

Strategies and Challenges of Teaching English Writing Skills

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

**Submitted by
Padam Singh Thagunna**

**Department of English Education
Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2025**

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Declaration

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

Date: 2025/02/12

.....

Padam Singh Thagunna

Recommendation for Acceptance

This is to certify that **Mr. Padam Singh Thagunna** has successfully fulfilled the requirements for his M.Ed. thesis entitled **Strategies and Challenges of Teaching English Writing Skills** under my guidance and supervision.

I recommend this thesis to the Department of English Education for approval.

Date: 2025/02/13

.....

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Faculty of Education

Tribhuvan University, 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

Tribhuvan University

.....

Chairperson

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University

.....

Member

Dr. Kamal Raj Devkota

Lecturer

Department of English Education

Tribhuvan University

.....

Member

Date: 2024/07/10

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

Tribhuvan University

.....

Chairperson

Dr. Rishi Ram Rijal

Professor

Department of English Education

Tribhuvan University

.....

Expert

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University

.....

Member

Date: 2025/03/26

Dedication

Dedicated to

My father, Mr. Laxman Singh Thagunna

&

My mother, Mrs. Rajmati Thagunna

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As a result of regular efforts, I have completed this study on **Strategies and Challenges of Teaching English Writing Skills**. I would not have been able to complete this study without support and guidance, therefore, I would like to express my sincere gratitude from the core of my heart to all the people who helped and encouraged me directly and indirectly.

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2025

Abstract

The present research work, entitled *Strategies and Challenges of Teaching English Writing Skills*, aims to explore the strategies and challenges involved in teaching English writing skills, with a focus on both traditional and contemporary pedagogical approaches. The research was conducted using a survey research design within a qualitative framework. The researcher selected all teachers teaching at secondary-level community schools in Bigu Rural Municipality through a purposive sampling procedure. Questionnaire and observation checklists were used as the main tools for data collection. The collected data were analyzed and interpreted descriptively by identifying themes or sub-themes. The study found that teachers primarily utilized technology, free writing, images, and task-based writing to enhance students' writing skills. In contrast, strategies such as peer review, process writing, and project-based writing received less emphasis. Student-centered and contemporary teaching methods, including brainstorming, group work, peer collaboration, and creative writing, significantly boosted students' writing competence by promoting active participation and creativity. Nonetheless, both students and teachers encountered challenges, such as difficulties with grammar, vocabulary, sentence construction, limited resources, and insufficient teacher training. To tackle these issues, integrating technology, adopting varied teaching strategies, and ensuring institutional support through training and resource availability are essential for improving writing instruction at the secondary level.

This thesis has been structured into five chapters. The first chapter introduces the study, covering the background, statement of the problem, objectives, research questions, significance, delimitations, and operational definitions of key terms. The second chapter reviews theoretical and empirical literature, discusses its implications, and presents the conceptual framework. The third chapter deals with the research methodology, including the study design, population, sample, research tools, data sources, data collection procedures, analysis methods, and ethical considerations. The fourth chapter focuses on data analysis and interpretation, while the fifth chapter presents the findings, conclusions, and implications for policy, practice, and further research. The thesis concludes with references and appendices.

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Chapter I

Introduction

This study is on the Strategies and Challenges of Teaching English Writing Skills. This section consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Writing skill is the ability of a person to express his/her thoughts, ideas, feelings, etc. It doesn't mean to accumulate words randomly side by side, but it is an art of arranging words in a sequence to produce fruitful meaning with which one can express himself/herself. Nunan (2003) states that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. The writing skills include control of content, format, sentence structure, vocabulary, spelling and letter formation. Writing must be able to structure and integrate information into cohesive and coherent paragraphs and text. Writing is known as a productive skill in teaching and learning in the classroom. There are four basic skills of language: listening, speaking, reading and writing. Among the four language skills, reading and writing are productive skills. Writing is a focused skill which develops a student's language learning (Asmuti, 2002).

Each language skill has its importance in learning English. Writing is equally important for students in their learning. Among all four language skills, writing is considered to be the most difficult skill. Moreover, it is a productive skill which is very important for communication (Andrei et al., 2019). Writing needs a lot of hard work and patience. Students find it difficult when they try to write something, so they have to put considerable effort and a lot more time into it in order to develop their writing skills.

During English writing, students come across different kinds of problems. Their problems are related to the English language. The lack of mastery over the English language is one of them. In the same way, students face some problems related to thought diction. They face difficulties in grammar, word choice, punctuation, capitalization, spelling, content organization, etc. These are some

internal problems in writing students face. Similarly, they face lots of external problems in writing: lack of knowledge about writing, lack of motivation, inadequate reading, lack of practice and teachers' feedback (Jasum & Yunus, 2018).

To overcome the above English writing-related problems, teachers need to play a vital role in their English writing learning. Teachers can use various strategies to enhance secondary-level students' English writing skills. The use of different pictures in the classroom is one of them. Similarly, through dictation, flipped activities, parallel writing, and task-based writing are the different strategies teachers can use in the classroom to improve students' English writing skills. Teachers can apply different types of activities, such as games, small group competitions in writing classes. If it is done, students become motivated to participate in the classroom activities and write something, then their writing, as well as grammar, can be improved. Teachers need to provide feedback on the different writing-related problems like spelling, incorrect sentences, grammatical mistakes, sentence construction and give comments on the scripts so that learners can identify their level among all of the students (Sikder, 2013). Teachers should apply collaborative activities in writing class that help learners promote their higher level of thinking, which helps them to gain knowledge (Jaques, 2000). Teachers are supposed to teach English writing skills of English through songs, stories, pictures and different interactive activities by ensuring students' active participation in individual work, group work and pair work (Hossain, 2015).

In the Nepalese context, most of the secondary-level students have problems with English writing. It is revealed that writing problems of students have their grammatical deficiencies, lack of practice, lack of enthusiasm and their educational background. English teachers found it difficult to teach English writing (Paudel & Joshi, 2017). Students find it challenging to participate in the writing process due to a lack of acceptable teaching techniques, effective teaching strategies. Effective teaching strategies and techniques can play a vital role in enhancing the students' writing skills at the secondary level. Keeping these in mind, this study focused on what strategies could be effective to teach English writing at a secondary level.

The purpose of this study was to focus on what strategies teachers are using to improve learners' English writing skills, what types of problems they face during

English writing and how they can improve their English writing skills by using those strategies. Thus, the main aim of this study was to describe how secondary-level students can improve their English writing skills by using different strategies.

Statement of the Problem

Writing in English is a key skill that requires students to integrate a variety of linguistic competences, including morphology, syntax, semantics, pragmatics, and discourse organization. When given specified tasks, secondary-level students sometimes fail to create well-structured, clear, and grammatically correct written work. These issues are caused by a variety of circumstances, including a restricted vocabulary, difficulty maintaining coherence, and insufficient knowledge of grammatical structures. Furthermore, traditional and outmoded instructional techniques frequently fail to engage students successfully, resulting in a lack of desire for writing assignments (Sherins, 2016).

Writing, according to scholars, is a complex cognitive and linguistic activity. Crystal (2006) defines writing as a system of visual markers used for communication, whereas Nunan (2003) defines it as a process of producing ideas, organizing them rationally, and improving them through revision. Similarly, Richards and Schmidt (2002) describe writing as a multi-step process that includes planning, composing, reviewing, and revising. Given these complexities, successful writing teaching needs the use of a variety of techniques designed to meet the learning needs of each student. However, many teachers struggle to establish which tactics are most helpful in improving students' writing skills (Richards & Rodgers, 2002).

Existing research has examined the obstacles that teachers and students experience when teaching and developing writing skills, but these studies varied in scope, technique, and context. Writing education varies from other language skills in that it requires more cognitive engagement and systematic thought. Secondary classrooms are diverse, with pupils of various ages, motivations, cultural backgrounds, and past writing experience. These variables present extra obstacles for teachers in developing and executing effective writing education.

Despite the availability of numerous teaching techniques, many teachers are unsure which approaches produce the best outcomes for improving students' writing skills. As a result, the purpose of this study is to expose the specific challenges that

secondary-level students face while writing in English and to examine the teaching strategies that teachers are currently using.

Objectives of the Study

The objectives of this study were as follows:

- a) To investigate the strategies employed by teachers to improve the English writing skills of secondary-level students.
- b) To identify the challenges that teachers face while teaching writing in the English classroom.

Research Questions

The following research questions were used in this study:

- a) What strategies do teachers apply in the classroom to improve learners' English writing skills?
- b) What challenges do the teachers face during the teaching of English writing skills?

Significance of the Study

The focus of the study on strategies and challenges in teaching English writing skills was to explore how different strategies can enhance students' writing abilities and to examine the impact of various teaching methods on secondary-level students' English writing skills. This study is particularly significant for stakeholders and participants involved in the field of English writing, including educators, students, and others working within the academic sector, as it highlights the strategies that can effectively improve English writing skills.

This study primarily focuses on identifying effective teaching strategies for improving English writing skills among secondary-level students. It provides valuable insights for both learners and teachers on how to use these strategies to enhance students' English writing skills in the classroom. The research will also be significant for future researchers interested in exploring strategies employed by teachers to improve English writing skills at the secondary level. Additionally, this study will be useful for teachers who teach English writing skills at the secondary level, as well as

for related stakeholders and researchers in the field. It benefits anyone directly or indirectly involved in teaching English writing at the secondary level, including teacher trainers, teacher training institutions, subject experts, supervisors, observing teachers, policymakers, curriculum designers, and trainee teachers.

Delimitation of the Study

Each study has its limitations. This study is also not an exception. We can't include all the areas, sectors and tools within one research. Due to the lack of time, economy, participants, etc., this study had the following limitations:

- This study was conducted exclusively in secondary-level community schools in Bigu Rural Municipality, Dolakha district, Nepal.
- It focused solely on teaching English writing skills through various strategies.
- The research employed a descriptive survey design within a qualitative approach.
- Data were collected using questionnaires.
- The study utilized a purposive sampling method.

Operational Definition of the Key Terms

In this study, the following key terms have been used, so the operational definitions of them have been discussed here:

Strategies: In this study, strategies mean that teachers use various methods to teach writing skills.

Support Program: The Support Program is a local-level technique to provide support to the teachers.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter deals with a review of related literature leading to the conceptual framework of the study. The chapter has been divided into four main thematic headings: review of the related theoretical literature, review of related empirical research, the implications of the study and a conceptual framework.

Theoretical Literature Review

Meaning of English Writing Skills. Writing is the ability to express thoughts, ideas, feelings, and more in written form. It is not simply about placing words randomly next to each other; rather, it is the art of arranging words in a sequence to convey meaningful ideas. Nunan (2005) explains that writing is an extremely complex cognitive activity, requiring the writer to manage multiple variables simultaneously. According to Brown (2007), writing is a process that involves consideration, drafting, and revising, and demands specific skills. Hamer (2004) identifies several reasons for teaching writing to students of English as a foreign language, including reinforcement, language development, learning styles, and, most importantly, writing as a skill in its own right. Writing serves to communicate thoughts, ideas, and facts in clear language. Students must learn the art of effective writing, as it is essential for success in both academic and professional settings. For this reason, teachers play a crucial role in enhancing students' English writing skills through the use of various strategies (Brown, 2007).

Baily (2006) states the features of academic writing and says that academic writing in English is linear. He states that written language is relatively more complex than spoken language. Written language has longer words, is lexically denser, and has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. In the same way, academic writing is relatively formal. In general, this means that in an essay, you should avoid colloquial words and expressions. Good writing should be clear. It must present the substance of the original text in our language, expressed as distinctly as possible. It should leave no doubt about imparting the information of the original text. 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 and arguments rather than the author.

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. Academic writing uses vocabulary accurately. Most subjects have words with narrow, specific meanings. In any kind of academic writing, it is necessary to take a stance on a particular subject or claim. In academic writing, the writer must be responsible for and must be able to provide evidence and justification for their claims. They should also be responsible for acknowledging any source materials.

Activities for Teaching Writing Skills

There are various activities for improving English writing skills. Different teachers use different exercises to teach writing. Harmer (1991) defines the following four sorts of activities.

Parallel Writing. The concept of parallel writing is crucial to the teaching of connected discourse since it implies that students will have a model to work from when creating similar types of texts. Students will see a piece of writing and then use it as the foundation for their work. The original piece that students look at will demonstrate how English is written and assist them in their capacity to express themselves in written English.

Controlled Writing. In this form of writing task, students use a series of sentences or written material, as well as directions on how to complete or modify them. Students are expected to follow the teacher's directions to complete the final project.

Guided Writing. It is a transitional stage between restricted and unfettered writing. Students are allowed some latitude to choose their own language and sentence patterns when writing in this format. Students can complete this task by paraphrasing the growing skeleton into readable text. Guided writing tasks include paraphrasing, transforming, and parallel writing.

Free Writing. In this writing task, students have complete control over the words, sentences, and structures they use. Students will be given a topic on which they can freely express their ideas, opinions, and feelings. The organizing level of

content concepts and structures is determined by students' writing ability. This activity allows students to practice easy writing, report writing, writing project work, and so on.

Writing Process

There are various actions in the writing process. Writing is a long-term process. Every learner who is interested in improving their writing skills can do so in a variety of ways. Hedge (2010) outlined the following activities in the writing process:

Planning. Simply planning is a conceptual expectation of future action. As a result, every good writer must be conscious of their work. The planning stage precedes the writing process. Planning involves the objective of any writing and advises how we can proceed successfully. Planning serves as a pre-writing activity, stimulating ideas for getting started. It includes pupils in producing and obtaining ideas and facts for writing tasks. The planning phase includes tasks such as brainstorming, consulting informational resources, taking notes, creating an outline, and so on.

Revising. In this step, the writer revises and improves their writing by studying written text errors. Revising is more than just looking for grammatical problems. It is done to improve the global and organizational aspects of thoughts so that the writer's goal is evident to readers. Writers have consciously worked on it, doing more investigations. Revision of written text helps people achieve their goals and objectives. During the revision process, they can correct certain significant and minor writing errors and ensure that the material is complete.

Producing. In this step, the writers are conscious of their audience and strive to produce reader-friendly text. While writing the text, the writer must be mindful of the appropriate content and information selection.

Difficulties of Teaching Writing

There are many difficulties in English and learning English writing skills. According to Hedge (2005), the potential difficulties of teaching writing can be written like this respectively in a paragraph. Writing is detached from the wide range

of expressive possibilities found in speech. A writer unable to exploit all the devices available to a speaker, such as gesture, body movement, facial expression, stress, hesitation, etc. Compared with speech, effective writing requires several things a high degree organization in the development of information, ideas or argument, a degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns and sentences to create a style which is appropriate to the subject matter and eventually to the readers. Lashan (2023) a good piece of writing should possess a good blend of writing features, and maintaining them is difficult. Some of the features of writing are: Getting the grammar right, having the range of vocabulary, punctuating meaningfully, using the convention of layout correctly, spelling accurately, and using a range of sentence structures, linking ideas and information across sentences to develop a topic and developing and organizing the content as well as convincingly.

As a productive language skill, teaching writing is not as easy as it is thought. It means teaching writing is a problematic enterprise. The problem in teaching writing varies differently as per the level, purpose and setting. According to Windiyati (2010, p. 16), writing is 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.

Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom. The teachers can face problems in relation to teaching preparation, teaching techniques, and the textbook used. To quote him, the problems faced by teachers in teaching writing are various. According to Windiyati (2010), many teachers face the following main problems and apply the strategies to overcome the problems:

- a) The teachers' problem concerning teaching preparation.
- b) The teachers' problems concerning the teaching techniques.
- c) The teachers' problems concerning the textbook used, and
- d) The teachers' strategies to overcome the problems faced in the teaching of writing.

The Teachers' Role in Developing Writing Skills

To make the students more involved in the activity, the teacher should monitor the writing process in the classroom. Teachers should increase communication with the students and observe to control the students' progress in the classroom to develop the English writing skills through the use of different strategies and methods. It provides that different strategies have enhanced the students to describe their ideas by writing. Students also became more skillful in organizing the content to become cohesive and coherent. In the classroom teaching and learning process, students can face lots of problems, like communication or language-related problem that hinders students' English writing. To solve these problems, the teacher asked the students to consult the writing draft. Therefore, it is believed that using different strategies by teachers in the classroom to develop the students' English writing skills is effective, which increases students' activity, creativity, and their learning result, especially in English writing skills (Jiao, 2007).

While communication employs both oral and written language has a great impact on the students' learning. The latter is a challenging task for L2 learners for a number of reasons, including permanence and distance of writing, coupled with its unique rhetorical conventions (Hedge, 2005). To master the writing, students should adopt proper planning of writing, composing, evaluating, revising and editing.

Yamat (2014) states that students have a lot of problems in writing; to solve all the writing-related problems, teachers need to encourage the students. Students encounter a set of problems, such as a lack of motivation, interest, or effort, and anxiety. That's why students find difficulty in the writing process. In this case, teachers have to employ appropriate resources, provide learners with clear guidance and conditions, ensuring successful writing practice with effective teaching strategies. According to Yang (2011), creative thinking and creativity are known to form the basis of creative writing, which is regarded as the imagination and inspiration for written products. To develop the English writing skills of students, certain general factors and generic principles are required to stimulate a creative atmosphere in the classroom for English writing skills general factors include regular practice activities, encouraging students. Make a supportive environment in the classroom. The word 'creativity' represents an umbrella term incorporating a variety of cognitive activity

comprising four main stages: planning, drafting, revising and editing, with drafting followed by responding, evaluating and post-writing. To teach the writing process teacher should be aware of the writing process and the different genres, which will help improve students' English writing skills as a means of expressing ideas and thoughts (Senel, 2018).

Teaching Writing Skills

Writing is a productive and secondary skill of the language. It is the visual representation of speech. According to River (1980), in its simplest form, writing can be the act of putting down in a conventional graphic form something which has been spoken. This act involves nothing more than a correct association of conventional graphic symbols. So, it is a way of expressing our emotions, opinions, views, etc., through the graphic representation. Writing is also a permanent way of expressing our views, which can be recorded for a long time. The teacher should have enough knowledge to teach this skill. According to White and Arndt (1991), writing is a form of problem-solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

Challenges Faced by Teachers

English is also similar to the other language skills, but teaching writing has its own challenges. Nunan (2003) states that the main challenges faced by teachers are the shortage of training. Thus, teachers might face many problems because teachers don't get enough training. Limited resource accessibility is another challenge in English language teaching that might be faced during the classroom teaching of writing learning. Because of limited teaching knowledge and development, they faced various challenges, especially they faced challenges in teacher training, limited mastery of teaching methods, unfamiliarity with IT and lack of professional development.

Shortage of teacher training or teacher professional development was the most common challenge that teachers faced in teaching writing classroom. Conely (2010) states that teachers are often faced with inadequate knowledge about technological

knowledge, technology-supported pedagogy and technology-related classroom management. In the same way, they don't get enough opportunity for their professional development.

Inadequate resources and facilities were also another challenge teachers might face in the classroom to teaching writing skills. Ajibola (2010) stated that ensuring the availability of sufficient textbooks, computers, listening devices, hands-on tools, and other teaching instruments is a challenging assignment.

According to Emery (2012), in the English writing classroom, teachers often encounter overcrowded classes, and the effect of such conditions can have on teaching and learning. Nurkamto (2002) also states that one of the challenges in teaching English is the size of the classroom. Thus, an overcrowded class is also a challenge that teachers often face in their classrooms.

Teaching Writing Strategies

According to Lee (2010), teaching writing strategies as behaviors, steps, or techniques that teachers apply to facilitate teaching writing skills. It means that the teacher and students can decide on effective teaching writing strategies to enhance English writing skills in the classroom. Ching-yi (2017) states that English teaching and learning strategies are behaviors and thoughts that teacher can engage their students in the writing process.

Teachers can select and apply various teaching writing strategies based on teaching methods, amount of time, learning techniques, level of students, ways of measurement, etc. (Simsek, 2010). Choosing effective teaching and learning English writing strategies used by teachers several factors influence teachers in the classroom, including age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences and language proficiency (Lee, 2010). Similarly, Gestanti (2017) mentions four factors influencing teachers and students in choosing teaching learning writing strategies, which are learner factors like learners' thoughts, language learning styles, ages, gender and students' motivation. Situational factors like learning setting and task types. Academic factors like academic major and cultural background, nationality and ethnicity.

Teachers can use various writing strategies like memory, cognitive, compensation, metacognitive, affective and social strategies. From the above-mentioned strategies, teachers can develop students' English language learning, determine goals and objectives of a language learning plan for a language task through metacognitive strategies. Through compensation, students can overcome language limitations. From Cognitive strategies, students can practice writing naturally. And through the memory strategies, students can memorize English vocabulary (Hardan, 2013).

Techniques to Teaching Writing

To enhance students' English writing, teachers have to use different techniques at the secondary level. Most of the time, teachers mainly use brainstorming, mind mapping, note-making, group work, picture editing, sentence writing, planning, and organizing. These activities help students develop writing skills as well as knowledge of materials. Teachers need to understand the level of the students and try to adopt relevant teaching strategies. Methods and approaches for enhancing students' English writing skills that are suitable for them, as well as they have to create interest among the students.

English writing can be developed through various techniques, with encouragement playing a significant role in improving students' writing skills. In the classroom, teachers have a crucial role in enhancing students' English writing abilities. Sometimes, students may struggle with how to begin or develop their writing, which highlights the importance of teachers in motivating students to engage in writing activities. With proper guidance and encouragement, students can find their way to effective writing. Each student is unique, with different interests, ideas, thoughts, and feelings, which is why teachers need to address these individual differences. Every classroom is diverse, and it is the teacher's responsibility to accommodate these differences. A single method or technique cannot work for all students, so teachers must use a variety of approaches to foster creative writing development. Motivation is a key factor in improving students' creative writing and overall writing skills. If students are provided with an appropriate environment, they can develop their writing process, and it is the teacher who creates that environment.

Teachers can offer the necessary resources and guide students through each step of the writing process, helping them overcome challenges along the way (Mallia, 2017).

Learning is the conscious individual effort for a behavior change. Students' learning can be influenced by their internal and external factors. Using pictures is one of the important external factors to develop the students' English writing skills. Using the pictures in the classroom, the students are required to complete a task which is arranged systematically, either individually or in groups. The task is given by teachers according to the different pictures, and the task is related to writing, which is a creative one. After completing the task, they are also asked to perform their work in front of the class with their teacher and their classmates. Using pictures in the classroom is called a student-centered learning method, which is able to make the students more active, participative, creative and challenging in learning. Through pictures, students can get stimuli to learn independently and creatively in completing the task given. The role of the teacher will be facilitator and motivator (Yunus, 2018).

Brainstorming. Brainstorming is a process of generating multiple ideas also it is a momentous procedure in building students' thoughts before they really start their writing tasks (Hamer, 2019). It is a creative thinking technique for coming up with new ideas and solving problems. Brainstorming encourages free thinking and allows for all ideas to be voiced without judgment, fostering an open and innovative environment. There are several features of brainstorming, according to Behjat (2015) to enhance students' English writing skills, it is essential to help participants explore their pre-existing knowledge and build upon what they already know. By tapping into prior knowledge, teachers can create a foundation for new learning, making the writing process more accessible and meaningful. Encouraging peer learning is another effective strategy, as it allows students to exchange ideas, provide feedback, and learn from one another. This collaborative environment not only generates new ideas but also fosters a sense of community and shared learning. Additionally, promoting critical thinking is crucial in developing students' writing skills. By encouraging students to analyze, question, and evaluate their ideas, teachers can help them develop a deeper understanding of the writing process and the content they are addressing.

Another key aspect is guiding learners to produce more sentences related to a given topic. This approach helps students practice writing and develop fluency in expressing their thoughts in English. Furthermore, stimulating students' creativity and generating ideas is vital for overcoming the challenges of writing. Teachers can use strategies to encourage students to produce words, phrases, and ideas quickly, which unlocks their potential for generating content and enhances their writing abilities. This process not only helps students develop their vocabulary but also fosters their ability to write independently. Through continuous practice and the creation of an engaging, supportive environment, students can grow more confident in their writing and improve their overall skills.

Use of Pictures. To develop the appropriate environment in the classroom, teachers need to create favorable conditions to incorporate English writing skills in the language classroom by using different techniques and heuristics. To create an appropriate environment or use different techniques to develop students' English writing skills, teachers can use different types of pictures in the classroom. Through pictures, students can develop their English writing skills (Nyong, 2018).

Mind Mapping. Mind mapping is one of the inventive teaching techniques which put information into the brain and take information out of the brain. A mind map is brainstorming in a hierarchy. Teachers can use this technique in writing classes so that learners can improve their aptitude as well as make them interested in writing English. Therefore, mind mapping is a visual thinking tool which prominently demonstrates the relationship between concepts and ideas, as well as helping learners to better analyze, comprehend, synthesize, recall, structure information and generate ideas (Rahman, 2019).

Drafting. This drafting is done in the class frequently in pairs or groups, where learners can be asked to develop their ideas into short sentences or notes. Students need to focus on getting ideas down on paper without worrying about spelling and grammar so that they can judge the quality and usefulness of ideas. At the last stage, they can develop their ideas and thoughts; after that, students can write a final draft (Nuarat, 2016).

Technology Integration. The arrival of computers and other technological devices led to rapid developments in teaching methods. The technology helps the

students to express their ideas with more confidence and without any worries about handwriting and spelling errors. This technique will allow the learners to receive instant feedback from their instructors, and it also hones the learners' vocabulary skills. The major advantages of this technique are that while writing on the computer and other devices, immediate alerts will be given to the grammatical and spelling errors so that the learners can make corrections in no time (Wening, 2016).

Error Correction. Feedback plays a significant role in teaching, and it should be applied not only at the end of the class but also at the start. It helps students improve their performance in academics as well as helping them clear their concepts (Ur, 2002). During feedback, the teacher usually focuses on the grammar, spelling, vocabulary and sentence making. Students thus need to focus on grammatical rules, spelling and vocabulary to write correctly. Teachers should correct errors in the specific parts of the writing, such as vocabulary, grammar, punctuation, phrases and idioms, and organization of words (Harmer, 2019). Constructive feedback helps learners better figure out how to write, how to generate their ideas and even increase their interest in writing (Hyand, 2006). With proper feedback, learning becomes a lot more effective. Students can revisit their work whenever and wherever necessary. Thus, proper feedback transforms students into self-aware learners while also helping build a supportive classroom environment (Sikder, 2013).

From the theoretical literature, it was found that English writing is important for secondary-level students. Like the other language skills, writing skills are also equally important and relevant to students. For English writing students, they need to well-organize their writing. They should maintain formality, clarity, objectivity, explicitness, accuracy and responsibility. To develop the English writing teachers' role is crucial in the English writing classroom. They should apply various strategies and techniques to enhance students' writing skills. From the theoretical literature, it was found that parallel writing, control writing, guided writing, free writing, using modern technology, and student-centered writing strategies would be the best strategies teacher can use in their respective classroom. During English writing teaching, teachers can also face several challenges, like insufficient content knowledge, using effective teaching writing strategies, technological knowledge, writing format, insufficient knowledge about grammar, etc. Thus, in English writing teaching,

learning, teachers and students can face various challenges. To overcome the several challenges, teachers can apply different strategies to enhance students' writing skills.

According to the objectives of this research, it was found that from the theoretical research, teachers as well as students had been facing several challenges related to English writing skills. To solve all those challenges, teachers have a great role to use various effective teaching and learning English writing strategies. To teach English writing skills, teachers should plan their writing classroom with effective writing strategies, then only students' writing skills can be enhanced in the secondary level English classroom.

Review of Empirical Literature

A review of related literature related to summarizing and synthesizing the previous research studies, especially linked to the related topic. Various studies have been carried out in this area, and this section examines the research on teaching strategies used in enhancing writing skills. Previous research studies focused on the teaching strategies to develop writing skills in the secondary school and the challenges faced by teachers. Therefore, I have reviewed various research studies, journal articles, theses and dissertations as part of the empirical literature for this study.

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

Acharya (2011) carried out research on "Activities Adopted in Teaching Writing Skills". The main objectives of his study were to find out the activities adopted by the English teachers while teaching writing skills. He selected five schools in the Kathmandu district. He used an observation checklist for the English teacher to

collect data. In his study, ten English teachers were selected randomly, and schools were selected purposively. He found that only a few teachers made use of visual materials while teaching writing skills. Some other activities, such as providing exercises, description of persons, students' participation, pre-writing exercises, controlled writing, and free-writing etc., were used by different teachers, but oral composition was not used by any teacher.

Dahal (2012) carried out research on "Role of Visual Aids in Developing Writing Skill". Her study aimed to find out the usefulness of visual aids in teaching writing skills at the secondary level. It was experimental research. Altogether, there were 30 students of grade X who participated in the pre-test and post-test in the research. The students belonged to the Rising English Secondary School, Yanchche-5, Bhaktapur. She used the test items in her research study. She concluded with the finding that classroom teaching using visual aids is more effective than teaching without using visual aids.

Pratiwi (2012) carried out research on "Students' Difficulties in Writing English". The main aim of this study was to know the students' difficulties in writing English in the third semester. The population of this research was the whole student as the third semester at the University of Bengkulu, there were 79 students. All of them were taken as a sample for this research. The data of this research were obtained by using the text of writing composition, which was scored by using the ESL composition prolific suggested by Jacobs et. al. (1981). This research focused on writing difficulties of students in the third semester and only showed the students' difficulties in writing, but it didn't talk about the strategies faced by the teachers in teaching writing skills at the secondary level.

Sapkota (2012) carried out research on "Developing Students' Writing Skill through peer and teacher correction". In this study, the main objectives of the study were to find out improvement in students' writing skills through the strategies of peer correction followed by teacher correction and to provide some pedagogical suggestions based on the findings of the research. Similarly, the sample of the study was ten students from the B.Ed. level. The college was selected by using a simple random sampling procedure. Test items were the main tool used for data collection as primary sources. The test items consist of two different questions related to writing

skills for the pretest and posttest. The study was limited to the word level and cohesion and coherence as mechanics of writing of students. There were only two techniques used in the study. As a whole, it was found that the students were able to increase their level of proficiency in the use of grammatical units and in using mechanics of writing in the posttest. The use of pair correction was found effective tool to improve the writing proficiency of the students. This research study only talked about the effective strategy to improve students' writing skills.

Adhikari (2013) researched "Techniques used by IELTS Instructors While Teaching Writing Skill". The main objectives of this study were to find out the techniques used by IELTS instructors from the 10 different institutions of Kathmandu Valley using a purposive sampling procedure. He conceded that more bound activities were suitable for guided writing, and conversely, students can express their views in free writing. Similarly, making a plan in writing with selection of words, grammatical accuracy, logical presentation with illustration, and proper organization were found as widely used strategies by the instructors in teaching free writing.

Kandel (2013) carried out research entitled "Dictation as a tool in improving writing skills." The purpose of the study was to find out the role of dictation in improving writing in terms of spelling, punctuation and selection of appropriate vocabulary items. It was experimental research. He used a class test as a tool to get necessary data from 80 students of 5 secondary schools in Jhapa district. The main findings of the study were that the performance of the experimental group was found to be more effective than that of the control group. It only talks about the tool to improve writing skills and talks only about the students, not about the teachers.

Shrestha (2016) carried out research on "Challenges Faced by English Language Teachers in Teaching Writing Skill". Her main purpose was to find out the challenges faced by English language teachers in teaching writing skills. Survey research design was used in her study. She selected 40 English language teachers from community-aided schools in Sindhuli district using a purposive non-random sampling procedure. She found that demonstration techniques applied in the classroom and the use of materials were the best way of teaching writing skills.

Kharel (2017) researched "strategies used by primary level teachers in teaching writing skills". The main aims of this study were to find out the strategies

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

Rao (2017) presents research on "Developing Writing Skills among the EFL/ESL Learners". The objectives of this research were to find out the importance of writing skills and also to bring out different ways of developing writing skills among the EFL/ESL learners. This paper lays more emphasis on the techniques of teaching writing skills of EFL/ESL. It focuses on the salient features of writing skills and also explains how to motivate and develop EFL/ESL learners to improve their writing skills. This paper supports the idea of pair work and group work, which develops the learners' writing skills enormously in a learner-friendly environment.

Sharma (2017) carried out research on "Developing writing skills through guided writing". The main objectives of this study were to find out the role of guided writing in developing writing skills and to provide some pedagogical implications. Here, the researcher selected action research as a research design which incorporates a pre-test, a progress test and a post-test. In order to carry out this study, the researcher selected twenty-two students of grade twelve of Shree Khalakhola Secondary School

using a non-random purposive sampling procedure. For this study, the researcher used them as primary sources of data. For that, a pre-test was first conducted to know the students' initial proficiency in writing skills. Then, they were taught through guided writing for up to 15 days. After interpreting and analyzing the data, it was found that there was a decrease in the number of students who committed the errors in the highest range. It showed that guided writing is really useful in developing writing skills on the part of learners. This study only showed the role of guided writing in developing writing skills on the part of learners at grade twelve.

Bhatta (2018) carried out research on "Inquiry-based learning for developing writing skill," with the objectives to explore and analyze the role of the inquiry-based approach for developing writing skill and to suggest some pedagogical implications of inquiry-based learning. All grade eleven students of Nepalaya Higher Secondary School were the population of the study, and thirty of them were the sample. Test items such as writing an essay, a biography, and writing about historical places were used to collect data. He concluded that inquiry had a better impact on teaching writing skills, and if teachers adopted student-centered centered and it would change students' writing skills.

Pokharel (2019) conducted research entitled "Student perception on the use of ICT in developing English language writing skills. The objectives of her study were to find out students' perceptions towards the use of ICT in learning English language writing, to identify the commonly used ICT tools in English language writing, and to suggest some pedagogical implications on the basis of the findings of the study. The sample consisted of thirty students of the faculty of Master's Level English Education. They were selected by using a purposive sampling strategy. Open-ended and closed-ended questions were used for data collection. She found that 100% of respondents Master's level had access to and used computers, the Internet and mobile learning as a tool in developing English language, 93.5 respondents viewed that they used email and the Internet to share and download files, and teachers should use ICT tools while teaching English language writing skills. She concluded that almost all teachers and students should have access to and knowledge of how to use it to bring advancement in education and language writing.

Thipatdee (2019) carried out research on "The Development of English Writing Skills through Techniques of Sentence Skeleton and Signpost Word Analysis for English Major Students". The main purpose of this research was to develop English writing skills through techniques of sentence skeleton and signpost word analysis for English major students, and to compare the writing skills before and after the study. The sample consisted of 43 English major juniors at the Faculty of Education, Ubon Ratchathani Rajabhat University, enrolling in the course of teaching and learning English in the second semester. The researcher selected, population by cluster sampling. The data was analyzed by employing percentage, mean, standard deviation, and t-test. The researcher concludes that the techniques of sentence skeleton and signpost word analysis can enhance the student's writing skills because of the effective activities of analyzing the mistakes and sentence connections before learning new content. Practicing English writing in small groups is found to be better than that of individuals.

Ghosh (2021) carried out a study on "Developing Writing Skill in English of Secondary School Students: A Process Approach". This research main aim was to find out problems that the secondary school students have to face in acquiring the skill of writing in a second language (English) in India. The result reveals that the present condition of the second language in the Indian education system was very poor and not satisfactory.

Rahim (2022) carried out research, "Teaching Strategies for Developing Students' English Writing Skills at the Secondary Level of Bangladesh". The main objectives of this study were to find out how to promote writing skills by implementing new strategies in the secondary education of Bangladesh. Also, the researcher tried to evaluate what difficulties students face and why they have a fear of writing in English. This study was conducted based on previous literature, multiple case studies, and journals which can answer these research questions. Multiple points of view were taken into consideration, assuming that learners can improve writing ability through different types of strategies, also they can remove their writing obstacles with the help of teachers' guidance, feedback, and motivation. The interview was the data collection tool of this study. To collect the data, the researcher set a sample unit. Eight secondary schools of Dhaka city were chosen for the interview, with eight subjects respectively. This study concluded that teachers' different

strategies affect learners' awareness of writing skills. The important strategies are: group work/ peer work, revising, role play, creative writing and intertextuality, quick writing practice, and teachers' feedback, which helps students to promote their writing skills.

All the above-mentioned studies were related to English writing skills. I reviewed research papers, theses, articles, and journals conducted in the field of strategies used by teachers to enhance the students' English writing skills, difficulties and challenges of teaching and learning English writing skills at the secondary level. All these researches have been carried out at the community school, community school at primary level to bachelor's level. Different studies mentioned different strategies adopted by teachers in teaching writing skills and the challenges faced by teachers in teaching and learning English writing skills. That means none of the researchers have conducted research by integrating all the things into a single topic. Therefore, I claim that this study is different from all the research done previously because it has explored various strategies adopted by the teachers to enhance English writing skills at secondary school and the challenges faced by students in English writing skills. So, I believe that this research study is new in this area and helpful for those who really want to know about strategies adopted at the secondary level, as well as want to find out the way to solve the difficulties which have been faced by students.

Implications Reviewed Literature

Literature review means to evaluate and examine the previous research as studies and reviews, on the relevance of this topic for the present research. Through a review of various literature, including articles, journals, research reports, and theses, I have found that different strategies of teaching English writing can significantly motivate students and enhance their learning experience. These strategies increase students' interest in English writing, particularly creative writing, and are highly beneficial in developing their English writing skills. One such effective strategy is the use of pictures, which not only sparks students' creativity but also encourages them to produce unique and imaginative writing compared to conventional approaches.

Through a review of both theoretical and empirical literature, I gained valuable insights, information, and guidance on various strategies to improve students'

English Writing skills. The concept of using different methods and strategies to teach English writing to secondary-level students became clearer after consulting various articles, research studies, expert opinions, and books. In my literature review, my primary focus was on understanding how different strategies can enhance students' English writing skills and identifying the challenges and difficulties teachers face in writing at the secondary level. From the literature review, I assessed previous work on the topic and established its relevance to my research.

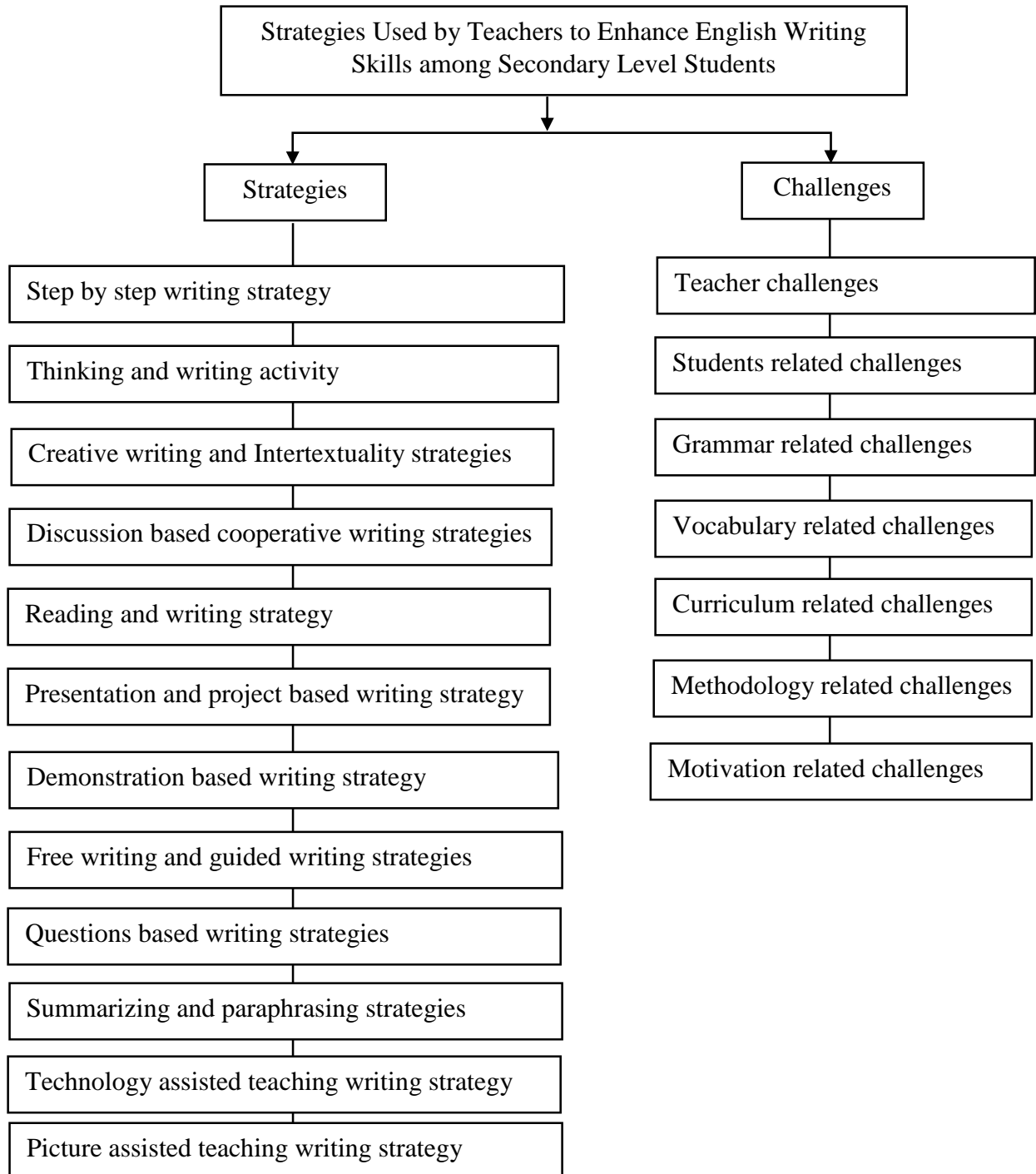
For this study, I reviewed various works by previous researchers, such as Ghosh (2021), who explored "Developing Writing Skill in English of Secondary School Students", and Bhatta (2018), who focused on "Inquiry-based learning for developing writing skill." These studies helped me gain a deeper understanding of English writing skills and the different strategies teachers use to enhance students' writing abilities. The study by Pandey (2010) was particularly useful in guiding the selection of my research methodology. Similarly, the works of Thipatdee (2019) and Pratiwi (2012) were instrumental in shaping the sample selection and sampling procedures. Additionally, the studies of Hedge (2005), Sapkota (2012), Kandel (2013), Acharya (2011), Dahal (2012), and Shrestha (2016) provided valuable insights into the imperial, theoretical, and conceptual framework, as well as survey research design and its procedures.

The empirical and theoretical literature review included a variety of sources such as books, articles, reports, and research studies. These sources helped clarify the research problem, improve the methodology, and shape the findings of the study. The insights gained from both the empirical and theoretical literature were invaluable throughout all stages of the research. These reviewed works played a crucial role in data collection, data analysis, and in deriving appropriate findings.

Previously reviewed research provided valuable insights into English writing skills, which were extremely helpful during the survey research process. These studies boosted my confidence in understanding the strategies used by teachers to enhance English writing skills among secondary-level students and informed me about the writing procedures. Similarly, as this study was a descriptive survey research, the prior research on the same topic offered extensive knowledge on survey research methods, which proved to be highly beneficial throughout the study.

Conceptual Framework

Conceptual framework is the plan, frame and mind map of the study on which the study is established. It provides the general picture of the study from which the readers conceptualize the whole idea. To be specific, the framework is the soul of the study. The conceptual framework of my research is as follows:



Chapter III

Methods and the Procedures of the Research

This chapter deals with methodology which I was used in the study. This chapter includes design and method of the study, population sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical consideration.

Research Design

The study entitled *Strategies and Challenges of Teaching English Writing Skills* utilized a descriptive survey research design within a qualitative research framework. For this study, survey research was employed as the methodology. Survey research is primarily used to gather information on people's attitudes, opinions, and behaviors regarding specific issues, phenomena, events, or situations. According to Nunan (1992, p. 40), the main objective of a survey is to capture a snapshot of conditions, attitudes, and events at a particular point in time. In the context of education, surveys address educational problems and generalize their findings based on a representative sample from a specific target population.

According to Karlinger (1986), survey research is a type of research that examines both large and small populations by selecting and studying samples from those populations to understand the incidence, distribution, and interrelationship of social and psychological variables. Based on this definition, survey research design is broad in scope, allowing for the achievement of systematic and valid objectives. Additionally, this design is highly effective for accurately generalizing findings.

According to Creswell (2012), survey researchers engage in the processes of sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection, and obtaining a high response rate.

In survey research, the researcher collects data at a single point in time and focuses on a large population. Sampling is the process of selecting a representative sample from the population, which helps the researcher gather data from a manageable subset. Various sampling techniques can be employed to conduct the research effectively, including simple random sampling, systematic sampling, stratified sampling, cluster sampling, convenience sampling, and purposive sampling.

In this study, the researcher used questionnaires and classroom observations as the primary tools to investigate the strategies teachers use to improve students' English writing skills at the secondary level. The findings from the survey are generalizable and can be applied to the entire population.

Population, Sample and Sampling Strategy

The population for this study consisted of secondary-level teachers from community schools in Bigu Rural Municipality, Dolakha, Nepal. The sample included all secondary-level teachers working in these community schools within Bigu Rural Municipality. Specifically, secondary-level English teachers from nine different schools in the municipality were selected for the study. Purposive sampling was used to select the sample, based on accessibility and convenience. This approach ensured a fair and unbiased representation of the teachers.

The total population for this study consisted of all secondary-level English teachers teaching in various community schools in Bigu Rural Municipality. However, due to limitations in capital and time, the researcher focused on a specific area and selected a limited number of teachers as the sample for the study.

Tools for Data Collection

The researcher used questionnaires and classroom observations as tools for data collection. In this study, open-ended questions were provided to the respondents, and for class observations, the researcher used observation checklists. Both the questions and checklists were designed based on the research topic.

Source of Data

This study relies on both primary and secondary sources of information to provide a comprehensive understanding of the research topic. To complete the research, the researcher utilized both primary and secondary data sources. The following outlines the sources of data used in this study:

Primary Sources of Data

Primary data is central to this research and was collected through questionnaires completed by teachers, who shared their insights and experiences

regarding English writing skills. The primary data was gathered from Bigu Rural Municipality, Dolakha, Nepal.

Secondary Source of Data

To complete this research study, various books, journals, articles, websites, and other written documents, both in print and electronic media, related to the topic were used as secondary sources of data.

Data Collection Procedures

The findings of any research depend on the data collection procedures. First, I prepared a set of questionnaires, and then planned the data collection process in line with the study's objectives. Next, I selected teachers from various community schools in Bigu Rural Municipality, Dolakha, Nepal. Before collecting data, I informed the school administration and made efforts to establish a positive rapport with them. I also informed the teachers and students about the purpose and process of the study to ensure clarity and transparency. Similarly, the questionnaires were distributed to the respondents and asked them to assist in completing them. After two or three days, I collected the completed questionnaires from the respondents for the next steps. For classroom observations, an observation checklist was prepared, and then different schools were visited to observe English classrooms. During the observations, I focused on the strategies teachers used to teach writing skills and the challenges they faced in doing so. After each observation, I filled out the observation checklist.

Data Analysis and Interpretation Procedure

In this study, the data were analyzed and interpreted descriptively using the data from the questionnaires and observation checklists. The data was analyzed based on the respondents' answers to the questionnaires and the information recorded in the observation checklists. After collecting the data, the responses from the respondents and the observation checklists were analyzed and interpreted descriptively, organizing them into different themes and sub-themes.

Ethical Considerations

Ethical considerations are essential to uphold moral principles and values, which are crucial for decision-making and conduct within a specific context. In this study, ethical principles were implemented throughout the research process. First, the

researcher informed the participants about the purpose of the study and respected their rights, as every respondent has the right to privacy. Therefore, in collecting both primary and secondary data, as well as in analyzing and interpreting the data, all ethical values and principles were taken into account. To ensure the validity of the research and maintain ethical standards, I obtained permission from the school administration and the respondents. The identities of the respondents were kept confidential, and they were not subjected to any physical, psychological, social, or economic harm. To avoid plagiarism and enhance the authenticity of the research, proper citations and references were provided.

Chapter IV

Results and Discussions

This chapter presents the analysis and interpretation of data collected through the questionnaire and observation checklist. In this chapter, I have analyzed the data and interpreted the results from primary sources. The primary aim of this study is to identify the strategies used by teachers to develop writing skills in a secondary-level English classroom in a community school, as well as to explore the challenges faced by both students and teachers in developing writing skills. The data was gathered through open-ended questions and observations of the writing classroom. The findings are presented under the following headings and are organized in the manner outlined below.

Background of the Respondents

For this research study, I collected responses from ten participants at a selected community school in Bigu Rural Municipality. To ensure anonymity and facilitate data analysis and interpretation, the respondents have been assigned pseudonyms: T1, T2, T3, ..., T10. The background information of the respondents is presented in the table below.

Name of the Teachers	Qualifications	Teaching Experience	Permanent/Temporary
T1	M.Ed.	1 year	Permanent
T2	M.Ed.	1 year	Temporary
T3	M.Ed.	2 years	Permanent
T4	M.Ed.	5 years	Temporary
T5	B.Ed.	4 years	Permanent
T6	M.Ed.	2 years	Temporary
T7	M.Ed.	3 years	Temporary
T8	M.Ed.	4 years	Permanent
T9	M.Ed.	6 years 3 months	Permanent
T10	M.Ed.	4 years	Permanent

Strategies Used by Teachers to Teach Writing Skills

Most teachers use various strategies when teaching writing skills. To teach writing effectively, teachers should apply a range of teaching strategies in the English writing classroom, as this is the only way students can write effectively and improve.

Step-by-Step Writing Strategy

Teachers used various strategies based on the different stages of writing: the pre-writing stage, the while-writing stage, and the post-writing stage. In the pre-writing stage, most teachers used brainstorming to encourage students to generate ideas and organize their thoughts. Similarly, free writing was employed, allowing students to write continuously for a set time to develop fluency. In the while-writing stage, modeling played a key role in developing students' writing skills, with teachers demonstrating the writing process by writing alongside the students. Guided writing was also used, offering step-by-step support as students practiced. In the post-writing stage, most teachers applied revising techniques to help students improve their content, organization, and clarity, while editing focused on grammar, punctuation, and spelling. T2 shared:

I teach writing skills in the classroom through a step-by-step approach, starting with clear instruction on the basics like sentence structure and grammar, moving towards organizing ideas into paragraphs, and eventually working on developing full essays. I also use various writing prompts, collaborative writing exercises, and encourage peer feedback to enhance learning

The response suggests that using step-by-step writing strategies to teach writing skills is helpful for teachers as well as students to improve their writing skills. Teachers have to use a variety of strategies as respondents use to apply stage-wise strategies like pre-writing, while-writing, or post-writing stages. Based on this stage, the respondent applies different strategies to develop students' writing skills. Similarly, respondents used writing prompts, collaborative writing exercises, and encouraged peer feedback to enhance their writing skills. Based on the data following teaching writing strategies have been used in the classroom. For the step-by-step writing strategy, feedback is necessary to develop students' English writing it is the

reactions or information about the students' performance of a particular task, and feedback is used as a basis for improvement. T1 shared:

Feedback plays a vital role in improving the students' English writing skills. I always provide the relevant feedback to the students. Whether they make mistakes or write correctly. Teachers' feedback has a great role in enhancing students' writing skills; that's why I think feedback is an important strategy to develop writing skills in the secondary level English classroom.

In this regard, teachers have to ask students to check their task. Then, teachers ask students to read their task one by one. After doing all these activities, students themselves observe their work in order to provide feedback on their task. Then, the teacher will provide proper feedback to the students in order to develop their writing skills. Teachers will correct them and show their mistake in writing and suggest that they not repeat again. This strategy is really helpful at the secondary level. In this regard, T6 said, "I always ask the students what sort of problems they have with English writing. After knowing their problems, I provide relevant feedback which helps to develop their writing skills." Similarly, another respondent, T9, shared, "In my English writing classroom, I always provide timely feedback to the students, which corrects their problems in English writing."

These experts reveal that the respondents most of the time used this technique to teach writing skills in the classroom. They found it easy to apply, and it is very effective in improving students' writing skills.

Thinking and Writing Activity

It is the invention techniques that help to generate ideas for writing. These are pre-writing strategies used to generate and organize ideas on a particular topic. T2 shared, "For getting ideas, I used to apply brainstorming. For the brainstorming, I provide students' various related topics and ask them to think, enabling them able write whatever they think about that topic." Similarly, another respondent, T4, said, "I always used brainstorming in the classroom before starting the writing lesson to generate students' ideas by giving various topics and pictures, then students think about giving topics and pictures, and students can write what they think about those topics and pictures"

The information suggests that for this strategy particular topic is given to the students. The teacher asked to think about that particular topic. Then, students need to write whatever they think about that topic. Then the students read what they wrote. All these activities are done in the classroom in order to generate ideas. Then the teachers ask them to make a readable paragraph. For that, they are given a certain time to complete the given task. That's why this strategy is very relevant to developing English writing skills in the classroom.

Creative Writing and Intertextuality Strategies

According to the respondents, they have been teaching English writing through creative writing, which appears to be an effective strategy in the classroom. Students also respond positively when teachers use creative writing strategies. Students also feel good when teachers use creative writing strategies in the classroom. T8 shared, "Using creative writing and intertextuality techniques for developing English writing is very useful for students. I mostly used this technique in my classroom. I provide some topics to the students to enable them to write creatively." Likewise, another respondent, T5, shared:

Creative writing is a great strategy to develop students' English writing. When we use this technique, it not only develops writing skills but also develops students' grammatical knowledge as well as their use of language according to the situation and context. That's why I think this strategy is very useful for the students, I always follow this technique in the classroom whenever I am teaching writing.

From the above respondents' information, it can be said that creative writing and intertextuality the important strategies to develop the students' English writing skills. Through these techniques, students get a chance to develop their writing skills as well as use the language properly according to the situation and context. Their thinking ability and way of writing can be enhanced through these techniques, which is why these strategies can be very relevant to students at the secondary level. Developing creativity in students means the process of developing students' ability to think and express themselves in innovative ways. This strategy involves encouraging students to explore their imagination, think critically, and generate unique ideas. In this regard, T5 shared, "Developing creativity in students is an effective way to develop students' writing skills. In my classroom, I mostly used this strategy by giving

various topics as well as showing different pictures and making them able to write creatively.”

Students find it difficult to write properly because of vocabulary and limited practice. They don't want to research on particular topic; they just have limited ideas that cannot help to foster creativity. In this regard, teacher have to apply these types of strategies which develop their creativity. Teachers have to organize various creative activities to make students active and engaged in innovative activities, which enable them to think creatively and innovatively in the classroom. This strategy is really helpful for students to develop English writing at the secondary level. T2 shared:

In my classroom, I organized various activities which help students think creatively, like showing different pictures, videos, books, newspapers, magazines and making different groups and giving them different tasks. In this way, I managed the classroom activities to develop creativity in students, which develops their engagement and motivation in the writing activities.

The data of this research demonstrates that creativity boosts engagement, motivation and self-expression, which is really helpful for students to improve fluency in language use. When students take part in creative writing, they can develop their ideas, feel free without the strict rules of grammar or structure. These types of writing help students to avoid anxiety and improve students' confidence, especially in English writing skills. In the classroom teacher can play a vital role in fostering creativity by designing activities that stimulate students' imagination. In this line, T7 said,” I mostly focused on creative writing in my writing lesson, which helps students write freely and encourages them to take part in various writing activities. ”

Finally, it is said that incorporating creative strategies into English writing curricula provides significant benefits, which develop students' writing quality, increase students' confidence, to actively take part in the writing process. They find joy in expressing themselves, and their writing style, ability, or skills will be increased, and they can get motivation for academic writing.

Discussion-based on Co-operative Writing Strategy

Respondents suggest that teachers can improve learners' writing skills to read and write when we teaching them explicitly how to communicate with others and

support one another. To develop students' English writing, teachers need to engage in group work. It helps them to interact with and support one another. The following excerpt of T7 reveals this: “Group Discussion and co-operative learning play a vital role in developing students' English writing skills. Through these techniques, students can learn from each other's company. I always apply this strategy in my classroom.” Similar to the T7, another respondent, T2, shared, “Group discussion and co-operative learning strategies make students solve their problems by themselves in the group discussion with each other.”

This information suggests that group discussion or co-operative learning can enhance students' English writing skills. It is relevant to develop students' English writing skills in the classroom, where students can learn from each other.

Reading and Writing Strategy

Reading comprehension refers to the ability to understand and interpret written text. In this strategy, teachers ask the students to read about the particular text before going into the lesson. Similarly, teachers ask students to read as much as they can, which is related to the topic. After all teacher asks them to write what they got by reading themselves. Based on this, T10 shared:

Reading comprehension develops students' understanding and helps them to interpret written text. Through these strategies, students can learn how to organize the text and how to develop the paragraph in proper way. That's why I always make students read the particular text, which helps them develop English writing skills.

Reading comprehension develops students' English writing skills. Through these techniques, student can develop their grammatical knowledge and way of writing a paragraph. T6 shared, “Reading comprehension plays a vital role in enhancing secondary level students' English writing skills. It develops grammatical knowledge, punctuation, cohesion, coherence, vocabulary power, which is helpful to develop writing skills for the students.”

Overall, these excerpts provide a clear understanding of reading comprehension, which is relevant to students to develop their English writing skills at the secondary level.

Presentation and Project Work-based Writing Strategy

A PowerPoint presentation is a visual and multimedia tool used to deliver information, ideas or concepts in a structured and engaging manner. It is used by making slideshows that combine text, images, graphs, charts, videos, and audio to present content in the classroom for students. This fact is revealed by T3:

According to the topic, I sometimes used PowerPoint presentations and project work. By using this strategy, students get interested and take part in improving their English writing skills. And sometimes I used project work to solve their common problem among the students. In my opinion, it is a very effective way of teaching writing skills in the present time.

From the above respondent information, it is said that PowerPoint presentation and project work strategies play an important role in developing students' English writing skills. Similarly, project work is a collaborative effort undertaken by a group or an individual to achieve specific goals or complete a task given by teachers within a defined timeframe. The following excerpt shared by T9 reveals this:

In the present time, technology like PowerPoint presentation can play a vital role in developing students' English writing skills. It can create interest in the students, and they can learn effectively through these techniques. By using this strategy, students got engaged in the various activities and can learn through these techniques.

Similarly, another respondent, T6, shared, "I engaged students in various collaborative activities as their project work to solve their problems related to English writing skills." In this regard, respondents claim that in the present time, they have been using PowerPoint presentations or project work to teach writing skills. They believed that this technology greatly helped them to teach English writing skills. On the other hand, students are also taking an interest to learn by using this strategy.

According to the respondents in this strategy teacher can provide an opportunity to the students to present on the particular topic about writing. Through this PowerPoint presentation, students do all the activities which is related to English writing skills. That's helpful for students to improve their writing skills effectively. Furthermore, respondents said that they ask their students to do the project work and

students have to write on the given topic or on the given task, which is related with about contemporary issues and related to their society.

Demonstration-based Writing Strategy

Demonstration is a teaching strategy where teachers model the writing process, showing students how to approach tasks such as brainstorming, drafting, revising, and editing. This strategy motivates the students to actively take part in the learning process by making it more accessible and showing students' practical techniques. In this line, T8 shared, “Demonstration is a very important technique to teach English writing skills at the secondary level. For that, I used this technique in my class to motivate students by showing various pictures, videos and other relevant materials based on the topic.” Similarly, another respondent, T5, shared:

Showing various materials or sources related to the writing topic is very important for developing writing skills. I bring magazines, newspapers, and reference books into the classroom as a model of writing, which motivates students to learn how to write in a better way.

In this regard, by using this strategy, teachers bring different samples from different sources into the classroom. For example, magazines, newspapers, reference books, etc., after that they demonstrate that in the classroom and explain about it and about the structures, as well as they make clear to the students how to write and how to develop it in a paragraph.

Free Writing and Guided Writing Strategies

Free writing is a strategy where students write their thoughts freely, quickly and continuously on a particular topic without worrying about form, style, or grammar. But guided writing refers to a structured approach to writing where a teacher provides support and direction to the students for their writing, which means these types of writing students learn under the teacher's instructions. Students can't write freely whatever they feel or whatever they think; they can write on the basis of teacher guidance. The following excerpt was shared by T1, which also reveals this fact:

Provide students particular topic and make them able to write freely without worrying about form, style, and grammar. I used free writing to teach English writing skills through this strategy, students get a chance to write freely and

express their thoughts without worrying about anything. That's why I think this technique is effective in teaching writing skills.

Likewise, respondent T4 also shared, “If we teach students in the guidance of a teacher, students can get a chance to develop their writing skills. Under the teacher's guidance, they develop their writing skills. I follow this strategy when I am teaching the English Writing strategy.” For free writing teacher only provides some relevant topics to the students. Then students write freely about that topic what they know, whatever comes to their mind, without any fear. But in the guided writing teacher gives some instructions, hints and clues to the students on a topic. Then, students need to write about that given topic following the teacher's instructions, hints, clues and guidance.

Parallel Writing

Parallel writing, where students need to practice the given model, or imitate writing from a given text. For parallel writing, students need to read a model text, and they have to try to rewrite or reproduce a similar one by substituting certain information, facts, or points. T8 shared, “I bring some models of writing like newspaper, magazines, books, and a model text for students and give them a task to rewrite and reproduce a similar model text.”

For this parallel writing, the teacher needs to teach about the particular topic, then the teacher asks their students to develop similar types of text from their side to develop the writing skills of the students. They can write with the help of a previous format which was given by the teacher; in this way teacher can develop students' English writing skills at the secondary level.

Questions-Based Writing Strategies

Asking questions in writing means asking questions related to knowledge of the topic. T3 shared:

Asking questions is an important strategy to teach English writing skills. It is important to know whether students have the necessary knowledge about the particular topic or not. If students know about a particular topic, then only they can write about that particular topic; that's why I used this strategy during my class.

In this strategy teacher gives a topic to the students and asks them to think about that topic and ask them what they already know about that topic, and then asks students to write what they know about that topic.

Summarizing and Paraphrasing

To summarize means to reduce the paragraph or the most essential points of others' work into a shorter form. Similarly, paraphrasing means to restate others' ideas in our language.

The teacher asks the students to summarize the text in their own words by giving some text or a piece of writing. Then, students need to summarize that particular text or paragraph. By doing this activity enhance students' writing skills are enhanced. Similarly, for paraphrasing teacher asks their students to paraphrase. Teachers provide original text, and students need to paraphrase in their language to enhance their writing. In this regard, T6 shared:

Summarizing and paraphrasing the useful techniques for students to develop their writing skills. I mostly used this strategy in the writing class. I provide them a model of writing or original text and ask them to summarize and paraphrase. For this, I provide some guidelines for summarizing and paraphrasing.

In this regard, respondent T1 shared, “Summarizing or paraphrasing makes students more engaged in the writing activities, that's why I mostly used this strategy in the writing class.” In this regard, respondents also said that by using summarizing or paraphrasing teacher can develop students' English writing skills. The best part of this strategy is that students engage and are active in this process. Teachers just have to guide them or provide some sort of text to make clear by giving them relevant instruction about summarizing and paraphrasing, then students themselves complete the task. That's why, through this activity, students' writing skills will be improved.

Technology-assisted Teaching Writing Strategies

Technology plays a vital role in developing writing in the language classroom. Specially, shaping students' writing skills. It plays a significant role in developing writing skills among secondary level students by engaging students, promoting collaboration. Technology gives a platform to the secondary level students to enhance their writing skills. Such as blogs, Google Docs, these types of interactive platforms motivate students to write by

making the process more dynamic and engaging. Using technology enhances writing and engagement with others by using sources such as Facebook and blogging. With these tools, students are expressing their thoughts and feelings to each other while receiving and giving back feedback.

The respondents said that technology enhances the ability to write more clearly and more precisely. In this regard, T8 shared, “The positive energy and reinforcement of the students' working together while using the technology in their classrooms were uplifting to see because of the positive interactions between the students as they explored the different programs.” In the same way, another respondent, T6, shared:

Technology is one of the most common and widely used tools for writing. It is used to incorporate in teaching writing by using it in different ways, like designing the project work, for collaborative learning, using multimedia, to teach vocabulary and grammar, etc.

According to the respondents' view, they believe that it is highly important to incorporate technology into the classroom while teaching or learning writing. Students can enjoy the process of writing if you make it interesting for them. In this line, T10 shared:

In the present time, technology plays a great role in developing writing skills, I frequently use it in my classroom to develop students' writing skills. Through a PowerPoint presentation, video can develop students' writing skills. The important thing is that when teachers teach them by using technology, students take part in teaching writing skills in the classroom, and they are motivated by using this strategy. Providing some specific tasks to the students, they can complete by using various technologies by themselves in the present time. That's why it has a great role to teach writing skills in the classroom.

Similarly, another respondent, T3, shared, “Most of the time, I prefer Over Head Projector and Internet through which I use visual materials about certain topics, and students can get ample information about them, and they could write about them spontaneously.” Technology has the potential to significantly enhance writing skills at the secondary level by facilitating motivation, collaboration and personalized

learning. Respondents indicate that schools must adopt strategies that foster both digital literacy and critical thinking to ensure students develop comprehensive writing abilities.

Pictures-assisted Teaching Writing Strategies

The teachers must be able to apply learning strategies that are fun and actively involve students in the learning media that which can attract students' interest to make learning writing easier. The use of pictures can generate original ideas and trigger creativity in thinking. It also helps students to express ideas, pictures are excellent stimuli for writing skills. According to Harmer (2007), pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is. They can write postcards based on pictures that teachers gave them. Teachers can get them to look at portraits and write the inner thoughts of the characters, or their diaries, or an article about them. All of these activities are designed to get students writing freely, in an engaging way that is only possible through using pictures in the classroom to develop the students' writing skills.

Heaton (1990) states that in everyday life, students may sometimes be required to describe people, objects, places and even processes. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language. T10 shared:

I use pictures in descriptive writing: Showing a picture and asking students to describe what they see. Creative storytelling: Using a series of pictures as prompts for students to write a story. Comparisons: Showing two images and asking students to compare and contrast them in writing.

Likewise, another participant, T4, shared, “Show pictures to students and ask them to write something about the picture. I used pictures to make single words for students and asked them to join all the words and make a useful paragraph.”

Based on the above ideas given by respondents, pictures are image-related to the subject matter that serve to convey a message from the teacher to the students.

Pictures are good used in learning writing skills because they can help the students to visualize language from abstract to concrete easily. In this regard, T8 shared:

Pictures are great materials to develop writing skills. I use various pictures in the pre-writing stage to generate the idea and to describe what is in the pictures. By using various pictures in the classroom to teach English writing, students will be ready to learn writing skills.

In the same way, another respondent, T2, shared:

Pictures are a great source of teaching writing skills to my students. Because if they see the actual image of the certain topics that we are going to deal it in the classroom, it makes the concept very clear. I use it in three different stages of the writing phase.

The above excerpts describe how the pictures used in the teaching learning process of writing skills can improve students' writing skills. Through pictures, there is development in the students' vocabulary, grammar, their self-confidence and their motivation in learning English writing skills. Similarly, it seems that from the respondents' view that using pictures can help students understand the process of teaching or learning writing skills.

Teacher-related Challenges in Teaching Writing Skills

Writing is a productive language skill. Teaching writing is a problematic enterprise. The problem in teaching writing varies differently as per the level, purpose, and setting. Teachers might face several problems in the process of teaching writing in the classroom. The teachers can face problems in relation to teaching preparation, teaching techniques, the textbook used, teaching strategies, materials and resources that they get in the school, and the environment in the school. In this regard, one of the respondents, T2, shared, "If the teacher is not prepared well before entering the classroom, they can face lots of problems. Sometimes I feel difficulty in the subject matter if I am not prepared before entering the classroom." In this vein, teacher T1 shared:

The area where I face the most difficulty is vocabulary and grammar. Many students struggle to express complex ideas because they lack the vocabulary to do so. Additionally, mastering the various grammar rules in English,

especially when they conflict with their native language, can be overwhelming for students.

Respondents emphasize that teachers are not prepared to apply particular strategies, teaching activities and teach writing systematically. If teachers are not prepared in those things, then it creates problems in effective teaching, learning of writing skills. In the classroom, there are a variety of students' come with varying writing abilities, which makes little bit difficult to select the strategies, activities and design lessons that need to fulfill everyone's needs. Many students find writing boring or challenging, which reduces their engagement. If students are not motivated, there will be less chance of effective teaching and learning writing skills. Similarly, students' weak vocabulary and grammar skills complicate the teaching and learning process as well.

According to the respondents' view, limited resources are also a problem in teaching writing. Teaching learning materials like computers, internet, books or other materials access in some schools are limited to use in teaching writing, which creates difficulties in teaching writing skills. In this regard, respondents said that rigid curricula and testing systems create difficulties in teaching writing. The curriculum needs to be more focused on grammar and mechanical aspects rather than creativity and expression. One of the respondents, T8, shared, "Writing is less focused in the curriculum. Similarly, in the secondary level curriculum, effective teaching writing strategies are not mentioned in the same way, and there is no proper testing system, which creates a problem in teaching English writing skills." Similarly, T5 said, "For teacher professional development, there is no specific training for teachers, which creates difficulty in developing a way of teaching or using effective strategies in the classroom, incorporating advanced technology in teaching writing skills in the classroom."

Based on the respondents' view, it is found that teachers may not receive ongoing training in writing instruction. That means teachers couldn't get a chance for professional development. Incorporating technology into writing skills. Technology is greatly helpful for teachers as well as students to develop writing skills, but tools related to teaching writing are not available in all the government schools of Nepal, which creates another challenge to teaching writing skills to teachers in the classroom.

Similarly, data shows that not all teachers doesn't have the knowledge about the advanced technology or they don't get the chance to take any training to integrate technology effectively in their lessons.

Finally, it is concluded that for effective writing instruction, solutions must address both classroom practices and systemic issues. Teacher needs timely training, they have to get access to resources, similarly, need opportunities to develop their writing skills, motivation for effective writing, practice opportunities, and emotional support. Data of this research indicate that teacher need to focus on effective strategies for integrating technology, fostering students' engagement, revising curriculum framework, and improving feedback methods, and while teachers choosing various strategies they have to choose based on students' level, interest, context and situation to make the teaching and learning of English writing skills more effective and sustainable. Teachers face several challenges and difficulties when they are teaching writing skills in the classroom. At the secondary level, teachers don't get specialized training related to writing skills. In the context of Nepal, large class size is another challenge that teachers encounter while teaching writing skills. With many students, teachers struggle to provide individualized feedback, a key component in writing improvement. For teaching writing skills, teachers have limited time for that writing is a process that requires drafting, revising, and feedback, but rigid school schedules may not allow for this; that's another challenge teacher's face in the writing classroom. Similarly, insufficient resources in schools, lack of access to technology or materials. Teachers face difficulties in maintaining students' engagement in the writing process. And lack of professional development opportunities and insufficient teaching resources.

Grammar Related Challenges

Teachers shared that they sometimes face grammar-related challenges. In this regard, T10 shared:

The main challenges I face in teaching writing skills include helping students develop a strong understanding of grammar, building their vocabulary, improving their ability to organize ideas coherently, and ensuring they can use a variety of sentence structures. Additionally, managing different levels of

student motivation, dealing with language anxiety, and balancing creative freedom with structural guidelines also pose challenges.

Teachers face significant challenges when students lack a strong grasp of grammar, as it affects their ability to write clearly and coherently. Frequent grammatical errors, such as incorrect subject-verb agreement and tense inconsistency, lead to miscommunication and require constant correction, consuming valuable instructional time. Additionally, students with weak grammar skills tend to rely on simple sentence structures, limiting their ability to express complex ideas effectively. This also impacts the logical flow of writing, as poor use of conjunctions and transitions results in disjointed paragraphs.

Vocabulary Related Challenges

Besides the grammar, teachers also face vocabulary-related challenges. In this regard, teacher T3 said, “Irregular participation, lack of interest, copy and paste habit, not writing single words, even with different false facts, etc. Similarly, T7 shared, “Grammar, sentence structure, and developing the habit of writing in the students is a challenging task.”

Based on the respondents' view, teachers face challenges in grammar, vocabulary, the ability to organize ideas, a lack of interest in teaching English writing skills, ensuring students that they can use a variety of sentence structures, motivating students in writing, etc.

Respondents suggest that addressing these challenges requires a combination of strategies, including ongoing teachers' development, better resource allocation, and innovative teaching methods. Similarly, schools should provide professional development for teachers, implement smaller class sizes. Incorporate technology to assist with writing practice. And promoting a positive learning environment can motivate students to engage in the writing process actively. Collaboration between teachers, students and schools to ensure improvements in writing instruction is helpful to overcome all these challenges.

Students' Related Challenges

Writing is a complex cognitive process involving multiple knowledge areas related to writing, such as linguistic proficiency, organization, critical thinking and creativity. Secondary level students often struggle with writing several interconnected reasons. Students experience cognitive overload when they need to focus on too many aspects at once, hindering their ability to produce coherent and structured texts. T5 shared, “Students’ challenges are a lack of vocabulary, making mistakes, a lack of understanding and their motivation in the classroom.” In a similar vein, another respondent, T4, revealed, “It is obvious that their less practice on English writing and less knowledge of diction, along with the habit of excessive use of the first language, are the challenges.” Likewise, another participant, T8, shared, “Anxiety in writing, fear of making mistakes, leading to a lack of confidence.” Teachers can solve these problems by breaking down writing into smaller stages, like pre-writing, drafting, and revising, to reduce cognitive load. According to the data, students have a lack of proficiency in grammar and vocabulary is another big challenge faced by students in developing writing skills. Based on the respondents' view, proficiency in grammar and vocabulary is foundational to effective writing. If students don't have knowledge about grammar, syntax and vocabulary, it affects the clarity and coherence of writing. T6 shared:

In English writing, most students face lots of challenges like cohesion, grammar, spelling, coherence, lack of interest, lack of patience, sentence structure, etc. Similarly, they have difficulties in Spelling and punctuation: Frequent errors with spelling and incorrect use of punctuation marks.

Students often struggle with sentence structure, punctuation and difficulty in expressing ideas. Respondents suggest that students need frequent exposure to meaningful language input to improve their proficiency in writing. In this line, T8 shared:

Common problems students face includes Limited vocabulary; Students often struggle to find the right words to express themselves. Grammar mistakes: Frequent errors in tense, subject-verb agreement, and article usage. Organizational issues: Difficulty in structuring essays logically, including the proper use of paragraphs. Spelling and punctuation errors: Regular mistakes in

basic spelling and incorrect punctuation usage. Fear of mistakes: Anxiety or lack of confidence prevents students from writing freely.

Limited exposure to reading and writing practices is another challenge faced by students. Reading is closely linked to writing ability, as it helps students develop awareness of genres, structures and vocabulary. Students who read less are less likely to develop the ability to write effectively. Writing practice outside the classroom is often minimal, leading to underdeveloped writing habits. Respondents indicate that extensive reading improves writing competence as it exposes students to different writing styles, which they can emulate.

Teacher support and feedback play a crucial role in writing development. Without specific guidance on areas for improvement, students struggle to correct their mistakes and enhance their writing. Respondents suggest that the importance of timely scaffolding and feedback is to help students advance from their current skill level. T9 shared, “Insufficient knowledge of content, hesitation regarding writing, lack of regular practices, insufficient time for writing, lack of motivation and guidance are the main problems that students have.”

Data shows that students face various challenges in developing writing skills, cognitive overload and linguistic limitations to and anxiety environmental factors. To solve all those challenges requires different effective strategies that teachers need to apply in the classroom to overcome those difficulties. Teachers need to provide explicit writing instruction, regular feedback and strategies to foster motivation and confidence. Similarly, teachers should adopt individualized strategies to develop the students' English writing skills at the secondary level.

For better writing skills, students need to have critical thinking and domain-specific knowledge. Students struggle if they lack familiarity with the topic, which is another problem in teaching writing skills. In the same way, students' anxiety and fear of failure make the teaching and learning process more complicated.

As the respondents said, some students feel anxiety, boredom, and fear of failure, which creates difficulties in teaching writing skills. When students face these types of feelings, this will lead to avoidance or minimal effort in learning English writing skills. A large classroom is another problem in teaching writing skills in the

context of Nepal. Teachers struggle to provide individualized attention and meaningful feedback.

Curriculum Related Challenges

The respondents indicate an awareness of the integration of enough writing exercises which effectively develop the writing skills of students at the secondary level. Similarly, it is necessary that various writing strategies need to be mentioned in the curriculum, which are really relevant for teachers as well as students. In this regard, one of the respondents, T10, shared:

In the secondary level curriculum, writing is a less focused activity for the effective teaching and learning of English writing skills. For the effective teacher, teaching learning various student-centered, modern strategies need to be included in the curriculum. Where students get a chance to be active, motivated and engaged. It is also necessary to incorporate technology to teach English writing skills.

The respondents indicated that curriculum designers have recognized the importance of incorporating writing activities with suitable teaching or learning strategies. It is also highlighted that teachers often face challenges in this regard, such as students' lack of motivation and limited access to resources. Therefore, the integration of writing exercises, teaching and learning strategies of writing in the curriculum serves as a structural framework aimed at addressing these challenges and emphasizing the importance of writing in the school curriculum.

Methodology-related Challenges

Respondents mention a shift of teaching writing strategies from traditional teacher-centered strategies to modern student-centered strategies in teaching writing. In this line, T4 shared, “The way of teaching writing has been changed from traditional teacher-centered to student-centered. Learning happens when learners are active in the classroom.” Likewise, another teacher, T3, shared:

I follow the modern strategies specially students'- centered strategies like group discussion, role play, use of the technology, brainstorming, giving feedback in group as well as individual, asking questions, PowerPoint presentation, project work, demonstrations, pictures descriptions, free writing,

focus students in the creative writing and planning strategies in the teaching English writing skills.

Teachers emphasize that the students must be engaged in various activities in the classroom to develop skills of writing. Teachers also need to be clear that they have to adapt student-centered methods and strategies to teach writing skills at the secondary level. The shift of teaching writing strategies reflects awareness of modern teaching strategies that encourage students' active engagement and participation, which is particularly relevant in teaching writing skills.

The respondents' indication of a shift from traditional teacher-centered strategies to student-centered writing strategies in teaching, as mentioned by some respondents, has emphasized the importance of incorporating student-active or engaging activities and creating a supportive classroom environment to enhance students' writing skills at the secondary level. Similarly, modern technology plays a vital role in the effective teaching of writing skills. It is reflected in T2's excerpt:

The way of teaching writing techniques has changed from traditional teacher-centered to modern student-centered. In the classroom, if teachers use the strategies which make students active, motivated and engaged in the writing process, then only effective teaching and learning will happen in the classroom. In the present time, technology has a great impact on teaching and learning activities, which is why we teachers should apply these strategies then students' English writing skills will be developed.

The respondents T2 indicate that in the present time, teachers have to use modern, effective strategies of teaching writing that need to be adopted in the classroom for fruitful teaching and learning of English writing skills. The strategies which make students active in the classroom, especially in the writing process. Students are engaging in various activities related to writing skills. Relevant strategies need to have that power which arouses the motivation in the students to learn. So, in the present language classroom, teacher should apply modern student-centered teaching strategies for writing skills, which is also mentioned in their view as well.

Analysis of Information Obtain from Observation Checklist

School: 1

I observed the teaching of writing at this school and found that, in the pre-writing stage, the teacher engaged students in brainstorming to generate and organize ideas about a particular topic. For vocabulary development, the teacher did not directly enrich the students' vocabulary but encouraged them to use a dictionary. As the lesson progressed, the teacher used free writing and creative writing activities to practice writing skills by providing various topics. The teacher also incorporated technology, such as pictures, videos, Google, blogs, and PowerPoint presentations, which helped develop writing skills in the classroom. Additionally, the teacher taught important grammar concepts related to the topic. After the writing session, the teacher provided both peer feedback and individual feedback. It was noted, however, that the teacher did not introduce important vocabulary before starting the writing activities, which was a notable gap in the lesson. In the post-writing stage, the teacher concluded that the writing class successfully motivated students to write more.

School: 2

Here, in this school, I found that the teacher didn't use pre-writing strategies like brainstorming, mind mapping, or discussion. The teacher directly provided a writing task to the students, but provided some important guidelines about the writing on a particular topic. After providing the topic, he encouraged students to write on the particular topic, giving some important vocabulary related to that topic. For writing practice teacher used writing models, which is good for students to enhance their writing skills. It was found that the school wasn't able to provide access to technology in the school as well classroom. This could create challenges in teaching writing skills if the teacher doesn't have the necessary resources and teaching materials. After writing practice teacher provided group or individual feedback, which is also a good thing to develop writing skills. Lastly teacher motivates students by giving writing tips and summing up the class.

School: 3

It was found that teachers still don't have access to the necessary technology in the school to teach English writing skills. The teacher is just using the traditional way

of teaching. The teacher didn't use student-centered teaching writing strategies that create big difficulties for students to enhance their writing skills. Students were not getting a chance to express themselves, teachers were not using collaborative teaching and learning strategies. During the classroom teaching teacher didn't motivate students to write effectively. Similarly, teachers didn't provide timely feedback to the student. By observing the classroom of writing, it can be said that various effective teaching writing strategies need to be included in the curriculum. In the same way, schools should provide timely professional development or training related to teaching writing skills.

School: 4

Here, in this school, I found that the teacher was still using teacher-centered teaching writing strategies in the classroom, where only the teacher was active in the teaching and learning process. Students didn't get a chance to express themselves freely, the teacher didn't use student-centered teaching writing strategies. There was no access to technology in the school. Students listen to the teacher and copy to develop their writing. The teacher didn't use collaborative learning where students didn't get a chance to learn themselves. At the end of class teacher didn't provide feedback to the students, teacher summed up the class by assigning homework. After observing this class, it was found that writing is still a less focused activity in the classroom. For the effective teaching and learning of writing skills, teachers have to apply various strategies by solving all the teaching writing-related problems, consulting with the school administration. Then, students' English writing skills will be developed.

Overall, the above observation checklists show that some teachers are effectively using various relevant teaching writing strategies. They have good knowledge about the learner-centered strategies and they have been using in their respective classroom to teach English writing skills such as brainstorming, using technology, PowerPoint presentation, free writing, creative writing, collaborative learning, provide timely feedback to the students, peer work/group work, motivating students for English writing skills. On the other hand, some teachers still use the traditional way of teaching writing in the classroom. They have been facing lots of challenges related to teaching writing skills, such as using effective teaching writing

strategies based on the students' interests and level, and they don't have enough knowledge about technology, using teaching materials, etc.

From the above observation, it can be said that some government schools have better access to all the necessary teaching writing materials, access to the internet, and other resources. But some other schools don't have access to the internet, technology, teaching writing materials, or resources. That's why teachers do not have the facilities to use the various resources in the classroom.

For effective teaching, learning writing skills, it is necessary that the school administration should provide the necessary materials in the school, and they have to provide technology to the teachers for students' better learning of writing skills. For that school also needs to provide a timely training or professional development program related to writing. They have to bring the experts into the school for monitoring of the teachers as well as the students. Similarly, it seems that writing is less focused on in the secondary level English curriculum. For that curriculum designer has to include the necessary strategies and activities in the curriculum.

Results and Findings

The study highlights the significance of interactive, process-oriented, student-centered, and collaborative teaching strategies in developing students' writing skills. The findings indicate that teachers effectively incorporate various strategies, such as brainstorming, peer collaboration, feedback, cubing, questioning, reading comprehension, demonstrations, picture descriptions, project work, PowerPoint presentations, technology integration, summarizing, paraphrasing, free writing, parallel writing, guided writing, scaffolding techniques, reflective practices, and planning to enhance the teaching of English writing skills.

Strategies Used in Teaching Writing Skills

- Emphasizing process-oriented, student-centered, and collaborative teaching methods.
- Encouraging active participation, creativity, and critical thinking to help students express their thoughts effectively.
- Incorporating fun activities, quizzes, and games to make writing engaging.

- Using brainstorming, peer collaboration, teacher feedback, role play, creative writing, intertextuality, and guided writing.
- Applying scaffolding techniques, reflective practices, and planning to improve writing skills.
- Encouraging free writing, parallel writing, summarizing, and paraphrasing.
- Implementing writing frameworks and modeling to guide students.
- Integrating PowerPoint presentations, technology-based writing tasks, and digital resources.
- Utilizing visual aids such as pictures to stimulate writing ideas.
- Encouraging process writing, project-based writing, and guided writing (though these receive less attention from teachers).
- Engaging students through reading comprehension activities, questioning techniques, and demonstrations.
- Applying cooperative activities and mixed learning techniques to support students' writing development.
- Schools should provide timely teacher training and invite writing experts for instructional enhancement.
- Curriculum designers should incorporate relevant strategies and activities to support effective writing instruction.
- Schools and educational policymakers should ensure that writing instruction receives adequate focus in curriculum planning.

Challenges Faced by Teachers in Teaching Writing

- Students struggle with word production, grammar, vocabulary, spelling, memorization of grammar rules, and sentence construction.
- Many students experience writing anxiety, fearing mistakes and criticism.
- Teachers struggle with developing students' creativity, motivation, and content development in writing.
- Some teachers still rely on traditional, teacher-centered methods, limiting student engagement and self-expression.
- Writing is often given less focus in English instruction, creating obstacles in developing students' writing skills.
- Many teachers lack sufficient knowledge of effective writing strategies.

- Some teachers feel unprepared and struggle with providing appropriate writing formats.
- Difficulty in integrating technology effectively into writing instruction.
- Limited resources and materials hinder effective writing instruction.
- Teachers should collaborate with the school management committee to ensure necessary resources are available.
- Teachers need continuous professional development to stay updated on effective strategies.
- Teachers pay less attention to peer review, process writing, guided writing, and project-based writing.
- Identifying and addressing students' writing errors through guided instruction leads to significant improvements, yet this is not consistently practiced.

Chapter V

Conclusions and Implications

This chapter presents the conclusions and implications drawn from the results and discussion in the previous chapter. It is divided into two sub-sections. The first sub-section outlines the conclusion of the study, while the second sub-section discusses the implications of the study based on its findings and results.

Conclusions

The study highlights the significance of interactive, process-oriented, student-centered, and collaborative teaching strategies in developing students' writing skills. Teachers employ a range of strategies, including brainstorming, peer collaboration, feedback, cubing, questioning, reading comprehension, demonstrations, picture descriptions, project work, PowerPoint presentations, technology integration, summarizing, paraphrasing, free writing, parallel writing, guided writing, scaffolding techniques, reflective practices, and planning. The use of student-centered and modern teaching methods plays a crucial role in enhancing students' writing development. Additionally, strategies such as modeling, writing frameworks, and technology integration have been found to actively engage students and improve their writing competence. By fostering a positive classroom environment and encouraging active participation, creativity, and critical thinking, teachers enable students to express their thoughts and emotions more effectively, which is essential for writing development at the secondary level.

The study's findings indicate that when teachers implement effective, student-centered strategies, students' writing skills improve significantly. Key strategies such as brainstorming, group work, peer collaboration, role play, creative writing, intertextuality, teacher feedback, free writing, and guided writing contribute to the enhancement of students' writing abilities. Teachers also incorporate engaging activities such as quizzes and games to make writing instruction more enjoyable. Student feedback suggests that they respond positively when such strategies are employed, demonstrating increased motivation and engagement in writing tasks.

Despite the use of various teaching strategies, students continue to face several challenges in developing their writing skills. Common difficulties include word production, grammar, vocabulary, spelling, and memorization of grammar rules,

sentence construction, and a general lack of writing proficiency. Additionally, many students experience anxiety about making mistakes, which hinders their confidence and willingness to write. To address these challenges, teachers need to incorporate cooperative learning activities, provide constructive feedback, and implement mixed learning techniques to support students' writing development. Furthermore, engaging students in the writing process through creativity-driven strategies fosters independent learning and improves their overall writing skills. The integration of technology into writing instruction is another vital component, as it offers interactive and dynamic learning opportunities that enhance students' English writing abilities.

While teachers adopt various strategies to enhance students' writing skills, they encounter several challenges in the classroom. A major difficulty is fostering creativity, motivating learners, and improving content development. Additionally, many teachers lack sufficient knowledge of effective writing strategies and struggle with providing appropriate writing formats. Some teachers also experience uncertainty or nervousness due to inadequate preparation and face challenges in effectively using technology to teach writing. To overcome these difficulties, teachers must continuously update their teaching strategies, ensuring that they actively engage students in the writing process and create a supportive learning environment.

Moreover, the study found that in some schools, traditional teacher-centered methods remain prevalent, limiting students' opportunities for self-expression and engagement in writing tasks. Writing often receives less emphasis in the curriculum, posing significant challenges to the development of students' writing skills. Addressing these issues requires teachers to adopt more interactive and student-centered approaches while staying informed about effective writing instruction methods.

A lack of resources and materials further complicates writing instruction at the secondary level. To tackle this issue, teachers should collaborate with school management committees and administrators to ensure the availability of essential teaching materials. The study suggests that schools should provide timely teacher training on writing instruction and invite writing experts to enhance teaching quality. Additionally, curriculum designers should integrate relevant writing strategies and activities into the curriculum, supporting teachers in implementing more effective instructional methods. Policymakers and educational institutions must also prioritize

writing instruction within curriculum planning to ensure that students receive adequate support in developing their writing skills.

Finally, the findings of this study reinforce the critical role of teachers in fostering students' writing development. When teachers implement student-centered, interactive, and innovative teaching strategies, students' writing abilities improve significantly. Effective strategies not only enhance students' motivation and engagement but also help them overcome writing-related challenges. Furthermore, institutional support, adequate resources, and ongoing teacher training are essential for sustaining high-quality writing instruction. By adopting these approaches, teachers can create a more effective and supportive learning environment, ultimately leading to improved writing outcomes for students.

Implications

Findings of this research suggest the impact of specific writing strategies on students' academic performance and motivation. Similarly, this research examines how various strategies are adapted in the classroom to improve students' English writing skills. Considering the needs of diverse learners, including the learning difficulties of English language learners. This study provides insights into how these strategies are implemented in the English language classroom. On the basis of my findings and conclusions, the following implications have been made.

Policy Related

This research study can be highly helpful for the policy makers of Nepal to formulate the policy related to teaching and learning of English writing skills at the secondary level. Similarly, it would be helpful for policymakers as well as curriculum designers in order to reduce the challenges in teaching, learning English writing skills. The following are some implications that can be applied at the policy level.

- i. It is recommended that incorporate variety of teaching writing strategies in the curriculum. Which meets students' diverse needs.
- ii. The government should allocate funding and resources for teacher training in teaching writing skills. And the government need to provide in-service training, manage resources for teachers' workshops.

- iii. Policy makers should develop and implement an assessment system that evaluates students' writing skills and motivates students to enhance their writing skills.
- iv. It is recommended that school should maintain their policy of providing necessary materials to the teachers for teaching in the classroom.
- v. School should make their policy that consult with the teachers to know about their challenges and difficulties in teaching writing skills.
- vi. The policy makers and curriculum designers should design policy and curriculum according to the needs, age and interest of the students.
- vii. School administration should make a policy to conduct training for teachers in teaching writing skills.
- viii. Policy makers need to set the policies that encourage manageable classroom sizes, allowing teachers to provide individualized feedback, one-to-one support.
- ix. Policy makers or curriculum designers need to incorporate technology in school education and the curriculum. Encourage the use of technology in the writing class.

Practice Related

This study has significant application for a wide range of individuals who work in teaching writing skills at the secondary level. Specifically, this study will be significant for secondary-level teachers who do various activities for students to develop their English writing skills. Therefore, this study would be very useful for people concerned with English language teaching related to teaching writing. It is widely acknowledged that this study can serve as a valuable guide and supportive tool for teacher practitioners, textbook writers, materials producers, linguists, curriculum designers and future researchers. The following implications have been made.

- i. Based on the findings of this research, the curriculum designers have to incorporate effective teaching writing strategies and activities.
- ii. Teachers should be innovative themselves in using various teaching writing strategies based on the students' interests, level in the classroom.
- iii. Teachers should be careful to apply different strategies according to the situation and the context.
- iv. Teachers should make the best use of available resources in the classroom, adapting teaching strategies to suit the resources that can help overcome challenges related to resource disparities.

- v. The school management committee can provide various materials for teachers so that teachers can apply various teaching writing strategies in the classroom.
- vi. The school management committee and administration should provide timely professional development training to the teachers. And they have to consult with the writing experts to invite them to the school for teacher training and workshops.
- vii. The teacher should be an action researcher in the classroom to solve all the challenges related to teaching and learning English writing.

Further Research Related Implications

No work is final, and no research is complete in itself. This research can function as a foundation for further research. It can also broaden their knowledge for their research work. Similarly, this study attempts to find out the strategies teachers use in enhancing writing skills at the secondary level English classroom. Keeping the delimitations in mind of this study, the following directions for further research appear promising.

- i. This study was conducted to explore the strategies used by teachers to enhance English writing skills and to identify the challenges they face in teaching these skills. As a survey research with a qualitative, phenomenological approach, it can be expanded to a larger population to further investigate the strategies employed by teachers and the challenges they encounter in teaching English writing at the secondary level.
- ii. This research study will make aware to the policy makers and the curriculum designers aware of the best curriculum and support for the teacher who teaches at the secondary level.
- iii. This study was conducted in Bigu-Rural Municipality, Dolakha, focusing on the strategies used by teachers to enhance English writing at the secondary level. Future researchers have the opportunity to conduct studies in different districts, geographical regions, and among diverse populations.
- iv. Further research can be carried out to investigate the issue in teaching English writing skills, challenges faced by students in English writing skills.

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Appendices
Appendix I
Questionnaire

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **Strategies and Challenges of Teaching English Writing Skills** under the supervision of **Dr. Hari Maya Sharma**, Lecturer, Department of English Education, Kirtipur, Kathmandu. The objective of my study is to explore the strategies used by teachers to develop the writing skills in secondary-level English classrooms and to find out the challenges that students and teachers face while implementing English classes. Your cooperation in the completion of the questionnaire through authentic and reliable information will be of great value to me. Please feel free to put your responses required in the questionnaire. I would assure you that the responses made by you will be used confidentially only for research purposes.

Teacher's Name: Date:

Qualification: Types of School:

Gender: School's Name.....

Questionnaire

Open-ended questions

1. How do you teach writing skills in the classroom?
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.....
2. What strategies do you use to teach English writing skills to your students?
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3. What is the student's perception regarding the usefulness of these writing strategies?
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4. Why do you think students face challenges to cope with writing skills?

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.....

5. What kind of strategies do you follow for learners to improve their writing skills at the secondary level?

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6. How do you motivate students to improve their writing skills?

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7. What types of strategies do you use for students' motivation?

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8. What types of different strategies do you use for different writing stages, like pre-writing, while-writing, and post-writing stages?

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9. How do you incorporate technology in teaching writing?

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10. How do you use pictures in the classroom to improve writing skills?

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11. How do you apply different strategies in teaching English writing skills?
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12. What types of strategies do you use for getting ideas?
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13. How do you handle students' writing anxiety or their confidence?
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14. While teaching in the classroom, which strategies do you use most, controlled writing, guided writing, free writing, writing para-orthographic text, keeping a journal, parallel writing?
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15. Do you feel difficulty in teaching English writing skills?
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16. What challenges do you face in teaching writing skills?
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17. There are so many areas which I take as difficult areas to deal with in teaching writing skills, such as difficulties related to subject matter, vocabulary and grammar, using a range of sentence structures, spelling and punctuation. In which areas that you mostly feel difficulties in teaching English writing skills?
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18. What are the students' challenges in writing skills?
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19. How do you tackle all those difficulties?
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20. What do you think might be the reasons behind these difficulties? For example, difficulties are caused due to lack of sufficient knowledge of the respective topic, due to level of confidence, due to the varied concept of the writer as we find different guidelines by different writes on related topics and due to anxiety and overcrowd of the students, due to the effective strategies and techniques.
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21. What should be done to remove all those difficulties?
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22. What are the different problems students have with English writing skills?
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23. What do you think, why students feel difficulty in English writing?
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24. In the secondary level English curriculum what types of English writing strategies have been included?
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Thank you for your valuable time and ideas

Appendix II

Model of Observation Checklist

Category	Indicator	Observed (Yes/No)	Explanation
1. Pre-Writing Activities	Use of brainstorming, mind mapping, or discussions		
	Teacher provides clear writing guidelines about topic		
	Encourages students to write		
2. Vocabulary Building	Provides vocabulary lists related to topic		
	Uses games and quizzes to enhance vocabulary knowledge		
	Encourage students to use dictionary for variety of word		
3. Writing Practice	Assign guided writing, free writing, creative writing		
	Incorporates peer/individual feedback activities		
	Allow students to engage in collaborative writing practice		
4. Use of feedback	Provides timely and constructive feedback		
5. Technology Integration	Use the technology like presentation, Google, blogging		
6. Motivation Techniques	To enhance students writing teacher use motivation		
7. Grammar	Direct teaching of relevant to writing tasks		
	Provides sentence structures		
	Provide paragraph structure		

School: 1

Category	Indicator	Observed (Yes/No)	Explanation
1. Pre-Writing Activities	Use of brainstorming, mind mapping, or discussions	Yes	Here, teacher just used brainstorming as Pre-writing strategy to teach writing skills. For brainstorming teacher ask some question and show some pictures related about the writing topic
	Teacher provides clear writing guidelines about topic	Yes	Teacher provides some important idea and guideline about the topic
	Encourages students to write	No	Teacher didn't encourage students to write
2. Vocabulary Building	Provides vocabulary lists related to topic	No	Teachers didn't provide list of vocabulary
	Uses games and quizzes to enhance vocabulary knowledge	No	
	Encourage students to use dictionary for variety of word	Yes	Here, encourage the students to use dictionary
3. Writing Practice	Assign guided writing, free writing, creative writing	Yes	For the writing practice teacher used creative

			writing, free writing and guided writing
	Incorporates peer/individual feedback activities	Yes	For feedback teacher used peer or individual activities
	Allow students to engage in collaborative writing practice	Yes	use collaborative writing by teacher
4. Use of feedback	Provides timely and constructive feedback	Yes	provide timely feedback
5. Technology Integration	Use the technology like presentation, Google, blogging	Yes	Teacher mostly used technology in the classroom
6. Motivation Techniques	To enhance students writing teacher use motivation	Yes	
7. Grammar	Direct teaching of relevant to writing tasks	Yes	
	Provides sentence structure	No	
	Provide paragraph structure	No	

School: 2

Category	Indicator	Observed (Yes/No)	Explanation
1. Pre-Writing Activities	Use of brainstorming, mind mapping, or discussions	No	Here, teacher didn't used brainstorming

	Teacher provides clear writing guidelines about topic	Yes	Teacher provides some important idea and guideline about the topic
	Encourages students to write	No	Teacher didn't encourage students to write
2. Vocabulary Building	Provides vocabulary lists related to topic	Yes	Teachers provide list of vocabulary
	Uses games and quizzes to enhance vocabulary knowledge	No	
	Encourage students to use dictionary for variety of word	Yes	Here, encourage the students to use dictionary
3. Writing Practice	Assign guided writing, free writing, creative writing	No	For the writing practice teacher didn't use creative writing, free writing and guided writing but teacher used model of writing
	Incorporates peer/individual feedback activities	Yes	For feedback teacher used peer or individual activities
	Allow students to engage in collaborative writing practice	Yes	use collaborative writing by teacher
4. Use of feedback	Provides timely and constructive feedback	Yes	provide timely feedback

5. Technology Integration	Use the technology like presentation, Google, blogging	No	There doesn't have the access of technology in this school
6. Motivation Techniques	To enhance students writing teacher use motivation	Yes	
7. Grammar	Direct teaching of relevant to writing tasks	Yes	
	Provides sentence structure	No	
	Provide paragraph structure	No	

School: 3

Category	Indicator	Observed (Yes/No)	Explanation
1. Pre-Writing Activities	Use of brainstorming, mind mapping, or discussions	No	Here, teacher didn't used brainstorming, mapping or discussions as pre- writing strategies
	Teacher provides clear writing guidelines about topic	Yes	Teacher provides some important idea and guideline about the topic
	Encourages students to write	No	Teacher didn't encourage students to write
2. Vocabulary Building	Provides vocabulary lists related to topic	No	Teachers didn't provide list of vocabulary

	Uses games and quizzes to enhance vocabulary knowledge	No	
	Encourage students to use dictionary for variety of word	yes	Here, encourage the students to use dictionary
3. Writing Practice	Assign guided writing, free writing, creative writing	Yes	For the writing practice teacher used creative writing, free writing and guided writing
	Incorporates peer/individual feedback activities	No	Teacher didn't provide feedback to the students
	Allow students to engage in collaborative writing practice	No	Teaching use traditional way of teaching
4. Use of feedback	Provides timely and constructive feedback	No	There is no timely provided
5. Technology Integration	Use the technology like presentation, Google, blogging	No	Access of technology is not available in school or classroom
6. Motivation Techniques	To enhance students writing teacher use motivation	Yes	
7. Grammar	Direct teaching of relevant to writing tasks	Yes	
	Provides sentence structure	No	
	Provide paragraph structure	No	

School: 4

Category	Indicator	Observed (Yes/No)	Explanation
1. Pre-Writing Activities	Use of brainstorming, mind mapping, or discussions	No	Teachers didn't used any pre-writing strategies
	Teacher provides clear writing guidelines about topic	Yes	Teacher provides some important idea and guideline about the topic
	Encourages students to write	No	Teacher didn't encourage students to write
2. Vocabulary Building	Provides vocabulary lists related to topic	No	Teachers didn't provide list of vocabulary
	Uses games and quizzes to enhance vocabulary knowledge	No	
	Encourage students to use dictionary for variety of word	Yes	Here, encourage the students to use dictionary
3. Writing Practice	Assign guided writing, free writing, creative writing	No	Teachers used traditional way of teaching where just teach was active in the classroom
	Incorporates peer/individual feedback activities	No	Teacher didn't provided feedback to the students
	Allow students to engage in collaborative writing practice	No	

4. Use of feedback	Provides timely and constructive feedback	Yes	
5. Technology Integration	Use the technology like presentation, Google, blogging	No	School didn't had access of technology
6. Motivation Techniques	To enhance students writing teacher use motivation	Yes	
7. Grammar	Direct teaching of relevant to writing tasks	Yes	
	Provides sentence structure	No	
	Provide paragraph structure	No	