

## **CHAPTER ONE**

### **INTRODUCTION**

The present study entitled **Strategies adopted by grade IX students to develop writing skill** consists of five chapters. Chapter one covers introduction, second chapter consists of review of related literature and conceptual framework. Similarly, chapter three consists of methodology. Chapter four consists of analysis and interpretation of data and last chapter covers findings and recommendations.

#### **1.1 Background of study**

Language is manifested through speech and writing. The former is primary and the latter is secondary. People speak when they want to express their ideas, opinions, and desire to establish their social relationship and friendship. Communication does not generally take place in isolation. On the other hand, writing is different from speech. It is secondary manifestation of language. It is a finished product and involves manipulating structuring and communicating. Writing is conveying meaning through the use of symbols that represent language.

Language as being the means of communication uses different skills, where skill can be defined as an art of doing something well and expertly. Writing is one of the most important skills for learning a language. This skill is productive in nature which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity or means by which we can communicate with one another and transmit our culture, ideas and thoughts from one generation to another generation. Among the four skills of language writing can be the output of listening, speaking, and reading. As being the important skill its permanency and accuracy is must. The chief purpose of teaching language is to develop the four skills, listening, speaking, reading and writing in students. Out of these four, two (listening and speaking) fall on primary and two (reading and writing) fall on secondary. Here, writing attracts special attention or importance because “reading maketh a full man, conference a ready man and writing an actual man” (Francis Bacon, as cited in Sharma and Phyak, 2009, . 254).

Learning strategies are the conscious actions in learning and using second language. The more we learn about learner's strategies, the more we gain a sense of the complex system of language learning and teaching. Cook (2001) pointed the out that gaining more information about how language learners actually learn can help the teacher to make any teaching method effective. Learning strategies are the tools that learners choose to use to assist their language learning and language use. Hence, being aware of learning strategies make learning skills of language easier and effective.

### **1.1.2 Statement of the Problem**

After the long and rigorous practice in writing also students may not achieve expected writing proficiency especially in the case of government school. They do not seem to have knowledge of writing components. Major problems of writing are inadequate knowledge of grammatical uses of language, lack of vocabulary and wrong use of parts of speech. In classroom, I found most of the students have not got the ideas in arranging the sentences in correct order. They have problems in semantic and pragmatic use of language.

Students cannot show their good performance unless they have good writing skill. It is because our whole performance is examined by writing skill. During ten years study in school, students hardly seem to achieve writing proficiency as they are expected to.

Learning strategies play the vital roles in learning language. They make learning easier, more self directed, more effective and more transferable. And if the students do not have sufficient learning strategies, they almost fail in examination. They become inactive. They feel uncomfortable and experience anxiety. So, this research made an attempt to analyze how the students make plans for learning writing skill.

### **1.1.3 Rationale of the Study**

Teaching is not what the teachers teach. It is what the learners actually learn. Teaching language skills means making the learners able to use target language. So, what I think is making plans from teachers and planners' sides are not sufficient for better teaching. Hence, the teacher should know how a student learns. Teacher should know whether their strategies are suitable or to be modified somewhere.

Teacher should know what psychological and social factors motivate students in learning language. Teachers should know the students' strategies then they can teach more effectively. It is better to find students' ways of learning rather than changing our theories, methods, techniques and activities. I think the above mentioned things are to be deeply considered as we make plans in teaching. This study found out the learning strategies of students that they use in learning skill. This research "Strategies adopted by grade IX students to develop writing skill" explores the strategies that the students apply in their day to day learning.

#### **1.1.4 Objectives of the Study**

The objectives of the study were as follows.

- a. To find out the strategies of students in learning writing skill.
- b. To list some pedagogical implications.

#### **1.1.5 Research Questions**

This study was oriented to find out the answers of the following research questions.

- a. What sort of strategies do the students adopt to develop their writing skill?
- b. What problems are they facing in learning writing skill?

#### **1.1.6 Significance of the Study**

Learning to write is one of the most important parts of learning language. This study found the strategies of students in developing writing skill and help the teachers or education planners to make the effective plans for better teaching. This study explored some ideas for learners to adopt suitable strategies in their study. Similarly, English teachers, educators, researchers may certainly be benefited to have pedagogical implications. Education policy makers may get some help from this study. Significantly, for further research, this research will play an immense role.

#### **1.1.7 Limitations of the Study**

The study had the following limitations:

- a. The study was limited to the some Secondary schools of Sindhupalchok district.
- b. The population of the study was limited to the students of class IX of the schools.

- c. The study was to find the strategies adopted by class IX students to learn and develop writing skill.

The primary data were collected from the set of questionnaires

## **CHAPTER TWO**

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

This chapter consists the detail of reviewed studies and their implications on the study. In the same way, theoretical and conceptual framework will also be included under this chapter.

#### **2.1 Theoretical review**

Language is the most powerful means of human communication. It is species specific and universal medium to express human feelings, thought, love, hates ideas and emotions. Language helps to establish political, diplomatic relations, transmit culture and civilization and introduce the newly born discoveries and technologies. In this regard, Jespersen (1994,p.4) says, " Language is not an end in itself, just as little as railway tracks, it is way of connection between souls, a means of communication". language is the most complete, the richest, the best means of communication. It bridges the physical chasm between individuals. Similarly, Crystal (1978, p.282) defines language as "the systematic conventional use of sound, signs, or written symbols in a human society for communication and self expression." This definition includes different forms of language like written language, sign language and speech.

Among the various existing language, English is mostly used language in the world. It has been an international lingua franca. Lederer (1990) says, "One in the every seven being speaks English more than half of the world's books are written in English". Hence, for the finest communication throughout the world, English language plays an immense role.

To be a competent communicator, learners should have knowledge of language skills. The four skills of language namely, listening, speaking, reading and writing are equally important for the learners. Among these skills, writing skill is most important ones. It is because writing brings out our thought, feelings, social values and norms as graphic symbols. Halliday (1985b) says that writing has evolved in society as a result of cultural changes creating communicative needs which cannot be readily met by spoken language. Written documents are the proofs to see what the learners have learnt and gained knowledge in that language.

### **2.1.2 English Language Teaching**

Among the different languages existing in different societies, English is the most widely used language in the world. It is the lingua franca of the world because it is the only language that is widely adopted for communication between two speakers speaking different languages. Moreover, the English language is used to achieve worldwide knowledge related to different fields like culture, religions, literature, education, science and technological discoveries. English has been recognized as the chief foreign language to be taught in different countries. It is the main language of the world's books, newspapers and advertising. There is now something like 250 million of people for whom English is the mother tongue or first language. Nearly half of the world books have been written in English. It is the official international language of the airport and air traffic control. It is the language of international business and academic conferences, diplomacy and sport.

Because of rapid spread of industrial development, science and technology, international trade, and commerce and the closer interdependence of nation, English has become a world language. Hence, it becomes necessary for everyone to know English otherwise they will cut themselves off from the world knowledge. Now-a-days, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement and innovations made in the field of science and technology, industrial development, international relationships, tremendous progress made in different fields of human knowledge without the proper knowledge of English. The English language is used and found at every nook and corner of the academic world as well as day to day life.

### **2.1.3 Language Skills**

Skill refers to the ability do something expertly and well. Language is used in different fields and it has many purposes. Language involves four language skills namely listening, speaking, reading and writing. Our choice of language skill may depend upon the channel of communication. Such channel contains certain language skills that native speakers and competent language users possess. Literate people who

use language have a number of different abilities. They will be able to speak on the telephone, write letters listen to the radio or read books. In other words, they possess the four language skills of listening, speaking, reading and writing.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and, are therefore, often referred to as receptive skills. Very often, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

Different language users will obviously have different skills. In the first place, a large number of people cannot read and write. Secondly, education, training and occupation often determine the set of genres that anyone can operate in. The type of speaking skill that deals on a stock exchange need is completely different from that of a teacher since they are dealing in different speaking genres. But whatever kind of category of skill language user deal with, they still need to possess both the main skill and a number of sub-skills.

Underwood (1989, p.37) defines listening as “an activity of paying attention and trying to get meaning from something we hear.” It means listening is important language skill which supports speaking. In the past, listening was the most neglected skill in comparison to other skills. Now, listening is no more neglected but every skill is equally important. We have to practice listening in order to be a successful communicator. In this post-modern era, we have varieties of listening means such as lecture, TV, radio, computer and mobile phones. These means can be used for picking up information, making notes and being successful in communication. Thus, listening is one of the four language skills which involve the activity of paying attention to try to get meaning from something we hear. It is an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing.

### **2.1.4 Writing Skill**

Writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. In simple terms, writing is a productive skill which involves manipulating, structuring and communicating. It is a productive skill in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning and organizing as well as the lower level skills of spelling, punctuation, word choice, and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible. Rivers (1968) states:

Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language: the ultimate aim of a writer at this stage is to be able to express him in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures (p.243).

From this definition we can say that writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language. Writing requires different mechanisms and it also requires special skill from one type of writing to another type of writing.

Bell and Burnaby (1984, as cited in Nunan, 1998) point out:



Writing is an extremely cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (p.36).

Similarly, White and Arndt (1991) say:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. Writing is a form of problem solving which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal-selecting, monitoring and evaluating what is going to be written as well as what has been written, and searching for language with which to express exact meaning. Moreover, writers rarely know at the outset exactly. What it is they are going to write because many ideas are only revealed during the act of writing (p.3).

From these definitions, we can say that writing is a very complex process and requires mechanics of writing, coherence, and cohesion to integrate information properly. Writing is an act of transmitting thoughts, feelings, and ideas from past to present and from present to future. That is why, it demands caution in using it. It is a transparent mirror, which can vividly present our knowledge as well as experiences. White (1991, p.3) views that, “Writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own.” Similarly, Harmer

(1991, p.78) says, “Writing is an activity through which human beings communicate with one another and transmit their accommodate culture from one generation to another. It equally provides with possibilities to discover and articulate ideas in many ways.” The definition as mentioned above given by White and Arndt and Harmer, from this definition, we can say that writing is not only concerned with the transcription of language into graphic forms instead it involves great thinking process which means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture, religion, values, ideas, and assumptions from one generation to another. While writing, everyone needs ample of micro skills. Stressing the importance of micro skills to be employed in writing, Munby (1978, p.79) points out the following micro skills as:

- a) Manipulating the script of language
  - i) Forming the shape of letters
  - ii) Using the spelling systems
  - iii) Using punctuation
- b) Expressing information explicitly
- c) Expressing information implicitly through
  - i) Inference
  - ii) Figurative language
- d) Expressing the communicative value of sentence and utterances
- e) Expressing relation within a sentence using
  - i) Elements of sentence structure
  - iii) Model auxiliaries
  - iv) Intra-sentential connectors
- f) Expressing relations between parts of a text through lexical cohesive devices
- g) Expressing relations between parts of a text through grammatical cohesive devices
- h) Using indicators in discourse for
  - i) introducing an idea
  - ii) developing an idea

- iii) transmitting to another idea
  - iv) concluding an idea
  - v) placing a point
  - vi) explanation of point already met
  - vii) anticipating an objection
- i) Reducing the text through avoiding irrelevant information.

All the aforementioned micro skills have to be taken into account in consideration while writing a piece of composition only then the piece of composed composition as what produced by any writer will be effective and relevant.

### **2.1.5 Learning Strategies**

The word 'strategy' comes from the ancient Greek word *strategia* which means steps or actions taken for the purpose of winning a war. (Oxford,1990)

Strategies are those specific tasks we perform for a given problems. In other words, strategies refer to techniques that students use to learn and study in an artificial or natural setting. Therefore, strategy is a plan for achieving major goal. They are movement by movement techniques that we employ to solve the problems.

Learning strategies are defined as "specific actions, behaviors, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning."

( Scarella & Oxford,1992,p. 63)

Macaro (2003) adds, "Strategies must contain not only the action but also goal and a learning situation". Here, strategies are highly emphasized on achieving goal and learning process. Ellis (1985, p.167) says," Strategies as varied as memorization, overgeneralization, inferencing, and prefabricated patterns have all been treated under general headings of 'Learning strategies.' Here, strategies are slightly different from memorization, overgeneralization, inferencing and so on. But they all come under this same headings 'language strategies.'

According to Oxford and Crooall (1989) Oxford (1990)," The term 'learning strategies' refer to techniques, behaviors, actions, thought process, problems solving, or study skills taken by the learner to make learning easier, faster, more self directed, more effective, and more transferable to a new situation". This definition says learning strategies are the overall plans or activities for achieving the language goal.

According to McDonough (1999), the term 'learner strategies' has been used in relation to learning and learning to learn a second language, for using the language, for communicating in the language and for compensating for lack of the knowledge or break down of communication, for exercise of language into macro skill areas such as reading, writing, speaking, and listening, and for coping with difficult elements of language instruction such as classroom presentation and instruction, and taking tests.

Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

In summary, learning strategies are not only tools to assist language learning, but they are also tools to serve many other purposes both in learning and using a second language. Strategies are the systematic plans or actions for achieving language goal. They guide the learners to reach up to their destination.

### **2.1.6 Good Language Learning Strategies**

The strategies employed by people that facilitate their learning are known as to be good at second language learning. Nainman et. al.(1995) tried to see who were known to be good at learning languages had in common. They found six broad strategies shared by good language learners.

#### **Strategy 1: Find a learning style that suits them**

Good language learners become aware on the type of second language learning that suits them best.

**Strategy 2: Involve themselves in the language learning process**

Good language learners don't passively accept what is presented to them, but go out to meet it. They love to involve in different language learning process such as listening target language in radio, television, participate in conference etc.

**Strategy 3: Develop an awareness of language both as system and as communication**

Good language learners don't only learn the grammatical rules of language but also learn the pragmatic uses of language.

**Strategy 4: Pay constant attention to expanding their language knowledge**

Good language learners always pay attention in improving their knowledge in second language. They check whether their use of language is correct or not. They make correction themselves.

**Strategy 5: Develop the second language as a separate system**

Good language learners don't relate everything to their first language, but they make the second language as a separate system. They try to develop their knowledge of the second language in its right way.

**Strategy 6: Take into account the demands that second language learning imposes**

Second language can be demanding language. The learners sometimes think painful while learning.

Good language learners possess various strategies to tackle problems. They have the certain goals or purposes in language learning. In order to reach the goals and purpose, they direct themselves in language learning problems.

**2.1.7 Types of Learning Strategies**

No single strategy works sufficiently to achieve the particular goal of second language. Second language learners should apply more and more strategies to gain the purpose of second language.

According to Oxford (1990), six major groups of L2 learning strategies have been identified which are mentioned below.

## **1. Cognitive Strategies**

Cognitive strategies enable the learner to manipulate the language material in direct ways. The cognitive strategies are repetition, resourcing, direct physical response, translation, grouping, note taking, deduction, recombination, image, auditory representation, key word memory techniques, elaboration, transfer and question for clarification.

## **2. Meta-cognitive Strategies**

Meta-cognitive strategies are employed for managing the learning process overall. These strategies are about leaning rather than learning strategies themselves. They are advanced organizers, directed attention, selective attention, self-management, advance preparation, self-monitor, delayed production, self-evaluation and self-reinforcement.

## **3. Memory-related Strategies**

Memory -related strategies help the learners' link one L2 item or concept with another but don't necessarily involve deep understanding. These strategies create mental linkage, apply images and sounds, review well and employ action.

## **4. Compensatory Strategies**

Compensatory strategies help the learners make up for missing knowledge. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

## **5. Affective Strategies**

Affective strategies are those which identify one's mood and anxiety level, talk about feeling, reward oneself for the good performance and use deep breathing or positive self-talk.

## **6. Social Strategies**

Social strategies help the learners work with others and understand the target culture as well as the language. Those strategies are asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

### **2.1.8 Framework of Learning Writing Strategies**

This study entitled "Strategies adopted by grade IX students to develop writing skill" will be completed in the framework of O' Mally and Chamot (1983).

According to O'Mally and Chamot(1983), the uses of strategies learners of English as the second language are broadly of three types, they are described as follow.

#### **1. Meta-cognitive Strategies**

Meta-cognitive strategies are those strategies that involve planning for learning.

These strategies are about planning rather than learning strategies themselves. They are advanced organizers, directed attention, selective attention, self-management, advance preparation, self monitor, delayed production, self- evaluation and self-reinforcement.

#### **2. Cognitive Strategies**

Cognitive strategies that are limited to specific learning tasks and involved direct manipulation of the learning material itself. Cognitive strategies are repetition, resourcing, direct physical response, translation, grouping, note taking, deduction, recombination, image, auditory, representation, key word memory techniques, contextualization, elaboration, transfer, inferencing and question for clarification.

#### **3. Socio-affective Strategies**

Socio-affective strategies help to mediate social activity and transacting with others. Such strategies are co-operation, summarizing, rehearsal, self-talk, problem identification. Such strategies mean learning by interacting with others.

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

Several research works have been conducted in the field of teaching writing skill in English language and learning strategies. Some of the related major research works and articles are reviewed as follows.

Bhandari (2010) carried out a research entitled "Strategies Adopted by Grade Eleven Students in Learning English Vocabulary". The objective was to find out the strategies adopted by eleven graders to learn English vocabulary. To complete his task, he used quantitative research design. The finding of the study was that majority of the students followed different types of strategies to learn English vocabulary.

Chaudary (2009) carried out a research on “Strategies Adopted by Class Toppers of Higher Secondary Education”. In order to complete this study, she used both qualitative and quantitative methods. The sole purpose of this study was to find out the different strategies that the toper students apply in learning language. She found that class toppers of higher education used strategies such as being familiar with new words, developing language skills, comprehending the text and preparing for exam.

Khanal(2011) conducted a research on “Free Writing Proficiency of Grade Ten Students." The objective of this study was to find out free writing proficiency of grade ten students of Bardia district. He selected one hundred students from government and private schools for his study. The finding of this research was that students were very poor in free writing. The students were found very poor mainly in vocabulary, use of mechanics and organization of information. And the students of private schools were found more proficient than the students of government aided schools.

Khatri (2010) conducted a study on “Strategies of Teaching Reading Skills used by Secondary Level English Students. The objective of this research was to find out strategies adopted by secondary level teachers in teaching reading skills. He used both quantitative and qualitative methods to complete his study. The finding of this study was that majority of the teachers did not follow the concrete strategies of teaching reading through signpost questions. Vocabulary teaching and students’ motivations were common in the classroom.

Paudel (2008) carried out research on " Proficiency of Grade Nine Students in Free and Guided Writing". The main purpose of this study was to find out the proficiency of grade nine students' in free and guided writing. The finding of this study was that the students were seen more proficient in guided writing than in free writing.

Puri (2011) carried out a study on “Strategies Adopted by Grade Ten Students in Learning Grammar". The sole purpose of this study was to find out how the students of secondary level learn the grammar. He used both qualitative and quantitative methods to study. He pointed the most frequently used techniques and



less used techniques by the students. And the finding was that most of the students used the grammar rules to learn grammar. About 70% of the students made the teacher translate the grammar rules.

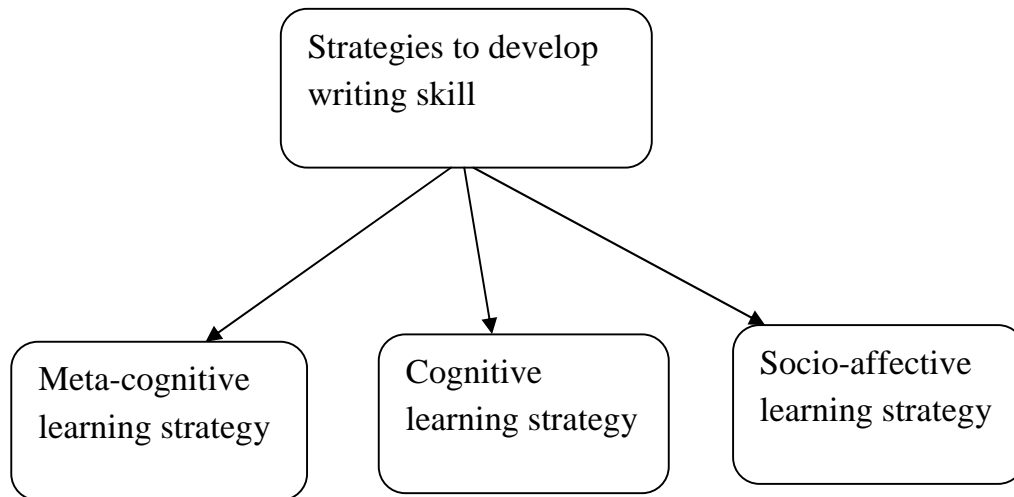
The above mentioned researches are related to testing and teaching writing skills and the learners' strategies in learning language skills. They have, more or less, researched in the field of writing skill. However, my present title “Strategies adopted by grade nine students to develop writing skill” is new topic. There is no research on using this topic in the department of English education, T.U, Kirtipur. So, I carried out the research on “Strategies Adopted by Grade IX Students to Develop Writing Skill.”

### **2.3 Implication of Reviewed Literature**

The above mentioned studies are related to teaching and learning skills. Some of them explored ideas used by teachers to teach writing skill. Some of them showed the strategies adopted by students to learn writing and other skills. The strategies adopted in those studies are very fruitful and helpful for my study. These researches helped me to get concrete ideas to conduct my research. They gave more knowledge about writing skill. After studying these studies, I got ideas to use methodologies, research tools and sampling procedures. Moreover, these studies gave me concepts on my study.

## 2.4 Conceptual Framework

The study on “Strategies Adopted by Grade IX Students to Develop Writing Skill” will be based on following conceptual framework.



## **CHAPTER THREE**

### **METHODOLOGY**

In order to complete the objectives of this study, I adopted the following methodological strategies.

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

To find out the strategies of students to develop writing skill, I followed quantitative research design. In this type of research, I collected data and documents, visited different related fields, persons to find out exiting area. I selected the population for my study.

#### **3.2 Population and Sample**

The students of class IX from six schools of Sindhupalchowk district were the population of the study. Among the students of those schools, six students were selected by using purposive non-random sampling procedure.

#### **3.3 Sampling Procedure**

I used purposive non-random sampling procedure to select the six schools and six students from each school.

#### **3.4 Data Collection Tool**

In order to collect the data I prepared a set of questionnaires and distributed them for selected students. And I collected the answer sheets.

#### **3.5 Data Collection Procedure**

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

- a. First of all, I visited school's head teacher, established rapport with them and explained the purpose of my study.
- b. After his permission to carry out action, I informed students about my purpose and plan.
- c. After this, I distributed a set of questionnaire and ask them to fill.
- d. Finally I thanked them for helping me.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the data collected from primary source to fulfill the set of objectives. The main objective of this study was to find out the strategies used by grade IX students to learn writing skill.

#### **4.1 Analysis and Interpretation of Students' Responses on Each Strategy**

There were thirty items in the questionnaire to find out the strategies that the students employed to learn writing skill in and out of their classroom. Responses of the students are described separately on the basis of data presented in table no. 1.

##### **4.1.1 I Reading Related Texts, Articles, Books before Writing**

This is one of the strategies used in learning writing skill. Here, I tried to find out whether the students of grade nine used this strategy or not. As related books, articles students were found reading grammar books, essay collections, moral stories, condolences published in newspaper etc. The following table presents the data.

**Table No. 1**  
**Reading Related Texts, Articles, Books before Writing**

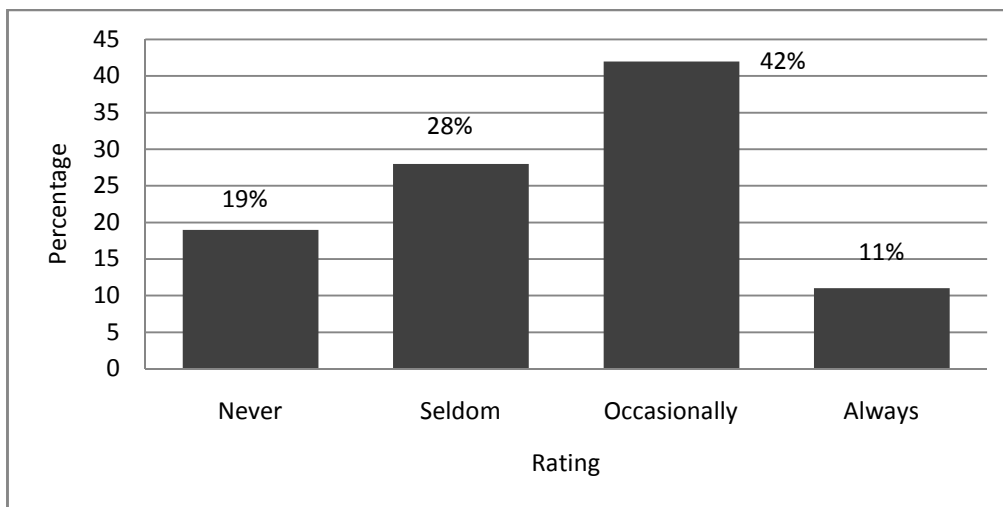
Rating	No. of Students	Percentage
Never	0	0
Seldom	9	25
Occasionally	15	42
Always	12	33
Total	36	100

The above table shows that 42% of the students occasionally read the related texts, articles before they write. Similarly, 33% of the students always read the related texts, articles and books before they write; 25% of the students seldom read before they write. This shows that most of the students used this strategy.

### 4.1.2 Using Visual Material as a Help of Writing

Here, I attempted to find out whether the students of grade nine used visual material to learn writing. Students used maps for writing directions, pictures for writing paragraphs, charts and diagrams for interpreting, signs and signals for writing rules and regulations. The following diagram displays the data.

**Figure No. 1**  
**Using Visual Material as a Help of Writing**

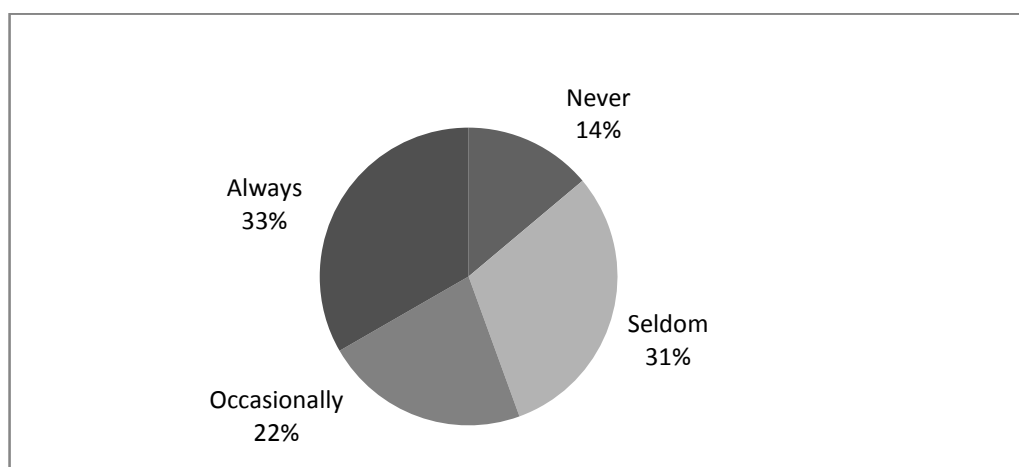


The above figure shows that 42% of grade nine students occasionally used visual material as a help of writing; 28% of the students seldom used visual aids. On the other hand, 19% of the students never use and only 11 % of the students always used the visual material. This shows visual materials are less focused in learning writing.

### 4.1.3 Visiting Library to Find out New Books to Develop Writing

Here, my attempt was to observe whether students of grade nine go to library and read new books to sharpen writing. Students visited school library and studied newspaper, journals, moral stories, essay collections, letter collections and used the new and useful structures in writing. The figure no.2 shows the data.

**Figure No. 2**  
**Visiting Library to Find out New Books to Develop Writing**



The above chart shows that 33% of the students always visited library to strengthen their writing. Similarly, 31% of them seldom went to library; 22% of the students occasionally and 14% of the students never visited library. On the basis of data, this is also less used strategies by students to learn writing.

#### **4.1.4 Reading Newspaper, Journals, and Magazines to Develop Writing**

The fourth item in the questionnaire included the strategy of reading newspaper, journals and magazines to develop writing skill. The students studied The Rising Nepal, The Himalayan Times, The Kantipur, The Muna monthly, The Gorkhapatra at school. Some schools publish monthly magazine and students had to buy them for reading. The students copied the useful articles and used them in their writing. The following table presents the data.

**Table No. 2**  
**Reading Newspaper, Journals, and Magazines to Develop Writing**

Rating	No. of Students	Percentage
Never	10	28
Seldom	13	36
Occasionally	8	22
Always	5	14
Total	36	100

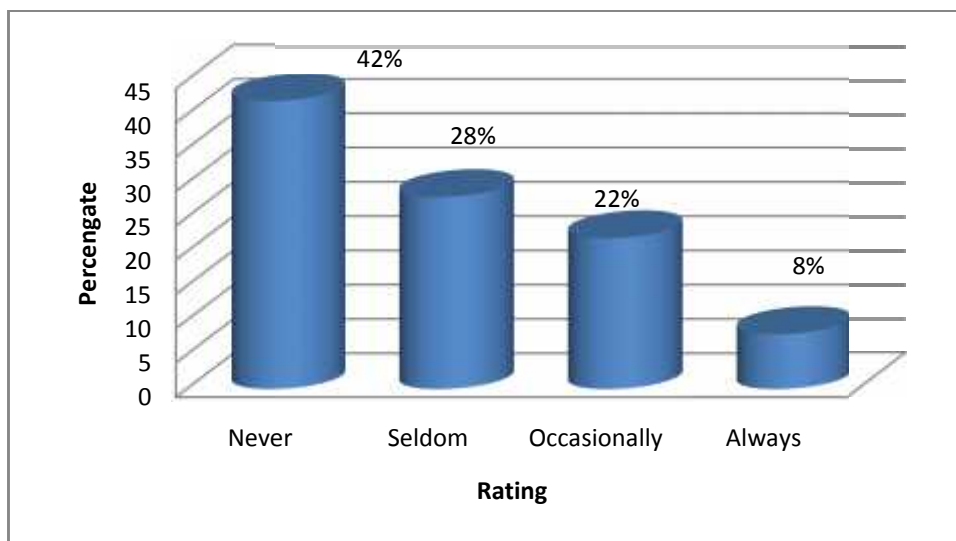
From the above table it is clear that 36% of the students responded that they seldom used this strategy; 28% students responded that they never used this strategy; 22% of them responded that they occasionally used this strategy and 14% of the students responded that they never used this strategy. On the basis of informants' responses, students rarely used this strategy.

#### 4.1.5 Writing in Current and Hot Topics to Develop Writing

In this item of questionnaire, I tried to find out whether the grade nine students wrote from current topics to learn writing skill. The students wrote in the topics such as 'roles of students in society, education for women not dowry, load shedding problem in Nepal, use and misuse of mobiles, etc. Some of the students wrote as the schools organized extracurricular activities such as debate and speech competition and progressed in writing. Sample writing of student is also attached in appendix I. The following figure shows the data.

**Figure No. 3**

**Writing on Current and Hot Topics to Develop Writing**



The above figure shows that 42% of grade nine students never wrote on current and hot topics. Similarly, 28% of the students seldom wrote; 22% of the students occasionally and 8% of the students never wrote in hot topics. This shows that minority group of students used this strategy.

#### 4.1.6 Collecting Related Vocabularies to Strengthen Writing

The sixth item in the questionnaire included the strategy of collecting related vocabularies to strengthen writing.’ In this section, I tried to find out whether the students of grade nine used this strategy or not. The informants collected related vocabularies before they write in a topic. For example, to write condolence, they collected the words such as sympathy, untimely, heartfelt, demise, bereaved etc. But, in some cases, the subject teacher provided them necessary vocabularies for writing. The following table reflects the data.

**Table No. 3**  
**Collecting Related Vocabularies to Strengthen Writing**

Rating	No. of Students	Percentage
Never	4	11
Seldom	8	22
Occasionally	14	39
Always	10	28
Total	36	100

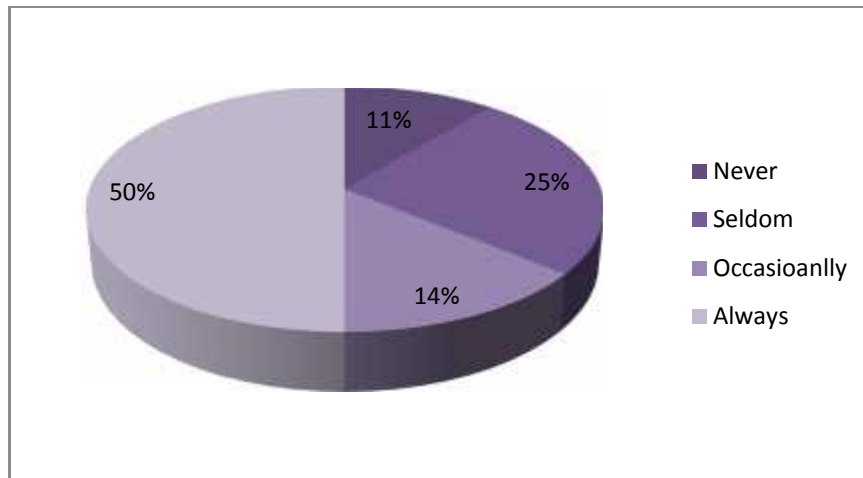
The data in the table reveal that 39% of the students occasionally collected related vocabularies to strengthen writing. Similarly, 28% of them always, 22% of them seldom and 11% of the students never collected related vocabularies. This table shows that this is also one of the widely used strategies by grade nine students.

#### 4.1.7 Making Self-correction after Writing

Here, I observed whether the students of grade nine made correction of their writing themselves after writing. The students simply corrected spelling, checked punctuations, capitalizations and grammatical mistakes. They did not correct semantic and pragmatic use of language. The figure no. 4 displays the data.



**Figure No. 4**  
**Making Self- correction after Writing**



The above figure shows that 50% of the students always made correction whereas 25% of them seldom made correction themselves. Similarly, 14% of the students occasionally and 11% of the students never made correction themselves. This shows that higher number of students used this strategy.

#### **4.1.8 Using Dictionary to Develop Writing**

Item no. eight in the questionnaire was using the strategy of using dictionary to develop my writing. The students had class wise dictionary and they studied similar and opposite meanings for better writing. As they responded, they studied dictionary to increase vocabularies and used new words in writing. Some of the students responded that they collected words before they wrote. For instance, if they wanted to write an essay on 'Deepawali', they collected words such as worship, Goddess, celebrate, garland, blessing, relationship etc from dictionary. Some of them consulted Oxford Learner's Advanced Dictionary for definitions of given terms. The table no. 4 exposes the data.

**Table No. 4**  
**Using Dictionary to Develop Writing**

Rating	No. of Students	Percentage
Never	2	6
Seldom	9	25
Occasionally	15	42
Always	10	28
Total	36	100

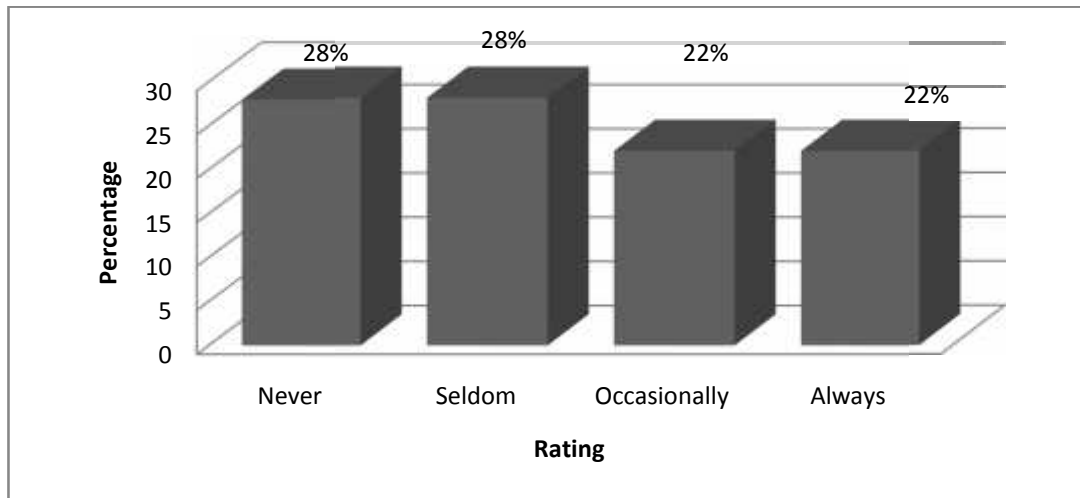
The above table shows that 42% of the informants occasionally used dictionary in learning writing. Similarly, 28% of the informants always used dictionary; 25% seldom and 6% of the informants never used dictionary. It can be concluded that a large number of students used strategy to learn writing skill.

#### **4.1.9 Watching Television and Listen to Radio to Develop Writing**

Here, my attempt was to find out whether the students of grade nine watched television and listened to radio to sharpen writing. Most of the students did not watch television and listen to radio for learning writing. But, few of them watched cultural programmes, documentaries, films, news, literary programmes and collected the new words and used in their writing. The figure no. 5 displays the data.

**Figure No. 5**

**Watching Television and Listen to Radio to Develop Writing**



The above diagram shows that 28 % of the students never used this strategy and in the same rate students seldom used this strategy. On the other hand, 22% of the students occasionally and 22% of them always used this strategy. This shows that this is less frequently used strategy to learn writing.

**4.1.10 Using the Internet to Develop Writing**

Here, I attempted to find whether the grade nine students use the Internet to learn writing or not. The majority group of students did not use the Internet. The students who accessed the Internet at home and school, searched the topics as they needed and copied them. They read the texts and produced similar types of writing. Table no. 5 displays the data.

**Table No. 5**  
**Using Internet to Develop Writing**

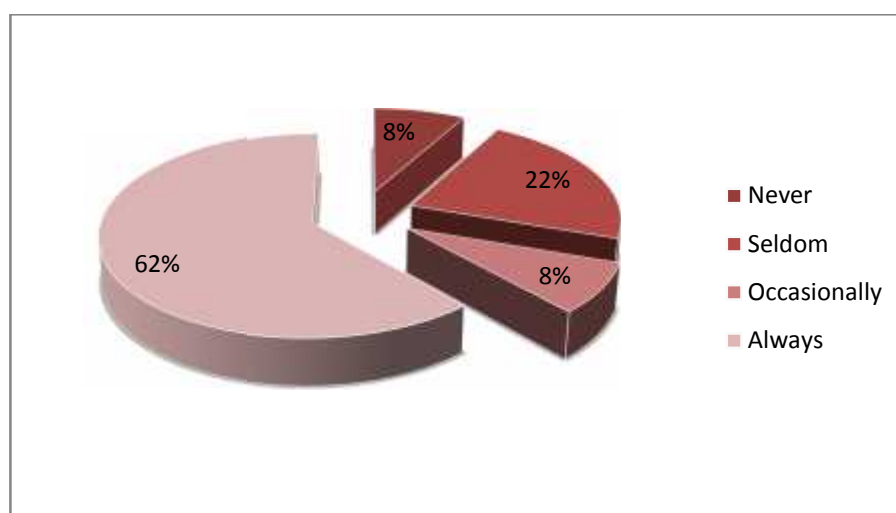
Rating	No. of Students	Percentage
Never	19	53
Seldom	9	25
Occasionally	3	8
Always	5	14
Total	36	100

The above table shows that majority group of students i.e. 53% never used the Internet to develop writing skill. Similarly, 25% of the students seldom; 8% of the students occasionally and 14% of them always used internet. This shows that this strategy is hardly used by students to learn writing.

#### **4.1.11 Taking Note to Develop Writing Skill**

The eleventh item in the questionnaire included taking note to develop writing skill. In this section, I tried to identify whether the grade nine students take note to develop writing skill. The following diagram shows the data.

**Figure No. 6**  
**Taking Note to Develop Writing Skill**



The above figure shows that 62% of the students always took note to develop writing; 22% of the students seldom used this strategy; 8% of the students

occasionally used this strategy and 8% of the students responded that they never used strategy. On the basis of informants' responses, it can be concluded that a high number of students used this strategy.

#### **4.1.12 Writing Diary to Develop Writing**

Here, I tried to find out whether grade nine students wrote diary to develop their writing skill. In some schools, the teacher made them write dairy and students developed diary including daily activities. I have included sample diary written by informants in appendix no. II. The following table shows the data.

**Table No. 6**  
**Writing Diary to Develop Writing**

Rating	No. of Students	Percentage
Never	15	42
Seldom	7	19
Occasionally	8	22
Always	6	17
Total	36	100

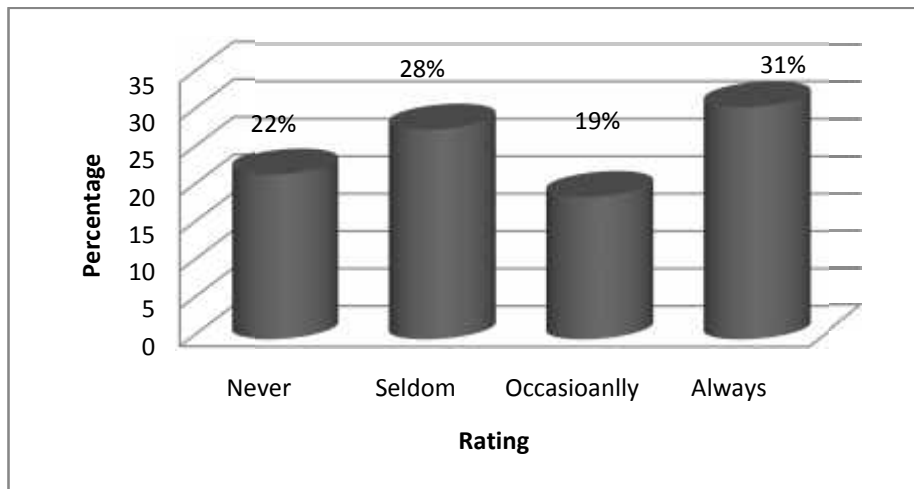
The above table shows that 42% of the students never wrote diary to develop writing. Similarly, 19% of the students seldom did it; 22% of the students occasionally wrote diary and 17% of them always wrote diary. From this data, it can be concluded that this is also less frequently used strategy by students to develop writing skill.

#### **4.1.13 Rewriting Text to Strengthen Writing**

Here, I observed whether the grade nine students rewrote their writing text to develop writing skill or not. The selected students responded that they prepared rough draft at first and rewrote as suggested by their friends and teachers. The figure no. 7 displays the data.

**Figure No. 7**

**Rewriting Text to Strengthen Writing**



The above figure shows that 31% of the informants responded that they always rewrote their writing text; 28% of them seldom did it. On the other hand, 22% of the informants responded that they never rewrote it and 19% of the informants responded that they occasionally rewrote their writing. This shows that higher number of students used this strategy.

**4.1.14 Asking Teachers to Clarify Writing Rules**

The next strategy incorporated in the questionnaire was asking teachers to clarify writing rules.' Here, I tried to find out how far the grade nine students used this method. The following table reflects the data.

**Table No. 7**

**Asking Teachers to Clarify Writing Rules**

Rating	No. of Students	Percentage
Never	1	3
Seldom	9	25
Occasionally	12	33
Always	14	39
Total	36	100

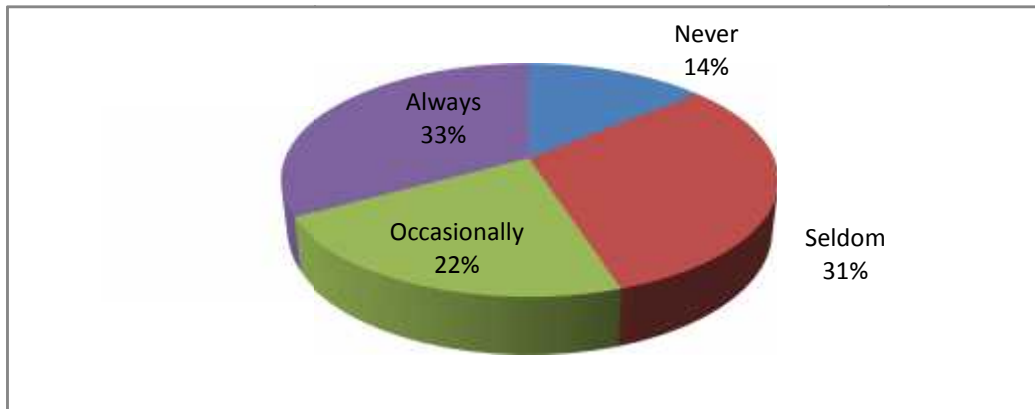
The above table displays that 39% of the students always used this strategy; 33% of them occasionally used this strategy. But, 25% of the students seldom used this

method and 3% of the students never used this strategy. It can be summarized that this strategy is commonly used.

#### 4.1.15 Taking Notes in Class to Learn Writing

To elicit the response whether the students of grade nine take notes in classroom to learn writing or not, the item number fifteen was incorporated in the questionnaire. The following figure reflects the data.

**Figure No. 8**  
**Taking Notes in Class to Learn Writing**



From the above figure, it can be said that 33% of the students always took notes in the classroom; 31% of the students seldom used this strategy; 22% of them occasionally used this strategy and 14% of the students never used this method. This shows that most of the students used this strategy.

#### 4.1.16 Memorizing Writing Rules in the Classroom

Item number sixteen included in the questionnaire was to elicit information about the strategy of memorizing the writing rules in the classroom.' Here, I tried to find out whether the grade nine students used this strategy or not. The following table displays the data.

**Table No. 8**  
**Memorizing Writing Rules in the Classroom**

Rating	No. of Students	Percentage
Never	6	17
Seldom	3	8
Occasionally	13	36
Always	14	39
Total	36	100

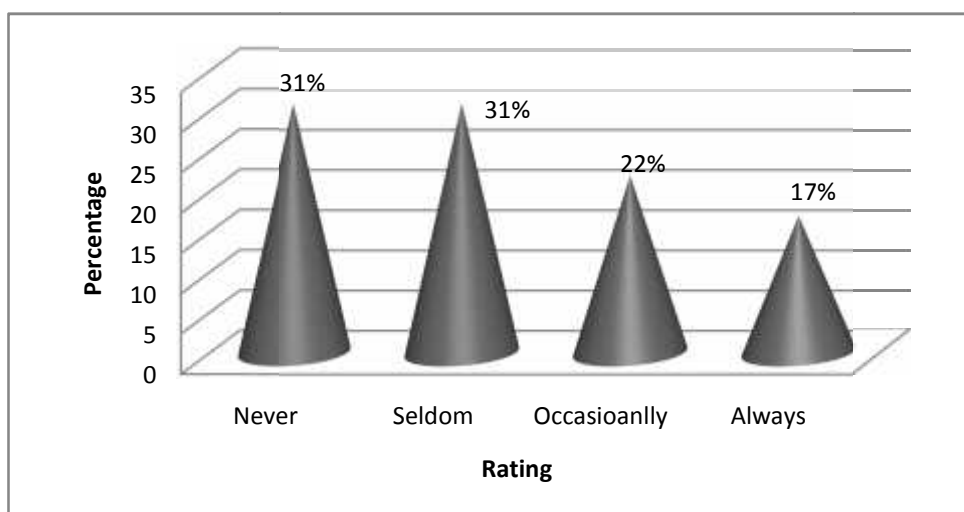
The above figure shows that the large number of students i.e. 39% always used this strategy, 36% of the students occasionally used this strategy, 8% seldom used this strategy and 17% of them never used this strategy. It can be concluded that this is a commonly used strategy.

#### 4.1.17 Preparing Clues/Hints before Writing

Preparing clues/hints before writing was seventeenth item in the questionnaire. Here, I attempted to identify how often the students used this strategy. The informants responded that they prepared some outlines before they produced writing. Some of them took hints from practice books. The following figure reflects the data.

**Figure No. 9**

**Preparing Clues/Hints before Writing**



The figure shows that a large number of students i.e. 31% never used this strategy; 31% of them seldom used this strategy; 22% of the students occasionally used this strategy and 17% of the students always used this strategy. This shows that most of the students used this strategy to learn writing.

#### 4.1.18 Doing Homework

The next item comprised of the strategy of doing homework. In this section, I tried to find out whether the students of grade nine used this strategy. Here, the students did homework assigned by the teacher and their homework was checked by the teacher.



Regular practice in doing homework sharpened their writing. And the students had chances to improve their writing. The following table reflects the data.

**Table No. 9**  
**Doing Homework**

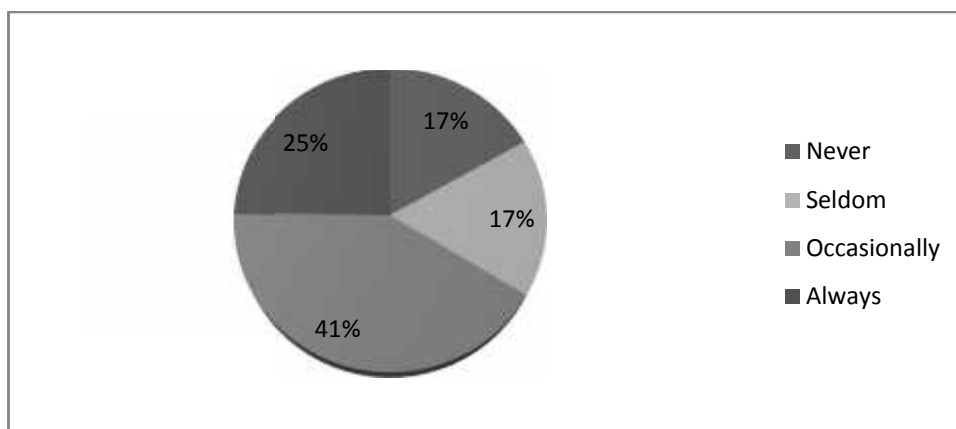
Rating	No. of Students	Percentage
Never	1	3
Seldom	2	6
Occasionally	6	17
Always	27	75
Total	36	100

The table shows that 75% of the informants always used this strategy; 17% of the informants occasionally used this strategy; 6% of the informants seldom used this strategy and 3% of the informants used this strategy. This shows that the great majority group of students used this strategy.

#### **4.1.19 Using Writing in Daily Life**

Another probable learning strategy included in the questionnaire was whether the students used writing in their daily life or not. The selected students used writing in their day to day life such as application for leave at school, application for scholarship at school, SMS writing on mobile, letter writing, making shopping lists, etc. Sample writing of application of students is presented in appendix III. Figure no. 10 shows the data.

**Figure No. 10**  
**Using Writing in Daily Life**



From the above data, it can be concluded that 41% of the total students occasionally used this strategy, 25% of them always used this strategy, 17% of them seldom used this strategy and 17% of the students never used this strategy. This shows that it is also less frequently used strategy to learn writing.

#### **4.1.20 Learning Writing by Reading Extra Books**

It is one of the strategies that used in learning writing. In this section, I tried to find out whether the grade nine students learn writing by reading extra books. As extra books, the informants responded that they studied collection of essays, moral stories; journals published by school, poem collections, etc. and used the new terms in writing. The following table presents the data.

**Table No. 10**  
**Learning Writing by Reading Extra Books**

Rating	No. of Students	Percentage
Never	1	3
Seldom	14	39
Occasionally	15	42
Always	6	17
Total	36	100

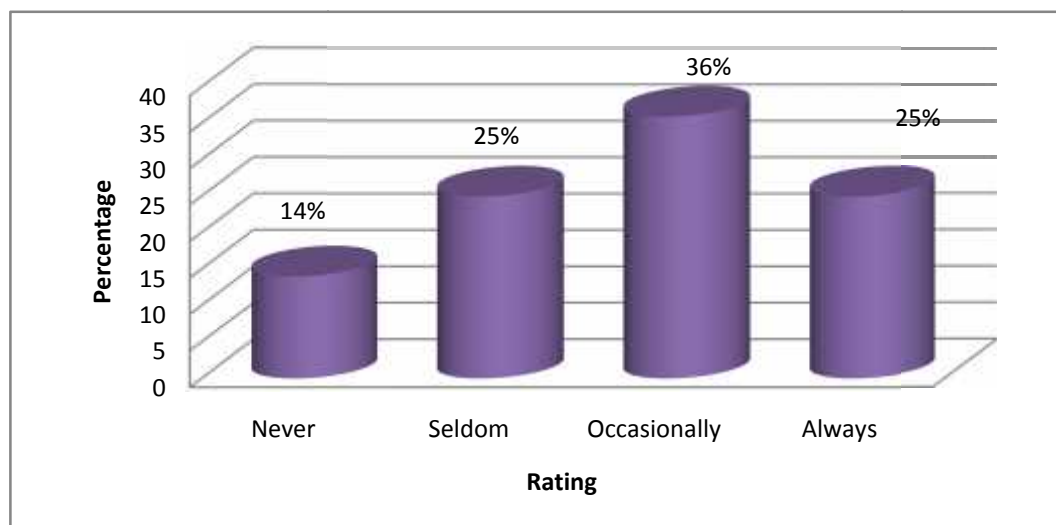
The above table shows that a large number of the grade nine students, i.e. 42% occasionally learnt writing by reading extra books. Similarly, 39% of the students seldom learnt writing by reading books; 17% of them always learnt writing by reading extra book and 3% of the students never used this strategy. From this data, it can be concluded that this is a commonly used strategy to learn writing.

#### **4.1.21 Learning Writing from Senior at Home**

The next item included in the questionnaire was learning writing from senior at home. Here, I tried to find out how far the students of grade nine adopted this strategy to learn writing. The selected students had elder brothers and sisters studying at higher level and they guided them in writing. The figure no.11 displays obtained data.

**Figure No. 11**

**Learning Writing from Senior at Home**



The above figure shows that 36% of the students occasionally used this strategy; 25% of the students always used this strategy; 25 % of the students seldom used this strategy and 14% of the students never used this strategy. From this, it can be concluded that majority group of students used strategy.

**4.1.22 Letting the Teachers Correcting their Writing**

Here, my attempt was to find out whether the students of grade nine ask their their teachers to correct their writing or not. The following table shows the data.

**Table No. 11**

**Letting the Teachers Correcting their Writing**

Rating	No. of Students	Percentage
Never	2	6
Seldom	10	28
Occasionally	8	22
Always	16	44
Total	36	100

The above table displays that a large number of students, i.e. 44% always let the teacher to correct their writing; 22% of them seldom used this strategy; 22%

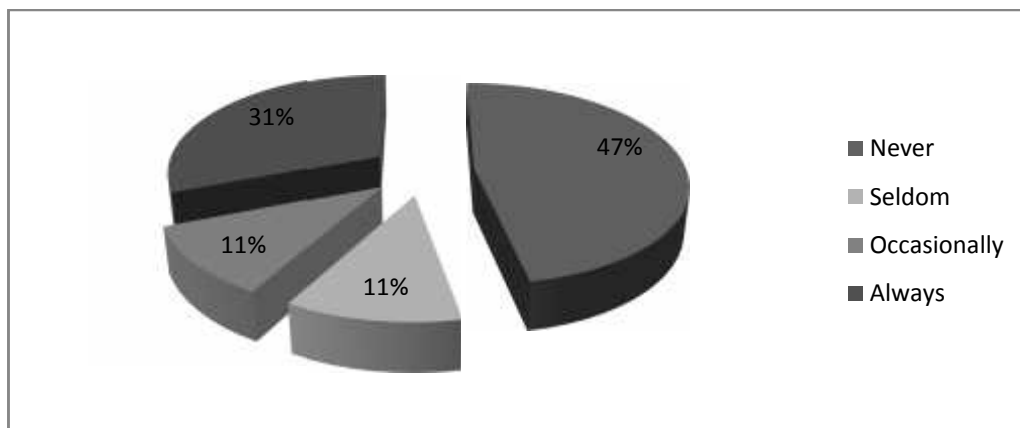
occasionally used this strategy and 6 % of the students never used this strategy. It shows that this is also widely used strategy to develop writing skill.

#### 4.1.23 Taking Private Tuition Class to Develop Writing

Taking private tuition class to develop writing was the twenty third item in the questionnaire. Here, I tried to identify how often the students of grade nine used this strategy. The following diagram reflects the data.

**Figure No. 12**

**Taking Private Tuition Class to Develop Writing**



The above chart shows that a large number of students, i.e. 47 % never used this strategy; 31% of the students always used this strategy; 11% of them seldom used and 11% of them occasionally used this strategy. The students just wrote what they learnt as school but not in tuition class. There was no trend to study in extra class and the school managed extra class only for class ten students. So, class nine students rarely used this strategy

#### 4.1.24 Teachers Encouraging in Writing

The next item comprised of the strategy of the teachers encouraging in my writing. In this section, I searched how much the students were encouraged by the teachers. It is because, the teacher's encouragement plays vital roles in learning. Positive motivation and facilitation of teachers help in learning better and teacher's discouragement harasses the learners. Table no.12 presents the data.

**Table No. 12**  
**Teachers Encouraging in Writing**

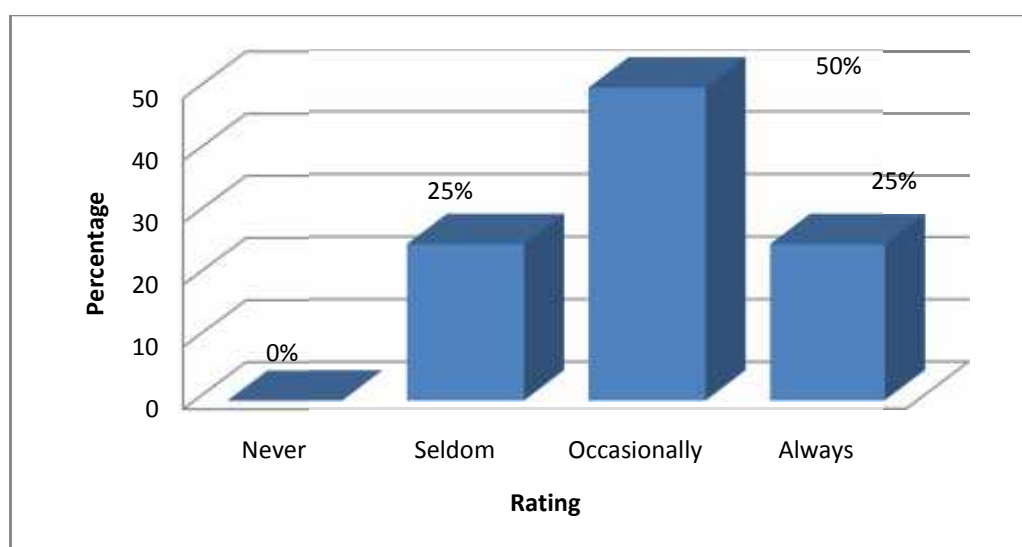
Rating	No. of Students	Percentage
Never	1	3
Seldom	9	25
Occasionally	7	19
Always	19	53
Total	36	100

The above table displays that 53% of the students were always encouraged by the teachers; 25% of the students were motivated by teachers; 19% of the students were occasionally encouraged and 3% of them were never encouraged by their teachers. From this, this strategy also helped the students to learn writing.

#### 4.1.25 Friends Help in Writing

Here, I tried to find out how far the students of grade nine took help from their friends to learn writing skill. As the selected students responded, they took help from the talented students and senior ones. They asked their friends and wrote in difficulties. The following figure displays the data.

**Figure No. 13**  
**Friends Help in Writing**



The above figure shows that 50% of students were occasionally helped by their friends; 25% of them were always helped by their friends to learn writing; 25%

students were seldom helped by their friends. From this, it can be concluded that this is also widely used strategy.

#### **4.1.26 Correcting the Writing of their Children**

Correcting the writing of their children was twenty sixth item of the questionnaire. Here, I searched how far the students used this strategy or not. The following table shows the obtained data.

**Table No. 13**  
**Correcting the Writing of their Children**

Rating	No. of Students	Percentage
Never	17	47
Seldom	9	25
Occasionally	10	28
Always	0	0
Total	36	100

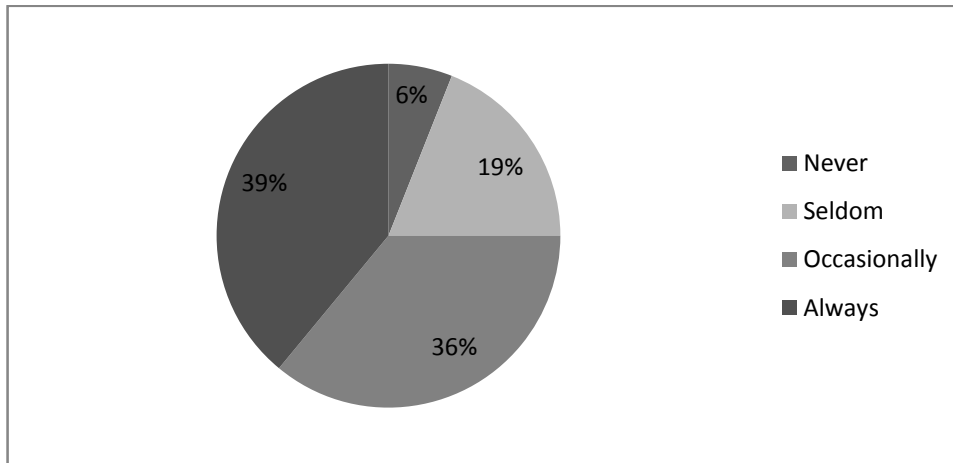
The above table presents 47% of the students' writing was never corrected by their parents. Similarly, 25% of the students' writing was seldom corrected by parents; 28% of their writing was occasionally corrected by parents and there were no parents who always corrected their children's writing. This is because most of the parents were simply literate and could not able to help the children. Some of the parents had no time to guide them. Some of the students stayed away from home. This shows that this is the least used strategy.

#### **4.1.27 Learning Writing through Interaction with Friends**

The fourth last strategy adopted by grade nine students to learn writing skill was learning writing through interaction with friends. Here, I observed whether the students used this strategy or not. The students had interaction in classroom when their teacher assigned class work. They discussed the topic and had some findings and produced writing. Figure no. 14 shows the data.

**Figure No. 14**

**Learning Writing through Interaction with Friends**



The above chart shows that 39% of the students occasionally used this strategy; 36% of the students always used this strategy; 19% of them seldom used strategy and 6% of them never used this strategy. From this, it can be concluded that a large number of the students used this strategy.

**4.1.28 Checking Writing with Peer**

The third last item in the questionnaire was whether the grade nine students checked their writing with their friends or not. The informants said that they had intimate friend at class. When they wrote any text, they asked their friend to check. In some schools, the teacher made the peers in class room, had mutual checking of their writing. The following table shows the data.

**Table No. 14**

**Checking Writing with Peer**

Rating	No. of Students	Percentage
Never	4	11
Seldom	10	28
Occasionally	17	47
Always	5	14
Total	36	100

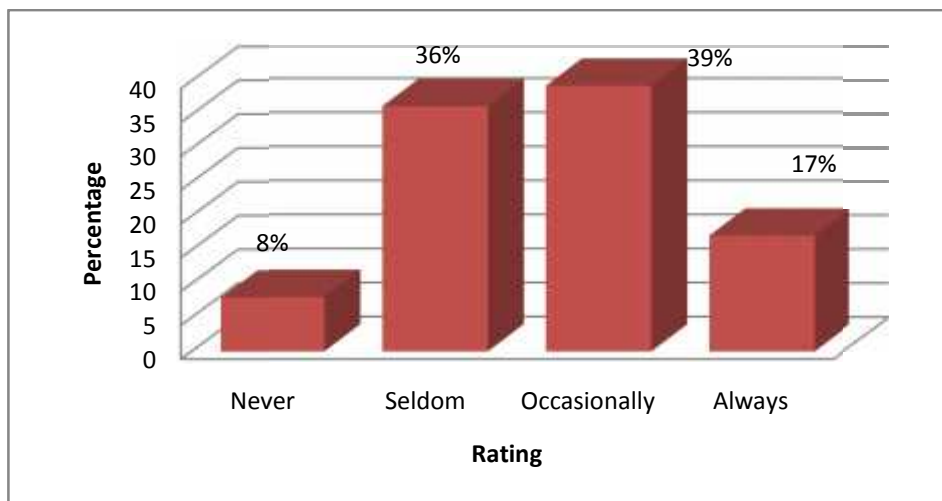
The table shows that a large number of students, i.e. 47% occasionally used this strategy; 28% of them seldom used this strategy. Similarly, 14% of the students

always used this strategy and 11% of them never used this strategy. It can be concluded that students commonly used this strategy.

#### 4.1.29 Learning Writing by Group Work

The second last item in the questionnaire was learning writing by group work. Here, I tried to find out how far the students learnt writing by group work. In some schools, the subject teacher divided the students into several groups in order to activate them in learning. They were involved in group discussion and talented ones guided others. But, in many schools, group work is not practiced. The following diagram reflects the data.

**Figure No. 15**  
**Learning Writing by Group Work**



The above diagram shows that 39% of the students occasionally learnt writing by group work. Similarly, 36% of them seldom learnt writing by group work; 17% of them always learnt writing by group work and 8% of them never learnt writing by group work. This shows that it is also less used strategy.

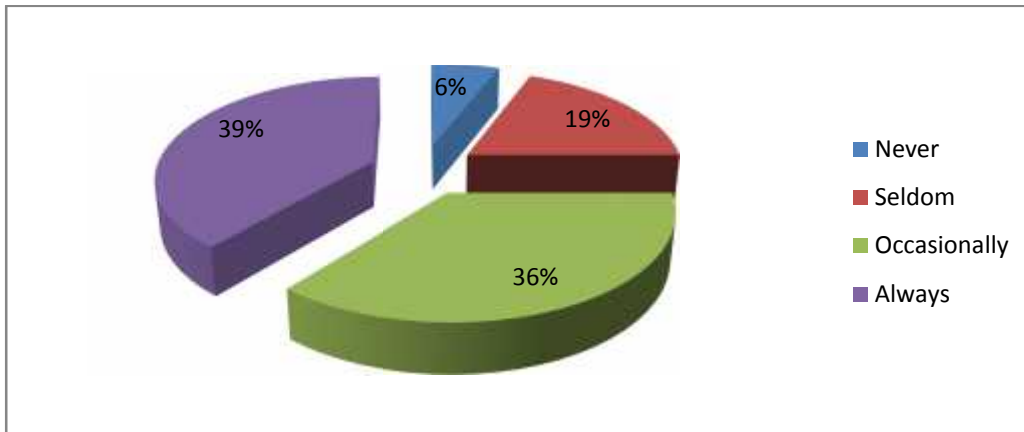
#### 4.1.30 Interacting with Teachers to Learn Writing

The last item in the questionnaire inquired about learning writing through interacting with teacher. Here, I observed whether the students of grade nine used this strategy. Figure no. 16 shows the data.



**Figure No. 16**

**Interacting with Teachers to Learn Writing**



From the above figure, it was found that higher number of informants, i.e. 39% always used this strategy. Likewise, 36% of the informants occasionally used this strategy; 19% of the informants seldom used this strategy and 6% of them never used this strategy. The informants responded that they had frequent interaction with their teacher in and outside the classroom. They asked questions to the teacher when they felt difficulties and took help. The data show that this strategy is widely used to learn writing.

**4.2 Analysis and Interpretation of Writing Learning Strategies**

All the items included in the questionnaire are regrouped into three categories, as learning strategies have been classified by many scholars into different groups. They are meta-cognitive, cognitive and socio-affective strategies.

**4.2.1 Meta –Cognitive Learning Strategies**

These strategies express executive function which is known as about learning rather than learning strategies themselves. Such learners require planning for learning, thinking about the learning process, self- monitoring and so on.

**Table No. 15****Meta-Cognitive Learning Strategies used by Learning Writing Skill**

S.N	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
1	Reading related text, articles and books.	0	25	42	33
2	Using visual material as a help of writing.	19	28	42	11
3	Visiting library to find out new books to develop writing skill.	31	31	28	11
4	Reading news paper, journals and magazines to develop writing.	28	36	22	14
5	Writing in current and hot topics to develop writing.	42	28	22	8
6	Collecting related vocabularies to strengthen writing skill.	11	22	39	28
7	Making self correction after writing.	11	25	14	50
8	Using dictionary to develop writing.	6	25	42	28
9	Watching, TV, listen radio to sharpen writing skill	28	28	22	22
10	Using English language internet to develop writing.	53	25	8	14

Ten strategies are included under this strategy. Among them, making correction after writing and reading related text books are more widely used than other strategies by grade nine students.

**4.2.2 Cognitive Learning Strategies**

Cognitive strategies are specific to learning task and involve direct manipulation of the learning material. They refer to the step used in learning problem solving that requires direct analysis transformation and synthesis of materials.

**Table No. 16**  
**Cognitive Learning Strategies Used by Learning Writing Skill**

S.N.	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
1	Making notes to develop writing	8	22	8	62
2	Writing diary to develop writing skill	42	19	22	17
3	Rewriting text to strengthen it.	22	28	19	31
4	Asking teachers to clarify the writing rules.	3	25	33	39
5	Taking notes in class to learn writing.	14	31	22	33
6	Memorizing the writing rules in the classroom.	17	8	36	39
7	Preparing clues/ hints before I write.	31	31	17	22
8	Doing homework.	3	6	17	75
9	Using writing in daily life.	17	17	42	25
10	Learning writing by reading extra books.	3	39	42	17

Ten strategies are included under this strategy. Among them, doing homework, taking notes to develop writing, asking teacher to clarify the rules are more widely used strategies than others by the respondents.

#### **4.2.3 Socio-Affective Learning Strategies**

Socio-affective strategies are concerned with meditating activities and transacting with others. Social strategies are those activities in which learners involve to get opportunities to be exposed to and practice their knowledge.

**Table No. 17****Socio-Affective Learning Strategies Used by Learning Writing Skill**

S. N.	Strategies	Rating Scales in %			
		Never	Seldom	Occasionally	Always
1	Learning writing from senior at home.	14	25	36	25
2	Letting the teacher correct writing.	6	28	22	44
3	Taking private tuition class to develop writing.	47	11	11	31
4	Teachers encouragement in writing.	3	25	19	53
5	Friends help writing.	0	25	50	25
6	Parents' correction in writing.	47	25	28	0
7	Writing through interaction with friends.	3	33	39	25
8	Checking writing with peer.	11	28	47	14
9	Learning writing by group work.	8	36	39	14
10	Interacting with teacher to learn writing.	6	19	36	39

Ten strategies are included under this strategy. Among them, letting teacher correct writing, teacher's encouragement in writing and interacting with teacher to learn writing are the strategies that the majority of the students used.

## **CHAPTER FIVE**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with findings and recommendations of the study.

#### **5.1 Findings**

After analyzing and interpreting the data obtained, the following findings have been derived.

##### **1. The most and least frequently used strategies**

A. Among the thirty different strategies to learn writing, some strategies were most frequently used by students. These strategies are making self correction, letting teachers' correct writing, taking notes, doing homework and teachers encouragement.

B. I found some learning strategies were less frequently by the students. Using the Internet, writing in current topics, taking private tuition class, parents' correction of their writing and writing diary were less frequently used strategies by students to learning writing.

##### **2. Findings on the basis of learning strategies**

###### **A. Meta-cognitive learning strategy**

Ten strategies were included under this strategy. Among them, making self correction, using dictionary, collecting related vocabularies, reading related texts, articles were the strategies that the students most frequently used by the students to learn writing. On the contrast, using the Internet, watching Television an listening to the radio, writing in current topics, visiting library, using visual material, reading newspaper were less frequently used strategies.

###### **B. Cognitive learning strategies**

Here, I included ten strategies under cognitive strategy. Among them, making notes, asking teachers to clarify writing rules, memorizing writing rules, doing homework, using writing in daily life were the most frequently used strategies by the students to learn writing. On the other hand, writing diary, rewriting the texts, taking notes in class, preparing clues, learning writing by reading extra books were less frequently used strategies.

### C. Socio-affective learning strategy

Ten different strategies were included under this strategy. Among them, letting teachers correct writing, teachers' encouragement, interacting with teachers and friends help in writing were most frequently used strategies. On the other hand, learning writing by group work, checking writing with peer, learning writing through group discussion, taking private tuition class and learning writing from senior at home were the less frequently used strategies.

From the above findings, it can be summarized that socio affective learning strategy is less focused in learning writing. Very few cognitive strategies are used to learn writing as it should be more and more. It is because, the more we have learning strategies the more we can learn writing in better way. Meta-cognitive strategy directly and indirectly helps in learning writing. But, no majority group of students used this strategy. These are the reasons for poor writing performance of the students.

## **5.2 Recommendations**

On the basis of the findings of the research, the following recommendations have been made for pedagogical implications.

- i) Some strategies such as using visual aids, writing diary, preparing clues visiting library, writing in current and hot topics, using the Internet, reading newspaper, journals are very useful strategies to develop writing. But, they are less focused. Therefore, teacher training should be conducted in learning strategies in order to apply these strategies.
- ii) Students centered methods such as peer work, group work, class discussion are be launched in order to activate the students.
- iii) Audio-visual aids, internet, cassettes, extra books, newspaper, journals and others teaching materials are managed by only some schools. Hence, they should be managed by all schools to enhance learning.

- iv) Interaction between teachers and students creates friendly environment. So, the teachers should play the roles facilitator and friends.
- v) Reading extra books, newspaper, journals, supporting materials are the most for good writing. But, students used this strategy less frequently. Therefore, they should develop the habits of reading them.
- vi) Parents and seniors roles at home seemed poor. School - Parents' interaction must be managed by school in order to create learning environment at home.
- vii) Students should be activated in the class for writing tasks. Teacher can only present some clues/hints and should assign the task to the students in group first and individually later.
- viii) Sufficient home assignment for free writing should be given to the students and good writing should be rewarded time to time to motivate the students.
- ix) Textbooks especially for writing practice can be prescribed to the students.
- x) Writing diary, summary, report, letter, application, etc. are not practised in classroom by many schools. Hence, the teachers should make practice in order to make writing familiar with daily life.
- xi) Extra classes should be managed especially focusing on writing skill.

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