

## CHAPTER: ONE

### INTRODUCTION

The present study is on the **Techniques Used by the Teachers in Teaching Free Writing**. This chapter consists of all together seven sub headings namely; background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

#### 1.1 Background of the Study

Language is a means of communication. Human beings express their feelings, emotions, desires and ideas with the help of language. In this regard, Crystal (1994, p. 212) defines language as “the systematic, conventional use of sound, signs or writing symbols in a human society for communication and expression.” Thus, language is the most advance and powerful means of human communication.

Since language is a primary means of communication, it is and learnt everywhere. English language is widely spoken all over the world. Therefore, English language teaching (ELT) has become a common term for all the teachers worldwide. Language has four skills, viz. listening, speaking, reading and writing. The former two skills that is listening and speaking are receptive skills and the reading and writing skills are the productive skills.

Writing is the output of listening, speaking and writing. It is permanent and accurate in comparison to other skills. Language is the powerful means of communication. Different skills are used in language and writing a language. Writing is a productive skill which needs very careful handling to give sensible sentences and paragraphs. It remains generation to generation. We can save our culture, tradition and share our ideas and thoughts from one generation to another by the means of writing.

Writing needs constant practice to develop writing skill. It needs different composite skills like mental, rhetorical and critical. The writer feels more comfortable in putting his/her thoughts exactly on paper. S/he expresses his/her feelings on paper. Writing gives relaxation to us.

Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures, thoughts and norms and values from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways, (Harmer, 1991, p.78).

In the same way, Pinacus (1993, p.110) defines free writing as the ability to write freely what has been taught, not the ability to write anything at all.

Similarly, Rivers (1968, p.252) says:

The ability to write freely and independently is the undoubted goal of writing lesson. The students are taught, controlled and guided the exercises before they attempt to write freely in whatever style or variety is being taught. In free writing along with the traditional lines, the students are presented with a topic and free to write them as they please. Free writing is the final state on the development of the writing skill. It is the type of writing on any topic which gives complete freedom of expression.

In the same way, Nunan (1989, p.36) adds that the free writing is the practice of writing down all of our thoughts without stopping and without the regard for spelling, grammar or any of the useful rules for writing. It might include a topic as a general guide or it might not. The purpose of the exercise varies, but it can be used to generate ideas and to clear out distracting thoughts. These are various forms of free writing, such as journals, essays and fiction writing.

Teaching is taken as an art and teacher as artist. So, a teacher has to use an appropriate technique, authentic materials and different activities for teaching which should address the needs and interests of the students. In this sense, a technique is any action, task or strategy which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in a harmony with an approach as well. It refers to various activities that either teachers or learners perform in the classroom. It includes all the tasks and activities. They almost always plan and deliberate, done on purpose rather than by accident (Anthony, 1963, as cited in Richards and Rodgers, 2001, p. 19).

Teachers use different techniques while teaching free writing to their students like brainstorming, discussion, fast writing. So, I have identified those techniques that the teachers used in this study.

## **1.2 Statement of the Problem**

Language teaching and learning is very challenging job for both the teachers and learners who do not have English as a mother tongue. Language teaching and learning takes place only where the learners are motivated and when they are engaged in writing takes in ESL and EFL context. Similarly, the technique is the most frequently used term in the field of language teaching which is equally essential for the effective language teaching and learning. Regarding the concept of teaching writing, until and unless one selects an appropriate technique, s/he cannot teach well. So, the selection of an appropriate technique for guiding students effectively in free writing exercises is the great issue. In reality, to be a successful teacher, one should have become professional, personal and social qualities and moreover, s/he should have broader and extensive knowledge of teaching techniques. Until and unless, one writes well, s/he cannot be considered well and successful academically. So, the selection of the technique to teach writing is a must.

Today, the weightage given to writing in the present syllabus of English for secondary level schools of Nepal reveals that the writing component has been emphasized considering the achievement required for English proficiency in the learners. However, this expectation is far from the implementation indeed. The result of English subject in the examination shows a high percentage of failure which has questioned the English language teachers/ learning itself. The reason of this massive failure is not only the poor writing habit of the learners but also the use of less appropriate techniques while teaching writing. In the schools, the students are brought up in parrot learning due to which they are linguistically bankrupt are most of them cannot produce even a single sentence of their own. So, in order to teach the writing at schools in the best way, the teachers need to use various techniques. In this sense, this study states the problems of using techniques and activities in teaching free writing to the students.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- To find out the techniques employed by the teachers in teaching free writing at secondary level,
- To find out the opinions of the secondary level English teachers toward the techniques used in teaching free writing,
- To suggest some pedagogical implications,

### **1.4 Research Questions**

This study attempted to find out the answer of the following research questions:

- I. What are the techniques used by the teachers for teaching free writing at secondary level?
- II. What is the opinion of English teachers about the techniques of teaching free writing?

### **1.5 Significance of the Study**

This study is supposed to be useful for all the concerned persons to make them aware of the importance of teaching free writing at secondary level. This study will shed light on different techniques and activities of teaching free writing. Similarly, it will attempt to find out the different techniques and activities of teaching free writing at secondary level employed by the secondary level English teachers. The finding and suggestions derived from this study will be useful for all the teachers, students, school administrations, course designers, textbook writers and policy makers. This study will also be helpful to get the clear picture of the importance of the techniques of teaching free writing at secondary level as it covers 35% of the total marks in the examination. To be specific, this study will be highly beneficial for teachers who involved in English language teaching and learning. So, the teachers improve their methods in teaching free writing from this study.

### **1.6 Delimitations of the Study**

I had carried out this study considering the following limitations in order to make it precise and systematic. Both the government aided and private schools of Kathmandu valley were taken as the sample of the study. Only 8 secondary level English teachers were the informants of the study. This study was limited to eight secondary level schools. The data were collected through the classroom observation with the help of check list and a set of questionnaire. This study was based on survey research design.

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

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

**Composition:** The term composition used in this study refers to the free writing practice in different topics.

**Free writing:** Free writing in this study means students free practice on writing about different topics like discipline, Dashain festival and so on.

**Techniques and Activities:** This term used in the study refers to a particular way, action plan or trick used by the teachers to teach the secondary level students and to accomplish writing for example, discussion on topic, brainstorming.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORKS**

This chapter includes the review of related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

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

Basically, the researcher reviews different related literature for the theoretical basis of his/her study. A theoretical framework guides the researcher to work on their topic by exploring the ideas about the topic of their study through the reviewing of different texts, thesis, and articles and so on. After reviewing the articles, books and theses, a number of theories have been developed from different literature. They are discussed in the following sub-sections.

##### **2.1.1 Writing as a Skill**

There are four skills of language i.e. listening, speaking, reading and writing. Writing is the skill associated with the productive aspect of language. It is immensely important because it is the permanent and powerful medium of the expression. It is productive skill of language in natural order. When we write, we use graphic symbols that are letters or combinations of letters which are related to the speech sounds (Byrne, D.1979, p. 12). Writing is much more than the production of graphic symbols. Any writing is expected to impart the message to the readers. Writing involves the encoding of a message of some kind that is why it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language.

##### **2.1.2 Free Writing**

Simply, free writing is the practice of writing down all four thoughts without stopping and without regard for spelling, grammar or any of the usual rules for

writing. It might include a topic as a general guide, or it might not. The purpose of exercise varies, but it can be used to generate ideas and to clear out distracting thoughts. These are various possible forms of free writing, such as journals, essays and fiction writing.

According to Rivers (1968, p.245), “Free writing is a discovery or prewriting strategy intended to encourage the development of ideas without concern for the conventional rules of writing.” It is one of the better techniques that writers can use early in the process. If you have an idea for a topic, but are not sure whether it will work or not, one way to find out is through free writing.

Similarly, Elbow (1983, p.37) mentions, “To write and not stop for anything, go quickly without rushing, never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what you are doing.” It fosters uninhibited thought, because the students know that they are not going to be graded on their emotional responses to a particular topic. They also realize that these are no rules to writing about, such as style, grammar, specific organization etc.

In the same way, Cross (1988, p.26) says;

Free writing is a means of teaching students those personal and emotional aspects of the self which are welcomed and are often seen in all types of writing, including academics. The academic writing that one is taught in high school often discourages the use of the personal or emotional to get a point across.

Free writing is the ability to write freely what has been taught, not the ability to write anything at all (Pinacus (1993, p.110). It requires a careful planning and students should be helped in this stage. However, the help required here is of indirect sort. The teacher should help the students with the choice of topics,

which could be based on their interests, their familiarity with the subject matter and the usefulness of the ideas.

Free writing can be classified into four types. They are narrating (e.g. an incident story), describing (e.g. in the form of an essay or paragraph), replying (e.g.: in the form of a letter or application) and explaining (e.g. the reasons for something).

### **2.1.3 Importance of Teaching Writing**

Writing is an important medium of expressing our thoughts, ideas and feelings in the form of graphic representation (Rivers, W.M. 1969, p. 18). There is no doubt that writing is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. So, writing attracts special importance because it makes an exact man. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating, each and every, skill (listening, speaking, reading and writing) has its own specific significance but writing is the most demanding language skill. Both in education field and future career, one will be judged in part of one's ability of communicate his/her view on paper. The main goal of written language is to convey information accurately, effectively and appropriately.

Good writing skill helps students in securing good marks in examination. It is helpful medium for those students who cannot express themselves in oral presentation. Thus, we can say that those students are perfect English learners who have good knowledge of writing skill because writing makes perfect.

Harmer (1991, p.86) says, "Writing as a co-operative activity, co-operating writing works well with both process and genre based approaches." In the same way, he argues that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right.

In the words of Richard (1985, p.101), “Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately.”

The main purpose of writing is to enable the learners for free composition and creative writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own.

### **2.1.4 Essential Characteristics of Good Writing**

Writing is an art of using language. But it is a very complex task to write clearly and explicitly. In this context, Richards (1985, p.100) says;

Learning to write in either a first or second language is one of the most difficult tasks. Learning to write is a difficult and lengthy process, that one includes anxiety and frustration in many learners. Yet good writing skills are essential to academic success and requirement for many occupations and professions.

Correct and efficient writing is the most desirable thing to be called effective writer. Similarly, simplicity and directness are the most useful properties of good writing. Writing requires good imagination and logical sequence of thoughts. According to Richards (1985, p.100), Writing includes the following characteristics:

#### **Simplicity**

The important quality of a good writing is to reduce the complexities and expressing ideas or thoughts in a natural way. Simplicity and smoothness make writing comprehensible and readable which never disturb the reader to understand the gist of the writing. It avoids the extra stylistic words, genres, jargons, flourishing and ambiguous words and so on. Students should be simple

in their writing. It should not be vague. The sentences used by students should be short and natural one.

### **Continuity**

A good writing should have continuity of thought and natural cogency in ideas. Continuity in writing should be maintained with each element. There must be continuity of thought from one word to following word, from one phrase to next phrase, from one sentence to other sentence, from the first paragraph to second and from first chapter to the next. This concept is based on the natural link of ideas continuity in writing enables the writer to maintain a uniform standard from the beginning to the end.

### **Complete**

A good writing must be complete otherwise that will be meaningless. It completes the topic it deals with. Good writing should avoid exaggeration and hyperbolic and self-contradictory statements.

### **Free from errors**

As writing is the permanent record of one's thoughts or ideas, it must be accurate. Every written piece has to be free from orthographic, semantic, grammatical, idiomatic, punctuation and other errors otherwise the text can be considered differently. Besides, good writing must have examples and illustration to explain abstract and different ideas and new information.

### **2.1.5 Steps of Free Writing**

Writing is the productive and secondary skill of language. Writing is essentially a thinking process and certain aspects of thought are inaccessible to consciousness. Written thought is often meager in comparison with wealth of mental effort that the reader fails to understand or follow from the written page the meaning which is so clear to us. Not only can it help to reconstruct the thinking that went into the writing, and thus supply important clues for

improving the coherence of the text, it can also give us a fascinating insight into what goes on as we struggle to translate meaning into words. There are different steps of writing. According to White (1991, pp.11-137) the process writing follows following points:

### **Generating ideas**

Since writing is primarily about organizing information and communicating meaning, generating ideas is a crucial part of the writing process. Because actually getting started is one of the most difficult and inhibiting steps in writing, idea generating is particularly important as an initiating process. For this reason, the activities which follow can be regarded as belonging to the initial stages, when the writer is still attempting to discover a topic and identify a purpose. Even in later stages. However, idea generating continues to take place. So that the techniques used to stimulate ideas at an initial state may still prove useful.

### **Focusing**

Focusing includes discovering main ideas, considering purpose and so on. In this topic the focus is given on main idea of the text, purpose of the text is described.

### **Structuring**

Structuring information entails various organizational processes of grouping ideas together and deciding upon how to sequence them. However, as we are not that much aware of our own writing, we very rarely know exactly what we are going to write and how we are going to present it until we actually start writing. Although the writer may start off with a general organizational scheme, new ideas are constantly generated by the actual process of writing. In other words, writing organization of ideas is a preliminary and final stage, but rather where ongoing reorganization is the keyword.

## **Drafting**

Many of the activities described in earlier section are often classified as ‘pre-writing.’ The main concern of the writer in writing is that how best to organize information and ideas for their reader, writer now have to think of how to attract of their audience, how continue appealing to them, and how to lead them through the text to a conclusion.

## **Evaluating**

Evaluating is essential that the language be understandable and the reasoning well maintained. It is the assessment of the draft.

## **Reviewing**

One essential part of the process remains, though, namely to ‘re-view’ the text, as if with a new pair of eyes. And often, even at this stage, a new look at what is on the page is quite likely to give rise to get more ideas and thoughts which have to be worked into the original conception. It includes checking the context, connections, divisions, assessing impact, editing, correcting and marking and taking final stock of the product

Similarly, Richards and Renandya (2002, p.48) have presented the stages of teaching process writing can be outlined as follows:

## **Planning**

Teaching writing will not simply be successful unless the teacher prepares an overall plan of it. It is a pre-writing activity that encourages students to write. In this stage, the writer generates tentative ideas and gathers information for an effective writing. The following activities provide the learning experiences for students at this stage:

- Brainstorming
- Consulting resources for information
- Making notes

- Organizing notes

### **Making an Outline**

In this stage, the organized ideas are to be set in certain order and relationship. It might be written in short phrases, incomplete sentences, but it must be legible.

### **Preparing the First Draft**

At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. According to White and Arndt (1991, p.99), “Drafting activities make the move from pre-writing activities to actual writing process. They are moving from writer-based writing to reader-based writing.”

### **Revising, Editing and Producing the Final Draft**

First draft can never be the final product. The writer can change the words, sentences or even some part of organization. S/he can judge the overall coherence of the writing text. It is the stage in which the writer improves global content and the organization of ideas so that the writer’s intent is made clearer to the readers. Production of the final copy is the goal of writing. This is a post-writing activity.

#### **2.1.6 Problems in Writing**

Writing is not just graphic representation of speech. Instead, it requires some special composite skills like mental, psychological, rhetorical, critical etc. Therefore, it seems to be a complex or difficult task. Byrne (1979, pp. 3-5) mentions the following problems in writing:

#### **Psychological Problems**

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present

when we use language and to getting feedback of some kind (Byrne, 1979, p. 3). Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing complex.

### **Linguistic Problems**

Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentences: to some extent the latter is maintained through the process of interaction (Byrne, 1979, p. 4). We also have a considerable range of prosodic features at our disposal. However, in writing, we have to compensate for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own. That is to say, while organizing sentence structure and connecting them coherently and cohesively, we use a process of interaction in speech i.e. all participants helps to compensate spontaneous ungrammaticality and incompleteness whereas in writing, the writers themselves have to be responsible while organizing sentence structures and connecting them together, and while compensating ungrammatically and incompleteness.

### **Cognitive Problems**

We spend much of our time in learning to speak in normal circumstances. We also appear to speak without much conscious effort of speak about socially or professionally relevant subject matter of our interest. On the other hand, Byrne (1979, p. 5) says that writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech or perhaps not used at all, but which are important for effective communication in writing.

Because of these facts, writing seems to be the most complex skill. Therefore, the teachers require some special skills and strategies to make their learners performing a good writing.

### **2.1.7 Techniques Used in Teaching Free Writing Composition**

Writing a composition is an art which enables the writers to create new thoughts, feelings and ideas and transmit them to their readers. So, it is completely a creative activity. It promotes creative skill, subject specific skill and ability to self evaluation. Free writing compositions allow the expressions and the ability to explore ideas and use the imagination. Writing composition is a complex process requires complex strategies while teaching. However, the strategies differ from teacher to teacher and even from subject to subject therefore, there might be various strategies in teaching writing composition. Strategies may have developed that give students the opportunity to express their thoughts and feelings in the form of composition.

It is well known fact that writing of composition does not exist automatically, instead requires certain strategies in the hand of teachers while teaching.

White and Arndt (1991, p.7) provide a typical sequence of activities of writing that the teacher may be benefited to teach how to compose free writing. They are:

- **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and

provide controversial sentences like works on their topic for given time period, and presents their opinions to the class in written form. It is essential discussions, it is always better not to form large groups because the quiet students may avoid contributing in large groups.

- **Brainstorming/making notes/asking questions**

On a given topic, students can produce ideas in a limited time.

Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

- **Fast writing/selecting ideas/establishing a view points**

It is an activity of writing where the students select the ideas, note the main points and establish the view points. Before writing details about the topic, students note the main points. It is also known as fast writing.

- **Rough draft**

Writing the rough draft is the note taking, outlining and prewriting to the act of writing. Our topic is defined with a clarified and supported focus. As we incorporate all the work we have completed up to this point. Our rough draft is just that a rough copy of our paper that we continue to shape, edit and strengthen after it is written. What we need to get started: notes, outline, a clear mind and time and room to work.

- **Arranging information/structuring the text**

After taking the notes about the topic and writing rough draft, we have to arrange the information. Without arranging information or structuring the text, the text becomes ambiguous and meaningless as well. We must focus on coherence and cohesion while writing.

- **Group/peer evaluation and responding**

Evaluate the writing with the peer or in a group and discuss about the writing topic and what they response. There may be edition, revision and rearranging the writing as well.

- **Self-evaluation/proof-reading**

Self-evaluation in writing refers to the process of evaluating of measuring one's own writing and proof-reading is an activity of reading the draft of writing for the second time aiming to make it error free.

Until and unless one does self-evaluation and proof-reading of his/her writing, it cannot be a final.

Similarly, the teacher can adopt the following activities while practicing students in free writing:

**A) Pre-Writing Activities**

This is the first stage of teaching free writing where the students are motivated towards writing. They are provided brief introduction of the topic/subject matter, decide the purpose of writing, the activities are:

- The teacher asks what may be a purpose of writing that particular composition.
- The teachers create motivation towards writing.
- The students should think about who the readers may be.
- The students should be asked to brainstorm about the topic.
- Teachers provide brief introduction of the topic.
- Teachers elicit answers from the students related to the given topic.
- Students should collect ideas from friends and by themselves.

**B) While Writing**

We consider that pre-writing as presentation stage whereas while-writing is a practice stage. In this phase, the teachers' have to instruct and provide the techniques of free writing to the students and assign them to write in different topics, activities are:

- Dealing with related ideas
- Collecting facts on the topic.
- Providing methods of organizing collected ideas.

- Transcribing meaning and concept about the topic in writing.
- Dealing with linguistic problems and selection of the vocabulary
- Giving the significance of writing composition of that particular topic.
- The students should try reading their composition backwards to check any errors.

### **C) Post-Writing**

This is the final stage comprising all the activities performed after the writing. It consists of the follow up activities and extension of work done at the two previous stages. The main purposes of this stage are to test whether students have understood what they were supposed to understand and whether they have completed the assigned tasks, activities are:

- Asking the students to check their composition again to ensure clarity and accuracy of language and its structure.
- Asking students to exchange their written texts to check and evaluate each other's writing.

Though, my study is based on finding out the teaching strategies for free writing composition, I also observed the activities used by the teachers to involve students in practice. It is because both are related with the ways or styles or techniques in the hand of the teachers while teaching. However, when we use deep sense of our knowledge, they are found different in the sense that strategies are regarded the skill in planning and managing various activities by the teachers for teaching purpose. In this regard, strategies seem to be a cover term under which various activities can be performed by the teachers to facilitate the students in learning. On the basis of these steps I analyze the activities used by the teachers.

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

Empirical literature review refers to an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to a

particular issue or question. Several researches have been carried out in the field of free composition or free writing under the department of English education and abroad. Some related research works with this study are reviewed in the following lines;

Shahi (2006) carried out a research on “A Study on the Use of Verbs in Free Writing by Eighth Graders.” The main objective of his study was to find out the use of verbs in free writing. The study was based on the survey research design. He selected 30 students of grade 8 of Kaski district as the sample population of the study. And he used non-random or purposive sampling procedure for the data collection. And he used questionnaire and test as the tools of data collection. The finding of the study was that performance of 8<sup>th</sup> grades in free writing in terms of the use of different kind of verbs was the emission of ‘Be’ verb among the different types of errors.

Subedi (2008) carried out a research entitled “Proficiency in Writing Skill: A Case of Letters” with an objective to find out the grade nine students’ to compare students’ proficiency in terms of gender. She adopted judgmental non-random sampling procedure in order to select relevant number of population. She prepared the test on basis of texts given in the English textbook of grade X. the tests were both from textbooks and out of the textbooks. Ten subjective questions were asked. She derived the findings and concluded that the boys were better than the girls in personal letter with the score of 55.25 of boys and 44.75 of girls.

Sharma (2009) carried out a research entitled “Writing Proficiency of the Students of Higher Secondary Level”. The aim of the research was to find out writing proficiency in punctuation, articles, subject-verb agreement and preposition in writing of twelfth graders of faculty of Education in Kathmandu valley. All the students of twelfth grade of Kathmandu valley were the population of the study and altogether, thirty students were selected as the sample population of the study. He adopted purposive judgmental sampling procedure in order to select relevant number of population. He used guided

composition and free composition and derived the findings and concluded that due to the lack of very demanding properties of good writing, punctuation, article, and preposition and subject-verb agreement many sentences often become totally meaningless.

Khadka (2012) carried out a research entitled “Writing Proficiency of Higher Secondary Level Students”. His aim was to find out the writing proficiency of the higher secondary level students. He used purposive (judgmental) non-random sampling procedure in order to select the required number of students. The test items included different types of essay questions i.e. descriptive, narrative and augmentative for assessing their proficiency in free writing and concluded that as a whole 50 percent of students were found above average in proficiency and 50 percent of the students were found below average where average proficiency was 24.11. In case of sex-wise comparison boys were found more proficient than the girls with the average marks 24.28 and 23.76 respectively.

Karki (2012) carried out a research entitled “Developing Writing Proficiency through Process Writing”. The objective of the research was to develop students writing proficiency through process writing. He selected a secondary school by using non random judgmental sampling procedure in order to select relevant number of population. He used the test items which contain description gives logic and essay. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class because the finding showed the within a three week of time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average of 58 out of 50. The progress was really attractive and satisfactory. They committed 20.45% in mechanics of writing, 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuation. From the research it was also found that boys seems to be more proficient than girls and in case of writing many sentences often become totally meaningless due to the lack of very demanding properties of good writing like

punctuation, capitalization and subject-verb agreement. Though, the above studies are related to the proficiency of the students in writing. My study is different from those reviewed. I have studied the techniques used by the teachers in teaching free writing at secondary level.

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

The literature review is an integral part of the entire research process which makes a valuable contribution to go through almost every operational step. It helps to bring the clarity and focus on research problem, improve methodology and broader the knowledge based in research area.

As a researcher, I went through different existing literature, books, articles, journals and empirical researches. After reviewing the above works, I got lots of ideas regarding the techniques of free writing or free composition especially; I got information regarding the proficiency of writing. This review of the literature helped me to develop the conceptual framework of the techniques of teaching free writing and provide the clear map of the research work and it will further help to analyze the activities/techniques of teaching free composition from the perspectives of the secondary level English teachers.

I reviewed the studies of different people like Shahi (2006), Subedi (2008), Sharma (2009), Khadka (2012) and Karki (2012). These all works helped me to formulate the objectives, make research questions, improve methodology and contextualize the findings.

To mention the works I reviewed in sequential order, at first, I reviewed the works of Shahi (2006) about the use of verbs in free writing of the grade 8 students. From this work, I got idea about what a free writing is and the use of verbs in free writing.

Similarly, I reviewed the works of Subedi (2008), Sharma (2009), Khadka (2012) and Karki (2012) about the proficiency of free writing which helped me to broaden and strengthen the theoretical knowledge about the techniques of

teaching free writing. Moreover, they helped one to formulate the objectives, make the research questions, improve methodology, make the conceptual framework of the study and it helped me to interpret and analyze the data and to conduct the present research practically.

All the aforementioned studies are related to the proficiency of free writing which are closely associated with the present study. So, after reviewing all these research works, I updated myself with research process and methodological tools which are beneficial to my research work.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations.

The following methods and procedures were adopted to fulfill the objectives of the study.

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

The study was based the survey research design where the large numbers of the English teachers of the secondary level of Kathmandu valley were the population of the study. The data were collected from primary and secondary sources. The primary sources were the secondary level English teachers and the secondary sources were various authentic books, journals, articles, thesis and websites based on free writing. The quantitative data were collected from the target informants and analyzed the information descriptively.

According to Cohen and Manion (1985), "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale governmental investigations to small scale studies carried out by a single researcher." They further state that the purpose of survey is generally to obtain a snap shot of the conditions, attitudes and events at a single point in time. In this sense, the survey research is different from other types of researches. Ex: Experimental and quasi- experimental research in terms of the population of the study, nature of collecting data.

Similarly, Kerlinger (1986) defines the survey research as "A kind of research which studies large and small population or universe by selecting and studying small chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

From the above mention different definition of survey research given by the different scholars. We can draw the following characteristics from this definition:

- Large population is studied by selecting small sample
- Discovery of the relative incidence
- Distribution and interrelationship of social and psychological variables in studies.

Survey can be contributed by following various stages. They are: Selecting the topic, Specifying the objectives, Constructing hypothesis, Expanding theoretical knowledge, Writing the search proposal and tools, Piloting the research tools, Sampling the population , Going to the field and contacting informants, Establishing rapport with despondences , Distributing research tools to despondences, Collecting the information , Analyzing the data, Comparing the data, Calculating the findings and Listing the suggestions

On the basis of survey research we can get huge information. I got the information on the different techniques and activities used by secondary level English teacher through the survey research. And it was easy to include the large number of population through survey research. So, I had chosen the survey research in my study.

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

All the secondary level English teachers from both the government aided and private schools of the Kathmandu valley were the population of the study. Out of them, 8 secondary level English teachers from both the public and private schools of Kathmandu valley were selected as the sample population of the study. There were altogether 8 schools and 8 teachers as the sample of the study. Two classes of the each teacher were observed. I followed the non-random sampling procedure i.e. purposive sampling to select the sample of the study.

### **3.3 Research Tools**

In order to collect the data for the study, I observed at least two real classroom teaching of each teacher with the help of observation checklist. In the same way, questionnaire was the main tool of collecting the information.

### **3.4 Sources of Data (Primary Source and Secondary Source)**

Both the primary and secondary sources of the data were utilized in carrying out this research. However, the primary source was the basis for this research.

#### **3.4.1 Primary Source**

The primary sources of data for this research were the English language teachers teaching in the Secondary Level Schools of Kathmandu Valley.

#### **3.4.2 Secondary Sources**

As the secondary source of data, I went through different books, articles, journals, newspaper including Byrne, D. (1979), Harmer, J. (1991), Pinacus, A. (1993), Wardhaugh, R. (1998) and Sharma, C. (2009)

### **3.5 Data Collection Procedures**

To collect the data for this study at first, I prepared the tools of data collection like, observation checklist, and questionnaire. Then, I visited the selected schools of Kathmandu valley and talk to the authorities with detail information and evidences, and take permission to apply the research tools for collecting data. After getting permission from the concerned authority, I consulted the English teachers for their permission to take part in their classroom observation. After that, I observed the classroom teaching with the help of observation checklist and asked them to fill the questionnaire. After analysis and interpretation of the data I presented findings. On the basis of finding, I drew the conclusion of the study.

### **3.6 Data Analysis and Interpretation Procedures**

The collected data were analyzed and interpreted descriptively. The quantitative data were analyzed and interpreted using statistical tools which are collected from the primary sources.

### **3.7 Ethical Considerations**

Ethical consideration is one of the most valuable ornaments that a researcher should follow while conducting their research work. To accomplish my research work, I conducted my survey by taking permission of the authority and keep the responses of the respondents confidentially. All the ideas generated in this research are of own except the cited one. I have attempted to keep it safe from plagiarism.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with the analysis and interpretation of the data collected from the questionnaire and observation checklist in detail.

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

The data collected from the informants were analyzed and activities designed by the teachers in teaching free writing at secondary level and their opinions about the techniques in teaching free writing are interpreted in this section. For this, I tabulated the information and analyzed the data under two main headings:

- Analysis of the data collected from the observation checklist.
- Analysis of the teachers' views obtained from the questionnaire.

##### **4.1.1 Analysis and interpretation of the Data Collected From the Observation**

This section deals with analysis and interpretation of the data from the class observation. I observed sixteen classes of eight selected teachers with the help of observation checklist. The observation checklist has been taken as a complement of questionnaire. Here, I observed how the teachers taught free writing in the classroom. I analyzed the techniques or activities used in teaching in general and teaching free writing in particular. I mainly focused on different techniques under the three different teaching activities viz. pre teaching activities, while teaching activities and post teaching activities. My concern was whether they used all the activities or not and whether they were good in the use of different techniques or not. For this, I used rating scale viz. excellent, good, average and poor. I have analyzed and interpreted the collected data by using simple statistical tool, i.e. percentage. The techniques used by the secondary level English teacher were analyzed under the three different headings in the next page.

#### 4.1.1.1 Techniques Used In Pre- Teaching Phase of Free Writing

This is the first stage of teaching free writing where the students are motivated towards writing. They are provided brief introduction of the topic/subject matter, decide the purpose of writing and so on.

I observed various activities under the first stage of teaching i.e. pre-teaching activities. They were motivation towards writing, providing importance of writing composition, providing brief introduction of the topic/eliciting answers from the students related to the topic and deciding the purpose of writing.

**Table 1**

**Techniques Used in Pre-Teaching Phase of Free Writing**

S.N	Activities	Existing Condition of categories in terms of percent				
		Excellent	Good	Average	Poor	Remarks
1	Creating motivation towards writing	62.5%	25%	12.5%		
2	Providing importance of writing composition		100%			
3	Providing brief introduction of the topic/subject matter orally	12.5%	87.5%			
4	Eliciting answers from the students related to the given topic		25%	75%		
5	Deciding the purpose of writing the particular composition and deciding/identifying the audience.		75%	12.5%	12.5%	

The above table, first activity shows that most of the teachers i.e. 62.5 percent of the total classes teachers' *motivated the students towards writing* in excellent way, while 25 percent of the total teachers motivated in good way and rest of them i.e. 12.5% of the teachers used in average way.

Similarly, in second activity all the classes i.e. 100 percent of the total observed classes teachers *provided the importance of writing composition* to the students as the technique in good way.

In the same way, third activity was *providing brief introduction of the topic/subject matter orally*. In 87.5% of the total classes observation teachers used as technique in good way. However 12.5% classes they had an excellent used.

Likewise, fourth activity was *eliciting answers from the students related to the given topic*. In 25 percent of the total observed classes teachers had the good rank, while in 75 percent of them had an average rank.

Though *deciding the purpose of writing or identifying the audience* before teaching the writing composition is necessary in teaching learning activities, however most of the classes i.e. 75 percent of the total classes they decided the purpose of writing in a good way while in 12.5 percent of them did it in average and rest of them i.e. 12.5 percent did it in poor way.

From the overall discussion, while teaching free writing in pre-teaching phase, most of the teachers made an excellent use of *creating motivation towards writing*. Similarly, all the teachers made good use of *providing importance of writing composition* and majority of the teachers made good use of *providing introduction of the topic/subject matter orally*. In the same way, majority of the teachers made average use of *eliciting answers from the students related to the given topic*. And some teachers made poor use of *deciding the purpose of writing the particular composition and deciding/identifying the audience*.

#### 4.1.1.2 Techniques Used in While-Teaching Phase of Free Writing

We consider that pre-writing as presentation stage whereas while-writing is a practice stage. In this phase, the teachers' have to instruct and provide the techniques of free writing to the students and assign them to write in different topics. I observed while-teaching phase of free writing on the basis of 6 activities, which has described as follows.

**Table: 2**

**Techniques Used in While-Teaching Phase of Free Writing**

S.N	Activities	Written Oral	Existing Condition				
			Excellent	Good	Average	Poor	Remarks
1	Dealing with related ideas	W+O=75% O=25%	62.5%	37.5%			
2	Collecting facts on the topic	W+O=62.5% O=37.5%	25%	75%			
3	Providing methods of organizing collected ideas	W+O=25% O=75%		25%	75%		
4	Transcribing meaning and concept about the topic in writing	W+O=37.5% O=62.5%		87.5%	12.5%		
5	Dealing with linguistic problems and selection of the vocabulary	W+O=25% O=75%		25%	75%		
6	Giving the significance of writing composition of that particular topic	W+O=25% O=75%		100%			

**Note:** **W** stands for the techniques used in written medium, **O** stands for oral medium and **W+O** stand for both written and oral medium.

Regarding the while-teaching activities, the first activity was *dealing with related ideas*. From the observation, I found that in 75 percent of the total classes observed, teachers used both written and oral medium instructions in classroom. Whereas, in 25 percent of the classes observed, teachers were found using only oral medium. But, the classes' teachers were not found using only written medium instruction in classroom and in 62.5 percent of the classes found excellent in dealing with related ideas, whereas, in 37.5 percent were found good. Average and poor were not found in the classroom.

Similarly, the second activity was *providing methods of organizing collected ideas*. On the basis of observation, in 62.5 percent of the classes teachers were found using both oral and written medium for instruction, whereas in 37.5 percent of the classes they used only the oral form and no classes' teachers were found using only written form. And in 75 percent were found good in collecting facts on the topic while in 25 percent of the classes found excellent.

As for the methods of *organizing the collected ideas*, in 75 percent of the total classes' teachers provided the methods of organizing ideas orally while it was just in 25 percent who used both the oral and written instruction. And in 75 percent classes teachers were found average providing methods of organizing collected ideas in the classroom while others i.e. 25 percent of the classes were found quite well. No one was found excellent and poor in the classroom.

On the basis of fourth activity, *transcribing meaning and concept about the topic in writing*, most of the classes' teachers i.e. 62.5 percent were found using oral form whereas in 37.5 percent found using both forms. And in 87.5 percent of the total classes teachers transcribed the meaning and concept about the topic in good way and rest of the classes i.e. 12.5 percent did it in average.

In the same way, the fifth activity was, *dealing with linguistic problems and selection of the vocabulary*. In 75 percent of the classes teachers used oral instruction while just in 25 percent classes they used both oral and written instruction. And there was not found excellent in dealing with linguistic

problems and selection of the vocabulary, whereas in 25 percent of the total classes were found good and in 75 percent were found average.

Likewise, on the basis of sixth and last activity, *giving the significance of writing composition of that particular topic*, in 75 percent classes of the total population used the oral form and rest of the classes i.e. 25 percent used both oral and written forms and cent percent of the classes were found good in giving the significance of writing composition of that particular topic.

From the overall discussion, while-teaching free writing phase most of the classes' teachers used oral instruction. The majority of the classes' teachers made an excellent use of *dealing with related ideas* technique. Likewise, most of the classes' teachers made good use of *collecting facts on the topic, transcribing meaning and concept about the topic in writing* techniques and cent percent of them made good use of *giving significance of writing composition of that particular topic*. Similarly, most of the classes' teachers made average use of *providing methods of organizing collected ideas and dealing with linguistic problems and selection of the vocabulary*. Whereas there was not found poor in the classroom while teaching activities.

#### **4.1.1.3 Techniques used in Post-Writing Phase of Free Writing**

This is the final stage comprising all the activities performed after the writing. It consists of the follow up activities and extension of work done at the two previous stages. The main purposes of this stage are to test whether students have understood what they were supposed to understand and whether they have completed the assigned tasks. I observed the techniques used in post-teaching phase of free writing on the basis of three activities which are given in the table in the next page.

**Table 3**

**Techniques use in Post-Teaching Phase of Free Writing**

S.N.	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
1	Asking the students to check their composition again to ensure clarity, vividness and accuracy of language and its structure		100%			
2	Asking students to exchange their written texts to check and evaluate each other's writing	12.5%	87.5%			
3	Giving others more examples	12.5%	75%	12.5%		

The above table reveals that all in of the observed classes i.e. in cent percent of the observed teachers asked the students to check their written composition again to ensure the clarity, vividness and accuracy of language and its structure in good way.

Similarly, most of the classes' teachers i.e. 87.5% percent of the total classes were found to have good performance while teaching the students in this stage where the students were asked to exchange their written texts to check and evaluate each other's writing. While in 12.5 percent of the classes were found an excellent in asking the students to exchange their texts for cross checking.

In giving more examples to the related topic, most of the total classes i.e. 75 percent were found to have good in giving examples while in 12.5 percent of the classes were an excellent and in 12.5 percent of the classes teachers were poor in providing examples about the related topic. However, most of the classes' teachers treated the students properly in these post-teaching activities.

From the overall discussion, while teaching free writing in the phase of post-teaching most of the teachers made good use of all activities, only some teachers made excellent use *of asking students to exchange their written texts to check and evaluate each other's writing and giving others more examples.*

#### **4.1.2 Teachers' Perceptions on the Used of Techniques in Teaching Free Writing**

In order to find out teachers' perceptions or beliefs on the techniques used in teaching free writing. I used questionnaire tool as well for my study to collect the data. The prepared sheet of questionnaire was distributed to the language teachers who were teaching English at secondary level. The analysis is made on the basis of the prepared set of questionnaire and the responses of the teachers on it. There were altogether 14 questions: 3 open ended and 11 close ended. I distributed the questionnaire to the teachers to extract their opinions on the techniques of teaching free writing. The teachers' views are analyzed and interpreted in various sections in the next page.

**Table 4**  
**Teachers' Perceptions on the Used of Techniques in Teaching Free Writing**

S.N.	Items	Yes		No		Remark
		Frequency	Percentage	Frequency	Percentage	
1	I make the students participate in discussion while teaching free writing.	8	100%			
2	I use arranging information as a technique of teaching free writing in the classroom	8	100%			
3	I ask students in brainstorming and making notes while teaching free writing	8	100%			
4	I teach writing to the students for their continuity of writing and to develop their writing ability	8	100%			
5	I provide simplicity in my writing by paraphrasing	7	87.5%	1	12.5%	
6	I frequently let the students write freely to develop their writing skills.	6	75%	2	25%	
7	I make the students participate in rough draft writing to improve their writing skill	8	100%			
8	I become more responsible for improving students' writing	8	100%			
9	I use authentic examples of free writing as a technique to expose my students	6	75%	2	25%	
10	I involve them in fast writing and establishing view points	5	62.5%	3	37.5%	
11	I teach free writing composition to the students according to their level and age	8	100%			

The first item in the table was '*I make the students participate in discussion while teaching free writing*'. In response to this item, cent percent of the

teachers ticked on 'yes' option. So, it can be concluded that one of the techniques to teach free writing is making students participate in discussion to all the teachers.

Similarly, second item was '*I use arranging information as a technique of teaching free writing in the classroom*'. In response to this item also cent percent of the teachers ticked on 'yes' option. So, it concluded that one of the techniques to teach free writing is arranging information to them.

In the same way, the third item was '*I ask students in brainstorming and making notes while teaching free writing*'. In this technique also cent percent of the teachers ticked on 'yes' option. That's why it can be said that one of the techniques to teach free writing is brainstorming and making notes.

Likewise, the forth item in the table was '*I teach writing to the students for their continuity of writing and to develop their writing ability*'. It is also found that cent percent of the teachers ticked on 'yes' option. Therefore, this technique is also preferable of the teachers for teaching free writing.

While the fifth item in the table was '*I provide simplicity in my writing by paraphrasing*'. In response to this item, 7 teachers i.e. 87.5 % teachers ticked on 'yes' option while only one teacher i.e. 12.5% teacher ticked on 'no' option. One of the techniques to teach free writing is paraphrasing.

On the sixth item was '*I frequently let the students write freely to develop their writing skill.*' Most of the teachers i.e. 6 teachers, 75% ticked on 'yes' option, whereas, 2 teachers i.e. 25% ticked on 'no' option. So, it can be concluded that one of the less used technique was write freely to develop their writing skill while teaching free writing in the class.

The seventh item of the table was '*I make the students participate in rough draft writing to improve their writing skill*'. In response to this item, cent percent of the teachers ticked on 'yes' option. So, it can be said that, participate

in rough draft writing is the most used technique in teaching free writing to improve students writing skill.

In the same way, the eighth item was '*I become more responsible for improving students' writing*'. All the teachers i.e. 8 teachers ticked on 'yes' option. Therefore, it concluded that teachers have to more responsible for improving students' writing skill while teaching free writing.

In the 9<sup>th</sup> item of the table, the teachers were asked whether the teachers use authentic examples of free writing as a technique or not. Analyzing the responses, it was found that most of the teachers i.e. 75% of them ticked on 'yes' option and in 25% of them ticked on 'no' option.

Concerning the question the teachers were asked in the 10<sup>th</sup> item, i.e. whether they involve the students in fast writing and establish view points while teaching free writing or not. In response to this item in 62.5% of the total teachers ticked on 'yes' option and in 37.5% of them on 'no' option. On the basis of responses, it can be concluded that fast writing and establishing viewpoints is less used technique in teaching free writing.

In the same way, the last item of the table was '*I teach free writing composition to the students according to their level and age*'. In response to this item, all the teachers ticked on 'yes' item. So, their responses can be concluded that the teachers should teach free writing according to their age and level. And it is also one of the techniques of teaching free writing.

From the overall discussion, in response of the teachers' perceptions cent percent of the teachers used discussion, brainstorming, note taking, participating in continuity writing, arranging information, participating in rough draft writing, being responsible while teaching free writing and teaching according to the students level, age while teaching free writing. So, these were the major techniques for teaching free writing.

#### **4.1.3 Others Several Techniques Applied by the Teachers**

Teachers can use a number of techniques while teaching free writing to the students. I asked them *what others types of techniques do you apply while teaching free writing?* In response to this question, all the teachers responded the different answers but some of the techniques they responded to me were matching each others. So, the types of techniques that they applied while teaching free writing are found as:

- Discussion technique
- Instant writing
- Using magazines and newspaper
- Past experiences sharing
- Letter and poetry writing
- Picture describing
- Describing the events
- Making notes
- Brainstorming
- Consulting authentic material and so on

On the basis of above responses of the teachers, it is concluded that discussion, instant writing, past experience sharing, picture describing, describing the events, making notes and letter and poetry were the other techniques used by the teachers.

#### **4.1.4 Problems Faced by the Teachers While Teaching Free Writing**

Teachers may face different problems in their class for teaching free writing. So, in order to find out the problems that they faced, I asked this question: *What types of problems do you face while teaching free writing at secondary level?* In response of this question, the teachers have pinpointed the different problems. Some of them are pinpointed here below:

- Negligence of learners' towards writing

- Use of first language
- Inadequate numbers of vocabulary
- Lack of cohesion and coherence
- Lack of grammatical competence
- Lack of editing, drafting review

On the basis of above responses of the teachers, it is concluded that negligence of learners' towards writing, use of first language, inadequate numbers of vocabulary, lack of cohesion and coherence and lack of editing, drafting review were the problems faced by the teachers while teaching free writing.

#### **4.1.5 Teachers' Suggestions to Make Teaching Writing Easier/Effective**

As we know that language teaching is full of the activities and it requires different skills. In order to make teaching writing easier and effective, the teachers were asked to suggest some suggestions on the basis of their response on the question. The following are the major suggestions.

- Provide clear guidelines to the students.
- Encourage the students and give positive feedback
- Encourage them to use second language
- Design course according to the level, need interest and age of the students
- Provide authentic examples, materials
- Use different vocabulary games
- Provide enough time for writing
- Let them express their feelings through writing

On the basis of above responses, it is concluded that providing clear guidelines to the students, encourage the students and give positive feedback, encourage them to use second language, design course according to the level, interest, and age, providing authentic examples, use different vocabulary games and provide

enough time for writing were the major suggestions given by the teacher for teaching writing easier.

#### **4.1.6 Gaps between Teachers Perceptions and Techniques They Used In Class**

In this study I used questionnaire and classroom observation tools for the data collection. Analysis and interpretation of the collected data from two different tools, I found gaps between their perceptions and techniques they used in class.

On the basis of questionnaire, almost all the teachers were used simplicity in writing by paraphrasing as a technique for teaching free writing. But from the classroom observation no one was found to be used this technique in the classroom while teaching free writing.

Similarly, in the questionnaire all the teachers responded that they use arranging information as the technique of teaching free writing. But I found from the classroom observation less number of teachers were used this technique in their class.

On the basis of above gaps between teachers' perceptions and techniques they used, it is concluded that the teachers are only limit on theoretical knowledge. They are still not presenting practically. There is gap between perception and performance. This is the major issue in the field of teaching learning activities of the present.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the final chapter of the study which deals with the findings of the study, conclusion and recommendations made by the researcher after analyzing the data. This chapter is divided into three parts i.e. findings, conclusion and recommendations.

#### 5.1 Findings

The present study was conducted primarily to find out the techniques used in teaching free writing at secondary level and to suggest some pedagogical implications for enhancing the teaching learning activities. It also has attempted to find out the teachers' view towards teaching free writing. After analysis and interpretation of the data I derived following findings.

I found that there were not any fixed techniques of teaching free writing. The techniques used at this level different from teachers to teachers and one subject matter to another. Most of the teachers were quiet confident and well in teaching free writing. It was found that the techniques they had theoretically mentioned in the questionnaire were not being used in their reach classroom teaching practically and properly. However, the major findings of this study are as follows:

##### a) Strategies Used in Pre-Writing Phase

Findings related to the techniques in pre-teaching activities, almost all the teachers were good in *providing importance of writing composition*. And there were only found poor activity on *deciding the purpose of writing the particular composition and deciding/ identifying the audience* in the classroom. Similarly, most of the teachers i.e. in 62.5% of the teachers found excellent in *creating motivation towards writing*. Likewise, majority of the teachers used the techniques i.e. *providing brief introduction of the topic/subject matter orally and deciding the purpose of writing the particular composition and*

*deciding/identifying the audience* in good way. And most of the teachers i.e. 75% of the teachers found average in *eliciting answers from the students related to the given topic*.

#### **b) Strategies Used in While-Writing Phase**

Similarly, findings related to the techniques in while-teaching activities, most of the teachers used oral medium for instructions to the students and cent percent of the teachers were found good in *giving the significance of writing composition of that particular topic*. Similarly, majority of the teachers i.e. 62.5 % used *dealing with related ideas* in excellent way. Likewise, most of the teachers used techniques are: *collecting facts on the topic, transcribing meaning and concept about the topic in writing* in good way and in 75 % of the teachers used the techniques i.e. *providing methods of organizing collected ideas, dealing with linguistic problems and selecting of the vocabulary* in average way.

#### **c) Strategies Used in Post-Writing Phase**

In the same way, findings related to the techniques in post-teaching activities, all the teachers i.e. cent percent of the teachers were found good in *asking the students to check their writing composition again to ensure clarity, vividness and accuracy of language and its structure*. Whereas, there were not found poor in any activities in the classroom while teaching free writing. Similarly, most of the teachers used *asking students to exchange their written texts to check and evaluate each other's writing and giving others more examples* in good way.

#### **d) Teachers' Perceptions towards the Techniques for Free Writing**

Findings on techniques used by the teachers, almost all the teachers were found that they make the students participate in discussion while teaching free writing. Cent percent of the teachers were found that they use arranging information as a technique of teaching free writing in the classroom. Similarly,

all the teachers were found asking different questions and making notes in brainstorming phase. Most of the teachers i.e. 87.5 percent were found providing simplicity in writing by paraphrasing. All the teachers were found teaching writing to the students for their continuity of writing and to develop their writing ability. All the teachers were found being more responsible or improving students' writing ability and teaching according to their age and level. Regarding the types of the techniques of teaching free writing, discussion, instant writing, picture describing, describing an event, making notes, brainstorming etc. were found being used/applied more by the teachers. Teaching free writing was found problematic because of the negligence of learners towards writing, using mother tongue, inadequate materials, vocabularies, lack of cohesion and coherence, lack of grammatical competence/correctness and lack of planning, drafting, editing, revision and so on.

## 5.2 Conclusion

Writing is a skill associated with the productive aspect of language and free writing is the practice of writing down all four thoughts without stopping and without regard for speaking, grammar or any usual rules for writing. It is immensely essential because it is the permanent and powerful medium of the expression. Therefore, it is essential that language teachers should pay great attention while teaching free writing to the students.

I have subsumed overall study in five chapters. In **first chapter**, I discussed about background, statement of the problems, objectives of the study, significance of the study, made research questions and gave operational definition of the key terms. In **second chapter**, I reviewed the related literature by books, journals and thesis and made conceptual framework. In **third chapter**, I illustrated about the methodology for my research. In **forth chapter**, I analyzed and interpreted from the collected data. In **fifth chapter**, I concluded the analysis and interpretation of the data. From analysis and interpretation of the data and the findings I have drawn following conclusions:

Regarding the ways of teaching free writing at three different stages of teaching, almost all the teachers performed well in all the activities. However, in some of the activities they did average.

- In the pre-Teaching phase of writing, all the teachers used the technique *providing importance of writing composition* in good way. Majority of the teachers i.e. 62.5% teachers used excellent in *creating motivation towards writing*.
- In 75% of the teachers used average in *eliciting answers from the students related to the given topic*.
- Most of the teachers used oral medium for *giving instruction to the students*. Less number of teachers used both mediums.
- Majority of the teachers used while teaching excellent *in dealing with related ideas about the topic*. Similarly, most of the teachers used good in *collecting facts on the topic, transcribing meaning and concept about the topic in writing*.
- And in 75% of the teachers used average way in *providing methods of organizing collected ideas and dealing with linguistic problems and selection of the vocabulary* while teaching free writing.
- While-teaching phase of writing all the teachers used *giving the significance of writing composition of the particular topic* in good way. And no one was found poor in this phase.
- In the phase of post-teaching, all the teachers found good in *asking the students to check their composition again to ensure clarity, accuracy of language and structure*.
- Majority of the teachers used good way in *asking students to exchange their written texts to check and evaluate each other's writing and giving others examples* in post-teaching phase.
- On the basis of teachers' perceptions towards techniques use in teaching free writing, all the teachers used discussion, arranging information,

brainstorming and making notes and participate in writing rough draft techniques.

- All the teachers found being responsible to teach free writing as well as students' level and age.
- The teachers used other several techniques used viz. instant writing, letter and poetry writing, sharing past experience, picture describing.
- Inadequate numbers of vocabulary, negligence of learners' towards writing, lack of cohesion and coherence were the problems faced by the teachers in teaching free writing.

From the overall findings, this study shows that most of the teachers were good in pre-teaching, while-teaching and post-teaching phase of teaching free writing. Very few have been found as an excellent and some of them were poor as well. That's why, they should be provided training. In the same way, most of the teachers used only oral form for instruction. And they faced some problems while teaching free writing. In my view, it is better to use both mediums for instruction because only oral medium the students may not get the enough information and training should provide to the teachers for using techniques in excellent way. Mostly, writing has taken as examination point of view. So, the students do not have enough practice in writing. Therefore, the problems occur in teaching writing.

### **5.3 Recommendations**

On the basis of the finding of this research, the following recommendations have been made in different three sections i.e. policy related, practice related and further research related.

#### **5.3.1 Policy Related**

Policy is a plan of action agreed or chosen by a certain organization, business, and state. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country.

The recommendations of this research related to the policy level are listed below:

- The policy should be formulated to encourage the teachers to use both oral and written medium of giving instruction, because in my study I found most of the teachers using only oral form. Only oral form of instruction the students may not get clear information.
- The finding of this study shows that deciding the purpose of writing the particular composition and deciding/identifying the audience is the pre-teaching technique of teaching for writing has found poor in classroom. So, I recommend to curriculum designer and subject experts to develop curriculum on the basis of this technique.
- All the teachers were used arranging information, giving significance of writing as techniques. So, these techniques recommend to textbook writer to take as a technique of teaching free writing.
- Most of the teachers were found good in performing in the class and some of them were found average and poor. So, I recommend to policy makers to provide more training to the teachers on about how to teach.
- From this study, most of the teachers were facing the same problems while teaching free writing i.e. inadequate numbers of vocabulary, lack of cohesion and coherence, negligence of learners' and so on. So, policy level should focus on cohesion, coherence, grammatical and editing drafting for improving the students' writing skill. And also should keep more vocabulary exercises, games exercises on textbook.
- Our curriculum should focus on writing skill and should also be designed according to the level, need, interest and age of the students.

### **5.3.2 Practice Related**

Some of the recommendations have been extracted a practice level being based on the findings of the study.

- The finding of this study shows that all the teachers were good in providing importance of writing composition in pre-teaching activity. So, I recommend to the teachers to use this technique in their classroom.
- Teachers should provide both oral and written medium for instruction, because I found most of the teachers were using only oral medium in classroom. Only oral form the students may not get information properly.
- Similarly, giving the significance of writing composition of that particular topic is essential technique while teaching free writing. That's why I recommend to use this technique in their class.
- From this study, I found cent percent of the teachers good in asking the students to check their composition again to ensure clarity, vividness and accuracy of language and its structure. Therefore, I also recommend to the teachers to use this technique in their class.
- Discussion, arranging information, brainstorming, making notes and rough draft writing, these techniques were found most preferable to the teachers for teaching free writing. And I also recommend to the teachers to use these techniques to their class for effective teaching.
- The students should be provided with sufficient materials and examples for better learning for writing.

### **5.3.3 Further Research Related**

Nothing can be absolutely perfect in this world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations are presented here below;

- This study was only limited to the techniques of teaching free writing at secondary level. So, further research can be conducted on different other areas like: strategies of teaching free writing, effectiveness and usefulness of free writing to the secondary level students.

- This study was only limited to the secondary level and further study/research can be conducted on other levels like; lower secondary and primary.
- This study can be beneficial for all who want to study in the related field and subject. They can get theoretical literature from this study. So, they can broaden their theoretical knowledge.
- For the further study, the related topics can be academic writing strategies, formal and informal writing strategies, reading and speaking skills' strategies can be study on the basis of this study.

## **APPENDIX- I**

### **Questionnaire for the Teacher**

Dear Sir/Madam

This questionnaire is a part of my research study entitled **Techniques Used by the Teachers in Teaching Free Writing** being conducted under the supervision of **Mr. Guru Prasad Paudel**, Teaching Assistant, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The objective of the study is to find out the techniques employed by the teachers in teaching free writing at secondary level. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

**Meena Kumari Rai**

Department of English Education

T.U. Kirtipur, Kathmandu.





## APPENDIX-II

### Checklist

Name of the Teacher:

Date:

Experience:

Period:

Qualification:

Time:

Name of the School:

No. of

Students:

**Note:** If a teacher properly uses the following activities/techniques in teaching free writing, they will be marked as excellent use. Similarly, if s/he necessarily used the activities then, they will marked as good, in the same way, if teacher often uses then, they will marked as average. And they never use then, they will marked as poor.

#### 1. Pre-Teaching Activities

S.N	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
1	Creating motivation towards writing					
2	Providing importance of writing composition					
3	Providing brief introduction of the topic/subject matter orally					
4	Eliciting answers from the students related to the given topic					
5	Deciding the purpose of writing the particular composition and deciding/identifying the					

## 2. While Teaching Activities

S.N.	Activities	Written Oral	Existing Condition				Remarks
			Excellent	Good	Average	Poor	
1	Dealing with related ideas						
2	Collecting facts on the topic						
3	Providing methods of organizing collected ideas						
4	Transcribing meaning and concept about the topic in writing						
5	Dealing with linguistic problems and selection of the vocabulary						
6	Giving the significance of writing composition of that particular topic						

### 3. Post-Teaching Activities

S.N.	Activities	Existing Condition				
		Excellent	Good	Average	Poor	Remarks
1	Asking the students to check their composition again to ensure clarity, vividness and accuracy of language and its structure					
2	Asking students to exchange their written texts to check and evaluate each other's writing					
3	Giving others more examples					

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