

**Use of Group Discussion and Mind Mapping Strategies in Essay Writing**

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

**Submitted By  
Kalpana Gurung**

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

**2021**

# **Use of Group Discussion and Mind Mapping Strategies in Essay Writing**

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

**Submitted By  
Kalpana Gurung**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu Nepal  
2021**

**T.U Regd. No.: 9-2-285-37-2012**

**Fourth Semester Examination**

**Roll No.: 7228522/072**

**Date of Approval of Thesis**

**Proposal: 21-07-2019**

**Date of Submission: 01-07-2021**

## **DECLARATION**

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

Date: 01-07-2021

.....  
Kalpana Gurung

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Kalpana Gurung** has prepared this thesis entitled **Use of Group Discussion and Mind Mapping Strategies in Essay Writing** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 21-06-2021

.....  
Dr. Gopal Prasad Pandey (Supervisor)  
Reader and Head  
Department of English Education  
Tribhuvan University, Kirtipur

## RECOMMENDATION FOR THE EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

**Dr. Gopal Prasad Pandey** (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

Signature

.....

Chairperson

**Dr. Purna Bahadur Kandel**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

**Mr. Guru Prasad Paudel**

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 21-07-2019

## EVALUATION AND APPROVAL

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

**Dr. Gopal Prasad Pandey** (Supervisor)

Signature

Reader and Head

Department of English Education

.....

Tribhuvan University, Kirtipur

Chairperson

**Dr. Chandreswor Mishra**

Professor (Rtd)

Department of English Education

.....

Tribhuvan University, Kirtipur

Expert

**Dr. Ram Ekwel Singh**

Reader

Department of English Education

.....

Tribhuvan University, Kirtipur

Member

Date: 01-07-2021

# **DEDICATION**

Dedicated

To

**My Parents and Teachers**

Who always inspired in my

Academic Career.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Dr. Gopal Prasad Pandey**, who patiently responded my questions and provided me very prompt feedback, encouragements, guidance, co-operation and comments throughout the study due to which the successful completion of this project has been possible. I would like to offer my gratitude to **Dr. Purna Bahadur Kandel**, Lecturer in Department of English Education, Tribhuvan University, Kirtipur. Likewise, I am very much thankful to **Mr. Guru Prasad Paudel**, Teaching Assistant in Department of English, Tribhuvan University, Kirtipur, who showed me the right direction with valuable advice and encouraging remarks. Similarly, I am very grateful to all the members of the Department of English Education, Tribhuvan University, Kirtipur for their valuable suggestions and support for the completion of this study.

I am very thankful to the respected principal, **Mr. Bharat Dhakal** of **Shree Chandro Daya Secondary School** of Gorkha district, for facilitating the favorable environment in the school and for his tremendous suggestion during my research.

I feel very much indebted to all my informants for their significant contribution. The students of grade ten of **Shree Chandro Daya Secondary School** who participated actively and willingly in my whole program which was, in fact, impossible without their natural participation. Here, I would like to thank all the teachers of the school for their co-operation and information.

Last but not the least, I am also thankful to the librarian of English Department Library of Tribhuvan University, Kirtipur, who provided me the materials for the literature review of this study.

Kalpana Gururng



## Abstract

This research entitled **Use of Group Discussion and Mind Mapping Strategies in Essay Writing** aims at exploring the effectiveness of group discussion and mind mapping strategies and to find out the problems in essay writing of secondary level learners. This is an action study for which I selected a community school of Gorkha district as a sample using non-random purposive sampling procedure. I observed 25 students from class ten. Pre-tests, progressive-tests and post-tests, observation checklist, unstructured interview and documentation review were the main tools of data collection. The major findings of this study were students had various problems in their essay writing mostly the grammatical errors, weak organization of ideas, and incorrect format. And group discussion and mind mapping were the effective strategies to improve students' essay writing. Group discussion helped to generate more ideas and mind mapping strategy helped students to plan and organize their ideas on a particular topic to develop an essay. These strategies also helped to complete their writing within the certain time and they were able to change their attitude positively towards writing.

This thesis consists of five different chapters. The first chapter 'introduction' includes the background of the study, statement of the problem, objectives, research questions, significance and delimitation of the study. The second chapter deals with the review of theoretical perspectives, earlier related empirical literature, implications of the literature review and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It provides information about the design of the study, population of the study, sampling procedures, data collection tools and data collection procedures. Data are presented, analyzed and interpreted in the fourth chapter. Lastly, the fifth chapter consists of findings, conclusion and recommendations of the study. This chapter is followed by references and appendices to make the study reliable and authentic.

## **Table of Contents**

*Title page*

*Inside cover page*

*Declaration*

*Recommendation*

*Approval*

*Abstract*

*Acknowledgements*

*Table of contents*

*Acronyms/ abbreviations*

### **Chapter I: Introduction**

Background of the Study

Statement of the Problem

Objectives of the Study

Research Questions

Significance of the Study

Delimitations of the Study

Operational Definitions of Key Terms

### **Chapter II: Review of Related Literature and Conceptual Framework**

Review of Related Theoretical Literature

Language Skills

Writing: an Overview

Essay Writing

Writing Strategies

Mind Mapping

Group Discussion

Empirical Literature Review

Implications of Reviewed Literature

Conceptual Framework

### **Chapter III: Methodology and Procedures**

Design of the Study

Sources of Data

Primary Sources of Data

Secondary Sources of Data

Sample and Sampling Procedures

Tools for Data Collection

Data Collection Procedures

Data Analysis and Interpretation Procedures

#### **Chapter IV: Analysis and Interpretation of Data**

Analysis of Students' Prior Problems in Essay Writing

Implementing the Actions and Its Analysis

Observing the Students' Progress in Essay Writing

Intervention: Drawbacks of the Strategies

Evaluating the Effectiveness of the Strategies

Challenges I Faced in the Classrooms

Improvements Observed Throughout the Study

Students' Curiosity in Works

Development of Interactive and Co-operative Process

Development of Students' Level of Understanding

Development of Cohesive and Coherent Paragraphs

Production of Well-Organized Writing

#### **Chapter V: Conclusions and Implications**

Findings

Conclusions

Implications

Policy Level

Practice Level

Further Related Research

Reflection

*References*

*Appendixes*

## **Acronyms/ Abbreviations**

CDC - Curriculum Development Centre

ELT - English Language Teaching

L2 – Second Language

# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational key terms.

### **Background of the Study**

Language is a manifestation of four language skills i.e. listening, speaking, reading and writing where listening and reading are receptive skills and speaking and writing are productive ones. Among them, writing is a highly complex language skill since it requires bringing together many sub-skills like symbolic understanding, alphabetic principle, memorization of letters, visual discriminations, sound-symbol connection, linguistic comprehension, punctuation, planning, organizing and many more. Writing is a tool of sharing information, message, ideas or thoughts in grammatically correct sentences. Having foundation in oral language, writing has its unique purpose, form and function. Writing skills are important part of communication. Regarding the complexity of writing and importance of learning to write, Hyland (2003, p.5) states:

Few L2 writing teachers now see writing only as surface forms. But it is equally helpful to see language as irrelevant to learning to write. Control over surface feature is crucial, and students need an understanding of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey. Most teachers therefore include formal elements in their courses, but they also look beyond language structures to ensure that students don't just know how to write grammatically correct texts, but also how to apply the knowledge for particular purposes and contexts.

Good writing skill facilitates a person to communicate the messages and ideas clearly to a far larger audience than through face to face conversations. Writing is an important and frequently used language skill in people's daily life for writing application,

message dissemination of research results and so on. Writing is more important for students as their whole academic achievements are evaluated through writing and students are asked to involve in several writing tasks during an academic session like essay writing, letter writing, story writing, writing biography and advertisements, application, review and so on. Among these writing genres, essay writing has greater importance in academic session because essay writing skills are frequently asked than other writings in examination. For Nepalese students, writing development is foremost necessity due to the theoretical education system and only the writing based examination system. However, we can found that Nepalese students have poor English writing skill. They are poor in organizing and generating ideas. Students often make awkward phrasing and unusual grammar with poor vocabularies. Similarly, students use inappropriate colloquial language, sentence structure and word order. In this situation, students need more practice and should follow strategies to master over it.

Good writing skill always has been a very important part of language teaching and learning process. There are numbers of strategies that learners can adopt for better writing. But all the strategies cannot contribute equally in writing. Therefore, learners should adopt effective strategies to improve their writing. Several research papers have been carried out regarding the strategies to improve writing. Rustler and Buzan (2012) argue that “the mind map is visual technique for structuring and organizing ideas which is easy and initiative to generate ideas and information processing” as cited in Khudhair (2016). Likewise, Larasanti and Marlina (2019) in their journal writes: “The alternative technique that can be applied for writing activity is buzz group”. Buzz group is the group of people who make a humming sound like group of insects while working. The researchers claims that group discussion and mind mapping are the effective strategies for any genre of writing. Group discussion is one of the best ways to generate plenty of ideas on a particular topic and mind map technique helps to presents these ideas on organized form, empower learners to better comprehend the concept and instructs for writing which definitely help students to improve their essay writing skill.

## **Statement of the Problem**

Essay writing is a common school assignment, part of standardized tests, and a requirement on college applications. Often on tests, choosing correct type of essay to write in response to a writing prompt is key to getting the question right. However, in spite of their rigorous study and practice in essay writing, we can see the students' poor performance. In the case of community schools, this problem is so critical. Sometimes, we find that students of secondary level do not seem to have the knowledge of writing components. The major problems in essay writing are inadequate knowledge of grammatical use, lack of vocabulary, poor arrangement of ideas, wrong spelling and so on. Furthermore, they also have problem in semantic and pragmatic use of language.

Students do not think about the necessity of pre-writing strategies and while writing process. And they cannot perform their best because of insufficient writing skill. Some students are even scared to write in English as it is their target language. However, students' performance is examined by their writing skill in our educational system. In this situation, it should be considered that learning strategies play a vital role in the learning language and so use to be in the development of writing skill. Since, strategies make learning easier and effective students also should be facilitated with such teaching system. In this research, the attempt will be done to analyze how group discussion and mind mapping strategies can be useful in the development of essay writing. My focus in the study will be particularly centered in the essay writing because essay writing I think is the more essential and important than other writing since every writing based on the expression of information on particular topic/subject.

I mentioned the problem here being based on my experience since I had taught for a year in a community school for class ten. And also as a student of community school, I had faced the problem in writing specially the essay one. I hardly could manage a paragraph of an essay in the exam. I have also observed the writing of my nephews and cousins who are going in private school have better writing skills than the government students but they also have problems in writing.

However, numbers of survey research has been carried out on the students' writing skill. They show that Nepalese students have poor writing skill and they also have suggested numbers of strategies to enhance writing. But none of these talked about the how group discussion and mind mapping strategies can enhance students writing skill. So, it concludes that Nepalese students have poor English writing skill specially the community students. And I believe, this will extend the field of ELT in some extent.

### **Objectives of the Study**

This research was carried out to obtain the following objectives:

- a. to explore the effectiveness of group discussion and mind mapping strategies to develop essay writing.
- b. to find out the problems in students' essay writing.
- c. to suggest some pedagogical implications

### **Research Questions**

To achieve above mentioned objectives the following were the research questions:

- a. What are the problems students are facing in writing essay?
- b. In what ways group discussion is helpful in essay writing?
- c. In what ways mind mapping is helpful in essay writing?

### **Significance of the Study**

Though this study was a small scale study, it certainly will deserve significant value in the field of English language teaching particularly in Nepalese context. It will be helpful for the teachers, learners, textbook writers, curriculum developers and novice teachers especially of the target language i.e. English. This study will be helpful for the teachers to find the problematic area in students' writing while teaching English and for the students to have reflexive view in their learning difficulties and to go for searching solutions. It particularly, facilitates students and teachers to overcome learning and teaching difficulties in essay writing through different strategies who are engaging in English language teaching and learning field. Similarly, it somehow provides insights to



textbook writer and curriculum developer to design and develop textbook and curricular activities considering students difficulties and abilities. Moreover, this study also come to be significant to the novice teachers who are interested in this particular field. Lastly, all the persons who are directly or indirectly involved and interested in English language teaching will be benefited from this study.

### **Delimitations of the Study**

This study had the following delimitations:

- a. This study was limited to the use of mind mapping and group discussion as strategies in developing expository essay writing skill.
- b. Similarly, this study was limited to only 25 students of grade 10.
- c. This study was carried out on the students of a community school of Gorkha district.
- d. Data was collected through observation checklist, tests and unstructured interview.

### **Operational Definitions of Key Terms**

The key terms that are used in this study are listed and defined below:

#### **Strategies**

A plan of action designed to enhance essay writing; group discussion and mind mapping.

#### **Essay**

A short piece of writing that express information as well as the writer's opinion on a particular subject. It is commonly used the students' writing skill.

#### **Mind Mapping**

Process of making a diagram which visualizes the organized information on a particular topic.

#### **Group Discussion**

A group of students with similar interest and purpose who gather formally to bring ideas on a particular topic

## **CHAPTER II**

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

This part consists of review of theoretical literature, review of empirical literature and conceptual framework of the study.

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

This sub section deals with the facts that directly or indirectly related with the English language teaching and learning particularly being based on writing skill. I have stated out the main themes and theories which are obtained from different literature.

**Language Skills:** The skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills namely are listening, speaking, reading and writing. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. Kelvin (2017) in his article states, “In the context of first language acquisition, the four language skills are often acquired in the order listening first, the speaking, then possibly reading and writing. For those reason, these capabilities are often called (LSRW) skills.” Among these four skills, listening and reading involve in receiving message i.e. is called receptive skills in contrast speaking and writing involve in production of language which is called productive skills. These four language skills are related to each other in two ways i.e. a) the direction of communication (in or out) b) the method of communication (spoken or written).

Sometimes these four skills of language are called macro skills where micro skills refer to the vocabulary, grammar, punctuation and so on. To be a good speaker or communicator of a language, a person has to master over these four skills of language. Being good at one skill doesn't mean a person will be good at the rest. It is generally accepted that receptive skills should come before productive one: however it is important

to consider that the use of all skills require most of the time since communication is interactive.

**Writing: An Overview:** Writing is a medium of human communication that represents language with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is concrete since it renders language visible. Writing is an important skill of language because good writing allows a person to communicate his/her message with clarity and ease to a far longer audience than through face to face or telephone conversations. Writing provides learners with physical evidence of his achievements and can measure their improvement. According to Thomton (1980, p.30) “Writing is doing, a linguistic activity normally engaged in by as individuals who is responding to a demand and who is literate enough to switch into the written mode to make that response.” Similarly, clarifying the features of good writing Hedge (1988, p.5) states:-

Effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

Writing is a productive skill of language through which people express their ideas and produce a sequence of sentences arranging in a particular order. Writing makes human civilization, culture, religion, social norms and values, literature and many more things alive for years from generation to generation. Writing is an art of using language. It clearly and explicitly is a very complex task either it is first language or second language. In this regard, Heaton (1975) mentions “writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.”

Writing is not only the concrete realization of language or the script of language, a good writing requires correct vocabulary, grammar structure, cohesion and coherence of ideas and many more. If not so, then the writing may not be able to convey the clear meaning that it must do. Good writing skill is very important not only for academic purpose but also for many professions. Learning to write is difficult and lengthy process which requires more practice and hard work for the betterment. However the good news is that writing skill can be enhanced through several strategies. While teaching writing, the teachers have to pay special attention to the skills of planning and organizing in higher grade students where it is better to teach the skills of spelling, punctuation and choice of words in lower level. Such activities may able students to share ideas, arouse feeling, convince other people and discover and articulate ideas.

Basically writing are of four types in terms of its purpose. They are expository, descriptive, persuasive and narrative. Bukhari (2016, p. 60-61) has also discussed about these four types of writing.

***Expository:*** Expository writing is a writing which main purpose is to explain. It is subject oriented writing style in which writers focus on explaining about topic or subject avoiding their personal thoughts and opinions. This type of writing conveys the relevant facts and figures regarding the particular topic/subject. Textbook and technical or scientific writings are the some examples of expository writing.

***Descriptive:*** The writing that has specific purpose of describing the topic or subject is the descriptive writing. It is a style of writing that focuses on describing a character, an event or a place in great detail. If we write journal or diary writing and nature writing then these are descriptive writing.

***Persuasive:*** Persuasive writings' main purpose is to convince the audience. Unlike expository writing, persuasive writing contains the writers' opinions and thoughts. To convince audience with author's point of view, persuasive writing contains justifications, judgment and reasons, Letter of recommendation, advertisements are some example of persuasive writings that convince the audience by their opinion and reasons.

***Narrative:*** Narrative writing's main purpose is to tell a story or event. Novels, short stories and biographies can be included in narrative writing since it narrates the events or consequences of events.

Bukhari in this article also has talked about the analytical and critical essay and further states that analytical and critical essay are similar to persuasive writing like reorganizing information, quoting facts, and presenting own point of view.

**Essay Writing:** An essay generally is a piece of writing that gives author's own argument. Essays have traditionally classified as formal and informal. Formal essays are academic in nature and tackle serious topics whereas informal essays are more personal and often have humorous elements. Writing an essay is a creative process which has no rigid format of writing and should not be confined within boundaries. Its format differs from person to person. However, an essay generally includes the introduction, body paragraphs, thesis statements and the conclusion parts. According to Pirie (1985, p.53) "A critical essay should not just express an opinion. It must advance an argument." Pirie (1985) in his book "How to Write Critical Essays" has presented the process of writing an essay. The process is: a. Facing the question, b. Researching an answer, c. Planning an argument, d. Making a detailed case, e. Style and f. Presentation.

Old Pueblo Academy (2012) has presented the following key features of a good academic essay.

**a. Complexity:** Complexity is a structural trait which determines how students use the words that make up their essay.

**b. Formality and Precision:** Formality determines the tone of the essay and an academic essay avoids controversial words and expressions to retain its formal tone. Precision in an academic essay refers to the evidence used within the essay.

**c. Objectivity:** Essays should be objective which lack personalization.

**d. Explicitness and Accuracy:** Explicitness refers to the way words and phrases related to each other within in the text. Where, accuracy refers to the usage of words within essay.

**e. Hedging and Responsibility:** Within an academic essay, a writer must make clear the strengths of the claims they detail within their essay. It is important for the writer to state their intention for arguing their point and writers need to be responsible for representing their argument.

Learning to write is a basic necessity of students especially for school level students. Students are asked to write various assignments and papers in examination containing essay writing. For many students, each essay brings with it the challenge of making it that little bit better than the last one. Students may face number of difficulties in essay writing, among them most common is to get stuck in a rut of repeating the same formula and sentence pattern each time. Regarding this Oxford Royal Academy (2017) in its article has presented five practical tips to write better essays. They are; read other people's essay, build your vocabulary and use it properly, elevator pitching your essays, tell the reader what other people say and syntax, punctuation and tone of voice.

Essay writing is more important than writing than other genres for students in which they should consider the various aspects of writing an essay like pattern, use of vocabulary, punctuation, syntax, thinking of audience, cohesion and coherence and many more.

**Writing Strategies:** Strategies simply refer to a plan of action design to achieve a long term or overall aim. And writing strategies in this sense is a plan about our writing i.e. what and how we are going to write. In another words, writing strategies are the tools that enhance writing skills. Strategies help to boost students' academic writing skills. O'Malley and Chamot (1990, p.43) defined learning strategies as "techniques and devices used by second language learners for remembering and organizing samples of second language." Similarly, Oxford (1990) as cited in Bai's article (2016) has presented the concept of learning strategies as "steps taken by students to enhance their own learning."

Every learning process requires a manner or a strategy to be adopted in order to achieve the main purpose of learning and same happens in the case of learning to write. In this process, the most important things are what to use and how to use it. While developing writing skill, students are involved with many and different strategies, some of these strategies are giving them the ultimate benefit yet some others are not effective. It can be difficult and time consuming for many students though it would be easier if you choose the right tool. In this situation, students need proper guidance and feedback in writing. They should be facilitated with proper writing strategies since not every strategy become effective all the time. Students also should be serious t their writing and make themselves aware of effective strategies that they follow. Hedge (1988, pp. 153-160) has presented different strategies to improve students' writing from elementary to advanced level. They are designing a grading scheme, conferencing, raising awareness about writing, correcting your own work, writing in a group, pair-working, reformulating and negotiating a reformulated script. Several research articles have been published regarding writing strategies and enhancing writing skills which suggest several strategies as writing strategies. Some of the strategies to enhance students' writing skill are brain storming, mind mapping and group discussion, peer review, parallel writing, extending vocabulary and so on.

***Mind Mapping:*** Mind map was first popularized by British popular psychology author and television personality Tony Buzan, as the use of diagrams that visually “map” information using branching. Later it was developed by learning experts in 1970s similar to radial structure to concept maps. According to Buzan and Buzan (2007) “Mind map is a strong graphical technique which targets to utilize the brain with its full capacity” as cited in Erdem (2017). Bukhari (2016) in his article entitled “Mind Mapping Techniques to Enhance EFL writing skill” has suggested mind map as one of the writing strategies. A mind map involves writing down a central theme and thinking of new and related ideas which comes from the centre. By focusing on key ideas written down in our own words and looking for connections among them, we can map knowledge in a way that will help us to understand and retain information in better way.

Mind mapping was developed as an effective method for generating ideas through association. Mind mapping converts a long list of monotonous information into a short, memorable and highly organized diagram that works in line with the brain's natural way of doing things. In order to create a mind map, we usually start in the middle of the page with the central theme and from that point we work onward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figure. Mind map is also considered as a spider diagram which has a natural organizational structure. Having an organized display of information from the outset of the writing process helps students, as it is more easily converted into a draft. To understand the mind map in better way, an example is given here.

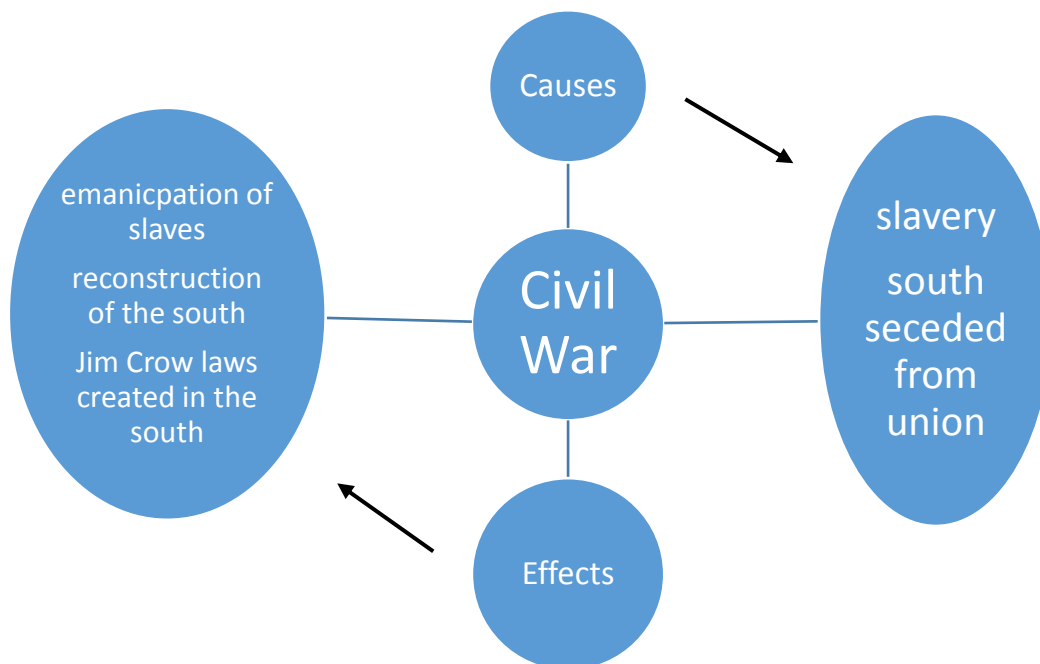


Figure 1 - Mind map

Mind mapping can be done in a variety of ways. Students can follow their own individuals' process of mind mapping. However, the basic process like placing the topic on the centre, keywords of topic sentences in its surrounding then supporting ideas. Peterman (2017) in his online article has mentioned the following process of using mind map.



- a. Set up your supplies;** before we start to mind map the ideas, we should make sure that we have the supplies like paper, pen, pencils, colored markers and so on.
- b. Write your topic in the center of the page;** our topic of the essay should be placed on the center of the page.
- c. Write down your associations;** then, we write the keywords of themes surrounding the topic and supporting details after themes.
- d. Draw empty bubbles if you are stuck;** we basically place the keywords of mind map in the bubbles or boxes. And whenever we stuck, we suppose to draw empty bubbles and fill it later.
- e. Sketch, don't draw;** we are not supposed to pause to illustrate or trace perfectly straight lines or perfect bubbles instead try to write and sketch quickly, at the speed of our associations.

Mind mapping increases students' creativity and productivity because it is an excellent tool to generate more ideas, identify relationships among the different data and information and effectively improve the memory and retention. It also helps in taking notes in a lecture and listening for the most important points, helps to brainstorm about the ideas that we already know about, to plan the early stage of an essay, to organize and the ideas and information by making it accessible in a single page and to stimulate creative thinking and creative solutions to problems. Mind mapping do have the benefits for visualizing the relationship among ideas and encourages students to group certain ideas together as they proceed, displaying the creative pathway and directions for writing and giving an overview of a large subject or broad topic and allows to represent it in more concrete form too.

***Group Discussion:*** Group discussions are very important aspect of communication. Group discussions are creative and dynamic activity which stimulates reflective thinking among the members. Group discussions may be defined as an activity which in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue. In case of classroom, we can make either small groups by dividing students

or whole class group discussion. In a group discussion, an individual's thought process is influenced by the views and opinions of other members. A successful group discussion involves both listening and speaking where all the participants are allowed to present their views freely. Xin and Liming (2005) highlighted the benefits of group discussion in students writing through the research "Group Discussion and EFL Writing". Regarding the importance of group discussion in writing, Lefevre (1987, p.33) as cited in Xin and Liming (2005, p.47) writes: "Invention...is, I think best understood as occurring when individuals interact socially with socio-culture in a distinctive way to generate something." It means the act of writing is not successful until it communicates and becomes part of a specific communal activity.

Group discussion has various purposes in different field like academic, business, politics and so on. In academic field, group discussion has the purposes of helping students to explore and discover personal meaning of a text through interaction with people, enabling students in checking their spontaneity of thoughts and their wittiness, generating new ideas or new approaches for solving the problem and providing students with an avenue to train themselves in various interpersonal skill. Like, mind mapping and brain storming, group discussion also enhance the students' critical thinking ability. Group discussion provides different approaches for solving the problem, deeper understanding of the topic/subject, boosts the students' confidence in speaking and helps students to reach on a particular decision of any problem.

In classroom setting, group discussion can be conducted in various forms like small group, large group and whole class discussion. It will be determined by the setting of the class and nature of the discussion topic. Similarly, we should conduct the discussion considering some basic procedures. Regarding the procedures of group discussion, Griffin (2019) in his online article has suggested the three steps. They are: a. beginning the discussion (allow everyone to introduce, establish some ground rules, explain the topic, ask open ended question to begin), b. facilitating an open conversation (push towards new ideas when necessary, ask participants follow up questions, encourage everyone to participate, move the discussion forward as needed, wrap up the discussion), c. handling problem (avoid letting one person or group of people dominate, deal with

participant who talks too much, smooth over conflict, help shy participants share their opinion).

Some other strategies of improving writing skill are briefly discussed here.

***Brainstorming:*** Brainstorming is a way to generate ideas within a group of setting or can be practiced individually. Brainstorming strategy was first introduced by Alex Osborn, an American advertisement company manager in 1938. “Brainstorming is a technique in which students compile a list of potential ideas and examples for a given topic” Mohammad & Hussein (2013, p.192). It is usually done in the beginning stage of tasks where the ideas/solutions of the task are not clearly defined. In other words, brainstorming is a situation where a group of people/students meet to generate new ideas and solutions around specific domain of interest removing inhibitions. People think more freely and they suggest many spontaneous new ideas as possible. All the ideas are noted down and those ideas are not criticized and later ideas are evaluated.

Brainstorming helps the students to come up with very creative ideas. It means it can be taken as a tool which provides a quick means of tapping the creativity with large number of ideas. It fosters uninhibited, non-judgmental explosion of ideas, concepts, policies, decisions and strategies. It is completely free and even faster way of organizing ideas. Participants with different knowledge and experience come together with various ideas and suggestions since ideas are not criticized during brainstorming, interesting ideas can be refined gradually which encourages creative thinking in all students.

***Peer Review:*** Peer review is the evaluation of work by one or more people with similar competences as the producers of the work. Briggs (2013) has written an article displaying the importance of peer teaching to improve students’ learning and peer teaching or review is one of the strategies of learning. Peer review refers to the many ways in which students can share their creative work with peers for constructive feedback and then use this feedback to revise and improve their work.

By participating in peer review, students can offer productive feedback, accept constructive criticism, and master revision.

The main benefits of peer review are students receive more time for individualized teaching, and students receive more comfortable and open when interacting with a peer. In peer review, direct interaction between students promotes active learning. Peers share a similar discourse allowing for greater understanding and reinforce their own learning by instructing others.

***Extending Vocabulary:*** Solahi-Dekordi and Salehi (2016) in their article highlighted the impact of vocabulary in students' writing. Richards (2002) as cited in this article puts, "vocabulary is of vital importance and a key part of language proficiency serving as a building block for learners' speaking, listening, reading and writing skills." (p.141). This quotation displays that knowledge of vocabulary is as equally important in writing as other aspects of language has. A person as a good writers always requires good knowledge over the topic. A big part of improving writing skill is simply learning how to improve the vocabulary because as a writer words are the most important tools that the writer has available to help him or her in communicating ideas and emotions. The more words we the writers know the more they likely to link the ideas in better way. Having a large vocabulary allows a writer to express the same thing different ways. Similarly it can make the writing different in better way than others. It also help a writer to avoid plagiarism and help to be able to customize the message to specific audience.

### **Empirical Literature Review**

Every researcher needs to observe the fundamental background of the related subjects and past studies. A numbers of research works have been carried out in the field of techniques of developing writing skill. Some of the major research works related to this study are reviewed as follows:

Xin and Liming (2005) carried out a research article to support the argument that group discussion facilitates EFL writing entitled "Group Discussions and EFL Writing." This study was designed to compare the written work of two groups of Chinese students

in order to identify the differences in writing outcomes achieved with different teaching methods: conducting group discussions with the Experimental Group and teacher dominance with the Control Group. By comparing the groups, written products and analyzing the sample writings and questionnaire results. The study suggests that group discussion facilitates students writing better than traditional classes in terms of content readership and thinking patterns.

Regarding the writing development Utami (2012) has carried out an action research entitled “Improving Students’ Writing Skill Using Four Phase Technique.” This article describes a classroom action research held in writing class using four phase technique to improve eleventh grade students’ writing skill and improving classroom situation. The research was conducted in two cycle including four stages in each cycle i.e. planning, implementing, observing and reflecting. The research data were collected by using observation, interview, document, photograph and test. The data were analyzed through descriptive analysis which consists of assembling, coding, and comparing data and interpreting and reporting the outcomes for the qualitative data and descriptive statistics for the quantitative data. The research findings show that four phase techniques is able to improve students’ writing skill and classroom situation. It shows that there is improvement in students’ writing before and after research.

Bukhari (2016) carried out a research entitled “Mind Mapping Techniques to Enhance EFL Writing Skill”. This study identifies appropriate Mind mapping techniques to enhance EFL learner’s writing ability. It reviews and examines the traditional techniques used in teaching writing to the Saudi intermediate learners and identifies appropriate Mind mapping techniques along with an application procedure to enhance the writing skill. The sample included 40 intermediate learners and 20 English language teachers at the English language institute. The study divided into two phases: a survey phase and experiment phase, started with the learners’ placement test and questionnaire distributed in EL teachers to collect the data on practicing usual techniques and problems faced while teaching writing. The experiment phase continued for 7-8 weeks to achieve the main objective of

the study which is to identify the appropriate mind mapping techniques to enhance the learners' writing ability. The result indicated that the learners' who were taught mind maps improved cohesion and coherence; content paragraph structure and length in writing. The result manifested that the hierarchical structure of the mind mapping techniques used in pre-writing process enhanced the EFL learners' writings.

Shrestha (2016) has done a research entitled "Challenges Faced by English Language Teachers in Teaching Writing Skill". The research objective were to find out the challenges faced by English language teachers in teaching writing skill and to suggest some pedagogical implications. The teacher selected forty secondary level English teachers from twenty government aided school of Sindhuli district through non-random purposive sampling procedure. The questionnaire were used as the main tools for data collection. The collected data were interpreted and analyzed with the help of tables. The research came to the findings that challenges faced by English language teachers while teaching writing skill to the students are weak in grammar, lack of English writing environment in the school, poor in spelling, grammar function and lack of developing critical thinking.

Similarly, Rahmi and Sudartini (2017) has carried out a research entitled "The Use of Mind Mapping to Improve the Writing Skills of Grade XII Student of SMA n 2 Yogyakarta in Academic Year of 2016/2017". This research was aimed at improving ability in writing report texts through mind mapping for Grade XII MIIA N 2 Yogyakarta in the academic year of 2016/2017. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. The subjects of the research were 32 students of class XII MIIA N 2 Yogakarta in academic year 2016/17. The data of the study were both qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process and interviewing students, teachers and collaborators whereas quantitative were obtained by the pre-test and post-test. The research findings showed that the use of mind mapping could attract students' attention and motivation. The students became more enthusiastic in writing.

Panthi (2017) studied on “Using of Vocabulary in Developing Writing Skill”. The objective of the study was to develop students writing skill in terms of vocabulary instruction. The research was carried out through action design conducting pre-test, one month teaching and post-test. The difference was analyzed from the comparison of the result of four tests. And the research come to the conclusion that, students did better in post-test than in pre-test. The use of instruction in teaching vocabulary produced better results in post-test i.e. 50.75 percent of lecture technique.

To find out strategies use by teachers for developing writing skill of the students, Sen (2018) has carried out a research entitled “teachers’ Strategies for Developing Writing Skill of the Students.” Keeping the objective in consideration, ten secondary level English teachers from ten schools of Kathmandu valley were selected through the use of purposive non-random sampling procedure. A set of questionnaire and observation checklist were the research tools for eliciting the data. From the study, It has been found that while using the questionnaire to the teachers they responded that they mostly use the strategies i.e. quick writing, parallel writing, re-writing, five-minute writing, narrating events, writing letters, collaborative writing, describing people, object, places for developing writing skill. But in their classroom, they didn’t use collaborative writing, describing people, objects and places. It shows that there is a gap between response and practice.

### **Implications of Reviewed Literature**

By reviewing the above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Theoretical literatures made me to know about what writing skill is, why it is important skill in ELT learning and teaching, the possible difficulties that students face while writing and what can be done to develop writing skill i.e. the strategies we can use to develop our writing skill.

Similarly, from the review of empirical literatures, I got ideas about what types of research has been carried out till now regarding writing skill and writing strategies and the findings and conclusions. The most importantly it help me to

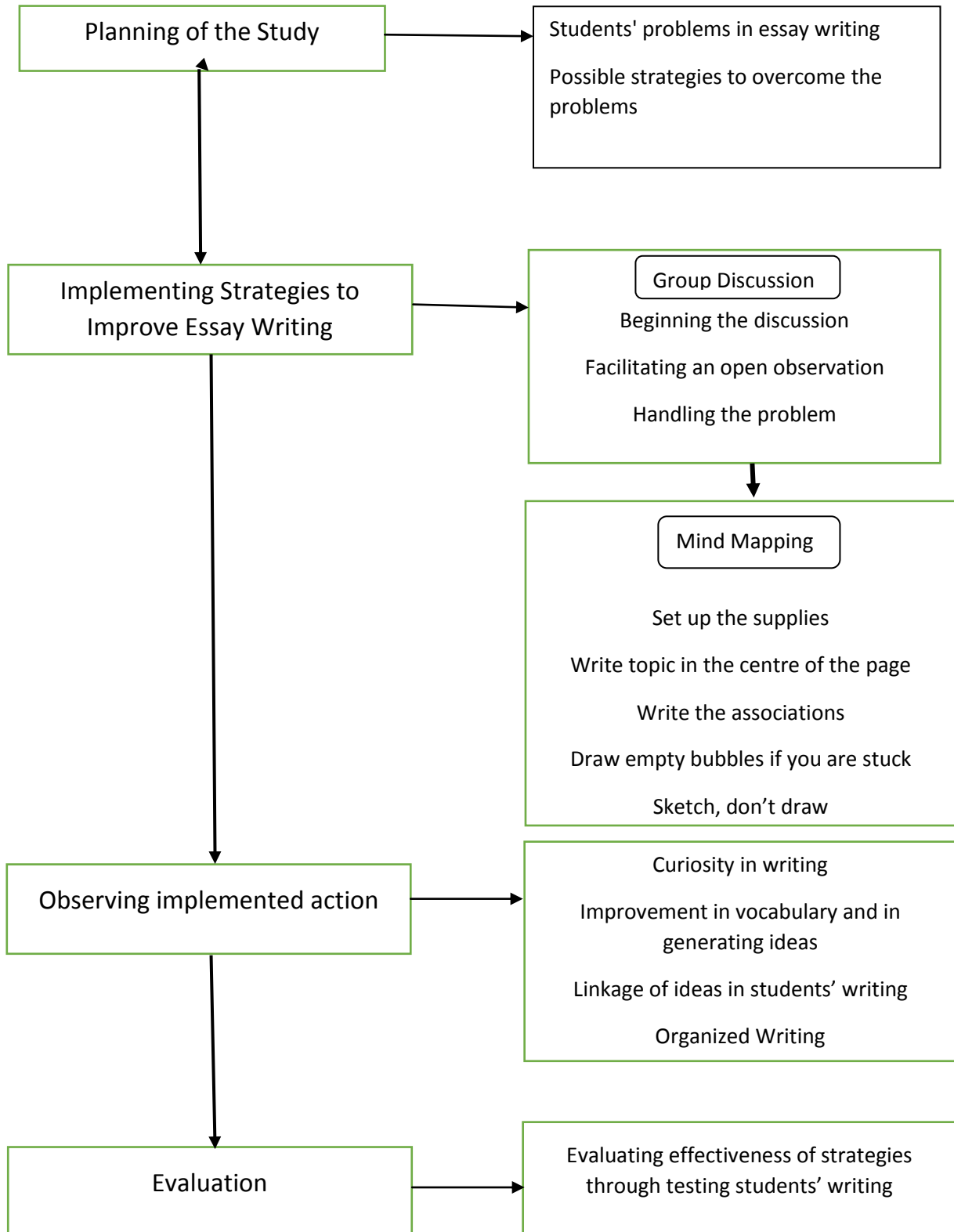
find the possible areas on what I can do a research, the areas which are still unstudied. Xin and Liming, Rahmi and Sudartha, and Bukhari's research papers helped me to understand group discussion and mind mapping as writing strategies. Similarly, Shrestha's article will support my study to display the problems in teaching writing skill which leads me to teach writing skill through specific strategies. And other articles displays gaps in study of writing skill. Likewise empirical literatures also give insight about the research design and methodology through which I can go forward with my study area.

Literature review has most vital role in this study since it has numerous implications which provides deeper knowledge, experience and other ideas to the researcher to create the research idea, to gain the research methods and methodologies. Review of the related literature facilitates the researcher by allowing citation, helping to gain the objectives of the study, sampling procedures and making table and chart construct as well as providing deep knowledge about the study. The review of literature helps for the actualization of study, interpretation and analysis of data, categorization and comparison of data and summary writing.



## Conceptual Framework

This study on Developing Essay Writing through Mind Mapping will be based on following conceptual framework.



## CHAPTER III

### METHODOLOGY AND PROCEDURES

Methodology and procedures are the backbone of research study since appropriate methodology and procedures direct the research towards objectives effectively. This chapter includes design of the study, sources of data, population of the study, sample population, sampling procedures and tools and process of data collection.

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

To obtain my objectives of the study, action research was carried out. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in terms or as a part of community of practice to address issues and solve problems. According to Cresswell (2009 p, 592) “The purpose of action research is to improve the practice of education, with researchers studying their own problems or issues in a school or educational setting.” Likewise, Allen & Calhoun (1998) state “Action research provides an opportunity for educators to reflect on their own practice. Within the scope of school, action research offers a means for staff development, for teachers’ development as professionals, and for addressing school-wide problems” as cited in Cresswell (2009, p.576).

Action research design is an educational research involving collecting information regarding current educational programs and outcomes, analyzing the information, developing a plan to improve it collecting changes after a new plan is implemented and developing conclusions regarding improvements. The main purpose of action plan is to improve educational programs within school. Basically, there are four types of action research. They are individual research, collaborative research, school-wide research and district-wide research

The five steps of action research by Nunan (1992) are briefly explained here.

**Step 1- Initiation:** In this stage, the teacher notices the problems and gathers the information.

**Step 2** – Preliminary Investigation: It is formal stage of action research where researcher decides the major problem, prepares tools and further analyzes it.

**Step 3**- Hypothesis: According to Nunan, hypothesis is important in research since it leads to the solution of problem.

**Step 4** – Intervention: The researcher uses an appropriate strategy including action or task.

**Step 5** – Evaluation: After the implementation of strategy, the researcher evaluates its effectiveness. If not then circle of steps will be continued with new strategies and action till the problem is not solved.

Action research broadly has four phases in a cycle, different scholars has put several steps in different way though. These four phases are planning, acting, observing and reflecting. And I carried out my individual action research being based on the following phases.

**Planning:** To carry out this research study, firstly, I planned about the design of the research according to my research topic and its objectives. Then, I came up with the plan that where I am going to carry out this research, who will be my population and the procedures of data collection either the qualitative or quantitative. Similarly I had set up the tools that I used to collect the data. Since I had planned to carry out the action research my plan was also to prepare the lesson plans to teach the students in the class.

At the very first stage, my plan was to identify the problems in students' writing by conducting pre-test. Then, my focus was to implement the group discussion and mind mapping techniques to overcome the problems in students' writing and to evaluate its effectiveness through progressive-tests and post-tests. I planned to choose a community School of Gorkha district to conduct my research as I wanted to conduct the research in government school of rural area. I collected the topics of essay writing form the English book of class 10.

**Action:** The plan is a carefully considered one, which involves some deliberate interventions into the teaching situation that the researcher puts into action over agreed period. Actions are the activities that a researcher implements to overcome the problems. In this, stage, I implemented series of activities for students to improve their writing.

After finding the problems in students' writing through pre-test, I implemented strategies i.e. group discussion and mind mapping to overcome the problems. To find out the improvements in students' writing, I conducted six progressive tests. Similarly, I conducted 2 post-tests to evaluate the effectiveness of these strategies. I organized the groups of students in different ways like groups according to the first letter of their name, according to roll no., by mixing the average, weak, passive and smart students. Likewise, I conducted games which facilitates their learning.

**Observation:** This phase involved the systematic observation of the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where I used 'open-eyed' and 'open-mind' tools to collect information about what is happening.

I carried out about 9 tests throughout the study. Through, pre- test, I observed their initial stage of writing including knowledge over subject matter, grammar, vocabulary and so on. Likewise, progressive tests taken in different times helped me to observe student's progress and their changing attitudes towards writing strategies. Then, I observed the effectiveness of writing strategies through post-test. Beside tests, I used observation check list and unstructured interview to observe the progress throughout the study.

**Intervention:** In action research, intervention is an important phase of research. The interventions are 'critically informed' as the researcher questions and assumes about the current situation and plan new and alternative ways of solving the problems. This is a phase where I explored new things which determined the further strategies of the study.

The intervention of my study was the drawbacks of conducting group discussion strategy in the class every day. And less contribution of group discussion and mind mapping techniques to overcome the grammatical errors in essay writing. To address these problems I suggested my students to do self-study to expand the horizon of knowledge on particular topics. I asked them to make a habit of reading different reading materials. Similarly, I provided some grammar classes and suggested to go through grammar books to address the grammatical errors.

**Reflection:** At this point, researcher reflected on, evaluated the effects of the action in order to make sense of what had happened and to understand the issue that had explored more clearly. Through, reflection I decided to do further cycles of action research and also helped me to find an alternative for group discussion. However, this study reflected that group discussion and mind mapping facilitates students to improve their essay writing.

### **Sources of Data**

To collect the data for this research study, the researcher used both primary and secondary sources of data.

**Primary Sources of Data:** The primary data of the study were collected from the 25 students of a community school of Gorkha district. It was selected to analyze and interpret their essay writing ability and results of the implementation of the strategies to fulfill the objectives.

**Secondary Sources of Data:** As a secondary sources of data collection tools, I used articles, thesis papers and books related to writing strategies and essay writing. Similarly, I also used the websites related to my study to present the literature review.

## **Population, Sample and Sampling Procedures**

The population of the study were the students studying in grade ten in Shree Chandro Daya Secondary school: a community school of Gorkha district.

I used purposive non-random sampling procedure for this research paper. Twenty five students of a community school from Gorkha district were selected in a purposive way. All the students from grade ten including 13 girls and 12 boys were experimented to collect the information and to analyze their essay writing skills, difficulties in essay writing and move forward to solutions.

## **Tools for Data Collection**

As my research purposes were to find the problems in students' essay writing, explore the effectiveness of mind mapping in essay writing and suggest some pedagogical implications, I used observation checklist, tests and unstructured interviews to achieve my objectives.

***Observation Checklist:*** Observation tool was used to observe their problems in writing and also the improvement in their writing after implementing the strategies. I made a note and write down all the activities that I observed.

***Item Tests:*** I conducted several tests; pre-test to find the problems in students' writing, progressive tests to observe the progress in students writing and post-test to find out the effectiveness of implemented strategies in writing.

***Unstructured Interview:*** Unstructured interview was used to know the students' perception towards the strategies. It helped me to know either students take group discussion and mind mapping technique as supportive tool to improve their writing or not.

## **Data Collection Procedures**

I followed the following steps to collect data from primary sources.

- a) I firstly visited the schools' head teacher and also with other teachers of school then informed my purpose of visiting the school and established rapport with them.
- b) After they permitted me to carry out an action, I visited my target population and informed about my purpose and plan.
- c) I made the plan to use mind mapping strategy, brain storming and group discussion for the development of essay writing skill.
- d) I took a test of essay writing before implementing the strategy.
- e) I observed their writing and take interviews during the research process.
- f) The action research was taken for a month.
- g) After the research was done, I thanked them for their co-operation and support.

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

The collected qualitative data were analyzed, interpreted and presented into different themes and sub-themes descriptively.

### **Ethical Considerations**

I gave my best to maintain the ethical values in the area of my research. During my study, I adopted the following ethical consideration for my research.

- a) I used the data of my study with the permission of school administration as well as respondents.
- b) I was aware of plagiarism.
- c) I paid attention to accuracy, authenticity, and truthfulness of data in my study.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter consists of analysis and interpretation of data which have been analyzed and interpreted descriptively and analytically under the different themes.

#### **Analysis of Students' Prior Problems in Essay Writing**

This study was conducted to find students' problems that hinder their writing skills, especially the essay writing since essay writing is considered as an important task in secondary level and the basic skills of writing an essay are similar to other writing as well.

According to my plan, I spent my first day in the class by introducing myself, my study and its purpose, and had some conversations with the students. Then, on the second day of class, I conducted a pre-test. The main purpose of conducting pre-test was to find out the problems in students' writing. I asked them to write an essay about "Computers on Education." They were given forty minutes to complete the writing. But students did not finish it on time. Time management was one of the major problems for them while writing. Other major problems were insufficient linguistic proficiency (including command over grammar and vocabulary), writing anxiety, lack of ideas, weak structure organization etc. I found that essay was written in unusual format. Some students wrote it in one paragraph and some students completed their essay in two paragraphs. I was surprised when I got an essay with most of the ideas in listed points. Similarly, the length of the essay was too short that contains only 50 to 60 words. I found that the paragraphs were not well organized. I could hardly find main ideas, topic sentences and supporting details in the paragraphs.

Students used incorrect word forms like 'There is big entry door. When we enter in it we will see a marvulus stupa....' Similarly, the order of word was also found to be inappropriate. They wrote – 'bouthanath and also many tourist come to Nepal to visit boudhanath.' In writing, I also found the use of spoken and informal form of writing. Spoken expressions like – ' I really enjoy visiting Boudhanath.' Lack of cohesion and



coherence was also the serious error in their writing. I could find repetition of ideas that indicates the lack of knowledge of the students about writing. Grammatical errors included errors of different forms like subject- verb agreement and forms of singular and plural, spelling error, punctuation errors included capitalization, use of comma and apostrophe, as in the sentence: 'The things which can be in computers are: Painting, drawing, .....

The analysis of learners' pre-test writings revealed problems in grammar, vocabulary, spelling, punctuation, word form and word order. The highest number of errors was made in grammar.

### **Implementing the Actions and Its Analysis**

On the third day of my class, I divided the students into groups each group containing five members. I wrote the topic 'Computers on Education' on the whiteboard. Then, I asked students to have discussion in the group regarding the topic and list down the ideas on the notebook. I asked each groups to share points and I wrote them on the whiteboard.

On the fourth day, I revised the group discussion strategy which was taught in previous class. I taught my students about how to draw a mind map. I presented an example by creating mind map on the topic 'My Country' at first. Then after, I asked them to develop mind mapping being based on the ideas which was listed in previous class. I facilitated them when necessary during the task. After completing their mind map, they were asked to develop an essay with the help of mind mapping. I helped them when needed. I repeated the actions in different topics for 3 to 4 days for practicing the group discussion and mind mapping strategies. Sometimes, I asked students to list out the information about a particular topic individually. They hardly could write 9/10 sentences. But when they, discuss the same topic in group they were able to list out the points in two pages. I implemented group discussion strategy to brainstorm the ideas. After the group discussion is done and they prepared the list of information, I used to dissolve the group and asked them to develop the mind mapping individually according to the

list of information or ideas they had collected through group discussion. I formed the group by using different techniques such as; groups according to the initial letter of their name, according to the roll no., by mixing the average, weak, passive and smart students. The passive and less confident students seemed more motivated to learn through group discussion. After grouping them I gave different topics for writing in group. Then, I told one group to present their writing. Other groups to observe their presentation and provided feedback. Similarly, I provided individual works in the classroom. I provided a topic for all students and ask them to develop the mind mapping in their exercise book.

Apart from group discussion and mind mapping, I managed to organize game class for twice. As a part of a game, I wrote "Computer" on the whiteboard. Each of the students had to tell a sentence about the topic one by one. Students were not allowed to tell the idea which was already mentioned. My aim of involving students in this game was to expand their knowledge on different topics and to let them to learn vocabularies and ideas on a particular topic in entertaining way.

### **Observing the Students' Progress in Essay Writing**

I observed students' progress in essay writing through progressive tests. While I was checking the first progressive test paper, I observed that most of the essays were in correct format. Students had the concept of introduction, body paragraphs and concluding paragraphs in essay writing. All the students tried to mind map the ideas before writing, some students could not make the complete mind map because of the lack of ideas and information on the given topic.

First progressive test did not show remarkable improvements. Since, most of the students again included irrelevant information and repetition of the ideas. Many students committed same grammatical and punctuation errors, lack of cohesive and coherent paragraphs etc. However, some students were getting the ideas clearly. I found some changes in their writing. They were able to differentiate the main ideas and supporting information and developed cohesive and coherent paragraphs. They avoided the repetition of ideas in their writings and also slight improvements in their grammar and vocabulary could be noticed.

The first progressive – test encouraged me to continue my actions. I again engaged students in the groups and taught about the writing strategies. I clarified every minor things in the class. Gradually all the students seemed to be clear about my ideas and they started to show changes in their writing. After they were taught to use mind mapping technique time and again, they became able to organize the ideas in their writing. After they learned about mind mapping, one of the students said, "Now, I got clear about how to differentiate introduction paragraph, body paragraphs and conclusions. And I also can find main ideas and its supporting details." And another students said – "Mind mapping helps me to avoid the repetition of the ideas but I am still confused about linking the ideas in order."

However, on further days, in every progressive –tests I gradually found improvement in their writing. Students started to write lengthy essay with several paragraphs. Students started to brainstorm the ideas and develop the mind mapping before their essay writing. They started to separate the paragraphs including main ideas and its supporting details. Most of the students improved grammar, vocabulary, and punctuation errors in their essay. All the essays were in correct format with cohesive and coherent paragraphs. Almost all the students were aware about the repetition of the ideas. But still, they were taking much time to complete their tasks. Then after, I focused in time management. I used to provide topics for essay writing in certain time. Students were given only 5 minutes to prepare mind mapping and 30 minutes to complete their essay.

I used observation checklist, which was designed to keep students' record. In addition, my intention was to know, how they dealt with the strategies. Students' performance was recorded during the observation in order to increase the validity of the data. After observing this, I realized that all the students did not have problem with group discussion and mind mapping strategies, even though some students were confused and seemed uninterested at the beginning. They practiced mind map for every new topic of essay writing. In an informal interview, one of the students said, " Yes, when I design the mind mapping, I get chance to think more about topic. And I can include all the information in order and can link

the supporting details with main ideas”. Similarly, I managed to conduct unstructured interviews during study randomly. I did it to analyze the students’ changing attitudes towards the strategies.

### **Intervention: Drawbacks of the Strategies**

My assumption of this study was group discussion and mind mapping only have the benefits in students’ writing and there will be no difficulties to implement them in day to day class. While I was combining the group discussion and mind mapping as strategies to brainstorm more ideas and to make a roadmap of writing respectively, it was working greatly to improve students’ writing for sure. But when I found my class was noisy, more time consuming and difficult to manage, I promoted self-study. I provided particular topic to the students and asked to read different material like newspaper, journal, books and websites at home. Next day, they were asked to brainstorm the ideas individually on the same topic and to develop the mind map. While doing this, I found that students were writing more information about the topic and their vocabulary was also improved. This technique helped me to save my time in the classroom and helped to manage my class calmly. Similarly, these two strategies was contributing very less to improve the grammatical errors of writing. For this, I provided some grammar classes and asked students to go through grammar books.

### **Evaluating the Effectiveness of Strategies**

In earlier days, I found several errors in students’ assignments. They committed similar kinds of errors. However, the students gradually improved their essay writing after practicing the strategies time and again. Later on, I found less errors in the assignments and test papers in comparison to the earlier days.

I conducted post-tests to evaluate the effectiveness of writing strategies that I had implemented in the classroom. I found the improvements in students’ essay as essay was written in correct format including introduction, body paragraphs and conclusion. The length of the essay was also increased. Their writing was well organized with main theme and supporting details. Students used correct word forms, grammatically correct sentences, and correct use of punctuation marks in comparison to previous works. They

avoided informal style of writing and used formal language. My students improved the organization and development of ideas in their writing. They completely avoided the repetition of ideas. Students were able to write lengthy essay including more information in their writing. They also complete their work within the given time. This showed that group discussion and mind mapping as writing strategies were contributing more to generate the ideas and to develop the ideas in organized way though they were being less effective to overcome the grammatical errors and to strengthen the vocabulary.

### **Challenges I faced in the Classrooms**

On the third and fourth day of my class, I taught my students about the group discussion and mind mapping and how these strategies are helpful in writing an essay. They felt confused and difficult to create mind maps. Similarly, I had expected the hopeful outcomes of the group discussion. Unfortunately, things did not work quite well as I had expected. It was very difficult for me to manage the students in the class while dividing the group. Students used to rush around the class excitedly. They refused to be in the group if their best friends were not there. The class used to be noisy during class discussion. Sometimes, it was very difficult for me to calm them down and we could not complete the task on time. I noticed that conducting the group work in day to day class is more time consuming. However, after grouping, they were co-operative and the class used to be more interactive.

I faced management problems also in game classes. I used to find very difficult to control the class very often. Some students used to be over excited in the games where some students did not show any interest. Similarly, intelligent students used to do activities faster and in better way whereas weak and passive students used to delay the work and tried to escape from it. Therefore, it was challenging for me to provide the activities according to the students' level and engage all students in the activities. However, I did my best to manage the class, control the students' unnecessary activities and deliver my lessons. To, increase their vocabulary, grammar, spelling and knowledge on particular subject, I used different materials and techniques like asking students to use dictionaries, reading

newspaper, different books, using internet websites, etc. Finally, I found the progress in students' writing and also in behavior in the class which helped me to manage my classes in last days.

### **Improvements Observed Throughout the Study**

Throughout the completion of my action research, I noticed some improvements in students' writing and in their behavior. These improvements were observed through unstructured interview, observation checklist, classroom observation and tests. Some of the changes that were visible after the research and some areas that need more work are explained here.

**Students' Curiosity in Works:** Curiosity makes our brain more receptive for learning and makes learning more effective and enjoyable. Curious students not only ask questions, they actively seeks out the answers.

At the beginning, I found students were quite bored. They were confused regarding the strategies and they did not want to study. They used to involve in talking with friends. But once they became clear about the strategies and they realized that it really helps them in their writing, they started to show the interest in learning. Gradually, their attitudes changed positively towards the strategies and they participated actively in the tasks. When I was able to arouse students' curiosity through mind mapping, they naturally motivated to learn and dedicated in doing better.

**Development of Interactive and Co-operative Process:** Co-operative learning is a specific kind of learning. In co-operative learning, students work together in small group on a structured activity. They learn to work in a team. When co-operatives groups are guided by clear objectives in numerous activities, their understanding level will be improved. To create more interactive environment, they should be provided more opportunities for practice.

When I was in the classroom, I found many students not working together with their friends because they were feeling scared to share their ideas in front of others. I

understood their problem and divide the students in further small group and sometimes keep such students with their best friends. They performed their task in better way than the earlier. They started expressing their views, ideas with each other on the subject matter. Similarly, some students who had learned about mind mapping techniques, helped to poor students. This activity really supported shy and slow doer students. This proves that students can learn better if we can manage interactive and co-operative environment in the class.

**Development of Students' Level of Understanding:** Group discussion and mind mapping are beneficial strategies to improve students' essay writing. It helps in writing process and provides students opportunities to think. Students' mind mapping demonstrates their level of comprehension, so teachers will be able to identify students' prior knowledge and understandings over the assignments and materials.

Firstly, students are careless about their writing test. Pre-test showed that they have weak level of understanding and knowledge regarding the writing skill. They used to think that practicing writing is just a waste of time. Just reading the texts and memorizing the information is enough to write an essay in the exams. But after knowing the basic skills of essay writing and how practice improves our writing, I notice their changed attitudes and behaviors about writing. They understood that writing has several features and tried to think in broader way. This shows that writing strategies really helps to change the attitude of the learners providing various ideas.

**Development of Cohesive and Coherent Paragraphs:** Mind mapping is a strategy for making roadmap of a topic, prior to writing. Student start with a topic at the centre and writes main ideas around the topic linking with supporting details. It is a tool to facilitate learners to plan ideas in pre-writing process. It is better to explore ideas and generate thoughts on the topic before writing. This will help to gather concepts on the main themes.

At first, there was lack of cohesion and coherence in students' writing. I found poor organization of paragraphs. The writings lacked linkage of main theme and supporting ideas. They hardly used cohesive devices in their writing. After a lot of practice, they learn to correlate mind mapping in their writing. I observed the changes through progressive tests. Later on, students wrote organized paragraphs with correct order of ideas. They started with introduction, every body paragraphs starting with topic sentence and supporting details. They used the cohesive devices in their paragraph.

**Production of Well – Organized Writing:** Effective sharing of ideas requires good structure and organization. Good organization skill can save the time and reduce stress. If the students have ability to organize their own thoughts prior to writing, they will be able to express their thoughts and ideas coherently. This ability can be learnt only by continuous practice in writing.

In the beginning, students could not organize the ideas because they did not have habit of mind mapping. After they practice many times, their writing became more systematic. Later, they were able to generate ideas on familiar topic and organize them properly. They faced the problem in starting phase, but the condition changed in positive way after getting more practice and more feedback. I made them to practice sometimes individual, sometimes in small group and pair. They showed curiosity and took it positively which leads to the positive result. Therefore, we can conclude that making connection between students' mind mapping and their writing helps to write in organized way.



## CHAPTER V

### CONCLUSION AND IMPLICATION

#### Findings

Students committed numbers of errors in their first essay writing. They were grammatical errors, errors in spelling and punctuation. I found that they also had lack of knowledge over subject matter and some students even seemed to be confused about the format of essay writing. Group discussion and mind mapping strategies helped them to improve the errors in their writing which was displayed through the comparative study of pre-test and final post-test result. Students' scores of pre-test and post-test has been presented below:

Roll No. of the Students	Pre-test Score (out of 10)	Post-test Score (out of 10)
1	7	9.5
2	6.5	9.5
3	7	9
4	6	9
5	7	9
6	7	8.5
7	6	8.5
8	6	9
9	5	8
10	4.5	8.5
11	4.5	8
12	4	7
13	4	8
14	4.5	8.5
15	4	8
16	4.5	7
17	4	6
18	4.5	6.5
19	4.5	6
20	4	7
21	4	5
22	3	5.5
23	2	5
24	4	6
25	5	5.5
	Total= 122.5 Average score= 4.9	Total= 187.5 Average Score= 7.5

In pre-test of essay writing, the highest score was 7 and the lowest score was 2 out of 10. And the average score was 4.9. More than 50 percent of the students scored below 5 out of 10 in their pre-test. After the implication of strategies, students gradually started to improve their writing. Progressive –tests were conducted to observe their improvements and problems in their writing. When I conducted post-test and analyzed its score, I found remarkable improvement. The highest score of the post-test writing was 9.5 and the lowest score was 5 out of 10. Similarly, the average score was 7.5. And more than 55 percent of the students scored above 8 out of 10 in their post-test.

## **Conclusion**

When I chose this topic for action research, I was quite hopeful about finding something useful. However, I did not know how I was really going to do in my research. The experience of teaching in school and the problems I faced in writing in my school days encouraged me to choose this topic for the study. Before conducting this research, I only knew that group discussion and mind mapping strategies can be effective in developing students' cognitive skill and in information recovery process but I was not actually sure about it.

Students had problem in using appropriate words (nouns, verbs, prepositions etc.), maintaining subject verb agreement, tense, and sentence structure in their writing at the beginning. They even did not write the essay in correct format. The reason behind it was not only their lack of understanding level but also their practice in writing. These problems had encouraged them to stay away from writing.

After I carried out study qualitatively, receiving data through interview, classroom observation, and classrooms tests, I really came up with the conclusion that these strategies can be effective to improve writing especially the essay writing. Group discussion before writing the essay helped them to brainstorm more ideas and the mind mapping technique helped them to manage main theme and supporting ideas cohesively and coherently in their writing. This research concluded that group discussion and mind mapping strategies are more innovative and effective method of brainstorming and linking the ideas than the routine way of reading texts.

Similarly, these strategies made students active in the class. They participated in work excitingly although they seemed little bit confused at the beginning. They were interactive in the class. These activities also helped to change their attitude towards writing, but it was difficult to measure the actual progress of the learners in quantity. It also brought confidence in the learners to write. From unstructured interview of participants as well, this study concludes that group work is very applicable to lead the learners towards success in writing. Moreover, when I took the test, I noticed that our examination system has not encouraged the learners in creative writing. Instead, it has encouraged memorization.

Students were motivated to learn through games. They paid attention and participated in every task actively. Even lazy student also became competitive in the classroom. But sometimes, this competitive situation led the students to fighting. This also reduced the problem as students learn unknowingly with fun. They also developed the habit of supporting each other many activities. Therefore, games helped to create the positive attitude towards learning. However, due to the lack of creative environment, learners' writing skill is very poor. When I observed one teacher's classes, I found that the teachers expect the students to write very well, but he never motivated them to write by themselves creatively.

### **Implications**

Before writing on any topic, students should have enough knowledge about the topic. It is better to tell the students to brainstorm the ideas which can be more productive through group works/ group discussion. The generated ideas should be organized in correct order. Therefore, using mind mapping as the technique to plan before actual writing may be beneficial.

Similarly, answering questions on a worksheet or a page of text may be stressful for the learners. It may also create the negative perception among the learners. To avoid this problem, game can be useful technique. Learners can

demonstrate their knowledge, skill and understanding of the topic freely when collaborate with their friends while playing games. Involving students' in-group work, help them to be more creative. It also provides them the good reason of writing instead of doing just because their teacher said. Shy students feel more comfortable to express their ideas in group.

Reading activity is very useful to develop better writing and to enrich vocabulary. Students should develop the habit of self-study, using different learning materials like books, magazines, websites etc. Developing a writing culture and providing more opportunities for writing practice also help to improve writing. The importance of effective teaching strategies of teacher also cannot be denied. It is very important that what kind of strategies or methods a teacher implements to meet particular objectives and also the positive and constructive feedback that a teacher provides. Educational institutes should provide skillful teachers along with frequent trainings. Moreover, writing competitions can also be organized to motivate the learners.

This study has various implications in different levels which have been presented below:

**Policy Level.** Based on finding of the study, the recommendations of this research related to policy level are presented in following points:

- The government of Nepal, Ministry of Education and CDC should increase the weight age of the writing skill in the syllabus for secondary level.
- An English book should be designed including only writing activities to each class which can fulfill the writing requirements of the students.
- There should be policy of using sufficient and effective teaching learning materials to teach essay writing in secondary level.

#### **Practice Level**

- Students are poor in writing, so the teacher should provide them different types of writing task focusing on their difficulty level.

- The teacher should focus on basic skill of essay writing rather than directly focusing on complete writing.
- The administration should support the teachers to purchase the necessary materials.
- Some strategies such as writing diaries, reading various books, magazines, newspaper, using internet using visual aids are useful to develop writing. But they are less focused in classroom. Therefore, teacher training should be conducted in learning strategies in order to apply in the classroom.
- Sufficient home assignment for writing should be given to the students using mind mapping strategies and good writing should be rewarded time to time to motivate the students.
- Enough writing text should be managed by the school administration for successful teaching and learning.
- Interaction between teachers and students creates friendly environment. So, the teacher should play the roles as facilitator and initiator.
- Change is also required in the examination system. It should not promote memorization and rote learning.

### **Further Related Research**

The finding of the research is limited only towards twenty-five students studying in class ten in the community school of Gorkha district. Therefore, findings cannot be generalized to all the secondary level students in Nepal. However, this research will provide a valuable secondary source for the researchers. The following recommendation can be made for further research.

- This research may help to develop an idea to the researcher who wants to study in writing skill of language.
- This study will be very useful to analyze the writing comprehension ability of the students of community schools.
- This research can be supportive for those who want do the comparative study of the ability of essay writing between the secondary level students of community school and boarding school.

- This study can be extremely supportive for those who want to find out the roles of effective strategies to develop students' good writing skill.

## **Reflection**

At the beginning, being a new researcher, I did not have any ideas about action research. I was lost and worried. However, I started to discuss about this with my teacher, his feedback and suggestion encouraged me to get into this study. Similarly, students' active participation in all activities also encouraged me to go further in this study. With my strong belief and action research's instruction, I began conducting my actions and I saw improvements in my students and in myself consequently.

After 5 weeks of action research, it has just great impact on me. I developed confidence in teaching, learnt many more about the writing skills and strategies to develop writing skill, and got opportunities to interact with more students and more staffs that improved my communication skills. In nutshell, I achieved both personal and professional progress throughout the study.

I realized how important it was to let the students to be in the centre of the class and just to be aware of their reactions to find the solutions. At the same time, I knew more clearly about my roles of being a teacher; an instructor, organizer, advisor, participant and sometimes just as a listener. Therefore, I managed to give students more chance to work out over the problems by themselves as like in group discussion. My students' problem was always my concern. This action research has enriched my teaching experience and made positive contribution to my professional career. Moreover, after reading and completing the literature review section, I learnt about methods and approaches for teaching writing and good strategies and techniques of developing the writing skill from the view point of different researcher and authors. Overall, I learnt many valuable subject matters, which will help me to deal with academic obstacles that I may face in my future.

## References

- Bai, B. (2016). *Writing strategies and strategy based instruction in Singapore primary schools*. Cambridge Scholars Publishing.
- Bukhari, S.F. (2016). *Mind mapping techniques to enhance EFL writing skill*. Journal, V 4 n1 p58-77.
- Creswell, J. W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. University of Nebraska-Lincoln: Pearson.
- Erdem, A. (2017). *Mind Maps as a Lifelong Learning Tool*. Universal Journal of Educational Research 5(12A).
- Griffen, J. (2019). *How to conduct a group discussion*. www.wiki.com
- Harmer, J. (2001). *The Practice of English Language Teaching*. Longman, UK: Longman.
- Hedge, T. (1988). *Writing*. Oxford University Press: Hong Kong.
- Heaton, J.B. (1975). *Writing English language tests*. English Language Book Society: Longman.
- Hyland, K. (2003). *Second Language Writing*. Cambridge University Press: Hong Kong.
- Khudhair, N.K. (2016). *The Impact of Applying Mind mapping Technique as a Pre-Writing Tool on EFL College Students in Essay Writing*. J.of College of Education for Women: 27(1).
- Marlina, L. & Larasanti S. (2019). *Using Buzz Group Technique in Writing Activity for EFL Students at Senior High School*. JELT: 8(1).
- Mohammad, F. & Hussein, A. (2013). *Enhancing students' motivation to write essays through brainstorming: A comparative study*. Qatar University: 3(9).
- Morehouse, K. (2017). *What are Four Language Skills?* (Linguacore.com)
- Nunan, D. (1992). *Research Methodology in Language Learning*, Cambridge: Cambridge University Press.
- Oxford Royal Academy, (2017). *How to write better essays: 5 practical tips*. [www.oxford-royale.co.uk](http://www.oxford-royale.co.uk)
- Old Pueblo Academy, (2012). *Key features of a good academic essay*. www.oldpuebloacademy.org
- Panthi, B.P. (2017). *Using of vocabulary in developing writing skill*. An unpublished M.Ed. Thesis T.U. Kirtipur, Nepal.
- Peterman, A. (2017). *How to plan an essay using a mind map*. www.wiki.com.
- Pirie, B.D. (1985). *How to Write Critical Essays*. Routledge: New York.
- Rahmi, M. & Sudarni, S. (2016). *The use of mind mapping to improve the writing skills of grade XII students of SMA N 2 Yogyakarta in academic year of 2016/2017*. Yogyakarta State University.

- Sen, R. (2018). *Teachers' strategies for developing writing skill of the students*. An unpublished M.Ed. thesis T.U. Kirtipur, Nepal.
- Shrestha, S. (2016). *Challenges faced by English language teachers in teaching Writing skill*. An unpublished thesis T.U. Kirtipur, Nepal.
- Solati-Dehkordi, S. & Salehi, S. (2016). *Impact of explicit vocabulary instruction on writing achievement of upper-Intermediate EFL learners.* " Islamic Azad University: Isfahan, Iran. V9n4p141.
- Thornton, G. (1980). *Teaching Writing: The Development of Written Language Skills*. London: Edward Arnold.
- Uttami, F.S. (2012). *Improving students' writing skill using a four- phase technique*. Sebelas Maret University: Surakarta.
- Xin, S. & Liming Y. (2005). *Group discussions and EFL writing*. CELEA Journal: China.



**Appendix- 1**  
**Lesson Plan no.1**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

**1. Objectives**

On the completion of the lesson the students will be able to

a. generate ideas through group discussion.

**2. Teaching Materials**

Pictures that shows group discussion

**3. Classroom Procedures**

- The teacher will start the class by revising the previous class.
- Then, she will present the pictures and ask the students what people are doing in pictures.
- She will explain about the group discussion and how it is useful in different sector. How we can use group discussion to generate ideas.
- She will divide the class in the groups including 5 members in each group.
- After that she will give a topic and ask the students to discuss the ideas about the given topic in a group and list down them in their paper.
- She will facilitates them while they doing the task.

**4. Evaluation**

The teacher will provide some topics and ask them to generate ideas and list down in the copy by discussing on the group.

## **Lesson Plan No.2**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

### **1. Objectives**

At the End of the class, the students will be able to

- a. write an essay through group discussion

### **2. Materials**

Daily used materials

### **3. Classroom Procedures**

- First of all, the teacher will crack a joke to warm up the class.
- After that she will divide the students into groups each containing five. Each group with different topic will be asked to have discussion and list down the ideas/information.
- Then, she will ask each groups to tell their list and she will write on the board.
- She will ask the other groups to edit the ideas of a group.
- Finally, she will write an essay on one of those topics.

### **4. Evaluation**

The teacher will provide a topic and ask students to have group discussion and develop an essay.

## **Lesson Plan No. 3**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

### **1. Objectives**

The main objective of this lesson is to enable students to draw mind maps.

### **2. Teaching Materials**

Post card of mind map

### **3. Classroom Procedures**

- The teacher firstly provides the instruction what they have to do in that day's class.
- Then, she provides the examples of mind map and also explains the ideas that should be considered in creating mind map.
- She discusses with the students regarding the topic to make the concept clearer.
- She asks the students to create a mind map on the topic of their interest. She facilitates them to do the task if they need.

### **4. Evaluation**

The students will be asked to draw a mind map on the topic 'computer'.

## **Lesson Plan No.4**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

### **1. Objectives**

The main objective of this lesson is to enable the students to develop an essay using mind map.

### **2. Teaching Materials**

Postcard

### **3. Classroom Procedures**

- The teacher starts the class informing the instructions that students have to follow during activities.
- The teacher presents a sample of mind map and an essay which is develop through the same mind map.
- Then, she explains how the terms of mind map can be written in essay with cohesion and coherence.
- She asks the students to draw a mind map and write an essay on ‘Our Country’.
- While doing the task, she will facilitates them.

### **4. Evaluation**

The students will be ask to draw a mind map and develop an essay on the topic of their interest.

## **Lesson Plan No.5**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

### **1. Objectives**

At the End of the class, the students will be able to

- a. write an essay through group discussion and mind mapping

### **2. Materials**

Daily used materials

### **3. Classroom Procedures**

- First of all, the teacher will warm up the class by cracking a joke.
- After that she will revised the group discussion and mind mapping strategies. And she will provide a topic to write an essay.
- Then, she will ask the students to discuss with each other about the topic. It will be the whole class – group discussion.
- She will ask students to tell ideas they have collected through group discussion and will write down it on the whiteboard.
- Then after, she will ask the each students to mind map the ideas on their copy and develop an essay using it.
- She will facilitates the students while doing so.

### **4. Evaluation**

The teacher will provide a topic and ask students to have group discussion and mind map the ideas.

## **Lesson Plan No. 6**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Writing**

### **1. Objectives**

At the end of the class, students will be able to

- a. develop cohesive and coherent paragraphs

### **2. Teaching Materials**

Post cards and daily used materials

### **3. Classroom Procedure**

- The teacher will revise the previous class and tell about what they are going to do in that class.
- She will show the cards; two paragraphs with organized ideas cohesively and coherently in first card, next card containing paragraphs with poor linkage of ideas and the third card containing cohesive devices.
- Whole class will discuss about these paragraphs. The teacher will explain about cohesion and coherence, cohesive devices and how to make the paragraphs cohesively and coherently good.
- The teacher will provide a topic to write the paragraphs maintaining cohesion and coherence. She will help the students while doing so.

### **4. Evaluation**

The teacher will randomly ask the students about cohesive devices and to use them in the sentence.

## **Lesson Plan No.7**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Vocabulary**

### **1. Objectives**

At the end of the class, students will be able to

- a. generate vocabulary on the given topic through individual game

### **2. Materials**

Daily used materials

### **3. Classroom Procedures**

- Firstly, teacher will warm up the class with short moral story.
- Then, she will inform about what they are supposed to do in the class.
- She will write a topic on the top of the whiteboard and ask students to write phrases relevant to the topic.
- She will provide only 10 minutes to write. Each relevant phrase will worth one point and each irrelevant phrase will get minus one point.
- Five students with highest point will be rewarded at last.
- Then after, she will ask students to develop a mind map out of the listed phrases. She will help them if needed.

### **4. Evaluation**

The teacher will ask each students to tell 10 phrases related to the previously discussed topic.

## **Lesson Plan No. 8**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Vocabulary**

### **1. Objectives**

At the end of the class, students will be able to

- a. learn vocabulary through group game

### **2. Materials**

Daily used materials

### **3. Classroom Procedures**

- The teacher will warm up the class with a motivational quote.
- Then, she will divide the class into five groups, each group containing five members.
- She will write five topics on small papers, fold them and ask one of the each group members to pick out a topic.
- She will ask students to discuss on the group and write down the relevant sentences on their copy. The most disciplined group with good team work will get two points added where the most undisciplined group with poor team work will get two points deducted.
- After that each group will write a essay being based on their listed ideas.
- At last, the essay (group) with highest score will be awarded.

### **4. Evaluation**

The teacher will ask students to tell 5 sentences about any three topics except the one which was given to their own group during task.



## **Lesson Plan No. 9**

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Grammar**

### **1. Objectives**

At the end of the class, students will be able to

a. use correct form of simple tense and past tense

### **2. Teaching Materials**

Post cards and daily used materials

### **3. Classroom Procedures**

- Firstly, the teacher will provide the instruction what they have to do in the class.
- She will write 5 sentences of each tense on the whiteboard and ask students to generalize the rules of tense.
- She will help students to generalize the rules and explain it if needed.
- Then, she will show the post cards where the rules of simple tense and past tense will be written. Students will be asked to write down the rules in their notebook.

### **4. Evaluation**

The teacher will ask students to write 2 examples of each tenses.

## Lesson Plan No. 10

**Class: 10**

**Time: 45 minutes**

**Teaching Item: Grammar**

### 1. Objectives

At the end of the class, students will be able to

a. use correct form of future tense

### 2. Teaching Materials

Post card and daily used materials

### 3. Classroom Procedures

- At first, the teacher will revise the previous lesson.
- Then, she will present the different examples of future tense on the whiteboard.
- Students will be asked to read the given examples and discuss about the sentence structure with their friends.
- Students will find out the rules or sentence structure through discussion. Teacher will facilitates them while doing so.
- She will presented the post card with rules and students will write down the rules in their copy.

### 4. Evaluation

The students will be asked to write five sentences of each of aspects of future tense.

**Appendix-2**  
**Observation Checklist**

S.N	Description of Students' Activities	Responses
1	Paying attention to teacher's instruction	yes
2	Responding to the teacher's instruction	Most of the students are responding
3	Actively participated in discussion	Yes, they are.
4	Contributing ideas to the topic	Some shy students hesitate sometimes.
5	Show interest to develop mind map	Yes
6	Generating and organizing ideas	Gradually improving
7	Writing a thesis sentence of the essay	Yes
8	Writing supporting paragraphs	Yes
9	Follow the pattern	Yes
10	Improvement in writing	Yes
11	Students' perception on writing strategies	Positively changed

## **Appendix-3**

### **Interview Guideline**

#### **Questionnaire**

The following questions are the just the guidelines for unstructured interview.

1. What do you mean by strategies of writing?
2. Do you think essay writing is more important for the students than other writing genres?
3. What kinds of difficulties do you have in writing essays?
4. Did you use to follow any kind of strategies to write an essay before?
5. It is said that generally community school's students have poor writing skill than private school's students. Do you agree with it?
6. Do you think that strategies helps you to improve your writing?
8. Which strategies do you think is the good one to improve the writing?
6. Do you think there is difference in your writing before and after implementing the strategies?
9. What are the other possible way do you think that helps community school's students to improve their essay writing?

## Appendix -4

### Writing-1

Essay

Topic - Computers on education

Introduction:

A computer is defined as ~~the~~ an electronic device which consist of different parts. Now adays, ~~Computers~~ Computers are been using everywhere. Some of the places where computers are being used are: home, hospitals, bank, school, library, ~~h~~ offices etc.

Activities which can be done in computer.

The ~~things~~ things which can be done in computers are: Painting, drawing, typing, listening music, watching videos, saving files, calculating data reading news and text through internet.

Application of Computers.

The computer is used:

- For education
- For entertainment
- For hospital
- For advertisement
- For science and Engineering
- For library
- For farming
- For business
- For research

Helpful in Education.

- i) Find learning materials using internet
- ii) Gives update of new knowledge, method invention and technologies
- iii) Need computer skill to find Job.

Negative Effects of Computers.

- i) Heavy use of computer can harm our eyes and brain.
- ii) Using it only for entertainment is also one of the Negative ~~the~~ effects of a computer.

## Writing-2

Name:- Rojina Thapa

Class:- 10

School name:- Chandra Daya Secondary School

'My favourite place'

'Boudhanath'

Boudhanath is a stupa. It is situated in Capital city of Nepal. The name of capital city of Nepal is Kathmandu. There is big entry door. When we enter in it we will see a marvelous stupa named Boudhanath stupa.

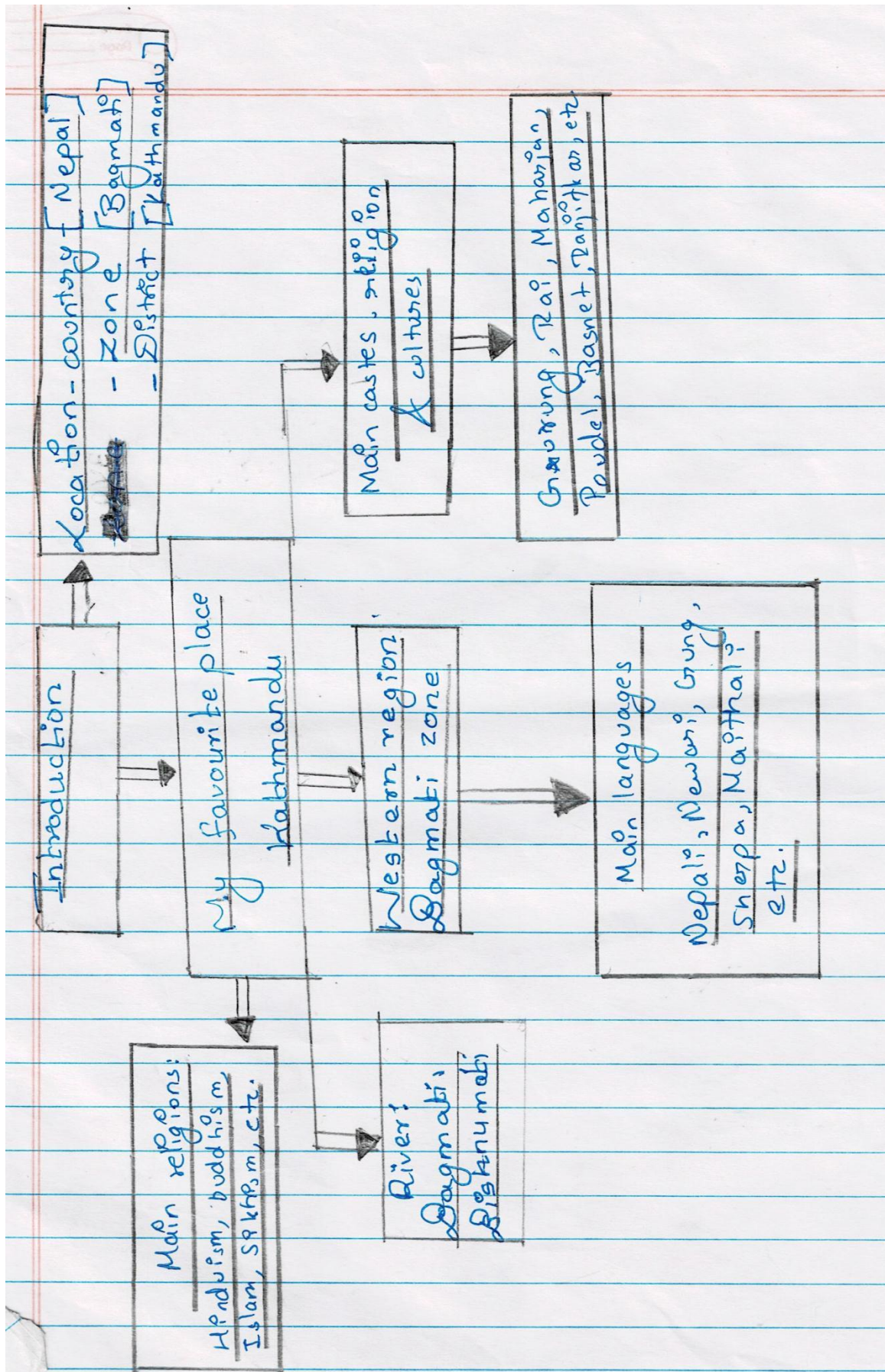
There comes a small entry gate when we see in our right side there is a beautiful garden in the side of garden there are many plastic glasses filled with water. In the left side

to our home. Many people visit Boudhanath and also many tourist come to Nepal to visit Boudhanath. Boudhanath stupa is mainly worshipped by the Buddhist people but other religion can also worship Boudhanath stupa.

I really enjoy visiting Boudhanath stupa.

Thank you!

Writing-3



## Writing-4

### Group discussion and Mind Map on Computers in education.

#### Computers in education.

- An electronic device performs according to the instruction.
- Nowadays computers are used in education systems.
- Computers has different parts consist of hardware and software.
- We can do different things on computers: sewing files, calculating datas, playing games, watching videos, painting, listening music, drawing, typing, reading news and texts using internet, etc.
- Use it in all places like home, hospital, bank, school library.
- We can find learning/reading materials in computer with the use of internet.
- It gives the update of new method, knowledge, invention,

#### Technologies of education sector.

- Students can learn themselves in computer various things.
- Helps to know the culture and education systems of different countries.
- Helps to know the culture and education systems of different countries.
- It also has negative effects:- heavy use of computers harm our eyes and brain.



## Writing-5

Date | 2076-02/01  
Page | Sunday

### Computers on Education

Computer is an electronic device which performs the tasks according to the instructions given by the users. It consists of different parts like monitor, CPU, keyboard, hard disk, mouse etc. Different parts of computer can be categorized into software and hardware. Nowadays, computer is used everywhere. We can see the computer in hospitals, banks, schools, libraries, homes<sup>and</sup> offices. It has become a part of human life.

There are various activities we can do on computer. We can do painting, drawing, typing, saving files etc. When we are bored, we can listen the music and watch videos. We also can enjoy the various kinds of video games, calculate datas, reading or listen the news and send the messages to our friends and relatives through internet.

Computer plays vital role in this modern education system. In schools, computer is taught as a compulsory subjects. Students can find learning materials in computer by using internet. Similarly, computer gives up update of knowledge, invention and technologies of education field. These days, computer skill is necessary to find job. Students can learn many more things about science, ~~and~~ technology and different kinds of culture around the world.

There are several negative effects of computer if we don't use it properly. Heavy use of computer harms our eyes and brain. Using computer only for entertainment and playing video games do not helps us in our study. It discourages our habit of reading books. So that we should use computer in proper way. We shouldn't hang on in computer all the time. If we use computer in good way, it helps in our study to make our better future.

## Writing - 6

Name: Ridima Thapa

Class: 10

School: Shree Chandra Datta  
Higher Secondary School

### 'My favourite Place'

There are many places in Nepal such as: Kathmandu, Pokhara, Bhaktapur, Mustang, Jhapa, Gorkha, Dumbini, etc.

Among them my favourite place name is Kathmandu. Kathmandu is the capital and very beautiful city of Nepal. Kathmandu is four-sided surrounded with beautiful hill. It is a valley.

Many people live in Kathmandu. People who live in villages, many of them come to Kathmandu for getting knowledge or for studying

in Kathmandu such as: hakupatasi, daura-suruwal, guryo choli, bakkhu, docha, etc. Kathmandu is a well-developed city of Nepal. People can get various kinds of vehicles such as: buses, micros, cars, taxis, motor bikes, sweets, etc. People can fulfill their many and different needs living in Kathmandu. The weather of Kathmandu is not cold neither hot.

Kathmandu is a metropolitan city. There are big and beautiful buildings, houses, offices, schools. There are many parks in Kathmandu. I really enjoy visiting and living in Kathmandu. I love Kathmandu.

Thank you!

The End!