

**Classroom Activities Adopted by Novice English Language Teachers in Teaching
Writing Skills**

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

**Submitted by
Sanjita Hang Makhim**

**Faculty of Education
Tribhuvan University Kirtipur
Kathmandu, Nepal**

2025

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Declaration

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

Date: 8/06/2025

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Recommendation for Acceptance

This is to certify that **Ms. Sanjita Hang Makhim** has prepared this thesis entitled **Classroom Activities Adopted by Novice English Language Teachers in Teaching Writing Skills** under my guidance and supervision.

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Dedication

Dedicated to

My parents who brought me in this world and devoted their entire life to make me what I am today and whose blessing is with me forever. And to my supportive husband for his encouragement to complete this Thesis.

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Abstract

The present thesis entitled **Classroom Activities Adopted by Novice English Language Teachers in Teaching Writing Skills** aimed to explore classroom activities adapted by novice English teacher for developing writing skills. To accomplish this study, I adopted qualitative research design. I collected data through classroom observation check list and interviews with the selected participants. I selected five novice English language teachers from different schools of Dhankuta district by using non-random purposive sampling procedure. I analyzed the instructional writing activities of five novice teachers through classroom observations and interviews, using an observation checklist and semi-structured questionnaires as the primary tools for data collection. The major findings were that novice teachers used product and process-oriented writing approach to ensure learners creative power for the writing skills. Novice teachers faced various challenges in teaching writing in the classroom, study also reveals that teachers motivated their students and used materials to insure them in writing. In addition, novice teachers took help from experienced teachers and administration for solving the classroom problems.

This chapter was structured into five chapters. Chapter one consists of background of the study, statement of problems, objectives, research questions, and significance of the study, delimitations of the study, and operational definitions of key terms. Chapter two is related to literature review and it includes related literature sub topics. Simply chapter three deals with methods and procedures of the study. Chapter four incorporates the analysis and interpretation of the collected data and the fifth chapter discusses the conclusions and implications of the study.

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
Chapter I : Introduction	1-6
Background of the Study	1
Statement of the Problem	3
Objective of the Study	4
Research Questions	5
Significance of the Study	5
Delimitations of the Study	5
Operational Definitions of the Key Terms	6
Chapter II : Review of Related Literature and Conceptual Framework	7-27
Review of Theoretical Literature	7
Novice Teachers	7
Teachers' Experiences	9
Classroom Activities	11
Teachers' Activities	12
Teaching Methods and Techniques of Writing Skills	14
Challenges of Novice Teachers in Classroom	17

Challenges of Classroom Activities to Teach Writing	20
Review of Related Empirical Literature	22
Implications of Review for the Study	25
Conceptual Framework of the Study	26
Chapter III : Methods and Procedures of the Study	28-31
Design and Methods of the Study	28
Population, Sample and Sampling Strategy	29
Research Tools	29
Sources of Data Collection	29
Primary Sources of Data	30
Secondary Sources of Data	30
Data Collection Procedures	30
Data Analysis and Interpretation Procedures	30
Ethical Considerations	31
Chapter IV : Analysis and Interpretation of Results	32-45
Experiences of Novice Teacher in Teaching Writing Skills	32
Teaching Writing Experiences of Novice Teachers	33
Constructing Fruitful Classroom Activities of writing	34
Challenges of Teaching Writing in Classroom	35
Tackling of Writing Problems	36
Motivation Strategies for Developing Writing	37
Writing Approach Used in Classroom	38
Ways to Manage Writing	39
Motivation of Student for Writing	40
Ways to Manage Students' Problems	41

Classroom Observation Check List in Writing Classroom	42
Chapter V : Conclusions	46-50
Findings	46
Novice Teachers Experiences	46
Encouragement of Student for Writing	46
The Challenges of Classroom	47
Tackling of Writing Problems	47
Motivation for Novice Teachers	47
Writing Approach	47
Classroom Observation Check List in Writing Classroom	47
Conclusions	48
Implications of the Study	49
Policy Level	49
Practice Level	49
Further Research	49
References	
Appendices	

Chapter I

Introduction

The present study entitled **Classroom Activities Adopted by Novice English Language Teacher in Teaching Writing Skills** is concerned with the study of novice teacher activities adopted in the classroom. This chapter includes the background of the study, statements 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

The novice teachers Kim and Roth (2011) said novice teachers are beginner teachers they are just appointed in school and they are in their early career stage. They are in their first year of teaching with little or no prior teaching experiences. Novice teachers are also called newly qualified teachers because they have not proper experience about the teaching field. While teaching writing skills, teachers should be creative and teach these skills step by step. According to Pandey (2020),

Written communication has become one of the indicators that show the level of development in modern societies. In this regard, the development of writing skills in students is extremely important as it is one of the media through which they can express their thoughts and feelings to fulfill their (p.257)

Teachers' duty is not only to complete course there required to cover the curriculum objective and follow the administrative strategies in classroom. Stern (1991) defined activities which are intended to bring about language learning for language teaching, furthermore, he stated that a theory of language teaching always implies concepts of language learning. In this sense, a language teaching theory meets the conditions and needs of learners in the best possible ways. While novice teacher

engages in classroom for teaching language s/he has knowledge of fundamental aspects of language teaching.

According to Brown (1994) there are six fundamental aspects of teaching: who, why, what, when, how, and where. Before starting instruction of language that period teachers develop the plan and construct methodology. While teacher make methodology that time s/he should be considered with the learners' native language, level of education, socio-economic levels, parents, their intellectual capacities, sort of personalities and as well as possible update about the learners' cultures. Simply, So, language teaching is not an easy job. Similarly, to teach the language skills for learners are also a difficulties job for any teachers because writing has some steps to modify into advance writing, in the causes of novice teachers s/he has not proper ideas for teaching and they can't highlight the students' English language proficiency. While novice teacher entered into classrooms/he should take knowledge about classroom atmosphere and maintain the proper classroom environment.

Husain (2015) stated that four skills of languages these are listening skills, speaking skills, writing skills, and reading skills. A language is a system of phonetics, grammar and vocabulary which themselves are system. In recent year, the English language has facilitated the widespread of electronic networks in the field of public communication. This spread in turn has contributes to improving the use of English as an international language, Abdallah, 2020. English has spread as an international language so the scope of English is aroused in classroom teaching as a foreign language in Nepal. Basically, novice teachers are concerns with newly appointed teachers who are new and have not proper experiences about classroom activities. While teaching language skill s/he has not depth knowledge to adjusting in

atmosphere of the classroom. Writing skills is productive skills which is largely depends on the teachers. In that causes novice teachers have to be creative.

Khasawneh (2021) declares a result of writing skill through his article “Language Skills and their Relationship to Learning Difficulties in English Language” from the student point of view: he states that; students face real weakness in the field of writing. The researcher attributes this to the teacher’ lack of focus in their teaching on this skill and their focus on other skills. In additional there are weak appropriate opportunities for the students to show his skill in writing expressing himself. Novice teachers have not proper experiences they hesitate to distribute knowledge as like, experience once in that cause language skills aren’t instruct fluently.

When learning the foreign language, academic writing plays a fundamental role. In order to use the language specifically and correctly, non-native English speaker should know the writing process, elements, and features. There are also certain aspects that need to be followed by the learners. For example, perceiving and concluding the next before composing the deletion or disruption of complex sentences, on account of expressing the related means. It necessary for learners to know about educational writing such as (process, genre, and product) is descriptive, narrative, and illustrative (Kumar, 2020). According to Krashen (1984) writing skills has not been given much value and focus by researchers until the beginning of the last decade of the twentieth century.

Statement of the Problem

Classroom activities are depending on learners, teachers, management, and classroom environment. If the teachers and students get proper environment there might be fruitful classroom activities, and the learners can acquire language skills.

Simply to acquire writing skills there require collaboration between teachers and students. For good collaboration teachers have to have capacity to control in any situation and maintain classroom activities properly. But novice teachers do not have experience to control any situation so that there occur various problems and objectives of the curriculum will not fulfill. Novice teachers do not have proper experiences and their instructional beliefs have weakness and novice teachers are fresh who have less than five years of experiences (Kim & Roth, 2011). Classroom has also full from multilingual students. In that period to develop English languages writing skills is such a difficult job. Mostly teachers have to make an effort, proficiency towards their duties and training, education, cognitive ability, professional beliefs, school managing strategies but novice teachers do not have full of proficiency to maintain all the problems which are occur in classroom activities. In classroom activities there occur various challenges for novice teachers to improve learners writing skills and maintain the good atmosphere of classroom. Writing skills related to composing skills which are such a difficulty job for learners and that also create challenges to the novice teachers. While the teachers prepare the writing skills' lesson for any level of classroom there occur various confusion to manage the classroom activities. In teaching and learning process, novice teacher should be aware to pedagogical implementation and progress their perception so that novice teachers have faced various challenges.

Objective of the Study

The main objectives of this study were as follows:

- a) To explore the activities adopted by novice English language teachers for writing skills.
- b) To find out the problems of teaching writing skill in English classroom.

Research Questions

The following research questions guided this study:

- a) How do novice teachers construct the fruitful classroom activities for teaching writing skills?
- b) What are the problems occurred in teaching writing skills?

Significance of the Study

This study explained the novice teachers' proficiency towards the writing skills and tries to explore the ways to professional learning of novice English teachers this study provided the information to the novice teachers to choose a best writing skills in classroom and also help to reduce the classroom challenges which are arouse in classroom. My research was basically focused on writing skills activities which was conducted by novice English language teachers so that, this study provided some scientific ideas to construct classroom activities, within this research supported to the novice teachers and also trainer to improve the writing skills.

For the more this research suggested new researcher, administrator, students and English language teacher. Because my research diagnosed the novice teachers' problems and produced the best way to improve the classroom writing activities. This research also provided some writing strategy and suggest new way to solve the classroom problems so that it is beneficial for teacher and students.

In sum, this study was beneficial for those who are directly, indirectly involved in teaching writing skills like novice teacher, trainer, students, researcher, administrator and also beneficial for those who want to improve their writing skills.

Delimitations of the Study

The study had the following limitations;

- a) This study had limitation to the classroom activities conducted by novice research.
- b) It was limited to the teachers' instruction of writing skills activities.
- c) The design of this research was based on qualitative research design and interpreted descriptively.
- d) The data were collected through interview and classroom observation of novice English language teacher.

Operational Definitions of the Key Terms

Novice Teacher: Novice teachers are beginner teachers. They are in their first year of teaching with little or no prior teaching experience. Novice teachers require to participate in induction and training. In my research, novice teachers do not have sufficient experiences in teaching writing skills.

Writing Skills: Writing skills are closely related to the script skills. Writing skills are an important part of communication so it included all the knowledge and abilities related to expressing ideas through the written word.

Classroom Activities: Classroom activities conducted with the teaching and learning activities in four walls of school. To develop the writing skills, classroom activities played the vital role and provided the suitable strategies for novice teacher.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consisted some recommended documents which are contrasted by various researchers and author. This chapter spread by sub-topics such as review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. These related literatures provided some ideas for new research and helped to reduce the research problems for new researcher.

Review of Theoretical Literature

Theoretical literature provided guidelines for the researcher. It helped to develop the researcher's cognitive skills to analyze the related literature. By analyzing theoretical literature, I found out some scientific evidence which helped to gain the main concept for my topic. This section provided me guidelines to reduce research problems and explore the new ideas. There included some subtopic such as; novice teachers, teachers' experiences, classroom activities, teaching methods and techniques of writing skills, challenges of novice teachers in classroom, and challenges of classroom activities to teach writing

Novice Teachers

Novice teachers consist beginner teacher they do not have proper experiences and ideas to deal in any classroom activities. Novice teachers be aggressive to acquire knowledge and instructional technique for develop their professional life. Novice teachers require help from their co-peers, administration, and expertise because they might have lacks of confidence and proficiency. In the beginning novice teachers may have enough competent in the subject matter but they may not have proper techniques to manage difficult situations. Nepal has various indigenous languages so in a classroom often consists of multilingual students, in that condition novice teachers

have to be strong controller and use proper cognitive skills otherwise classroom environment will be incomplete. So, to maintain the classroom in balance novice teachers require induction program, training and support from expert teachers. Saud (2022), states that, teachers' induction help beginner teachers to develop and understanding of the school environment, community and culture. Induction programs of teachers' education which takes place during the critical period at the beginning of the newly qualified teachers in teaching career, usually the first year after qualified as a teacher.

Novice teachers are working much harder than students, because of they have no proper teaching experiences, they have lack of confidence for classroom management, feel unclear confused about their teaching activities. Burns and Richards (2011, p.184) argued that in the first year of teaching experiences are also mediated by three major types of influences: their previous schooling, experiences, the nature of the teacher education program from which they have graduated and their socialization experiences in to the education cultural generally and the institutional culture more specifically. But in the context of Nepal novice teachers means those teachers who have teaching experiences of less than one year. Novice teachers have short term planning and their planning take a significant amount of time.

The classroom management practices teachers adopt have been related to their years of teaching experiences. Novice teachers have not mastered in their classroom management because they have not proper experience to management techniques. Comparing novice and expert teacher representation of classroom management issues, Wolff, Van den Bogert, Jarodzka, and Boshuizen, (2014) showed that expert teachers significantly more effectives at predicting classroom management events than novice teachers. This suggest that with years of experience, teachers develop a better

understanding of classroom management practices. Novice teacher requires aware for gathering the experiences and maintain the classroom problems. In the ELT (English language teaching) base classroom novice teacher should prepare the lesson plan and utilize them in to the classroom. In teaching and learning process teachers face various challenges and problems simply novice teachers also face difficulties to reduce the classroom problems and help from the expert teachers and administration.

Teachers' Experiences

Teachers' experiences related to the teachers' professional career. While teachers are involving in their profession then they cumulate various experiences by developing their beliefs and working strategies. English as the medium of instruction (EMI) refers to the use of teaching tools in academic subject but in the context of Nepal teachers have to practice various strategies so teachers get chance to generate their experiences. According to Hok (2007) teaching experiences related to general pedagogical beliefs, self-efficacy belief and indirectly, to practice. Nepalese community schools have multilingual students and students are arrived from heterogeneous culture, in that causes one language may not be appropriate as instruction medium. An increasing in English as a medium of instruction at Non-anglophone Universities is a result of internationalization students and faculty and to develop the linguistic skills of local students (Galloway & Ruegg 2020). Simply Nepal also pursued towards English medium instruction and teachers get chance to cumulate various experiences from their classes. However, recent years have seen Nepalese schools promote the EMI in their school's atmosphere, in that causes if teachers show the positive vibes and effort towards their duties, he/she will success to develop their career. Teachers should continue to improve in their effectiveness and change their belief towards their profession then they can gain experiences in

teaching. Kini and Podolsky (2016) state that, teaching experiences is positively associated with students' achievement gains throughout a teacher's career. Gains in teachers' effectiveness associated with experiences are steepest in teachers' initial years, but continue to be significant as teachers reach the second and often third decades of their careers. So, teacher should do regular effort to develop their career.

Teacher should create proper atmosphere for collecting experiences to reduce challenges and problems from EMI classes. Kini and Podolsky (2016) suggested to administrators and policy makers: to create condition for strong collegial relationship among school staff and positive and professional working environment, as these contexts are associated with the greatest gain in teacher effectiveness. Simply pair-work, seminar, conference and interaction between teachers and students provide the chance to collect various experiences in life. If the teachers have experiences, Huberman (1992) called them "coefficient of mastery", he includes some facets of teaching confidence, such as "dealing effectively with discipline problems because of more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers. Moran and Woolfolk Hoy (2007) state teachers' experiences are related with his / her mastery in professional life. So, novice teachers have not proper experience about teaching because they are in learning step.

Student success is directly related with teachers' professional life so to get the positive vibes, teachers always be creative, and generate positive belief towards pedagogies, self- efficacy belief and involve themselves in peer-work and ELT bases program. To develop the teachers' experience novice teachers should develop their confidence level and promote the experience level. Without developing teachers' positive beliefs towards teachers' profession, teachers could not success to get mastery confidence. While teachers promote beliefs and practice, he/she can arouse

teaching experiences. Experience teachers have strong beliefs about student motivation and instructional methods.

Classroom Activities

Classroom concerns with various tasks assigned in a room. Classroom activities mention with that activities which are conducted in classroom practices. In classroom there involve teachers, students, materials, and instructional tools. Students and teachers interact to each-other for deliver knowledge and learn knowledge. In my research classroom activities mainly focus on writing activities and the classroom teachers is a novice teacher. Classrooms are the places for producing the educational instructional activities of schools. Classroom impacts on students' behavior, so classroom should be relevant with the level of the students. Classroom management strategies construct the atmosphere for learning. Alcan (2013 P,161), states teachers' views on the effect of the activities on the lesson teaching; the low and middle standards school teachers agreed on the fact that the activities make the instructional easier, increase participation provide collaboration among the parents, provide permanency of the comprehension and arouse interest for the lesson. The activities are useful for students in providing awareness, learning permanency and reinforcements besides increasing success and self-confidents. Also, the activities have positive contributions to development of empathy.

Alcan (2013) suggested that teachers should be motivated to develop and implement instructional activities. Activities, contribution to teaching and learning should be well infused. Activities contribution to the classroom management should be highlighted. When teachers don't meet students' learning needs through suitable learning environment, they try to teach by force. While the teacher entire into classroom there exist different problems. Thapa (2016. P. 99) said to solve the

classroom problems, first of all it was necessary to know the reason of problems. After knowing the reasons of problems make a planning for solving the problems. Simply she states that some problems as summarize as; the main problems were that student showed less interest in learning and students hesitate for presentations in classroom. The next problem was class interaction. She also argued that effective teaching and learning is today's need and in order to make it effective and relevant, action research is required. It is through action research the students' problems in learning could be identified. Students' involvement in the action research is must as it helps to identifying the root cause of the problems and finds the appropriate solution. For successful implementation consists of some transformation or continual development of initial ideas. So, the teacher should make plan to apply the findings of the research into action in the next semester. The following is the formal of the activities in the class. She shows teachers' activities and students activities on her research article, here mentions teachers and student activities respectively:

Teachers' Activities

- Teachers ask students to review what they learnt in the last class
- Teachers ask students to read the slide and explain to read the slide and explain them in English (in Nepali whenever required)
- Display of slide and explain it in English and Nepali, if necessary,
- Provide 15 minutes brakes,
- And teachers ask students to do the presentation.

Simply students should follow the teachers, activities in classroom, as like;

- Review of last class,
- Listen to the lecture and asked question both in English and Nepali,
- Explain the slides,

- After break each group do the presentation,
- Students of another group give feedback on the presentation
- 10 minutes time allocated for each group for presentation plus discussion.

Additionally, others activities are documentary show related to the subject matter, next activities are to attract students towards the course was drawing a table on the white board and put the heading in one day activities of male and female students.

Classroom activities play the crucial role to develop the students and teacher relations. And while the students and teachers' relationship become strong their progress the learning activities. To gain the objectives of lesson planning the teacher should be creative to maintain the classroom environment, management section and relationship between students. Novice teachers may not have proper experiences about the classroom activities but he/she should be progress for effective teaching. Simply Alcan suggest to teachers to motivate for implement instructional activities in classroom.

According to Poudel (2020, p .7) states that English is being taught and learnt as foreign language. For foreign language teaching and learning to be successful, it needs to be systematic so he represents three types of principles for enriching English. These principles are described as below:

Cognitive Principle. The cognitive principles are concerned with the learners' cognition in processing and acquiring a foreign language. These principles are related to the mental process and intellectual activities of the learners. The novice teachers should be aware towards the learns cognition and develop the lesson plan for best and effective classroom.

Affective Principles. This affective principle is primarily concerned with the affective factors and conditions of the learners that are associated with the psychological theories and assumptions. These principles are related to language and culture such as the principle of language ego, self- confidence, risk taking, and language-culture connection.

Linguistic Principle. The linguistic principles are concerned with language and language development and are related to the process and progress of the acquisition of the foreign language features. The principle of native language effect, inter-language, and principle of communicative competence belong to linguistic principle.

While teaching and learning process there require teachers and students' co-relationship and their attention to achieve goals. In academic field classroom activities must be relevant and productive, for the effective classroom there need to have proper principle and guidelines which provide sufficient strategies for teaching. Within the principle and strategies teachers and students should be cleaver to acquire the classroom's objectives.

Teaching Methods and Techniques of Writing Skills

Teaching methods comprise the principles and methods used by teacher. Teaching methods provide the particular way for writing skills. Especially, novice teachers have not full of pedagogical experiences but they are trying to use appropriate methods for teaching writing skills. Pandey (2025, p. 123) stated that "methods encompass techniques for collecting data such as observation, survey, and interview." Writing is a composing method that goes beyond the limits of ordinary expert, scholastic, or specialized types of writing, ordinarily recognized by an accentuation on story creation, character improvement and utilization of artistic figure or with different customs of verse and poetics (Kumar, 2020). According to Krashen

(1984), writing skills has not been given much value and focus by researchers until the beginning of the last decade of the twentieth century. Writing skills teaching gained much attention during the 1990s when English gained high value as an international communication language and thus “English as L2 writing skills do not only- play an increasingly important role today in the lives of professional in almost every field and discipline” (Long & Richard, 2003, p. XV). Writing has been an influential and useful part of the syllabus in English teaching. A different approach can be used in the classroom to teach writing skills. Good and practical training, in any case, would rely on various elements such as different types of learners, kinds of text to be learned Kumar (2020).

The methods and materials theories have been so influential in writing practices in the language learning period among these different types of approaches. The approaches to the materials keep an eye on writing finished material rather than the process of writing itself Kumar (2020). Kumar listed out some approaches based on writing method. These are as below:

Product-oriented Approach. Product based writing approach is well-established instructional techniques, meant to encourage the participants to imitate a portion of the experimental text, particularly provided at the initial phase of learning a language (Gabrielatos, 2020). This approach is based on linguistic competence and on the suitable use of vocabulary, grammar, and cohesive instruments.

Process-oriented Approach. Process- oriented emphasizes the process of the way ideas are generated in writing. This method needs learners to understand the stages to create a successful task. Process-oriented method is considered criteria for generating meaning based on a lot of processes this method is primarily deals with linguistic skills, like developing or planning instead of the knowledge of linguistic

factors. Each and every writing steps should go through the process. If the learners tackle the writing process, he/she can grow of their writing skills. The author in the process-oriented method goes through various stages with different views in creating a piece of writing, although a standard template is defined which involves four phases: pre-writing, writing, editing, revising, and in the end creating a final draft (Tribble, 1997). Obviously, writing is much difficult rather than that different phases of writing like these can be completed in a recursive way. Usually, in these phases, the writers move forwards or loops backward. Suppose the writer thinks of doing correction at the pre-writing state, He can re-edit the work. He can again make a few changes and re-correction. Within the process of writing there require to adopt a pre plan to writing and set the writers, mind.

Genre Writing Approach. This approach is one of the new teaching approaches to writing. Genre is the standards for various types of literature. According to Harmer (1998), if, teacher pay attention to the method, learners read written materials within that they can do the practice of writing first then to start your task. Suppose, when learners are supposed to develop letters on business, first the trainer need to give them a sample of business letter and then start composing their own. Badger and White (2000) are of the view that Genre writing approach has many similarities with Process-oriented approach. Genre writing approach took into account linguistic aspects, significant for writing, which is similar to Process-oriented approach. However, writing mode changes with the change of social context. This societal mode plays significant purpose. In “a sociocultural stance, it identifies the writers as social agents with particular self-perceptions and purposes behind their creative writing practices” (Zhao & Brown, 2014). Thus, to write for a particular

genre, a writer needs to follow many factors including subject matter, style of the genre as well as the connections between the writer and the readers.

Creative Writing Approach. It is a way of writing in which the author takes independence and tries to create his own thoughts and feelings about something. It is an aspect that refers to conceptual activities like creating poetry, fiction, and games. Usually, it determines of creating texts possess an accurate instead of merely educational, functional, and practical intent. According to Harmer (2007), creative writing comprises “imaginative tasks, such as writing poetry, stories, and plays.” Most commonly, it is used for aesthetic purposes rather than knowledge dissemination, instrumental, or realistic task. Hyland (2002) affirmed about creative writing as “any writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories, and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative nonfiction such as personal and journalistic essays” (p. 229).

Challenges of Novice Teachers in Classroom

Novice teachers have lack of professional experiences. They are beginner teachers so they may be faces challenges and uncomfortable in classroom. While the novice teachers are in classroom, they have to maintain classroom environment, teaching planning strategy, relationship with the students, and administrative policy. In teaching and learning process lots of challenges and issues are occur so teachers should be creative and aware to reduce them. Poudel (2020) states some of the challenges such as; poor physical infrastructure, insufficient instructional materials, loose administration/ supervision, worse professional environment, and adverse socio-linguistic situation. Simply, novice teachers also face these kinds of problems and

they have difficulties to maintain because they have not proper experiences. Within this novice teachers have difficulties to fulfill the pedagogical demands, and growing needs for technological competence, and increasing diversity among students. To maintain the materials and adopt the schools' strategies novice teachers faces difficult situation. However, novice teacher face challenges seldom addressed in their professional preparation.

Novice teachers could be viewed as strangers in a new land since they are unfamiliar with the school's culture and norms, and they must navigate through planning, teaching, assessing, and an assortment of other responsibilities and demands Michel (2013). Novice teachers are beginner teachers so in their first year of teaching period they have to face a wide range of challenges. Al-Naimi, Romanowski, and Du (2020) found that the challenges faced by novice teachers in Qatar governmental schools can be classified into three interrelated themes namely, teaching challenges, challenges created by government policy and administrative demands, and professional challenges. These challenges are briefly presented as following:

Teaching and Classroom Challenges. Classroom management is the key challenges for the novice teachers. Some administrators would not receive punishments if there were poor behaviors among the students and the misbehaving students posed a challenge for novice teachers. However, classroom management related with the classroom sizes, indicating that these management problems would be reduced if they have lower class sizes. Large class size also creates several instructional problems for novice teachers. Within the classroom size high numbers of students are also concerns with the classroom managing challenges. For example, for the writing lesson, the English teachers indicated that the high numbers of students write two to three drafts of each writing prompt in the class and then the students

share their writing pieces with their peers. Besides, the teachers need time to review students writing and correct mistake in class. Furthermore, lesson planning and participants are also aroused as classroom challenges.

Government and Administrative Demands. The school administration is a challenge and the primary sources of stress and perceived pressure. And governmental policy is also addressed in the second biggest challenge that novice teachers faced beyond the contest of the school itself. Teachers have self-doubt which effect the self-confidence in their teaching abilities. Some teachers were of the additional administrative demands assigned by school administrators. Novice teachers are also stress from the teaching system in government schools in general as well as paperwork and exhaustion arising from administrative demands.

Professional Challenges. There was a sense that several teachers lacked competence and a sense of self-efficacy during their first months of teaching. Novice teachers are unable to master their teaching goals with their students due to a lack of competence and skills. That teachers are not prepare they have the lack of skills. The low social status of teachers in Qatar become a challenge for several participants. To develop the professional status school workshops is useful and teachers enjoys attending the professional development sessions and looks forward to attending more and applying new things in their classroom.

Similarly, Kumar arouses a report in his research on the students enjoying writing percentage (2020 table 8,) 7.5% of all students never enjoy while writing and the same number of students enjoy little while writing. Three girls and 3 boys fall into this category. Moreover, 15% of students in total rather and 35% in total enjoy writing much. Eventually 35% of total students very much strongly enjoy while writing. So, this report shows that all of the students are not enjoying to writing because writing is

difficult task to every student. In that situation novice teachers should be prepare themselves and reduce the classroom problems.

Challenges of Classroom Activities to Teach Writing

Writing is based on composing skills which deliver internal feelings through the help of language script. Writing is a system of language. Learners become able to perform certain tasks. For the academic field writing skills is necessary to develop the learners' cognitive power and that progress the learners writing ability. To teach the writing skills is such a difficult task. Writing is productive task so while teaching writing skills there arouse various problems in classroom and for the novice teacher s/he has not proper experiences, in that condition there arouse various difficulties and challenges in writing classroom. While teaching writing skills it should be product and follow the process to develop the genera and creative writing. While teaching writing skills there require to teach vocabulary and spelling, suprasegmental process so teaching writing is such a challenges job.

In classroom activities there arouse various challenges in that condition, teacher should be handled the problems and develop the proper environment for teaching and learning writing skill. Othman (2006) said that challenges in teaching writing is when the process of teaching writing does not show teaching of such skills. This means that there are some occasions during the process of teaching writing when teacher does not train the students' writing skill, such as; whereas teacher is required to help the students in writing so that they could acquire and display the corresponding skills. Adam (2021) states that in teaching writing, teacher has to teach a lot of students with variety of understanding and provide a guide to make them understand with the lesson of writing, also the teachers need to be clever on using the facilities in order to achieve successful teaching.

If the teachers are not success to be cleaver in writing classroom, they could not success to maintain the classroom challenges. And the teaching writing skills' objectives will not be success. Adam (2021) found out the four challenges of teaching English writing skills. These challenges are described as below:

Teaching Techniques-related Challenges. Teaching techniques are related as how teacher teaches in a classroom. Teaching techniques related challenges are related to the teacher's techniques to deliver writing skills in classroom. Willison (2014) stated that students' different intelligences and background knowledge about the lesson is one of the challenges that teachers face while teaching in the classroom. Techniques are depended with how the teacher deliver the writing methods in classroom and how they guide the students to acquire the writing skills. If the teachers are not able to use proper techniques, there students can't be success to develop their proficiency and competences.

Teaching Time Related Challenges. Teaching time is defined as how much the time that the teacher and the students need in teaching and learning activities in the classroom. The given time must be sufficient for the teacher to do activities efficiently which is challenging for the teacher to do that because there are a lot of things that the teacher should be consider carefully. While teachers give writing task to the students it takes times to finish so that in classroom time managing part is come as a challenge for teaching writing.

Linguistics Related Challenges. Linguistic related challenges mean teachers' challenges that constrain them to teach English writing to the students who lack of vocabulary, grammar and arranging ideas. In teaching, students who had English linguistic-related problems, there teachers face various problems to progress the learner writing skills. Because writing skills depends with the vocabulary, linguistic

and grammatical aspects so while students have lack of vocabulary, he/she could not write new sentence correctly.

Learning Motivation- related Challenges. learning motivation means interest that students have to learn in order to get the knowledge. Thus, if students are less motivated with learning, teachers have to use a technique to motivate the students. Students' lack of motivation in learning English is challenging for the teachers in teaching English. The way to improve their writing skills is a challenging factor faced by teachers of writing skills. Thus, in teaching writing skills teachers need to motivate students.

In classroom there occur various challenges to maintain this teacher should be creative and away to the classroom challenges. Teachers should be relied their duties and student cognitive capacity before starting teaching writing skills. To develop the writing skills teachers should be aware about the language skills and aspect of language. Even though teachers are able to cope with particular challenges in their classroom, they still need to explore more strategies in teaching; thus, the teaching and learning process can run effectively.

Review of Related Empirical Literature

Review of empirical literature will provide guidelines and technique for researcher so I collect some researchers' literature and collect idea and their finding. This Section provide benefits for my research and helpful for data collection.

Ojha (2016) conducted a research study on the topics of "Novice Teachers' Perceptions and Practices of Learner Centered Techniques in Teaching English." He had put some objective to find out the perception of novice Teachers on applying learner-centered techniques, to find out the practices of using learner-center techniques in the classroom, and to suggest some pedagogical implications for

students. He chose survey research design. Generally, this research is usually done in the natural setting. Population of this study consist all the novice teachers who are teaching English in Nuwakot district. He selected 40 novice teachers from different (secondary and lower secondary) school in Nuwakot district and using non-random sampling procedure. For his data collection techniques, he used questionnaire. In his survey research he analysis his data by qualitative and quantitative analysis. The major findings of this study were that teachers had appropriately used and believed on students-centered technique while teaching in secondary and lower secondary level schools. He was concluded that student-centered techniques provide maximum opportunity to the students in classroom interaction in language teaching so teachers were positive to promote the student- center techniques because that promote the students' participation in language classroom.

Pahadi (2016) carried out a research work entitled “Teachers’ Personal Efforts for their Professional Development.” The main objective of this study where, to identify the personal attempts carried out by the teachers for their professional development to suggest some pedagogical implications. He adopted survey research design. He followed random sampling procedure twenty secondary level schools located in Kathmandu valley. Twenty English teachers were selected as the sample of the study one English teacher teaching English at secondary level were selected from each school. He used nonrandom judgmental sampling procedure to select teacher from different schools. He used questionnaire as a tool. The questionnaire consisted of closed and questions only. He regularly views of past experience in the different areas of teaching. It is stated that they always understand about the age, interest, needs and abilities of students before teaching and after teaching.

Kumar (2020) researched entitled “Approaches in Teaching Writing Skills with Creative Writing: A TESOL Study for Indian Learners”. In his journal article he was based on some research objectives as like; to point out the difficulties which (10+2) Indian students usually face while creative writing, to know how effective Indian students in their creative writing about any topic or answer to any questions and how effective creative writing for (10+2) Indian students. He used quantitative method for research methodology. Because quantitative study is supervised, numerical and result-base which represents the true value and that are usually beyond the research observation. In his study participants consists of 40 students. They are (10+2) students who study at a CBES affiliate school in New Delhi among 40 students he chose 20 students were girls and 20 students were boys for as informer. In this research two data collection instrument were administered by the researcher for data collection, a questionnaire, and interview. The questionnaire contains 20 questions of multiple choice using the five choices like scale. The researcher used Microsoft excel 2007 to analyze the collect data.

Poudel (2021) carried out research entitled “Strategies Adopted by Secondary Level English Teachers for their Professional Development: A Narrative Inquiry”. The main aims of this study were to identify the strategies adopted by secondary level English teachers for their professional development and to explore the challenge faced by secondary level teachers while applying those strategies. It was a narrative inquiry research design based on five English teachers from five community schools of Sindhupalchok district. She had used non- random purposive sampling strategy to select the sample for this study. In this research, she had used in-depth interview from different five community schools of Sindhupalchok district. The English teachers were used as research tools to collect data from her study. This was found that, most

of the teachers have practiced new strategies through the help of internet, journal, and workshop training. They believed in applying different teaching strategies according to the level and abilities of students.

Though various researches have been carried out in the field of novice teachers and teachers' personal effort related topic with the writing skills. These researches missed to investigate on classroom activities of teaching writing skills conducted by novice teachers. My research is based on periphery of Dhankuta district's novice teachers therefore this research work has gap in this area.

Implications of Review for the Study

In research study there require the literature review, that provide the scientific methodologies and help to develop the new concept to the new researchers. In literature review, my central focus is classroom activities conducted by the novice teachers for teaching writing skills. I collect some related books, journals, articles and reports to collect the information. This entire source helps me bring the clarity and focus on the research problems. Within this, I construct new strategies and scientific guidelines to progress my research.

In the writing classroom, there novice teachers face various challenges so literature review provided me some teachers activities and students activities within this I got chance to learns about the writing methods and teacher challenges, teachers, experiences and help to develop the concept of novice teacher. There I study books and related article then get the chance to develop my mind.

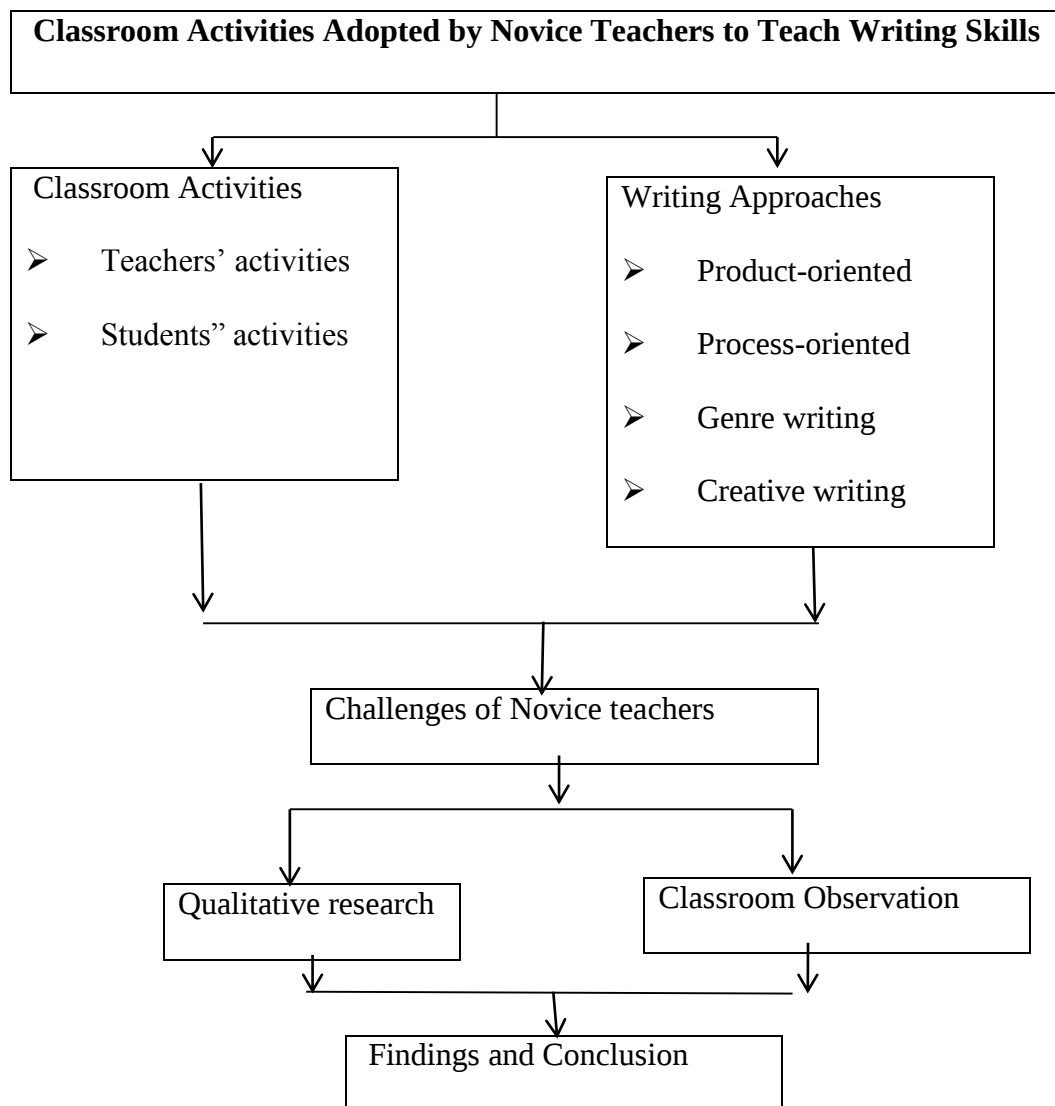
Simply, I'm reviewing same empirical literature related to this study. These literature review provides some ideas and improves methodology to achieve the objectives as well as to integrate findings with existing body of knowledge. The review works are briefly presented here:

Ojha (2016) wrote a thesis on the topic of “Novice Teacher’s Perception and Practices of Learner Centered Techniques in Teaching English”. From his study I got chance to explore survey research design and help to utilize that in my research study. Similarly, Phadi (2016) research entitled “Approaches in Teaching Writing Skills with Creative Writing: ATESOL Study for Indian Learners” progress my ideas for methodology for and I get chance to choose participants for observation.

Likewise, Poudel (2021) carried out research entitled “Strategies Adopted by Secondary Level English Teachers from their Professional Development: A Narrative Inquiry”. From his research I got chance to develop my research objectives and questions.

Conceptual Framework of the Study

Novice teachers cumulate experience from their professional life. Professionally teachers work at classroom and that classroom activity is directly related with the teacher. Novice teachers always get chance to acquire new things from their classroom with in this there arouse various problems and challenges while teaching the writing skills in classroom. Novice teachers are always being aware towards classroom activities principle and teaching methods or approach because this provides the guidelines for novice teachers. Most of the teachers have not proper experiences so they have face various difficulties and challenges. Especially novice teachers should be aware towards their classroom act and student activities before entering the classroom and within this novice teachers should be prepare the lesson plan.



Chapter III

Methods and Procedures of the Study

This chapter provided some identical procedure and methods about my research study. It included some sub- heading such as; design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data collection and interpretation procedure and ethical considerations.

Design and Methods of the Study

Design and methodology play the crucial role in research. Here I adopted qualitative research design. Qualitative research design investigates educational research which can be carried out either by a group of researchers or by an individual. Qualitative research allows researcher to unpack the meaning people ascribe to activities, situations, events, people or artifacts, build a depth of understanding about some dimensions of social life (Leavy, 2014). This research describes the present situation of novice English teachers and practices to arouse proper guidelines for reduce writing problems. While I used the qualitative research design, there require proper data collection and the data collections were based on the particular time, events, issues or situation because qualitative research values people's subjective experiences and meaning-making process. My research sample should be representative of the study population as a whole. According to Pandey (2025), "qualitative research looks into epistemological and ontological foundations that shape qualitative inquiry, the interpretivist and constructivist perspectives that inform research design, and the methodological tools so qualitative research investigate language learning and classroom interaction in depth" (p. 121). Similarly, my study also observes the classroom to investigate the classroom actives. Furthermore,

according to Erlingssons and Brysiewicz (2013) qualitative research collect data by understanding patterns, similarities, and differences in participant's lifeworld representations, as conveyed through interview transcripts, dairies, media recording, field observation therefore, my research also cumulate data through the interview and classroom observation.

In my research qualitative research helped to analyze novice English language teacher's perception towards writing skill and teaching strategies and also arouse the novice teachers' challenges and behavior through interview and classroom observation. So, I chose the qualitative research design as a research design.

Population, Sample and Sampling Strategy

The population of my study are the novice teachers of Dhankuta district. For the total populations, I chose 5 novice English language teachers from different schools. Purposively in this research I conducted semi-structured questionnaire and also prepared a classroom observation check list for observe the novice teachers' teaching writing activities in classroom. They provided me perfect data by sharing their experience. The interview and classroom observation helped to develop the perfect data for my research.

Research Tools

I used interview and classroom observation for check list as main tools of data collection. I conducted data from the semi- structured questionnaire and classroom observation check list which helped for my research study.

Sources of Data Collection

I used primary sources and secondary sources of data collection. These sources were essential in research for collect information and helped to carry out the research.

Primary Sources of Data

The primary sources of data were five novice teachers and the classroom observation and interview of these teachers from Dhankuta district.

Secondary Sources of Data

In addition to primary sources, I used some secondary sources of data and consulted the books articles, journals, thesis and the online materials. e.g. Adam (2021), Alcan (2013), Dr. Kumar (2020), Harmer (1998), Harmer (2007), Krashen (1984), Ojha (2016), Pahadi (2016), Poudel (2020), and Wilson (2014) in order to get knowledge and insight to accomplish this research study.

Data Collection Procedures

Data collection procedures are main things to evaluate the research problem. I prepared 10 questions for interview and also prepared a classroom observation check list. While I prepared question and check list then, I went to the Dhankuta district for visiting field. I selected five novice teachers from different schools and built the authority. Then I explained them about the purpose of my research and pursued them for helping me for providing the required information to my research. Then, I told them about my research objectives to provide me sufficient information. While they agreed to me then I informed some question for prepare the interview. After the interview I requested them to teach the writing skills in classroom for observation. After some days, I collected participants information from the interview and classroom observation as the data. then I thanked all the respondents who provided me require information and helped in my research.

Data Analysis and Interpretation Procedures

Data was analyzed in qualitative manner and interpreted descriptively.

Ethical Considerations

While preparing research we should be aware in scientific responsibility and plagiarism to avoid copyrights and AI (Artificial Intelligence) to cut my overload of writing and avoid ChatGPT. To avoid copyright, I did not use unpublished data without permission from the owner. I read the others article and gave citation. Further-more I translate my own sentences and put references also, so that I avoid the risk of copy rights. So, my research avoids stealing others' intellectual property and I wouldn't claim it as my own creation.

Similarly, thesis shouldn't hamper any participants' physical and psychological perspective. I ensured that my participants are treated fairly and respectfully so, while I took questionnaire, I was careful about the novice teachers' physical, social, cultural and psychological phenomena and respect their information. If my interview questions made them uncomfortable, I modified these questions and developed the suitable atmosphere for participant because researcher should respect the scientific rules and regulation. While I collected the data then after I analyzed them and if any interviewer requests to his/ her information is privacy I respected them. In sum up, my thesis writing is based on my own work. To fulfill my study, I mostly collect primary and secondary sources without plagiarism and this study protected rights, dignity, and safety of participants.

Chapter IV

Analysis and Interpretation of Results

This chapter deal with the analysis and interpretation of the collected data obtained through novice teachers. All the data have been presented, analyzed and interpreted under this topic. The data were collected through the interview and classroom observation check list. These interview questions and classroom observation were based on the objectives of the study.

I arranged the questions thematically and classroom observation was one of the sources to collect the data to meet the objectives of the study. The collection data were analyzed, interpreted and discussed under the classroom activities adopted by the novice English language teachers in teaching writing skill and novice teachers faced various challenges in the implementation of writing skills in classroom.

This section mainly showed the presentation analysis, and interpretation of the research result. This has been done separately on the basis of tools employed. 10 questions selected for the interview and classroom check list for analyze and interpret the data from novice teaches. There included five novice English language teachers as an informer. The data obtained from research questions and classroom check list. These data have been analyzed and results have been made as below:

Experiences of Novice Teacher in Teaching Writing Skills

Novice teachers were those who are in beginning stage and have no more experiences. Novice teachers are directly connecting with their teaching experience and experiences are related with the teachers' teaching periods of time. In this section, time concerns with the teachers' professional periods. While teachers spent more time in teaching field, he\she cumulated more experiences and they can easily teach writing skills in class. I asked a question to five participants about their periods of

time for novice teachers. Novice teachers separately express their teaching periods of time. On the question of how long have you been teaching in school? Out of five T1 participant shares his teaching experiences as below:

Umm I have spent my ten months in my profession. It's my first experience in teaching field. In the beginning I had lots of problems to teach English but now a days I have some reliefs. Schools developed new methods and policy which is very hard to maintain properly.

Similarly, another novice teacher T3 shared experiences of teaching writing skills at classroom. said;

I have passion to teach through the English language but I just get chance to join in academic field. I am here from 2 months. Firstly, I think teaching English is easy thing but it is really hard because there occur various problems in class. And I have to difficult to interact through English language with student in classroom.

The aforementioned statements explains that novice teachers have not proper experiences in teaching English language there occurs various problems. Schools polices and strategies are changed and teachers have to adjust. In the above research questions, most of the teachers were new in the English language classroom and they are newly growing their experiences. In this question they spent the time from ten months, two months, 5 months and so on in the school. According to novice teachers teaching English is interesting job but there arouse various problems.

Teaching Writing Experiences of Novice Teachers

While novice English language teacher used English language there arouse various challenges. To generate the experiences of novice teachers, I asked a question in interview as, would you mind to share your teaching experience of writing skills?

Novice teachers answered and showed their problems which were occurred in teaching writing skills in classroom. Novice English language teachers presented their experiences of teaching writing skills. T1 said;

I have ten months of teaching experience in English language. I am trying to do my best in my class. While I teach writing skills it is really difficult to improve the learners' skills. To teach writing skills mostly I used writing process.

To fulfill the students' writing skills, teachers should choose best techniques and adopt the writing process stage by stage. Within the English language aspect Teaching writing is one of the most important aspects. Simply T2 novice teacher said:

Umm, English language is not complete without acquiring writing skills. Basically, I regularly give student to write and make them creative for writing. I start with pre- writing activities like brainstorming or outlining, then move to drafting.

The aforementioned points depict the teachers' experiences about their writing class. Teachers focused on their writing classroom and trying to make creative classroom. Teachers faced various problems in classroom but they used some process of writing and improve the writing skills.

Constructing Fruitful Classroom Activities of writing

English language teachers use various conduct in classroom to develop the students' skills. Similarly, to teach the writing skills they particularly do some activities. To find out the classroom activities of writing there asked questions about constructing fruitful classroom activities of writing in interview as, how can you construct the fruitful classroom activities of writing? Novice Teachers answered and shows their activities which are conducting in classroom. T3 novice teachers presented activities in interview as:

Yes, I conducted best writing activities in writing classroom. Writing is creative thing for the student. For active the students I mostly give real life situation to write, encourage the students to keep a dairy. Similarly, I also provide some notes to copy and engage them in cooperative writing.

Similarly, T2 novice teachers shared his ideas as like:

Yeah, firstly I teach writing skills in classroom. I provide some reading tasks and practice them to copy and similarly I use story for built students' vocabulary. That develop the brainstorming for pre writing and then we can go in draft writing.

The aforementioned responses show that novice teachers use various techniques to develop writing skills. Teachers gave task to write about student life and provide notes for copy. Similarly, story-telling and reading task help to increase the vocabulary power. While students have proper vocabulary power, they can build up their writing skills.

Challenges of Teaching Writing in Classroom

While teacher used English language there arouse various challenges. To recognize the challenges of writing skills from the participant there asked a question in interview as, what kinds of challenges did you face in teaching writing classroom activities? Novice teachers answered and showed their problems which occur while teaching writing skills in classroom. Participants presented their challenges which are faced by teaching writing in classroom. T1 said:

Yes, there were many challenges in writing classroom. Some of the problems are disturbing environment in classroom, lack of linguistic knowledge, differences between English language and student mother tongue. Students have

grammatical difficult to understand semantic meaning and difficult to use contextual writing.

The above statement shows while teaching English language writing skills in classroom there occur various challenges and difficulties. There arouse various challenges among them environment matter one of the important things for teaching writing skills. Similarly, participant T4 presented as;

Poor Grammar, poor spelling, student readiness to learn writing skills and lack of exposure to book and reading materials are most common problems which occur in my writing classroom.

The aforementioned points depict the challenges of novice teachers in writing classrooms. Teachers are particularly faced problems or challenges related to writing. Teachers faced various problems in writing classroom these are; lack of vocabulary and sentence structure skills, poor grammar, poor spelling of student, student readiness and lack of exposure also occur as challenges. Simply teachers have difficult to motivate student for writing and also have challenges for improving student writing ability.

Tackling of Writing Problems

Teaching professional concerns creative and difficulty job for every teacher. While Novice teachers enter into the classroom there arouse various problems. Teacher should be creative and maintain writing problems regularly. Novice Teachers asked a question how do you manage the writing problems in classroom? Teachers presented some tackle to control the problems. Likewise, T3 said;

Umm while teaching writing skills through the English language there I had faced various writing problems instead of these problems. I mostly used some writing strategies and take help from the administration. I have no long

experience in teaching field so I use lesson plan which provide me strong tackle to control the writing classroom's problems.

We know in teaching field there occur problems but we have to search solutions. In the case of novice teacher's problem, he/ she should take help from expert teachers and administration. Simply, T2 said, he adopted some activities to solve the students' problems first then reduced the whole classroom's problems. He said that;

I usually made timetable and prepare some materials for providing some activities of writing in classroom. I provided some writing tasks to students to write regularly, embrace the writing process, expand students' vocabulary, focus on clarity in their writing.

The aforementioned responses show that novice teachers can reduce classroom problems. Teaching writing skills is difficult part for novice teachers because they do not have proper knowledge. To reduce the classroom problems teachers should provide time for student to write regularly, embrace the writing process, expand students' vocabulary, and focus on student clarity and simplicity. Furthermore, teachers seek students' grammar and punctuation mistake and provide them feedback regularly.

Motivation Strategies for Developing Writing

Novice teachers' positive aspect in teach writing skills help to progress their instructional strategies and develop their experiences. Novice teachers should be self-esteem to cumulate experience. For figure out the advance result of my data there I asked a question to novice teachers; which things motivated you to develop writing strategy in classroom? Novice teachers T5 as participants he shared his experience with curiously as below;

I am novice teacher. I realize writing skills is most important thing for students.

I got change to involve in classroom as a guidance that motivate me myself to be good guidance. Simply motivation to teach comes from inspiration and encouragement. I have a passion to be a good teacher so I am motivated myself.

Similarly, T1 participants said.

I feel appreciated and encouraged by my institution, which increase my sense to teach well writing skills and our school always support me. As English language teacher I face lots of problems in classroom which demotivate me but school administrator always supported me and my students showed their curiousness in writing that motivate me for doing best.

These above statements present teachers are motivated from own effort and some are motivated from others so that motivation is related with intrinsic and extrinsic motivation. Some teachers are motivated for pleasure and some attracted towards award. Similarly, this statement shows novice teachers are motivated for their passion and some are motivated by outer support.

Writing Approach Used in Classroom

Novice teachers were asked a question related to writing approach. There asked to novice teacher as; which writing approaches do you use in classroom? In response T2 responded as:

Of course, writing approach is relevant to use while teaching writing skills in classroom. I am a primary level teacher so I mostly use product orient approach in classroom. Because of, in primary level students require guidance so I gave them modeling text and controlled writing for help students writing.

Next, T3 participants share his own experience about writing approaches.

Yeah, there are various approach to use in writing to use in classroom, among them I used all the approaches by observing classroom. I used product and process orient writing approach.

These statements showed novice teachers' responses. Mostly teachers used product orient approach and process orient approach. Within product and process orient approach genre writing and creative writing are also used in classroom. Teachers adopted this approach by observing classroom environment and utilize this approach appropriately.

Ways to Manage Writing

Teachers' instructional ideas of writing are changed within their experience and teachers' positive beliefs can change teacher instructional ideas of writing. To cumulate best data there asked a question to novice teacher how do you progress your instructional activities of teaching writing skills? T1 represents some response such as;

I am English language teacher. Most of learners show interest to acquire writing skills. English language is second language for my students; they have problems to write any things so regularly motivate them and create writing environment in classroom.

One of them T2 participant said that;

To progress my instructional activities of teaching writing skills, I effort myself. To provide fruitful classroom activities I used materials and techniques of writing in classroom. With the help of materials and techniques students show their creativeness to write new thins.

The aforementioned points depict the teachers progress the writing skills in classroom by providing motivations to the students and novice teachers do efforts to improve writing skills of students though the interesting materials and techniques.

Motivation of Student for Writing

Teaching means delivering information in classroom. Teacher often delivers effective information and provides best path for the student. Similarly, teachers should be motivated student for acquiring writing skills. If students were not motivated to write they might not be showed their interest in writing. Writing is essential to fulfill the curriculum objective so motivation require to make active and curious student. To find out teachers' effort to motivate students I asked a question to novice teachers. This question is like as can you motivate learners to acquire writing skills in classroom? How? T3 shared his perspective about this question as follows:

Of course, I regularly motivate my students for writing. Writing is required in English language. Without writing English language four skills will not be complete so to motivate my students I usually provide freedom in student choice to write, and give chance to choose their interesting topic to write which develop their curiousness towards writing.

To fulfill the writing skills objectives, there require students' creativeness and curiousness so, teacher regularly motivate them to involve in writing. Similarly, one of the novice teachers shared his ideas and said:

Writing skills can progress through the motivation, so I regularly motivated my student for writing. While I motivated them, I created positive environment in classroom, share their writing within students and I also give chance to choose their favorite topic for students which help students to curious towards writing.

The aforementioned points depict the necessary of motivation. The teachers need to motivate their students regularly. Teachers' motivation helped to develop student interest towards writing and increase students' quality in writing. To develop the learners' motivation teachers regularly provide freedom in choice of students, give chance to choose interesting topic for students and establish positive environment to write.

Ways to Manage Students' Problems

While teacher starts writing skills classroom, there might be occur problems of students in writing. Demotivated students reject to accept involve in classroom.

Similarly, there occur various students' problems in classroom. To capture the student problems and way to managing elements of students' problems there asked a question as; how do you manage the students' problems of writing skills in classroom? Teachers answered the way to manage students' problems in classroom as like:

Yes, there occurred many problems in classroom. If Students have not proper vocabulary knowledge that discourage students to involve in classroom. So, to reduce students' problems I accept several materials for using in classroom and give easy task to help them familiar with writing.

Similarly, one of the novice teachers delivered his idea and said:

Yeah, students have many problems in writing so there I stand as a motivator and guider. As a motivator I encourage my students to write and as a guider I provide interesting topics and materials to write. Motivation and materials help them to reduce their problems.

The aforementioned points depict teachers' efforts to reduce the students' problems of writing. Novice teachers have not familiar techniques to use in classroom

so they used materials and provided easy task which one is familiar for students.

Furthermore teachers use to discuss with students as a friend and provide feedback.

Classroom Observation Check List in Writing Classroom

While observing classroom of novice teachers there got teachers mostly used teaching writing for academic purpose, students need, creative purpose and classroom management. They used freewriting, listening, clustering, mapping and describing picture for brainstorming the student. Similarly, novice teachers mostly accept text book, story text, exchanges, jumble words, pictures as material of writing. Teachers also list out product oriented, process oriented, genre writing and creative writing approach. Here listed out the classroom observation checklist presents as below;

Check list	T1	T2	T3	T4	T5
Purpose of teaching writing					
➤ For Academic writing	✓	✓		✓	✓
➤ Students need		✓	✓	✓	✓
➤ Creative purpose			✓	✓	✓
➤ Classroom management	✓				✓
Brainstorming					
➤ Free writing	✓		✓		✓
➤ Listening		✓	✓	✓	✓
➤ Clustering					✓
➤ Mapping				✓	
➤ Describing picture					
Materials					
➤ Textbook	✓	✓	✓	✓	✓
➤ Story text	✓	✓		✓	

➤ Exchanges(email)					
➤ Information texts(reports)		✓	✓	✓	✓
➤ Jumble words	✓		✓		✓
➤ Pictures					
➤ Mapping			✓		✓
	✓		✓		✓
		✓			
Writing Approach					
➤ Product oriented	✓	✓	✓	✓	✓
➤ Process oriented			✓	✓	
➤ Genre writing					
➤ Creative writing	✓	✓	✓	✓	✓
					✓
Classroom activities					
➤ Role play			✓	✓	✓
➤ Group work		✓	✓	✓	✓
➤ Problems solving		✓	✓		✓
➤ Dictation		✓			✓
Assessment	✓	✓	✓	✓	✓
Assignment	✓	✓	✓	✓	✓

The above classroom observation is comparing between five novice teacher's classroom activities. Here illustrate novice teachers' classroom activities separately.

T1 has purposed of teaching writing activities for academic writing, and classroom management. He used freewriting while brainstorming the students. Text

book, story book, information text, and picture are adopted for materials in classroom. He mostly carried product oriented and genre writing approach in classroom. For classroom activities he mostly carried dictation in classroom. Assessment and assignment are used regularly in classroom.

T2 participant regularly used writing skills in classroom for academic purpose and for student need. He took listening clips and picture for brainstorming in classroom. He utilized text book story book and exchanges and mapping in classroom for the writing materials. While teaching writing skills he used product oriented and genre writing as the writing approach. He maintained the group work activities and problem-solving activities in classroom. Assignment and assessment are used for providing feedback to the students.

T3 novice teachers had purpose of writing skills for students needs and for creative purpose. Similarly, he adopted free writing and listening clips for brainstorming in classroom. He also used text book, exchanges information texts jumble words and picture in classroom for materials. Role play, problems solving and dictation are adopted for classroom activities. And he followed assessment and assignment regularly in classroom.

Similarly, T4 also used writing skills classroom for the purpose of academic writing, student needs, and creative purpose. He brainstormed his students by using listening and clustering. He also accepted textbook, story book, exchanges, and jumble world for teaching learning materials in writing classroom. Product oriented, genre writing and process-oriented writing approach were used in classroom. He mostly used role play activities, group work and problems solving activities in classroom. Teacher regularly carried assignment and assessment.

Likewise, T5 novice teacher taught writing skills for academic writing, students need, creative purpose and classroom management purpose. He mostly used clustering, mapping and describing picture for brainstorming students in classroom. Textbook, exchanges, information texts, and picture for teaching writing materials in classroom. He used product oriented, genre writing and creative writing techniques in classroom. Role play, group work, problems solving and dictations are used for classroom activities. And he regularly followed up assignment in classroom and provide feedback.

Chapter V

Conclusions

Findings

This study aimed to find out the novice English language teachers adopted teaching writing skills in school. English language is emerging in schools as instructional tool within this novice-teachers have to face various problems in classroom so they used some materials and adopted some activities in classroom. This research collected some data to find out some classroom activates and strategies for maintain the classroom problems. These data were collected through the interview and classroom observation these are as below:

Novice Teachers Experiences

Novice teachers are those who don't have extra knowledge for classroom activities. In this research novice teachers are curious to adopt best techniques in classroom for teaching writing skills. Novice teachers regularly practice to do their best in class. For teaching writing skill, teacher aggressive to use writing process and they get help from administration. Teacher became a guider and monitor in writing classroom and check students writing for feedback.

Encouragement of Student for Writing

Novice teachers regularly encourage their students for writing. Teachers give real life situation, and give opportunity to write easy task. Novice teachers provide motivation to students for doing well in writing and share students work in classroom. Students get freedom in choice and get chance to choose interesting topic for writing so students showed their creativeness to write.

The Challenges of Classroom

In writing classroom there occur various challenges. According to novice teachers in writing classroom students don't have proper vocabulary knowledge. Lack in sentences structure or lack in grammatical correction. Students' poor spelling and lack of exposure make difficult for teacher improve and correction. Simply novice teachers have difficult to motivate, guide and provide feedback to students.

Tackling of Writing Problems

Novice teachers trying to reduce writing problems so this study find out that, teachers provide time to write regularly to their students. Expand students' vocabulary, focus on clarity and simplicity, teach grammar and punctuation and provide feedback. Teachers mostly provide easy and familiar topic for students.

Motivation for Novice Teachers

Novice teachers are motivated from institution and it always support them. Within this, novice teachers have passion to develop their career so they have curiousness to motivate own self to do well in classroom.

Writing Approach

Mostly teachers adopted product and process orient writing approach. Within this, in higher classes novice teachers are also try genre and creative writing.

Classroom Observation Check List in Writing Classroom

- Novice teachers mostly adopted teaching writing for academic purpose and creative purpose.
- For brainstorming teachers accept the freewriting and describing pictures although there have others techniques.
- Teachers used text book, story books and pictures as a writing material.

- In lower classes, teachers mostly used product-oriented approach and in higher level teachers used process oriented, genre writing and creative writing also.
- In classroom teachers used role play activities and group work for make their student creative and active for writing.
- In that classroom observation teachers adopted assessment and assignment regularly.

Conclusions

Writing is art of students' expression. It allows students to articulate their thoughts, ideas and emotions with clearly and precisions. Novice teacher growth students writing skills by using materials and techniques in the classroom. Novice teachers encourage students regularly and motivate for writing in the classroom. Novice teachers face challenges in writing classroom because students have lack of vocabulary knowledge, grammatical knowledge, poor spelling and novice teachers have also difficulty to choose best techniques and writing materials in the classroom. English language spread globally and it impressed the students to learn English language and writing skills is one of the tools to build up learner creative power, interest and awareness.

Novice teachers should identify the goals of writing skills. They have to take help from experience teachers, and administration. While delivering writing skills in the classroom novice teachers should track the classroom problems and manage the proper strategies. Teachers can control students writing and also can manage freewriting so, novice teachers can be a guider and manager. Most of the novice teachers have hesitation to create writing environment in the classroom, because they have less confidence in writing skills. Novice teachers be creative and aware to learn

subject knowledge to progress their teaching strategy and take support from experienced teachers and administration. At last, this thesis finds out novice teachers' activities in classroom.

Implications of the Study

On the basis of the above conclusion following implications have been suggested to novice English language teachers for adopting best techniques and progress their experiences towards writing skills.

Policy Level

Hereby, some policy- related implications have been suggested to novice English teachers to teach writing skills in classroom. Novice teachers require training for best writing skills. So, it is implicated that novice teachers should need training and administration's help. In classroom there have lack of writing resources and materials, so school be aware to equip with essential teaching writing resources materials. Now- a day English language grew up as an international language so writing skills is most important skills for students.

Practice Level

Teachers are main agent to practice the program inside the classroom, so novice teachers should create best and suitable techniques in writing skills. Novice teachers should be motivated to choose best writing process to develop students writing skills. Teachers can be progress students writing capacity by observing their previous knowledge. Novice teachers can use materials and new techniques.

Further Research

Here under this sub- title, the researcher suggests some possible researchable areas for novice teachers to teach writing skills. This study has delimitation of novice teachers for teaching writing skills in the classroom. It is also investigated the

teaching writing skills is also challenging job for novice teachers. This research has expectation to reduce the novice teachers' writing problems in classroom and provide guidelines for teaching writing skills. It also important to carry out research to identify the causes of novice teachers' unwillingness to transfer their ideas in classroom.

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Appendix I

Questionnaire

The research entitled “Classroom Activities Adopted by Novice English Language Teachers in Teaching Writing Skills” is going to carry out the main purpose of the study. It is explored the activities adopted by novices English Language teachers in classroom and classroom challenges. Therefore, in order to explore the classroom activities and challenges of teaching writing skills the following questions and classroom observation checklist are setting in this study.

Interview questions for novice teachers

- 1) How long have you been teaching in school?
- 2) Would you mind sharing your teaching experiences of writing skills?
- 3) How can you construct the fruitful classroom activities of writing?
- 4) What kinds of challenges have you faced in teaching writing classroom activities?
- 5) How do you manage the writing problems in the classroom?
- 6) Which factors motivate you to develop the writing strategies in the classroom?
- 7) Which writing approaches have you used in the classroom while teaching writing skills?
- 8) How do you progress your instructional activities of teaching writing skills?
- 9) Can you motivate the learner to acquire writing skills in classroom? How?
- 10) How do you manage the students’ problems of writing skills in classroom?

Appendix II

Classroom Observation Checklist

Observer's name: Address:

Signature:

Level: Date:

Classroom Observation Check List in Writing Classroom

Check list	T1	T2	T3	T4	T5
Purpose of teaching writing ➤ For Academic writing ➤ Students needs ➤ Creative purpose ➤ Classroom management					
Brainstorming ➤ Free writing ➤ Listening ➤ Clustering ➤ Mapping ➤ Describing picture					
Materials ➤ Textbook ➤ Story text ➤ Exchanges(email) ➤ Information texts(reports) ➤ Jumble words ➤ Pictures ➤ Mapping					

Writing Approach					
➤ Product oriented					
➤ Process oriented					
➤ Genre writing					
➤ Creative writing					
Classroom activities					
➤ Role play					
➤ Group work					
➤ Problems solving					
➤ Dictation					
Assessment					
Assignment					

Appendixes

Interview Transcription I

Interviewer: Do you give me your brief instruction?

Interviewee: My name is ABC. I am from Dhankuta district.

Interviewer: How long have you been teaching in school?

Interviewee: Umm I have spent my ten months in my profession. It's my first experience in teaching field. In the beginning I had lots of problems to teach English but now a days I have some reliefs. Schools developed new methods and policy which is very hard to maintain properly.

Interviewer: Would you mind to share your teaching experience of teaching writing skills?

Interviewee: I have ten months of teaching experience in English language. I am trying to do my best in my class. While I teach writing skills it is really difficult to improve the learners' skills. To teach writing skills mostly I used writing process.

Interviewer: How can you construct the fruitful classroom activities of writing?

Yes, I used to conduct best writing activities of writing in classroom. Writing is creative thing for the student. For active the students I mostly give real life situation to write, encourage the students to keep a dairy. Similarly, I also provide some notes to copy and engage them in cooperative writing.

Interviewer: What kinds of challenges have you face in teaching writing classroom activities?

Interviewee: Yes, there were many challenges in writing classroom. Some of the problems are disturbing environment in classroom, lack of linguistic knowledge, differences between English language and student mother tongue. Grammatically

students have difficult to understand semantic meaning and difficult to use contextual writing.

Interviewer: How do you manage the writing problems in classroom?

Interviewee: Umm while teaching writing skills through the English language there I had faced various problems instead of these problems I mostly used some strategy and take help from the administration. I have no long experience in teaching field so I used to lesson plan which provide me strong tackle to control the writing classroom' s problems.

Interviewer; Which things motivate you to develop writing strategy in classroom?

Interviewee: I am novice teachers. I realize writing skills is most important thing for students. I got change to involve in classroom as a guidance that motivate me myself to be good guidance. Simply motivation to teach comes from inspiration and encouragement. I have a passion to be a good teacher so I am motivated myself.

Interviewer; Which writing approaches have you use in classroom?

Interviewee: Off curse, writing approach is relevant to use while teaching writing skills in classroom. I am a primary level teacher so I mostly use product orient approach in classroom. Because of in primary level student require guidance so I give them modeling text and controlled writing for help students writing.

Interviewer; How do you progress your instructional activities of teaching writing skills?

Interviewee: I am English language teacher. Most of learners show interest to acquiring knowledge in writing. English language is second language for my student they have problems to write any things so regularly motivate them and create writing environment in classroom.

Interviewer: Can you motivate the learners to acquire writing skills in classroom ? how?

Interviewee: Of course I regularly motivate my students for writing. Writing is required in English language. Without writing English language four skills will not be complete so to motivate my students I usually provide freedom in student choice to write, and give chance to choose their interesting topic to write which develop their curiousness towards writing.

Interviewer: How do you manage the students' problems of writing skills in classroom?

Interviewee: If Students have not proper vocabulary knowledge that discourage students to involve in classroom. So, to reduce students' problems I accept several materials for using in classroom and give easy task which help them familiar with writing.

Appendixes

Interview Transcription I

Interviewer: Do you give me your brief instruction?

Interviewee: My name is XYZ. I am from Dhankuta district.

Interviewer: How long have you been teaching in school?

Interviewee: I have passion to teach through the English language but I just get chance to join in academic field. I am here from 2 month. Firstly, I think teaching English is easy things but it is really hard because there occur various problems in class. And I have to difficult to interact through English language with student in classroom.

Interviewer: Would you mind to share your teaching experience of teaching writing skills?

Interviewee: Umm, English language is not complete without acquiring writing skills. Basically, I regularly give student to write and make them creative for writing. I start with pre- writing activities like brainstorming or outlining, then move to drafting.

Interviewer: How can you construct the fruitful classroom activities of writing?

Interviewee: Yeah, firstly I teach writing skills in classroom. I provide some reading tasks and practice them to copy and similarly I use story for build students' vocabulary. That develop the brainstorming for pre writing and then we can go in draft writing.

Interviewer: What kinds of challenges have you face in teaching writing classroom activities?

Interviewee: Poor Grammar, poor spelling, student readiness and lack of exposure to book and reading materials are most common problems which are occur in my writing classroom.

Interviewer: How do you manage the writing problems in classroom?

Interviewee: I provide some task student for write regularly, embrace the writing process, expand students' vocabulary, focus on clarity in their writing.

Interviewer; Which things motivate you to develop writing strategy in classroom?.

Interviewee: I feel appreciated and encouraged by my institution, which increase my sense to teach well writing skills and our school always support me. As English language teacher I face lots of problems in classroom which demotivate me but school administrator always supported me and my student showed their curiousness in writing that motivate me for doing best.

Interviewer; Which writing approaches have you use in classroom?.

Interviewee: Yeah, there are various approach to use in writing to use in classroom, among them I used all the approach by observing classroom. I used product and process orient writing approach.

Interviewer; How do you progress your instructional activities of teaching writing skills?

Interviewee: To progress my instructional activities of teaching writing skills, I efforts myself. To provide fruitful classroom activities I usually used materials and techniques of writing in classroom. With the help of materials and techniques students show their creativeness to write new thins.

Interviewer: Can you motivate the learners to acquire writing skills in classroom? how?

Interviewee: While I motivated them, I created positive environment in classroom, share their writing within students and I also give chance to choose their favorite topic for students which help students to curious towards writing.

Interviewer: How do you manage the students' problems of writing skills in classroom?

Interviewee: Yeah, students have many problems in writing so there I stand as a motivator and guider. As a motivator I encourage my students to write and as a guider I provide interesting topics and materials to write. Which help them to reduce their problems.

Appendix II

Classroom observation check list

Check list	T1	T2	T3	T4	T5
Purpose of teaching writing ➤ For Academic writing ➤ Students need ➤ Creative purpose ➤ Classroom management	✓ ✓	✓ ✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓
Brainstorming ➤ Free writing ➤ Listening ➤ Clustering ➤ Mapping ➤ Describing picture	✓	✓	✓ ✓	✓ ✓	✓ ✓ ✓
Materials ➤ Textbook ➤ Story text ➤ Exchanges(email) ➤ Information texts(reports) ➤ Jumble words ➤ Pictures ➤ Mapping	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓

	✓	✓	✓		✓
Writing Approach					
➤ Product oriented	✓	✓	✓	✓	✓
➤ Process oriented			✓	✓	
➤ Genre writing					
➤ Creative writing	✓	✓	✓	✓	✓
					✓
Classroom activities					
➤ Role play			✓	✓	✓
➤ Group work		✓		✓	
➤ Problems solving		✓			✓
➤ Dictation		✓	✓		
			✓		✓
					✓
Assessment	✓	✓	✓	✓	✓
Assignment	✓	✓	✓	✓	✓