Without teaching grammar, the students cannot learn the language accurately. On the other hand, using punctuation marks plays crucial role in writing activities. There are different punctuation marks in English language which are used for different condition. So, English language is a complex language in terms of grammar and punctuation marks.

Regarding how teachers getting their students to develop the grammar and punctuation marks of English language following idea have been collected:

*Teacher 1: English language is a complex language in terms of grammar and punctuation marks because the way of using grammar is different than other languages and there are more punctuation marks as well. He got his students to develop skill of grammar by using rule-discovery method and for punctuation marks he used typographical devices by following the system of inserting points in a text. Yes, there are many more challenges to get them to do this because they are confused regarding the use of grammar and punctuation mark.*

*Teacher 2: English language is a complex language in terms of grammar and punctuation marks. He got his students to develop these skills by teaching each grammatical topic separately. Yes, there are some challenges to get them to do this. It is a foreign language. All the Nepalese can't get it easily due to the lack of English environment.*

*Teacher 3: Used different techniques to develop them skill of using grammar and punctuation marks such as asked them to mark the different kinds of signs with a model piece of writing as a group work in the class, asked them some relevant grammatical rules displaying the chart and providing some relevant examples on the board and assigns a short related class work in each groups and provides necessary feedback.*

*Teacher 4: The students are asked to mark the different kinds of signs with a model piece of writing as a group work in the class, ask them to present their task with the relevant reasons turn by turn from the different groups, ask the students some relevant grammatical rules displaying the chart and providing some relevant examples on the board and assigns a short related class work in each groups and provides necessary feedback.*

*Teacher 5: Taught grammar through inductive and deductive method. He made students write short paragraph using correct punctuation marks. Yes, there are some challenges to teach the complex rule of grammar.*

Regarding the punctuation mark almost all the teachers used typographical devices with the system of inserting points in a text. Similarly, it is very difficult to get their students' to be familiar with grammar and punctuation marks. From the above data it can be concluded that developing knowledge of grammar and punctuation marks clearly to get their students is very complicated task. Teaching grammar through inductive method and punctuation marks through typographical devices is the easiest way to understand.

### ***Students' Contents for Writing***

Textbook content align with learners' needs and interests, being both informative and stimulating. It should relate closely to learners' surroundings and social context, presented in a manner that progresses from simple concepts to more complex ones, ensuring it is appropriately selected and structured. The ability of students for writing is not same that varies from their knowledge as well as their capacity according to the topics that are provided to them for writing.

Regarding the contents that students of secondary level can write about, the following data have been collected:

*Teacher 1: They may write about the paragraph, essays and letters with simple meaningful sentences.*

*Teacher 2: yes, they can write simple paragraphs, short dialogues, letters and applications.*

*Teacher 3: They can write about very short paragraphs, very short stories and poems.*

*Teacher 4: Students of secondary level can write about the different topics which are known to them. They can compare and write about things using the proper degree of adjectives, write the things that they do or make the list that they have done. Free writing is easier than guided writing.*

*Teacher 5: They can write about picture describing, leave letter, post-card, parallel writing, and instructional writing in different tenses, daily routine, elaborate the guided words, some rules and regulations and sentence transformation.*

The data shows that; the ability of the students can write in any given topic. The data indicates that their students can only write in simple topics like: village, forest and my school

but other said that they can write according to their capacity of writing that varies from student to student. Some students can write in any types of writing like, essay, paragraph, letter and dialogue but some cannot write even single word in given topics.

### ***Initiating Writing***

The data indicates the students' proficiency in writing on a particular subject. The way of starting writing is different from one writer to another even in a same topic. Writing being the most difficult of the skills and being a different way of communicating from speech follows that requires special teaching. It should be taught explicitly.

Regarding the starting of writing by the secondary level teacher the following data have been collected:

*Teacher 1: Get them to start writing by making plan over the topic. Then after told them for drafting which is actual writing process where students are writing with the help of various planning activities and strategies. When students prepared the first draft of their writing then the teacher helps them by reviewing this draft by providing feedback for their betterment. In this stage language errors are not checked but it is done to improve global content and organization of ideas so that the writer intends is made clear to the learners. At last by drafting and producing the final draft outcome their writing ends.*

*Teacher 2: Get them to write some sentences using pictures, photos, recombination and paragraphs.*

*Teacher 3: Get them to start writing by making plan over the topic. Then after he used steps like generating ideas, select the ideas, organization of the ideas, preparing draft, pre-correction and final production.*

*Teacher 4: Get them to start writing by giving clues, showing pictures, tables and diagrams charts.*

*Teacher 5: Get them to start writing by teaching or giving instructions of all the basic knowledge of writing.*

The data indicates that some of the teachers get their students to start writing by giving instructions, charts, tables, pictures and clues related with topic but other teachers started to get their students to start writing by generating ideas from the students in any topic. Then they select the ideas and organized the ideas in their own ways and asked to prepare the first draft of writing in given topics. At last the teacher asked to correct their first draft and then prepared the final draft.

Based on the analysis, it can be inferred that the majority of teachers encourage their students to commence writing by providing clues, pictures, tables and charts by following the strategies of writing.

### ***Process of Knowing***

Writing involves the act of translating language into graphic symbols, a challenging yet powerful form of expression. It requires not only representing spoken sound but also organizing them into coherent structures. While any one can write, many find it time-consuming and challenging because they often overlook the initial step of deciding what to write.

Regarding the process of knowing how to get students to start writing, the following data have been collected:

*Teacher 1: Got students to start writing by making plan, plan over the topic. Then after he told them for drafting which is actual writing process.*

*Teacher 2: They know what to write about their subject is at first. He gives them topic then he asked to write their view over the topic. Then after he provided some ideas to start the journey of writing about the subject. If they are unable to write he gives them similar type of example which helps them to write the next.*

*Teacher 3: They know what to write about their subject by using instructions, teaching materials and the parts of the writing.*

*Teacher 4: When the teacher tells the subject matter then they know what to write about their subject.*

*Teacher 5: They read the given subjects, understand the topics, clues and subject matter and start their writing.*

This above mentioned data shows that the process of knowing or what to write about the subject matter or how do they know what to write about the topic. Regarding this at first most of the teachers provided topic of writing. Then they provided different clues for writing, clear instructions for writing, clear information about the subject such as what to write, how to write, before they started writing and asked their student to start writing about subject matter. But some teachers collected the ideas from the students and told something about the subject and asked them to write.

### ***Strategies for Drafting***

Drafting involves the practical act of writing, where students utilize various planning techniques and strategies to prepare. They then translate their notes, outlines, and ideas from the planning phase into written form. During this step the writer takes information from outline and puts it into sentences and paragraphs. It is an early version of that final memo, letter or report. Writers may not be much concerned with accuracy in this phase since it can be maintained through revising and editing activities. So the focus will be on fluency and relevance of information. While drafting, students should also be encouraged to deliver and organize ideas in accordance with their potential audience such as teachers, peers and family member.

Regarding the writing of first draft the following information have been collected from the informants:

*Teacher 1: They write their first draft by making plan such as brainstorming, consulting resources for information, making notes, making an outline. In the planning phase, students may also consult with various resources such as books, journals, teachers and online materials. So that they can gather relevant information writing, then after they have prepared their first draft.*

*Teacher 2: They collect the different ideas about the subject matter then start their first draft.*

*Teacher 3: They write their first draft after collecting the parts of writing, teaching materials and using the grammar also.*

*Teacher 4: They collect different ideas about the subject matter and write simple sentences.*

*Teacher 5: They write their first draft by collecting different ideas about the topics.*

The collected data shows that almost all the teachers have asked their students to prepare first draft of writing by asking them to write words, phrases and sentences according to the topic. Then they asked them to prepare an outline for writing. Similarly, they asked to write more ideas to elaborate the topic.

### ***Strategies to Revise the Draft***

This section of thesis deals with the revision of the first draft of writing after its preparation. When students create their initial writing draft, they might seek feedback and suggestions from their teacher for guidance. Upon receiving feedback, they review their draft, analyzing the language style and content they have included. Through meticulous and thorough revision, they rely on intuition to enhance the quality of their writing. These processes are intended to improve the writing. L2 learner should receive training and encouragement to engage in revising their work. During the writing process, they have the flexibility to alter words, sentences, or even the structure of their writing. They can assess the overall coherence of the text and revise it comprehensively, ensuring consistency in characters, events, and situations.

Do the lower secondary level teachers involve their students to revise the first draft after preparation or not the following data have been collected:

*Teacher 1: Yes, he involved them to revise their first draft for improvement carefully and intensively that they use their intuition to make writing better. Revising the first draft helps for addition, deletion, reorganization, rearrangement and rewriting. These processes are intended to improve the writing.*

*Teacher 2: Involved them to revise their first draft.*

*Teacher 3: No, do not involve them to revise their first draft.*

*Teacher 4: Yes, involved them in revising their first draft.*

*Teacher 5: Yes, involved them to revise and tell them to elaborate the necessary things.*

The data shows that almost all the teachers involved their students to revise their first draft after writing. While revising the first draft the teacher suggested to include more ideas to elaborate the topic and provided some required clues to complete the writing. They asked to revise the first draft for checking the important information in related topics and enhance the initial draft by refining its content and ensuring accuracy by adding or deleting the unnecessary things.

### ***Finding Errors in their Writing***

While learning, students may use incorrect form. They may make errors while writing. The teacher needs to find out the errors that they made and correct immediately. Finding errors in writing is a difficult task for that the teacher should be proficient in his or her field then they can find the errors of their learners. If so, then, they can correct the errors that their learners made while writing.

How do the secondary level English teachers find all the errors made by their students the following information have been provided by the informants?

*Teacher 1: Find all the errors in their writing by checking their grammar or accuracy of writing, use of punctuation marks, way of organizing sentences, slips and lapses etc. After finding the errors, he will provide the remedial ways to reduce their errors.*

*Teacher 2: The major errors to be found are grammatical errors. Students commit grammatical errors due to mother tongue influence. Some errors are done because of over generalization. Similarly, we find spelling error, punctuation error and so on. Those all errors should be represented by using different symbols. For different symbols we can use alphabets.*

*Teacher 3: Copy the errors in the board and correct in pair and group.*

*Teacher 4: Found the errors by checking the aspect of writing.*

*Teacher 5: We find all the errors by discussing in pair, group, individually and whole class discussion.*

The data indicates secondary teachers asked to find out their errors by giving group correction, pair correction and self or individual correction. But almost all the teachers found out the errors of student by checking their spelling mistake, punctuation marks, capital and small letter, grammatical errors, ordering and disordering, way of organizing sentences, slips and lapses.

### ***Evaluating Students' Writing***

This segment of the thesis focuses on the positive aspects of students' writing. Whether their writing is good or not how do they know should be analyzed in this section. While evaluating the writing of the students we should care about the accuracy, explicitness, grammar, formality, objectivity and hedging of a sentence. By evaluating these things, we may know about the aspect of writing. To know about these things regular evaluation is needed.

Regarding the evaluation of the students' writing the following data have been collected from the secondary level teachers' of Kanchanpur district:

*Teacher 1: Knows whether their writing is good or not by looking accuracy, explicitness, grammar, use of punctuation marks, organization of sentences, formality, and objectivity and hedging in their writing. After checking in these all these academic aspects of writing found whether their writing is good or not.*

*Teacher 2: If their writing is good we appreciate them by giving good comments or remarks. The teacher has to check and correct the errors found in the writing. If the writing has no errors or less errors, then the writing is good. The teacher has to inform them about their writing individually as well as collectively.*

*Teacher 3: Know appreciating about a piece of writing and providing encouraging words and symbols.*

*Teacher 4: Get them to know if their writing is good by comparing with each other and correcting their language style, phonetics, phonology, syntax, semantics, punctuation and all the parts of grammar.*

*Teacher 5: If there is written in grammatical order carefully marks and correct spelling and meaning.*

The data indicates that almost all the teachers check the accuracy, explicitness, grammar, use of punctuation marks, organization of sentences, formality, objectivity and hedging in their writing. After checking all these things, they wrote remarks in their writing from which the students get to know their writing or whether their writing is good or not.

### ***Inspiring Students' Writing More***

Inspiration plays the vital role for writing. Writing is a difficult task but we have to inspire our students for writing by providing different inspiration. If students of secondary level motivated by the teacher in written work, then they can do far better than the students who are not inspired for writing. So, the teacher should know the idea of providing the inspiration for the students.

Regarding the inspiration for the students of secondary level to write more the following data have been collected:

*Teacher 1: We can inspire our students by encouraging them with the help of feedback rather than punishment if they made mistake also.*

*Teacher 2: Inspired the students by playing the role of facilitator, giving feedback and suggestion, by giving presents, thanks and promoting them in the classroom and encouraging them in writing.*

*Teacher 3: We can make them to write by inspiring with the help of feedback.*

*Teacher 4: By encouraging the students of secondary we can inspire them by involving them in pair and group work.*

*Teacher 5: We can motivate the students by giving some prizes and some teaching materials such as reference books and dictionary.*

The data indicates that the teacher of secondary level motivate their students by playing the role of facilitator, by providing feedback and suggestion, by praising their writing work, by encouraging them for writing, by motivating them towards writing, by giving pair and group work for writing, by providing reference books, dictionary and by correcting the errors of students immediately.

From the above analysis it can be concluded that almost all the teachers inspired their students by providing feedback and suggestions which helps them to write.

## **Challenges of Teaching Writing**

I have found following challenges in my research study. They are given below:

### ***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 respectively topic. Due to which sometimes, they could not grasp the ideas. As a result, teachers who are teaching at institutional schools become pessimistic.

### ***Writing 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 did not 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.

### ***Delivery of 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.

### ***Feeling nervousness***

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

*T.B said, 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.*

*T.C said, 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.*

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 classroom but if it is not well then, they cannot make the content clear to their students. So, main problem is the knowledge about the content.

### ***Challenges in Understanding the Instructional Objectives***

Instructional objectives, also known as performance objectives, behavioral objectives, or simply objectives, refer to specific and measurable outcomes that articulate the desired behavior of learners following instruction. An instructional objective gives detail information about the purpose of teaching. Generally, instructional objectives are concerned with outcomes of teaching. Instructional objectives should be clear otherwise there will be challenge for understanding the purpose of instruction. This involves examining and interpreting data concerning the difficulty in comprehending the instructional objects outlined in the syllabus. To get information about whether they have any challenges in understanding the instructional objectives given in syllabus of secondary level, the researcher found the following from the informants:

*Teacher 1: There is no challenge in understanding the instructional objectives given in the syllabus. It is due to lack of exposure and English speaking environment. Learning English as a second language makes us feel challenges due to mother tongue influence.*

*Teacher 2: The challenges are use of teacher-centered technique, individual work instead of pair or group work, use of mother tongue, use of different punctuation and so on.*

*Teacher 3: Found the problems due to new curriculum implementation in secondary level, due to lack of teacher training and lack of time to study the objectives given in syllabus.*

*Teacher 4: There is challenge in writing English in a variety of personal, social and academic writing. The instructional objectives given in syllabus are vague due to the use of mother tongue.*

*Teacher 5: Some challenge in instructional objectives given in syllabus are teaching poem in secondary level and teaching grammar according to text book.*

The challenges in understanding the instructional objectives given in syllabus are due to the use of mother tongue, individual work instead of pair and group work, due to lack of training, concerning educators and their limited exposure. They present in the classroom without clear plan and preparation.

### ***Challenges in Specifying Themes and Topics***

Writing is commonly seen as a written form of speech, serving as a potent means of communication. It is often considered the most challenging language skill to master, involving the creation of organized sequences connected in specific ways. To write themes of any subject, topic is necessary. Without topics writing themes of any content is not possible. Not all the students can write themes of any topic that depends on the level, capacity and interest of the interests. So we have to provide topics for writing to secondary grades according to their level and interest.

To find out the secondary teachers' view towards choosing the topics for writing themes the data indicates the following ideas from the informants:

*Teacher 1: Choose themes and topics for the students of secondary grades to write according to their level, ability and interest as well. Similarly, gave them to summarize or themes from the textbook and topics to write their own ideas over the topics by relating the topic or lesson that has been taught.*

*Teacher 2: Choose the themes and topics for the students of secondary grades according to their interest and wish. Sometime he gave them from their textbook exercise.*

*Teacher 3: Usually choose the themes and topics for the students of secondary grades to write by giving the clear concept on subject matter. He never chooses the themes and topic without clear concept. He gives them the themes and topics to write from their textbook exercise.*

*Teacher 4: The themes and topics for the students of secondary grades should be selected on the basis of knowledge and understanding level of learners. She provided them the themes and topics to write from their textbook that are familiar with them.*

*Teacher 5: Usually choose the themes and topics for the students of secondary grades to write as the level of students' capacity of students, knowledge of students and so on. He gave them the themes and topics after discussion on the passage.*

Talking about it, teacher do not separate the differences between some similar topics and take them as a single topic and teach the students in the preliminary phase of teaching.

Based on the information presented, it was founded that the majority of teachers offered thematic responses and topics for writing for the students. Similarly, the collected data revealed that all most all the teachers gave topics for writing from the textbook exercises. But some of them provided topics for writing according to the level, interest and capacity of the students as well as by connecting the topics with their familiarity. Similarly, majority of the teachers select the topics after discussing the given text and gave the writing work similar with the text on the basis of their knowledge and understanding level of learners.

### **Causes of Challenges in Teaching Writing**

Teaching writing in a second or foreign language presents a formidable challenge for English instructors, distinguishing it as one of the most demanding aspects of language education. However, teaching foreign language to the students can be easier and more enjoyable if an English teacher follows some certain techniques.

The challenges of teaching writing can stem from various factors, including:

**Lack of writing skills.** Students may struggle with writing due to insufficient mastery of writing techniques, grammar, vocabulary and sentence structure.

*The causes of challenges of getting students to write are spelling, punctuation and constructing grammatical sentences.*

**Limited exposure to writing.** Inadequate opportunities for participating in writing both inside and outside the classroom can hinder students' writing development.

*The different causes of challenges are due to the insufficient knowledge about language and student's poor vocabulary power.*

**Low motivation.** Lack of interest or motivation in writing tasks can lead to disengagement and reluctance to invest effort in improving writing skills.

*The absence of motivation impedes students' ability to write effectively.*

**Cultural and linguistic differences.**Students from diverse linguistic and cultural backgrounds may face challenges in expressing themselves effectively in writing, especially if the language of instruction differs from their native language.

*The students are the learner and they are from different cultures, societies and class and there will be challenge in second language acquisition.*

*The challenges are first of all they don't understand the subject matter, there is different sentence pattern between the student's mother tongue and English language.*

**Insufficient feedback and support.**Inadequate feedback from teachers and peers, as well as limited support in the form of writing resources and guidance, can impede students' progress in writing.

*The different causes of challenges of getting students to write are spelling, punctuation, construction grammatical sentences, combining, closing or ending, cohesion and coherence.*

**Time constraints.**Teachers may struggle to allocate sufficient time for teaching writing within the curriculum, leading to rushed lessons and Limited opportunity for in-depth instruction and practice.

*Poor time management in relation to the curriculum negatively impacts students' writing.*

**Assessment pressures.**Emphasis on standardized tests and assessments may prioritize writing proficiency over the development of writing skills, leading to a focus on rote memorization and formulaic writing rather than creativity and critical thinking.

*Writing is not being adequately assessed in the classroom.*

It addresses the obstacles encountered in motivating students to engage in writing, aiding in the identification of the underlying causes of their difficulties. The data indicates that different causes of challenges for students to write are due to lack of vocabulary power, mother tongue domination, insufficient teaching materials, hesitation to communicate in English, intervention of external factors, due to lack of knowledge of spelling and pronunciation, lack of cohesion and coherence knowledge and very limited time for practice.

Addressing these challenges often requires a multifaceted approach, including tailored instructional strategies, differentiated support for diverse learners, and fostering a supportive writing environment that encourages experimentation and growth.

Regarding the different causes of challenges of getting students to write the following data have been collected:

### **Materials Used by Teachers in Class**

Materials play crucial role while teaching writing. The resources utilized for teaching writing can vary in type, depending on the students' proficiency level and the specific objectives aimed at encouraging their participation in writing activities. The level of the students determines the degree of challenge of the materials. Different types of writing activities i.e. controlled, guided and free. Using different kinds of material like cross puzzles, pictures, spelling cards, word cards and sentence cards helps to write clearly.

Regarding the use of materials that lower secondary level teachers usually use in teaching writing in their classroom and challenges while using such materials the following data have been collected:

*Teacher 1: Use flash cards, synonyms and antonyms, realia, word cards, sentence cards, translation, explanation, dramatization and pictures.*

*Teacher 2: Word cards, sentence cards, charts, pictures, structure cards, table and pocket charts.*

*Teacher 3: Usually use pictures, posters and daily used materials.*

*Teacher 4: Pictures, photos, flash cards, sentence cards, structure cards, tables, charts and diagrams.*

*Teacher 5: Word cards, sentence cards, charts, pictures, structure cards, table and picket chart.*

The data indicates, almost all the teachers used pictures, photos, flash cards, sentence cards, structure cards, tables, charts and diagrams, realia, models, matchstick figures, language games and puzzle while teaching writing. While using such materials they have

faced different challenges such as lack of materials, lack of sources, and lack of training for using such materials.

### **Suggestions for the Improvement**

Teaching writing in a second or foreign language is challenging than other skills. This implies that tackling writing skills is a highly challenging endeavor encountered by every English teacher. However, teaching writing activity to the foreign language students can be made easier and more enjoyable if an English teacher follows some certain specific teaching techniques. For that different means can be used to suggest them for writing.

This section of thesis deals with different suggestion as the methods that can be employed writing with purpose. The following suggestions have been provided by the different 5 teachers of public school of Kanchanpur district are as follows:

- ) Engaging the students in reading text which is the basis for writing.
- ) Regular involvement in informal writing and small group practice.
- ) Sharing the ideas about what to write.
- ) Considering the potentiality of generative collaboration; brainstorming and sharing resources.
- ) Giving regular assignment of writing.
- ) Giving writing works in group and pair.
- ) Providing regular feedback for their writing.
- ) Reminding them about using grammar accurately and right use of punctuation marks.
- ) Reminding them about steps of writing before writing such as planning, drafting, rewriting and final writing.

### **Summary of the Findings**

The central aspect of any research investigation is its result, representing the accomplishment of its objectives. The thesis entitled “English Teachers’ Strategies and Challenges in Teaching Writing at Secondary Level” was an attempt to explore the strategies while teaching writing, to explore the challenges while teaching writing at secondary level and to find out the causes of those difficulties. In order to accomplish my study, I visited 4 community schools at Shuklaphanta municipality of Kanchanpur district and collected data with the help of semi structured interviews from the observation of the classes. The goals of

my study were to explore the approaches utilized by community school teachers in teaching writing skills at secondary level and to explore the challenges in teaching English writing skills at secondary level by the teachers of community schools. All the above mentioned themes show that teachers of community schools at secondary level have adopted different strategies in the classroom and faced various challenges in teaching English writing skills. The specific findings of the descriptive research are presented below in a paragraph by means of the following ways.

Similarly, the study showed that the teachers who are teaching at community schools in 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, providing writing tips through PowerPoint presentation, examples of planning strategies in teaching English writing skills.

The research revealed that secondary- level teachers in community schools encountered a range of challenges within the classroom setting. They are developing creativity in a student, 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 punctuation, providing appropriate format to the students, feel nervous and confused, because of insufficient presentation, body part, to enter students in the field of literature and using varied range of vocabulary. The research indicated that educators instructing at the secondary level, particularly in community schools, face numerous challenges when it comes to teaching writing skills.

The research revealed that various factors contribute to the challenges encountered in teaching writing skills at the secondary level. These include deficiencies in writing abilities, limited engagement with writing, diminished motivation, cultural and linguistic variances, inadequate feedback and assistance, time limitations, and assessment demands.

## **Chapter V**

### **Conclusions and Recommendations**

This section focuses on drawing conclusions providing recommendations based on the analysis and interpretation conducted.

#### **Conclusions**

The findings of this study enable me to understand writing as a quite challenging task and it requires the use of various activities. There are so many strategies which have been adopted by the teachers of community schools. They are brainstorming, feedback, cubing focusing on reading comprehension, demonstration, picture description, asking questions, different reference books, project work, summarizing, paraphrasing, parallel writing, guided writing, free writing explanation, focus on reading comprehension, observation of the pictures, providing writing tips through PowerPoint presentation, pyramid, examples and planning strategies in teaching writing skills. Although, they are adopting so many strategies to enhance proficiency in instructing English writing skills for educators working in the secondary level at community schools.

They are still facing various difficulties in the classroom. The major difficulties have been identified as related to developing creativity in students, concluding statements, arousing interest on students, delivering content, language problem of the students, confusion on some similar topic, insufficient knowledge of vocabulary, proper use of punctuation, providing appropriate format to the students, feeling nervousness, 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 community 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 a learning environment in the classroom where students themselves can attract towards their learning environment. Besides this research, they have to consult with the school management committee in the administrations to manage sources from where they can get too much concept and knowledge related to writing as well as schools' administration should have to provide driving exports to train them in order to enhance their quality.

However, the problems of language variety, feeling nervousness, lack of confidence, unavailability of proper teaching materials hinder for writing. But teachers' continuous

focused on students-oriented techniques can help to develop the improved form of writing in students of basic level.

In a nutshell, it is proven that, there are both possibilities and challenges behind teaching and writing English but teachers should consider about appropriate techniques and methods to arise hunger of learning. Thus, teachers' effort plays crucial role to shape the performance of the students in written activities.

## **Recommendations**

Based on my research outcomes and analysis, recommendations can be categorized into policy related, practice related, and additional considerations for pedagogical implications, as outlined below:

### ***Policy Related***

- By the finding of the study, it shows lack of necessary teaching learning materials, so school administration and related stake holders should manage the proper teaching learning materials including ICT based equipment
- Course design focuses on the evaluation of writing and reading skill however, writing is also necessary for written language, thus, while designing the course, evaluation of four skills and the matter of writing on practically should be allocated properly.
- Teachers training and ICT based practice seem less in practical usage that is why teachers' training and updated information about English should be conducted in local level.
- There is no evaluation of writing skill in the classroom but it is tested from national level examination to school level examination, there should be evaluation of real written test as like oral test.
- Separate time period for learning writing and evaluation of the students' performance should be done to promote English language proficiency.

### ***Practice Related***

- ) Teachers usually give focus on reading and speaking skill but writing is taken as neglected skill. In order to make them active on writing teachers should give enough emphasis on written activities too.

- J Vocabulary is the most prerequisite aspects for writing, thus building proper rapport with the students, the teachers should create friendly environment for writing.
- J Along with teacher centric methods student centered techniques like: paraphrasing, question answer, dialogue and teachers' role to motivate should be incorporated.
- J Checking their writing only cannot be effective to make the students active. Feedback and proper guidance with enough exposure to writing should be promoted.
- J Focusing students-oriented techniques giving time for creating writing environment should be well managed in ELT classroom.

### ***Further Research Related***

This research aims to explore the strategies and challenges encountered when teaching writing in secondary level. It would be more pertinent to conduct separate studies focusing specially on the intricacies of writing skills. This regard; none of the works are final and complete in themselves.

- J Talking about this topic, strategies and challenges of English teachers in community schools is not carried in Nepal. So, researchers can carry out this topic for further study.
- J Furthermore, it will make the policy makers and curriculum designers to make the best curriculum and teachers guide for the Teachers to maintain quality education for the students.
- J Eventually, this thesis will be a milestone for those who will to conduct research to about strategies used by the teachers to teach other skills.
- J Similar types of research can be carried out by choosing different method in community school.
- J Those teachers who are teaching at lower secondary level of community school can study about the strategies and challenges faced by the English teachers.

## References

- Abbott, G. (1981). *The role of strategy in teaching writing*. *Language Teaching and Linguistics Abstracts*, 14(1), 34-42.
- Alisha, M., Safitri, N., & Santoso, B. (2019). *Students' difficulties in writing EFL*. *Journal of English Language Teaching*, 12(1), 45-60.
- Anson, C. M. (2012). *Writing in the disciplines: A pedagogical approach to writing in different academic contexts*. *Journal of Writing Research*, 4(1), 1-19.
- Baily, K.M. (2006). *Language Teacher Supervision: A Case-based Approach*. Cambridge: CUP.
- Barakoti, S. (2001). *Errors committed by PCL second-year students in writing free composition*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Barakoti, S. (2015). *Errors committed by PCL 2nd year students in writing free composition*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Bhattarai, A. (2002). Writing a research proposal. *Journal of NELTA*, Vol. 6, No. 1.
- Brown, H. D. (2017). *Principles of language learning and teaching* (6th ed.). Pearson Education.
- Brown, H.D. (2001). *Principles of Language Learning and Teaching*. London: Prentice Hall.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning/Cengage Learning.
- Cer, D. (2019). *The effect of the metacognitive strategy on writing skills of pupils in secondary education*. *Journal of Educational Research and Practice*, 9(3), 112-130.
- Christmas, S. (2011). *Effective writing: A guide for students*. Oxford University Press.
- Cole, J & Feng, J. (2015). *Effective strategies for improving writing skills of elementary English language learners*. Chinese American

- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
- Elashri, I. (2013). *The impact of the direct teacher feedback strategy on the EFL secondary stage students' writing performance*. PHD researchers Manosoura University Faculty of Education Department of curricula and methods English Section.
- Ellis, R. (2005). *Instructed Second Language Acquisition: A Literature Review*. Wellington, New Zealand: Ministry of Education.
- Ferris, D. R. (2003). *Responding to student writing*. Bedford/St. Martin's.
- Ghimire, D. (2022). *Challenges in teaching writing at basic level*. An unpublished Thesis of M.Ed. TU Kathmandu. Tribhuvan University Central Department of English Education.
- Ghimire, N.R. (2006). *Errors Committed by Twelfth Graders in Free Writing*. T.U. Kirtipur.
- Govender, K. (2020). *Writing approaches and strategies used by teachers in selected South African English First Additional Language classrooms*. *Journal of Language Teaching and Research*, 11(2), 123-145.
- Graham, S., & Perin, D. (2007). *Writing instruction for students with learning disabilities: A research synthesis*. *Journal of Educational Psychology*, 99(3), 446-462.
- Graves, M. F. (2009). *Teaching reading in the 21st century: Motivating all learners* (5th ed.). Pearson Education.
- Guragain, K. (2008). *A study on proficiency in free writing of higher secondary level students of Kathmandu valley*. T.U., Kirtipur.
- Harmer, J. (2007). *The Practice of English Language Teaching*. London: Longman.
- Hattie, J., & Timperley, H. (2007). *The power of feedback*. *Review of Educational Research*, 77(1), 81-112.
- Hedge, T. (2005). *Writing* (2nd ed.). Oxford University Press.

- Hillocks Jr., G. (1986). *Research on written composition: New directions for teaching*. National Conference on Research in English.
- Kansakar, T. R. (1977). *Language planning in Nepal: Some preliminary observations*. *Contributions to Nepalese Studies*, 4(1), 51-64.
- Karan, P. P. (2009). *Higher education in Nepal: Growth and challenges*. *Journal of the Institute of Engineering*, 7(1), 1-7.
- Karki, R. (2012). *Developing writing proficiency through process writing*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Khanal, R. (2007). *The Letter Writing Ability of Grade 10 Students*. A Research Work Department of English Education T.U., Kirtipur.
- Kharel, R. (2017). *Strategies used by primary level teachers in teaching writing skills*. An unpublished thesis of M.Ed, Tribhuvan University, Central Department of Education.
- Kielce, J. (2022). *Challenges faced by students and teachers on writing skills in ESL contexts*. *Journal of Language Education and Research*, 15(1), 78-92.
- Kielce, P.M. (2022). *Challenges faced by teachers on writing skills in ESL contexts: A Literature Review*.
- Lado, R. (2009). *Linguistics across cultures*. Ann Arbor, Michigan: University of Michigan Press.
- Leki, I. (2010). *Academic writing: Exploring processes and strategies* (2nd ed.). Cambridge University Press.
- Leu, D. J., Forzani, E., Rhoads, C., & Maykel, C. (2013). *The new literacies of online reading comprehension: A new approach to literacy instruction*. *The Reading Teacher*, 67(6), 467-475.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Malla, K. P. (1977). *The evolution of modern education in Nepal*. *Tribhuvan University Journal*, 6(1), 29-41.

- Matsuda, P. K. (2003). *Second language writing in the classroom: A critical sourcebook*. Cambridge University Press.
- Pela, S. (2015). *Developing students' writing through facilitation*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Rai, S. (2011). *Problems in teaching writing at the secondary level*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Regmi, P. (2011). *Writing proficiency of the students of Bake District*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Researcher Life. (2023). *Descriptive Research: Definition, Characteristics, Methods, and Examples*. Retrieved from Researcher Life website.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.
- Rivers, W. M. (1968). *Teaching foreign-language skills*. University of Chicago Press.
- Rivers, W. M. (1981). *Teaching foreign-language skills* (2nd ed.). University of Chicago Press.
- Saravanam, R. (2021). *Challenges on teaching writing skills for upper secondary in ESL classrooms and suggestions to overcome them*. *Journal of English Language Teaching*, 14(3), 78-95.
- Sarawat, M., Ullah, S., Anjum, A., & Bhuttah, R. (2021). *Problems and factors affecting students' English writing skills at the elementary level*. *Journal of Educational Research and Development*, 13(2), 45-63.
- Sarwat, S., Ullah, N., Anjum, H., & Bhuttah, T. (2021). *Problems and factors affecting students English writing skills at elementary level*. Department of Humanities and Social Science at Khwaja Fareed University of engineering and information technology, Ryk, 64200 (Panjab).
- Scribbr. (2023). *Descriptive Research*. Retrieved from Scribbr website.

- Sharma, C. (2009). *A study on Writing Proficiency of the Students of Higher Secondary Level*. T.U., Kirtipur.
- Sharma, R. (2010). *Challenges in English language teaching: A perspective*. *Language in India*, 10(1), 51-58.
- Sharma, R. (2017). *Developing writing skill through guided writing*. Unpublished Master's thesis, Tribhuvan University, Kathmandu, Nepal.
- Sharma, S. R. (1983). *Language policy in Nepal: Historical and sociolinguistic perspectives*. *Nepalese Linguistics*, 1(1), 23-29.
- Shrestha, R. (2008). *Private schooling and its impact on the education system in Nepal*. *Journal of Education and Research*, 2(1), 15-28.
- Sthapit, S.K. (1994). *Teaching Language for Communication*. *Journal of NELTA*.
- Thompson, A. A. (2010). *Crafting and executing strategy: The quest for competitive advantage: Concepts and cases* (17th ed.). McGraw-Hill/Irwin.
- Webster, N. (1988). *Webster's third new international dictionary of the English language, unabridged*. Merriam-Webster.
- Wiersma, W. (2000). *Research Methods in Education: An Introduction*. Allyn and Bacon.
- Windiyati, S. (2010). *Challenges in teaching writing: A case study of Indonesian EFL teachers*. *Journal of English Language Teaching*, 3(2), 15-28.

## **Appendix 1**

### **Questionnaire to the Teachers**

Dear Sir/Madam,

This questionnaire is a part of my research study entitled “**English Teachers’ strategies and Challenges in Teaching Writing at Secondary Level**” under the supervision of **Mr. Resham Acharya**, Lecturer of the department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure

you that the responses made by you will be exclusively used confidentially only for the present study.

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

Sincerely Yours,  
Researcher  
Kumari Maheshwari Upadhyay  
Department of English Education,  
University Campus, T.U, Kathmandu

**Name of the school:**

**Date:**

**Name of the teacher:**

**Gender:**

**Qualification:**

**Type of school:**

**Give the answer of the following questions.**

1. Do you have any challenge in understanding the instructional objectives given in the syllabus? If yes, what kind of challenge do you feel?

.....

2. What strategies that you adopt while teaching writing skills in the classroom?

.....

3. How do you teach writing skills in the classroom?

.....

4 What are the strategies that you use in teaching writing skills?  
.....

5. In your opinion, which strategies are too much applicable in teaching writing skills and why?  
.....

6. How do you choose the themes and topics for the students of secondary grades to write? Or do you give them the themes and topics to write from their textbook exercise?  
.....

7. Is there any challenge in teaching the given topics and themes from their textbooks and exercises?  
.....

8. Do you have enough time to get ready for the collection of materials and teaching writing in the classroom? At what time do you prepare the prompts, questions, outlines and other means of support for writing?  
.....

9. How do you enriching student's vocabulary power of English language so that they can use them in their writing?  
.....

10. English language is a complex language in terms of grammar and punctuation marks. How do you get your students to develop them? Are there any challenges to get them to do this?  
.....

11. Do you know what your students of secondary level can write about?  
.....

12. How do you get them to start writing?  
.....

13. How do they know what to write about their subject?  
.....

14. How do they write their first draft?  
.....

15. Do you involve them to revise their first draft?  
.....

16. How do you find all the errors in their writing?

.....

17. How do you get them to know if their writing is good?

.....

18. In your opinion how can we inspire our students to write more?

.....

19. What do you think are the different causes of challenges of getting students to write?

.....

20. List out the materials that you usually use in teaching writing at class? Do you face any challenge while using such materials?

.....

21. Why do you adopt all those strategies time and again?

.....

22. What problems do you have to face while involving your students to organize writing text?

.....

## Appendix 2

### Transcriptions

**Participant 1:** I have been teaching at secondary level for the last 5 years. I live in Jhalari. Talking about the strategies in teaching writing, I always make the students ready to brainstorm technique. After that, daily think over the ideas. For that they have to be ready very first. After bringing the ideas, I ask them to develop all the themes 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, what they think about the topic, they just write. Then, they read cohesively and non-cohesively. Then I see, 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 another 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 work. One or two students read out their paragraphs as well. At the end I give feedback to them.

First of all, I give them the topic of brainstorming. 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 is a difficult task in the classroom. We want to make the student very clear in the content but sometimes; they can't bring the ideas and just copy the things. They copied from the guides and from their books. If they do it 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 asked them to point out wherever they feel difficulties. Then, I will explain about all these things. So, the main problem is the vocabulary. Without it they can't write it properly. Sometimes, as an English teacher I find difficulties in concluding statements because they do not 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 write the thing themselves? They don't research on particular topics and they just come to it with limited ideas. Because of being a teacher it is difficult for me to

enhance creativity. Because of that they can't explore things and can't write very clearly. Sometimes students could not grasp the ideas because we are unable to arouse interest in them to be ready for writing as clearly as possible.

In the past I used to teach it at the junior level. So, while teaching in the classroom, I just wrote 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 samples. Sometimes, I demonstrate the paragraphs. If needed I also do PowerPoint presentations in the classroom through which they get the ideas and write the things themselves.

### **Participant 2**

Previously, I taught at Shuklaphanta Municipality for a year. Then, I got the opportunity to teach here after knowing the vacancy about this school. I started to teach here because this school is located near to my residence. I have taught 2 yours in Kanchanpur including this school. Beyond this school I had taught Kailali Up to 3 years. So, my overall teaching experience is 6 Years. The teacher should not take any risk without any replacement to go to the class. Before going to the class, teachers need to have problems about the methodology and techniques. All the students have different natures in the classroom. They have different natures in the classroom. Before going to class, we have to go through the textbook. We have to think about the grid that we have to use. We should consider the grid to utilize the Strategies and the techniques effectively in the classroom.

For starting the class first, I ask questions to them to know about the previous knowledge of the students in respective topics. Then, I go to the content while teaching writing skills in the classrooms; I inter relate the topic with the picture. Teachers have to describe the pictures. There are multiple pictures and those pictures should not 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 inactive 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.

### **Participant 3**

I had 10 years of experience at the secondary level. For this school I have been teaching since 2074. Before teaching at this school, I used to teach at Kasrol Jhalari. I had been teaching there for 5 years. There are so many strategies for writing skills. While teaching writing skills in the classroom, I give topics to the students. Moreover, while teaching writing skills basically, I Focus on topic sentences at the beginning then, supporting details and then, at last

I will focus on how to sum of the ideas. Then, my strengths summarize the whole text as a conclusion accordingly. Besides 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 it is a difficult day in using a varied range of vocabularies. Sometimes, I am not sure about them and I am confused. For this I search and read and ask the students saying that you also search and read. Tomorrow we will deal with it. Sometimes, we don't have sufficient knowledge about the text and the topic. At times we have to do things accordingly as I said previously.

**Thank You for your kind co-operation.**

### **Appendix 3**

#### **Name of the Schools for the Research Work**

<b>S.N.</b>	<b>Name of School</b>	<b>Address</b>
1.	Shree Dharmajanta Secondary School	Kanchanpur
2	Shree Krishna Secondary School	Kanchanpur
3.	Shree Baijanath Secondary School	Kanchanpur
4.	Shree Udaya Secondary School	Kanchanpur

### **Appendix 4**

#### **Name of Teachers**

1. Bamman Rana
2. Bikram Mahara
3. Bikram Dhanuk
4. Krishna Panta
5. Madhav Prasad Bhatt