

# CHAPTER ONE

## INTRODUCTION

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

### 1.1 Background of the Study

English is the most important language in the present day era. It has occupied the top most position in every sectors like academic, media, administration, literature, international communication, information technology, human rights, and business and so on. Similarly, most of the activities of the world are carried out through English language such as; transmitting human civilization, literature, political and diplomatic activities and human achievements (Richards, 1999). It is an international lingua franca. Both native and non-native speakers use it as a link language.

While teaching English language to the students, the teachers aim to develop four different skills; listening, speaking, reading and writing. Out of those four skills, two of them (listening and speaking) come under the primary skill and two other (reading and writing) come under the secondary skill. Among four different language skills, writing is one of the most important skills for learning a language. Writing is only used by literate person. It is complex and cognitive activity (Leki, 2010). Even a competent writer feels difficult to organize own writing accurately. This skill is productive in nature which needs proper handling of the mechanics of writing to make sensible sentence and paragraphs. While defining writing skill, Rivers (1968) says:

Writing refers to the expressions of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a polished literacy

form which requires the utilization of a special vocabulary and certain refinement structures. Writing is the very complex process requiring many composite skills, like mental, psychological, rhetorical and critical. (p.243)

Writing is an activity or means by which we communicate with one other and transmit our culture, ideas and thoughts from one generation to another generation. Among the four skills of language, writing is the output of listening speaking, and reading. Writing attracts special attention or importance because reading makes a full man, conference a ready man and writing an actual man (Harmer, 1991).

## **1.2 Statement of the problem**

Writing is given due importance in the language development of the individual students. Our examination system is mainly based on written test. Students are evaluated on the basis of their performance in written examination. Students have to write cohesively and coherently to score good marks in examination. It can be seen that most of the students' result of secondary level school is below than the expected level. There may be several reasons behind this. Students' weakness in writing skill might be one of them. So, the proper strategies i.e. quick writing, organizing notes, parallel writing, brain storming, collaborative writing, five minute writing should be adopted to develop writing skill of the students. These strategies help the students to be innovative, express their feeling, motivate and creative.

Earlier researches have not adequately addressed the strategies for developing writing skill of the students. So, this research has made significant effort to bridge this gap. This study would support the teachers for teaching writing with the specific techniques/strategies. Therefore, this study entitled "Teachers' strategies for developing writing skill of the students" is central around on the

study of the strategies used by teachers for developing writing skill of the students.

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

This study had the following objectives:

1. To find out the strategies used by the teachers for developing writing skill of the students and
2. To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was entirely based on finding out the answers of the following research questions:

1. What sort of strategies do the teachers adopt to develop writing skill of the students?
2. What do teachers view about the strategies for developing writing skill of the students?

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

This study is related to the teachers' strategies for teaching writing skill and developing writing ability of the students with various stages and suitable characteristics especially in secondary level students in the Kathmandu Valley. Thus, this study not only provides the insights related to the strategies to the secondary level teachers but it also draws the attention of the concerned people such as text book writers, syllabus designers and other related persons by providing the list of strategies for the successful teaching models of writing. Moreover, this study has provided the strategies to create conducive environment for teaching writing skill. The pedagogical implications of this study have significance in Nepalese context for English language teaching because teaching writing is gaining higher importance in Nepalese school system.

## 1.6 Delimitations of the Study

This study was entirely based on the strategies used by the teachers for developing writing skill at secondary level. This study was limited to ten teachers from ten different schools of Kathmandu valley as the sample of the study. It was limited to the Secondary Level English teachers of Kathmandu Valley. The questionnaire and classroom observation were the tools of data collection. This study was based on survey research.

## 1.7 Operational Definitions of the Key Terms

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

- ) **Writing:** writing in my study refers to the students' ability to put their feeling, ideas, knowledge and beliefs on paper with grammatical accuracy.
- ) **Strategies:** In my study, it refers to the particular techniques or activity used by the Secondary level teachers of Kathmandu Valley for developing writing skill of their students.
- ) **Productive Skill:** productive skill in this study indicates to the skills such as speaking and writing that may involve relatively active and productive.

## **CHAPTER TWO**

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

Basically, the researcher reviews related literature for the theoretical basis of his/her study. This chapter includes the review of related theoretical literature, review of empirical literature, implications of study and conceptual framework.

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

The topic of my research is “Teachers’ strategies for developing writing skill of the students”. In order to successively accomplish the study, I read different books, articles and dissertation reporters related to my topic. I went through different articles, searched websites, research carried out by different writers and prepared the theory of this study. The theoretical discussions related to my study have been discussed in following sub-sections:

##### **2.1.1 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 field like culture, religions, literature, education, science and technological discoveries. Regarding this, Bhattra(2006,p.5) says that English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can employ the advantages of a world citizen. Because of rapid industrial development, development of 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.

### **2.1.2 Language skills**

Skills refer to the ability do something expertly and well. Language is used in different fields and it has many purposes. Languages involve four language skills namely listening, speaking, reading and writing. Our choice of language skill may depend on 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.

In this regard, McKay (2006) states:

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 (p.13).

### **2.1.3 Writing Skill**

Writing is one of the most important skill in learning a new language. It is often regarded as the visual representation of speech. In simple term, 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, sentence and paragraphs in order to make the reader understand the meaning of such complex effort (Harmer, 1991). 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 difficult not only in generating and organizing idea 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.

In this regard, Rivers (1968) states:

Writing refers to the expression of ideas in the 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.

Similarly, 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.

From the above definitions, it can be understood 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 or 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. Harmer (1991, p.78), says “writing is an activity through which human being 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”. From the above definition given by Harmer, we can say that writing is an activity through which human beings share their culture, religion, values, ideas, and assumptions from one generation to another.

#### **2.1.4 The Characteristics of Good writing**

Writing possesses certain characteristics. The characteristics of good writing are in complex relationship to each other. Richards (1990, p.116) argues that to be a good writer, students must consider the following characteristics:

##### **) Coherence**

Good writing deals with one topic at a time. In a good piece of writing, all the sentences are closely related to the central idea.

##### **) Clarity**

Good writing should be clear. It must be absolutely free from ambiguity. Ideas should be presented in a clearly, orderly, readable, understandable and informative style. The writer should have the idea of how to sequence what is said and how to express the subject matter.



### ) **Complete**

Good writing must be complete. A good piece of writing completes the topic it deals with. Good writing should avoid exaggeration statements.

### ) **Continuity**

Continuity of thought and natural link of ideas are important features in writing. There must be continuity of thought from one word to the following word, from one phrase to the next phrase, from one sentence to another sentence, from first paragraph and front first chapter to next chapter.

### ) **Unity**

Writing must have unit words make up a sentence, sentence make up a paragraph. A sentence cannot be called a good sentence if it does not contain one main thought.

### ) **Economy**

Good writing must be brief. A writer writes according to his/her capacity to express his/her ideas briefly and effectively.

### ) **Simplicity**

Good writing must be simple. It means that reducing complexities, unnecessary expression or thought, unnatural way is the best characteristics of good writing.

## **2.1.5 Stages of Developing Writing Skill**

The four language skills are integrated. A particular skill is better learnt in relation to other skills. Therefore, writing cannot be taught in isolation. The more effective writing practice must have a close connection with what is being practiced in relation to other skills. In order to make students able to write English, appropriately, they must be taught systematically through the use of different stages of development.

While teaching writing skill, we must be sure on the fact that which theoretical stands we are going to adopt. We need to be clear about the approach which we want to follow. Different approach follows different stages to develop writing skill. Richards and Renandya (2002) have outlined following stages:

1. Planning
2. Drafting
3. Editing
4. Reviewing

Similarly, Rivers (1968, p.245) has suggested five different stages of writing which help the learners to write in the foreign language. They are copying, reproduction, and recombination, guided writing and free writing. The brief introduction of them is as follows:

### **1. Copying**

This is the first stage of writing development. This stage is also called transcription. Rivers (1968, p.246), says “copying consists of sections of work already learned orally and read with the teacher. While the student is practicing copying, he should repeat several times what he is writing”. This stage helps to widen the impression of the sounds and symbols relationship in the students mind. The students are required to have to further repetition practice of basic dialogue or sentences.

### **2. Reproduction**

It is the second stage in development of writing. At this stage, students will try to write, without originality, that they have learned orally and read in the textbook. Rivers (1968, p.247) says that at first, the students are called to rewrite immediately, what they have copied, without reference to the copy or to the original. Then they are asked to compare their writing with the original for correction. At the next step, they are asked to copy down the sentences they have memorized, read and copied as they are dictated to them.

### **3. Recombination**

It is the third stage of writing development, where the students are required to reproduce learned work with minor adaptation. Rivers (1968, p.248) says that the writing of recombination of learned sentences requires not only the ability to manipulate grammatical structures, which is basic to the speaking skill, but also a sound knowledge of the intricacies of representing graphically what the student is required only to recognize in reading.

At this stage, writing practice may take a number of forms. Rivers (1968, p.248) says that students will write our structure drills of various kinds making substitution of words and phrase, transformation sentences, expanding them to include further information within the limits of learned phrases, contracting them by substituting pronouns for nouns or single words for groups of words.

### **4. Guided Composition**

It is the fourth stage of writing development. At this stage, the students will be given some freedom in the selection of lexical items and structural patterns for their writing exercise within a given framework. Rivers (1968, p.251), states “some types of drills provide careful guides at this stage. Replacement exercises may be devised in which a section of the sentence can be replaced by a number of different phrases, giving the opportunity to express new meanings”. The skeleton of a story or dialogue may be supplied for the development of writing. But students are not totally free because they have to follow the guide frame.

### **5. Free Composition**

It is the final stage of writing development. Writing something without any outline is known as free composition, e.g. writing an essay on cow. Here, the students are free to select vocabulary and structures for the expression of personal meaning. Thus, free composition is known as creative writing. Rivers (1968, p.253), mentions “the teacher will need to exercise great care to see that

they are not plunged abruptly from guided writing into a limitless sea of free composition. The transition has to be gradual”. Not all the students have imaginative ideas. So, the teacher should not provide the topics which are difficult for the learners.

### **2.1.6 Techniques/ Strategies for Developing Writing Skill**

Strategies refer to the various activities, methods and techniques which are used by the teachers while teaching in the classroom. There are various strategies for developing teaching writing.

Shrestha (2016, pp. 45-48) has presented following techniques which encourage the students in written practice:

- a. Brain storming
- b. Quick writing
- c. Organizing notes
- d. Parallel writing

These strategies/activities are discussed with examples in the following:

#### **a. Brain storming**

Brain storming means gathering means gathering ideas. It involves thinking quickly and without inhibition so as to produce as many ideas as possible in a given topic. This is a fertile means of gathering ideas. It is widely used and effective way of getting ideas (Subedi, 2008, p.227).

#### **b. Quick writing**

A quick writing is a strategy which can be used in any content area to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess students thinking.

In this techniques or strategies students are asked to write immediately in response to a teacher request. It is suitable for children/teenagers and adults. For examples- My favorites game/food is \_\_\_\_\_(Subedi, 2008 p.227).

### **c. Organizing notes**

Organizing is grouping ideas into frame works. Here, the teacher asked the students to put one idea into one paragraph. It means different ideas should be dealt in different paragraph (Subedi, 2008).

### **d. Parallel writing**

There are different strategies to develop writing skill of the students. Among the different strategies parallel writing is one of them. It is similar to the writing of a certain form, which provides balance and clarity in our writing. According to the Harmer (1991, p.111) says that students will first see a piece of writing and their use as a basis for their own work. The original piece that they look at will show them how English is written and guide them towards their own ability to express themselves in written English.

An example of parallel writing is description of a person as:

I am auspicious/altruist Rambha Sen. I am from Dang district. I like to eat veg. MoMo. Now write similar kinds of writing.

Ur (2012, p.160) presents the following techniques to develop writing skill:

- a. Rewriting exercises
- b. Five-minute writing
- c. Collaborative writing
- d. Length

These strategies/techniques are discussed in the following:

#### **a. Rewriting exercises**

Rewriting means to write (something) again especially in a different way in order to improve it or to include new information.

Ur (2012, p.160) claims that when the students have mastered the basic they need to progress and improve, so, get students to rewrite the composition at

least once. This can be helped to some extent by focused instructions on i.e. spelling, cohesion, coherence, punctuation etc.

#### **b. Five-minute writing**

Students have exactly five-minutes-no more, no less to write something in class. The time limitations usually increases concentration and is a useful quick way of providing extra writing experience (Ur, 2012).

#### **c. Collaborative writing**

The term collaborative writing refers to projects where written works are created by multiple people together (collaboratively) rather than individually. It is also a strategy/technique for developing writing skill of the students. Ur (2012, p.160) says that a teacher gets students to write a story in a group. In this, one student first writes a sentence on a piece of paper and gives it to next to write the next sentence. This process goes continuously until the complete story is written.

#### **d. Length**

Teacher gives students a clear idea of how long he intends the composition to be. If they or students are writing on computers, then they can easily check the number of words; if not, an A4 page of double spaced lines is about 300 words. Beginner classes can be asked to write about fifty words, intermediate classes between hundred and two hundred, and advanced classes three hundred or more (Ur, 2012, p.160).

In the same way, Subedi (2008, p.240) presented the following strategies which encourage the students in written practice:

- a. Ordering information
- b. Describing people, objects, places
- c. Narrating events
- d. Writing letters

These strategies or activities are briefly discussed below;

**a. Ordering information**

There are different techniques to develop writing skill of the students. Among the different techniques ordering information is one of them. Subedi(2008, p.240) says that the students are provided with pieces of lexical information which are not properly ordered. The students are called to write the sentences in the proper order on the basis of the story they have read or the set of picture they have been provided.

**b. Describing people, objects, places**

To develop writing skill of the students, students are asked to describe about people, objects and places. Subedi (ibid) says that at beginning stage of writing, the students are provided with the content, and they are required to make their own choice. And description can be written on the basis of the pictures. At the advanced level, the students are called to describe on their own way.

**c. Narrating events**

Narrating is the process of recounting a sequence of events, real or imagined. In this techniques, the students are asked to narrate the events on the basis of the model they have been provided. Narrating events can be both guided and free depending upon the level of the students. For examples:

) *Guided writing*: write a newspaper report using the following clues.

a bus to Dang from Kathmandu, collide with a truck near Muglin, 12 death on the spot, three died in hospital, rest badly injured and undergoing treatment, cause of accident over speed.

) *Free writing*: suppose that you watched a football tournament last week. Report it to your friend (Subedi, 2008, p.240).

#### **d. Writing letters**

Writing letters can be both guided and free. Subedi (2008, p.240) says that in this technique the students of secondary levels are basically required to write letters on the basis of the clues provided.

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

Empirical literature review refers to an act of reviewing or studying related literature to the topic carried out earlier by different persons or organizations. It is the main foundation of research works which provides theoretical as well as practical knowledge on particular topic or research. Some of the researches related to mine are reviewed in this section.

Acharya (2010) carried out a study on “Strategies in Teaching Writing Composition”. The main objective of this study was to find out the teachers’ views towards teaching writing composition. He used purposive non-random sampling procedure to select the sample. The sample included fifteen higher secondary schools, having one English teacher from each. Observation and questionnaire were used as tools for data collection. In this study he has followed survey research design. The finding of the study was that almost all the teachers found to view various reading exercises helping in writing composition.

In the same way, Adhikari (2011) studied on the topic “Effectiveness of Invention Techniques to Develop Writing Skills”. His objective of the study was to find out the effectiveness of invention technique to develop writing skill. The sample included thirty students from class eleven of Shree Jana Jyoti Higher Secondary School of Sankhuwa-Sava district. He used purposive non-random sampling procedure. He used test items with fifty full marks as a tool for data collection. The major finding of his study was students writing skill was developed through using invention technique.

Similarly, Mishra (2011) conducted a study on “Effectiveness of Strip Story in Developing Writing Skills.” His main objective of the study was to find out the



effectiveness of strip study as a technique in developing writing skills. The sample population was thirty two students of grade seven of Shree Mitra Higher Secondary School Tanahu. He used non-random judgmental sampling procedure for taking a sample. Subjective test items were the tools for the research. By comparing the result of pre-test, he found out that strip study plays vital role enhancing students writing skills.

Likewise, Pandey (2011) carried out research entitled “Strategies Used in Teaching of Writing Essay”. The main objective was to find out the strategies used by the teachers in teaching writing essay. She used purposive non-random sampling procedure. The sample included secondary level teachers of five government aided school teachers. She used checklist and interview to collect data. She found that all the teachers agreed that writing is necessary for learning English and their students faced many problems while writing essay. They also agreed that strategies they used in the classroom help the students to do better in writing. But not all the teachers were found to apply the same way in teaching writing.

Aryal (2017) carried out a study on "Tasks for teaching writing at secondary level". The main objective of this study was to find out the tasks used by secondary level English teachers in teaching writing at secondary. She used purposive non-random sampling procedure. The sample included twenty five teachers from different schools of Kathmandu and Lalitpur district. Questionnaire (open-ended and close-ended) was used as tools for data collection. In this study she has followed survey research design. The finding of the study was that free-writing and write their own stories was the best tasks for teaching writing at secondary level.

Though the above studies are related to writing, no research work carried out on the topic teachers’ strategies for developing writing skill of the students especially, in the Department of English Education, Kirtipur. All the above mentioned literatures are related to the strategies employed by teachers, strategies used in teaching writing essay, effectiveness of strip story, effectiveness of invention techniques to develop writing skill. No research

work deals with the teachers' strategies for developing writing skill of the students. So, the present work is a new attempt to find out strategies used by the teachers for developing writing skill in secondary level.

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

In literature review, our central focus is to examine and evaluate what has been studied before on the topic and establish the relevance of this information to our research. The review of the study may obtain from the variety of sources including books, journals, articles, report. This entire source helps bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what has been said and what has not been said yet for finding new area for further research. To summarize, the aforementioned studies have their own value and importance in their respective field.

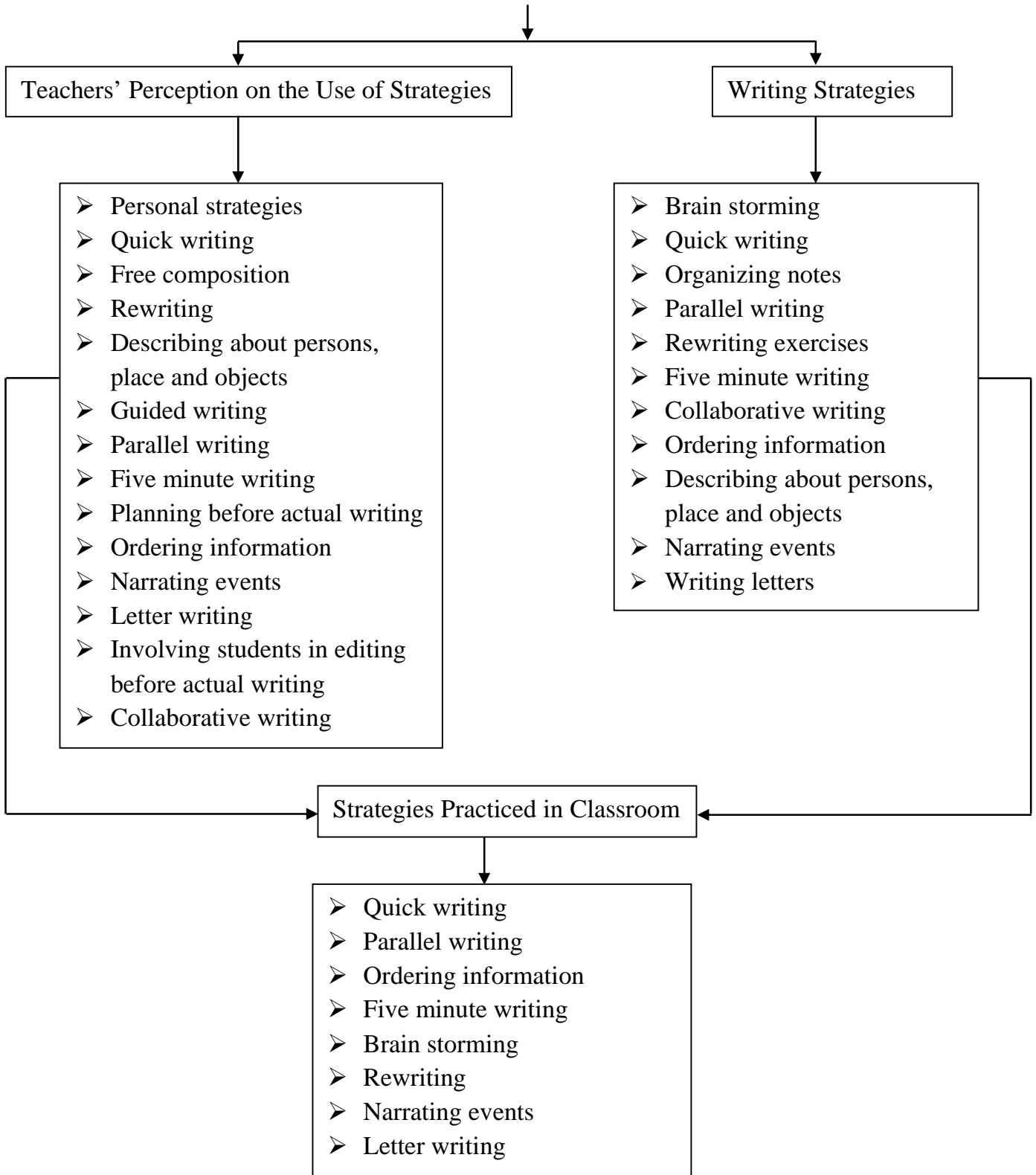
Here, my area of interest was language skill in ELT. So, I selected this topic as my research study. From the review, I developed insights regarding the theory and methodology to be applied for my research study. I reviewed the study of Acharya (2010), from this, I got the ideas, which is helpful to sample the population and selecting research design for my research work. The next research I reviewed the study of Adhikari (2011). This study provided me broad theoretical knowledge on selecting methodology, area of the study and making tools for data collection. On the other hand, Mishra's (2011) work helped me select data analyzing process and so on. In the similar way, the study of Pandey (2011) provided me the theoretical bases to frame this study ahead. Aryal (2017) work helped me making questionnaire.

So from these review I became able to make the questionnaire, selecting methodology, selecting area of study, sample of population, analyzing data, writing style, use of tools, data collection procedures, selecting design of the study and so on. In sum, all these theoretical and empirical review helped me for the accurate way to go through the research.

## 2.4 Conceptual Framework

The conceptual framework of this study was as follow:

Strategies that can be used for Developing Writing Skill in Language



## **CHAPTER THREE**

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

Methodology and procedures are the important elements of a research. If any research work follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researchers to go in a right path in his/her research work. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

#### **3.1 Design of the study**

Research design is a detailed outline of how an investigation will take place. Research designs will typically include how data is to be collected, what instruments will be employed how the instruments will be used and the intended means for the analyzing data collect.

I adopted survey research design in order to complete this study. It is the most popular design of research in social science including in the field of Education. It is usually done in the natural setting. According to Nunan (1992, p. 140), “surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics”. Data in survey design collected through questionnaires, interviews, attitudes scale and so on. In the same way, Cohen and Manion (1985) state that surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations through to small scale studies carried out by a single researcher (as cited in Nunan 1992, p. 140).

Survey is the stepwise procedure of research in a particular issue. In order to undertake this study I followed the following methods as suggested by Creswell (2014, pp. 403-5):

At first I decided whether survey research design is suitable in my research or not. There are several advantages of using survey research design. We can administer them in a short time, economical in data collection and so on. I addressed both research questions and hypothesis in a survey research. Research questions help to draw objectives of the study. Before conducting research I have hypothesis about it which helps to draw conclusion at the end. The process of survey begins with identifying the populations. This step requires defining the population, determining the number of people in it, and assessing whether we can obtain a list of names for the sample. There are different designs in a survey research design like, cross-sectional and longitudinal. I determined which one is suitable for my research. In this step I determined data collection procedures. This step requires developing instrument to collect or measures the variables in a study. The data collection instrument should be able to measured reliability and validity. This step is perhaps the most time-consuming phase of survey research. It involves seeking and talking permission from administrate and respondents to collect data. In this step, I collaborated with different related persons. The data analysis procedures will reflect the types of research questions or hypothesis I planned to address in my study. This step also involves testing hypothesis or research questions using statistical tools. In this step I used the survey design using standard quantitative structure that consists of an introduction, the review of the literature, the methods, the results and the discussion.

A survey covers a large population by using sampling techniques. Because of wide coverage the finding can be generalizable. Statistical techniques can be applied to the survey data to determine validity, reliability. Many questions can be asked about a given topic giving considerable flexibility to the analysis. A wide range of information can be collected for example, attitudes, perceptions, values, beliefs, behaviors and so on.

So, in order to find out the teachers' strategies for developing writing skill of the students, I had followed the survey research design for many research

because it has wide scope and it is easy to administer. It takes less time in comparison to other data collection methods. It can be cost effective depending on the size. Data and information is collected by studying large number of population. Data can be collected through email, mobile, devices and telephone.

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

The population of this research included all the secondary level English teachers teaching at different schools in Kathmandu Valley. Ten teachers were selected and three classes of them were observed as the sample for the purpose of the study. The teachers were selected from ten schools through the use of purposive non-random sampling techniques.

### **3.3 Research Tools**

A questionnaire consisting of twenty close ended items and observation checklist were constructed to elicit the primary data for the study.

### **3.4 Sources of Data**

Both primary and secondary source of data were utilized to collect information for the study.

#### **a. Primary Sources of Data**

This study was primarily based on the primary sources of data. The primary sources of data in this study included the responses and classroom practice of the strategies of the ten Secondary Level English teachers and their three different classes working in the Kathmandu Valley.

#### **b. Secondary Sources of Data**

I consulted various books, journals, reports, articles, thesis, websites related to the topic to facilitate for my study. This included Harmer (1991), Richards (1990), Leki (2010), Nunan (1989), Richards and Renandya (2002), Ur (2012).

### **3.5 Data Collection Procedures**

After preparation of the questionnaire, I visited the selected secondary schools of the Kathmandu Valley. I requested the authority concerned, established good rapport to permit me to collect data. I asked the teachers to fill up the questionnaire. Similarly, I entered in their classes with a checklist and observed their three classes. After administrating the questionnaire, I collected the filled up questionnaire from the respondents and finally I thanked to the authority and respondents.

### **3.6 Data Analysis Procedures**

After collecting the data from teachers, I interpreted and analyzed them systematically. The collected data was analyzed and interpreted both descriptively and statistically. Quantitative data were analyzed by using simple statistical tools like percentage and qualitative data were analyzed descriptively.

### **3.7 Ethical Considerations**

Research requires the abiding of the ethical parameters. Since this is an academic research, and a research with multiple stakeholders, my effort to guard all stakeholders' ethical background is pivotal. The confidentiality about the respondents is thoroughly maintained. Also, the data obtained is not manipulated for the findings. It is presented as accurately as possible. And, I have kept it safe from plagiarism. Additionally, I preserved privacy of respondents in my research.

## **CHAPTER FOUR**

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

This chapter consist the analysis and interpretation of the data to derive the result from the systematic analysis of the data.

#### **4.1 Analysis of Data and Interpretation of Result**

The purpose of this study was to find out the strategies for the developing writing skill of the students. To fulfill the objectives, the data were collected, analyzed and interpreted by using both descriptive and statistical tools. I have presented the data in the form of table and pie-chart as per their nature and need for the analysis.

So, this section includes the detail presentation, analysis and description of the gained raw data. The data collected from the respondents were analyzed, and interpreted to find out the strategies for developing writing skill of the students. The analysis has mainly been carried out on the basis of the responses obtained from the respondents (ten teachers from ten different schools) based on the questionnaire and observation checklist. For this study, I collected data through the use of pre-formulated questions and from the use of observation check list strategies in the classroom. For the explicit presentation of data, following major themes are developed:

1. Teachers' Responses on the strategies used for developing writing skill.
2. Teachers' Strategies used in the classroom to develop writing skill of the students.
3. The gap between teachers' perceptions and classroom practices.0

##### **4.1.1 Analysis of Data Obtained From Questionnaire**

The intention of using questionnaire was providing the options for the teachers regarding the strategies and eliciting the most suitable answer from them. Questionnaire helps to bring more clear response of the respondents on the



entities being asked. To put simply, the questionnaire provides the controlled nature of data that contributes to the economy in time required for the research.

There were twenty items related to the use of strategies included in the questionnaire. I selected ten teachers' for getting information about their strategies for developing writing skill of the students.

#### **4.1.1.1 Teachers' Responses on the Strategies Used for Developing Writing Skill**

Teachers can use different strategies for developing writing skill of the students. Among those strategies i.e. quick writing, rewriting, collaborative writing, parallel writing and other strategies are major ones. I asked 20 items related to the strategies for developing writing skill and provided them to alternative as either accepting or rejecting the use of strategies.

The items related to the strategies for developing writing skill of the students with the responses of teachers are presented in table one which is given in next page:

**Table 1**  
**Strategies Used for Developing Writing Skill**

S.N.	Teachers' Responses on the Strategies Used for Developing Writing Skill	Response			
		Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	School's Focus for Developing Writing Skill	9	90%	1	10%
2.	Writing Skill Sufficient Only in a Regular Class	1	10%	9	90%
3.	Personal Strategies for Developing Writing Skill	10	100%	-	-
4.	Quick Writing as a Strategy to Develop Writing Skill	6	60%	4	40%
5.	Free Composition Enhance Creative Power	10	100%	-	-
6.	Rewriting Strategy for Developing Writing Skill	8	80%	2	20%
7.	Describing about Persons, Places and Objects to Enhance Writing Skill	10	100%	-	-
8.	Identifying the Ability of the Students by Assigning the Tests and Handling the Exam Results	7	70%	3	30%
9.	Guided-writing as a Strategy to Develop Writing Skill	10	100%	-	-
10.	Parallel-writing as the Strategy for Developing Writing Skill	7	70%	3	30%
11.	Five Minute Writing as an Activity/Strategy	5	50%	5	50%
12.	Planning Before Actual Writing	8	80%	2	20%
13.	Narrating Events as Strategy to Develop Writing Skill	10	100%	-	-
14.	Ordering Information as an Activity/Strategy	6	60%	4	40%
15.	Involve Students in Drafting Before Actual Writing	3	30%	7	70%
16.	Reviewing is Necessary while Writing	9	90%	1	10%
17.	Letter Writing as a Strategy	8	80%	2	20%
18.	Involving Students in Editing Before Actual Writing	4	40%	6	60%
19.	Collaborative Writing as a Strategy to Develop Writing Skill of the Students	10	100%	-	-

The table 1 shows the teachers' strategies for developing writing skill of the students. The first item in the table is allocating *schools focus for developing writing skill*. In response to this item, 9 teachers, i.e. 90% of the respondents agreed while only 1 teacher dis-agreed the statement. So, this indicates that the school should focus on different tasks for developing writing skill of the students.

Similarly, the second item in the table is *writing skill sufficient only in a regular class*. In response to this item, 10% of the total respondents agreed while rest of the 90% disagreed. Thus, it has been found that only practicing writing in a class is not sufficient for developing writing skill.

The third item in the table is *personal strategies for developing writing skill*. In this item, all the respondents agreed. It shows that the teachers must have their extra efforts. The usual efforts would not be sufficient for developing writing skill of the students. Thus, the allocating of the extra time and the extra effort can bring changes in the students who are poor in writing skill.

The fourth item in the table is *quick writing as a strategy to develop writing skill*. In this item, 60% of the respondents agreed while 40% of the respondents disagreed. This indicates that 60% of them accepted quick writing as a strategy. So, it is an important strategy to develop writing skill of the students.

It the same way, the fifth item in the table is *free composition enhances creative power*. In this item, all the teachers agreed with the idea. They meant to say that free composition enhance the students to develop creative power. So, free composition has been found as a main strategy for developing writing skill of the students.

The sixth item in the table is *rewriting techniques for developing writing skill*. In this item, 80% of the teachers mentioned rewriting technique for developing writing skill positively. However, while 20% of the teachers mentioned it negatively. It shows that rewriting technique is one of the major technique which help the students to develop writing skill.

The seventh item in the table is *describing about persons, place, and objects to enhance writing skill*. In this item, all respondents answer with yes. It connotes that describing about different persons, places, and objects is the best strategy to develop writing skill of the students.

The eighth item in the table is *identifying the ability of the students*. In this item, 70% in total identified the ability of the students by assigning the test, while, 30% identified the ability by handling the exam results however no one has identified with the help of the insights. The assigning of tests to know the levels of students gets higher percentage 70%. It means the best way to detect the students ability is administrating the tests.

The ninth item in the table is *guided writing as a strategy to develop writing skill*. In response of this item, all the respondents agreed. So, it is found out that it is an effective strategy to develop writing skill of the students.

In the same way, the tenth item in the table is *parallel writing as a technique/strategy to develop writing skill*. In this item, it displays that 70% of the respondents agreed while 30% respondents disagree. It shows that parallel writing can help the students for developing writing skill.

The eleventh item in the table is *five minute writing as an activity /strategy*. It shows that 50% of the respondents agreed while 50% respondents disagreed. This indicates that five-minute writing can be or cannot be taken as a strategy to develop writing skill of the students.

Likewise, the twelfth item in the table is *planning before actual writing*. In this item, 80% of the teachers mentioned planning before actual writing positively. While 20% of the teachers mentioned it negatively. It shows that planning is essential before actual writing.

The thirteenth item in the table is *narrating events as strategy to develop writing skill*. In this item, all the respondents agreed with the idea. It shows that narrating events is a good strategy to develop writing skill of the students.

In the same way, the fourteenth item in the above table is *order information as a strategy*. In this item 60% respondents agreed with the idea while 40% respondents disagreed with this item. It makes us clear that order information is a strategy which is used in the classroom while developing writing skill to the students.

Likewise, fifteenth item in the table is *involving students in drafting before actual writing*. In this item, it is seen that 30% of the total respondents agreed while rest of the respondents i.e. 70% disagreed. It depicts that involving students before actual writing is not beneficial to develop writing skill.

The sixteenth item in the table is *reviewing is necessary while writing*. In response of this item, 90% of the teachers mentioned that reviewing is necessary while writing while 10% of teachers mentioned it negatively. It shows that while writing, students should be given to review the task.

Similarly, seventeenth item in the table is *letter writing as a strategy* to develop writing skill. In this item, 80% of the total respondents agreed while rest of the respondents i.e. 20% disagreed. This data shows that letter writing is an effective strategy to develop writing skill.

The eighteenth item in the table is *involving students in editing before actual writing*. For the 40% respondents mentioned the idea positively while 60% respondents mention it negative. So, it is said that editing before actual writing may not be always good for the students.

The last item in the table is *collaborative writing as a strategy to develop writing skill*. In this item, all the teachers strongly agreed that the collaborative writing as a strategy for developing writing skill. None of them disagreed. So, it becomes clear that collaborative writing is an important strategy to develop writing skill of the students.

From the above discussion, it has been found that the major strategies for developing writing skill in the opinion of teachers were; rewriting, free writing,

collaborative writing, quick writing, narrating events, letter writing, five minute writing, and parallel writing.

#### **4.1.2 Strategies Used in the Classroom For Developing Writing Skill of the Students**

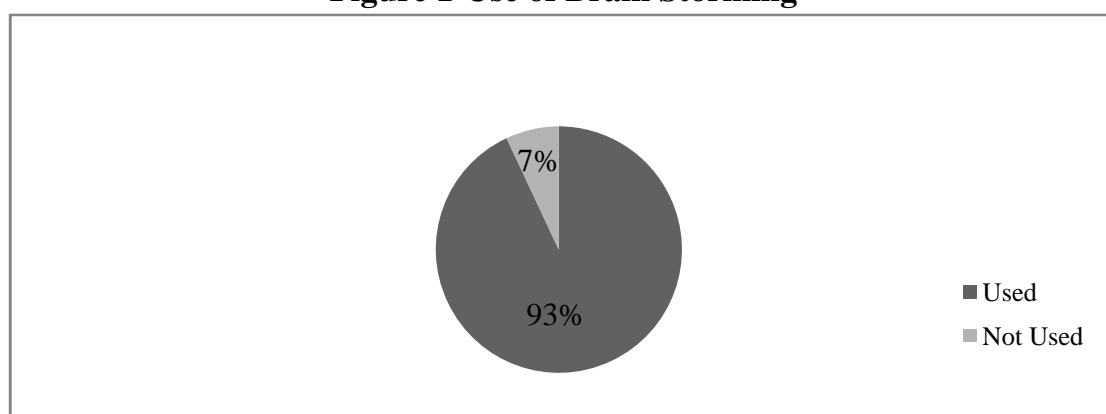
In order to find the concrete strategies used by the teachers for developing writing skill of the students I prepared observation checklist and observed 30 classes of the selected teacher. I observed thirty classes in terms of 11 indicators included in the observation checklist. The item wise analysis and interpretation of data from observation checklist has been discussed in the following way.

##### **4.1.2.1 Use of Brain Storming**

Brain storming refers to gathering ideas. It involves thinking quickly in effective way of getting wonderful ideas. It is an important strategy. So, the language teacher has to use brain storming to develop writing skill of the students. On the basis of observation about the use of brain storming, I observed thirty classes of the teachers.

The data from the observation is given in the figure below;

**Figure 1-Use of Brain Storming**



The above figure shows that out of thirty classes observed, teachers used brain storming in 28 classes i.e. 93.33% however teachers did not use it in 2 classes i.e. 6.67%.

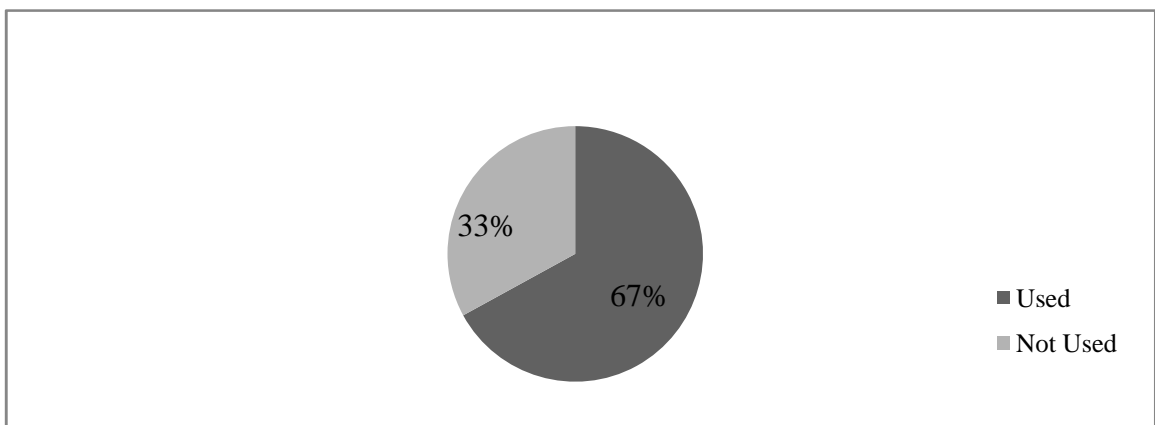
So, it has been found that brain storming was used as a major strategy in majority of classes. On the basis of evidence of observation, it has been concluded that the teachers use brain storming while teaching the topic i.e. making offers and responding to them, Neema's letter to her brother, my first day at school, email. While teaching these units the teacher asked the students on how to write a letter, a CV, by asking question what is email, their first day at school and so on.

#### 4.1.2.2 Use of Quick Writing

In order to develop writing skill teachers can use quick writing in whole class. They can encourage students to write quickly depending on their abilities. During my observation I observed the teachers' use of quick writing.

The report of observation in this concern is given in the figure below;

**Figure 2- Use of Quick Writing**



The above figure shows that out of thirty classes observed, teachers used quick writing in 20 classes while teachers did not use it in 10 classes.

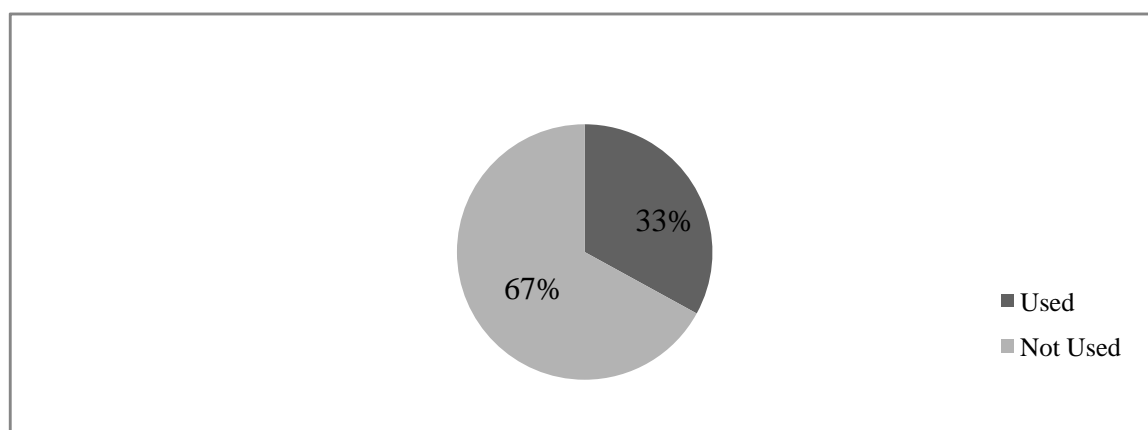
From the above data, it has been found that 66.67% of the classes had been using the quick writing as a good strategy in the majority of classes. On the basis of evidence of observation, the teachers used it while teaching the unit i.e. first day at school, football commentary, the foolish fish. And also the teacher asked the students to write a poem, their first day at school, football commentary.

### 4.1.2.3 Organizing Notes

To develop writing skill of the students the teacher asked the students to put one idea into one paragraph and other idea in another paragraph. While observing the classes about organizing notes, the two categories for evaluation were used.

The following table shows the report of its;

**Figure 3-Organizing Notes**



The figure 3 shows that in 10 classes i.e. 33.33% of total classes teachers used organizing notes, while in 20 classes i.e. 66.67% of the classes teachers did not use organizing notes.

On the basis of this data we can say that out of thirty classes observed only 33.33% of the classes were used organizing notes. On the basis of evidence of observation, it has been conclude that teachers used organizing notes while teaching email, the trick of the fox, a place that holds a memory. While teaching these units the teacher asked the students to write the email id, the role of male and female dove, snake, fox, security guard in proper order which is not properly ordered.

### 4.1.2.4 Use of Parallel Writing

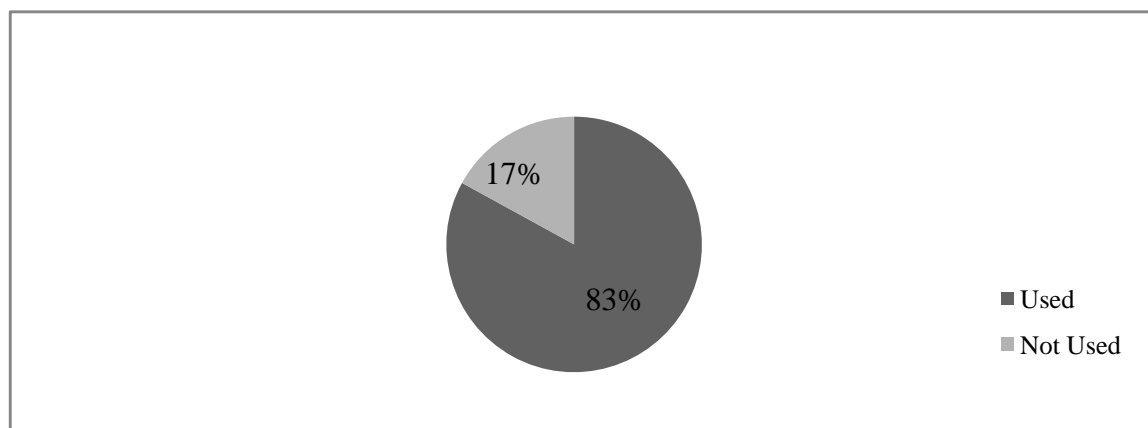
Teacher can use parallel writing to develop writing skill of the students. It is similar to the writing of a certain form, which provides balance and clarity in



writing. So, from this the students can develop their writing skill. Regarding the strategy use of parallel writing, I observed thirty classes of teachers.

The data from the observation is given in the figure below;

**Figure 4- Use of Parallel Writing**



The figure 4 shows that out of thirty classes observed, 83.33% classes where teachers used parallel writing, while 16.67% classes teaches did not use this strategy in a good way.

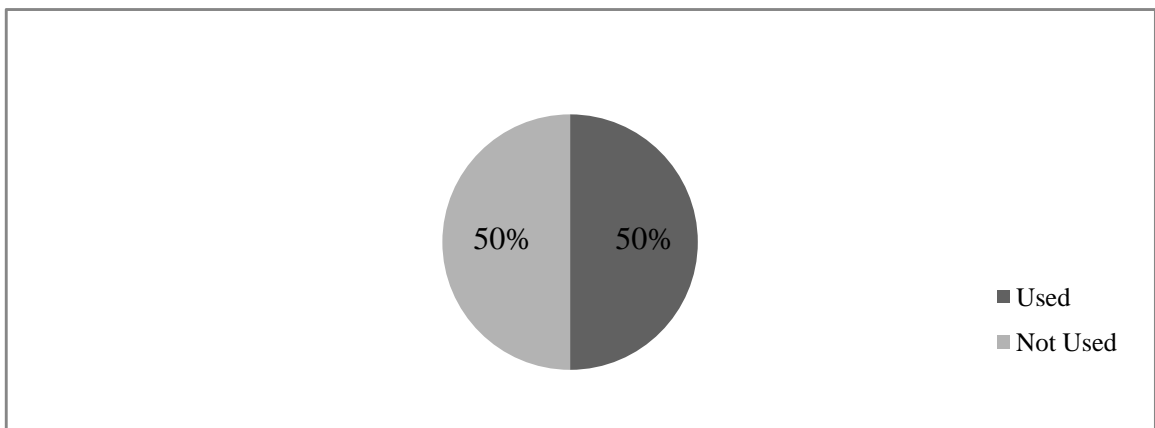
So, it has been found that parallel writing was used as a major strategy in the majority of classes. On the basis of evidence of observation, it has been concluded that teacher used parallel writing while teaching the topic i.e. Neema's letter to her brother, expressing sympathy and condolence, making offers and responding to them, my favorite food, football commentary. While teaching these units the teacher asked the students to write a similar letter, condolence, sport commentary, CV, about momos and so on.

#### **4.1.2.5 Use of Rewriting Exercises**

Use of rewriting exercise is not most important to develop writing skill. It helps to include new information and improve on spelling, cohesion, coherence, punctuation, etc. for the learners.

The following figure shows the data of classroom observation on this strategy.

**Figure 5- Use of Rewriting Exercises**



The figure 5 shows that out of thirty classes observed, teachers used rewriting exercises in 15 classes i.e., 50% while teachers did not use it in 15 classes i.e. 50%.

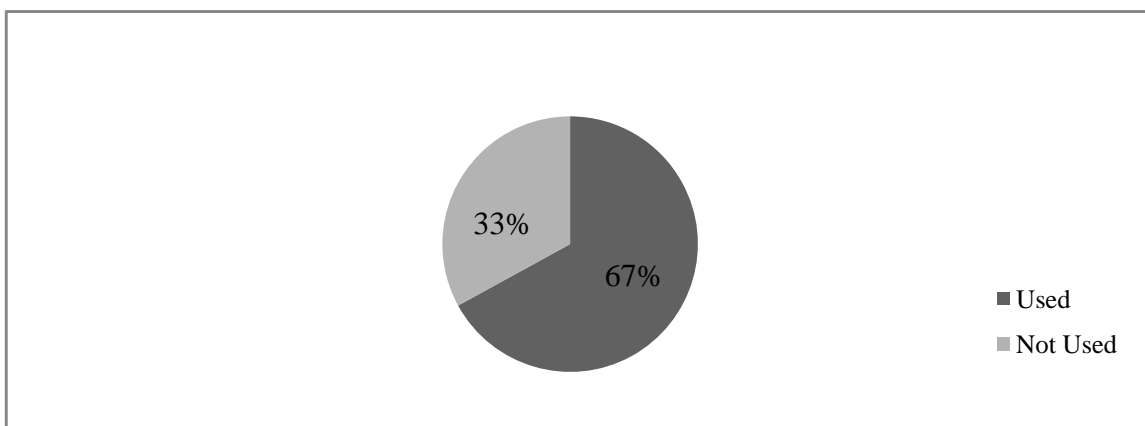
So, it has been found that quick writing as a strategy which was used in the classroom. On the basis of evidence of observation, the teachers used rewriting exercises while teaching football commentary, the foolish fish, the movie: Jhola. And also the teacher asked the students to write a poem, first day at school, football commentary, about the movie Jhola and so on.

#### **4.1.2.6 Use of Five-minute Writing**

Students have exactly five minute – no more, no less time to write something in class. The purpose of this writing is to know how fast the students can write with in a limited time. While, observing the classes using the strategy five minute writing, the two categories for evaluation had been used.

The following figure shows the data;

**Figure 6- Use of Five-minute Writing**



The figure 6 shows that out of thirty classes observed, teachers used five minute writing in 20 classes while teachers did not use it in 10 classes.

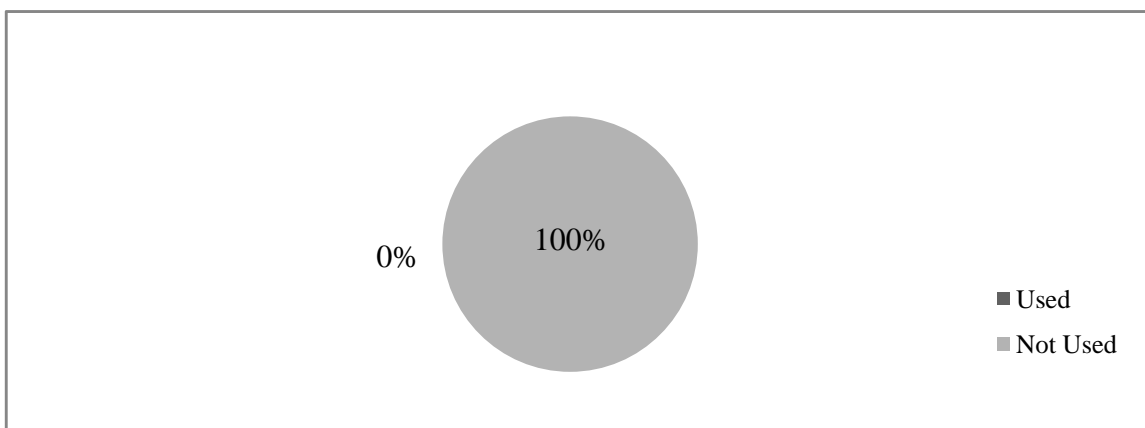
From the above data, it has been found that 66.67% of the classes had been using the five minute writing as a strategy. The teachers used it while teaching the topic i.e. a place that holds a memory, the movie jhola, my first day at School, greeting cultures around the world, my best friend. While teaching these units the teacher asked the students to write about their culture, short paragraph on my school, movie jhola, about your best friend.

#### **4.1.2.7 Use of Collaborative writing**

Collaborative writing refers to projects where written works are created by multiple people together. While observing the classes use of collaborative writing, the two categories for evaluation had been used.

The following figure shows the data.

**Figure 7- Use of Collaborative Writing**

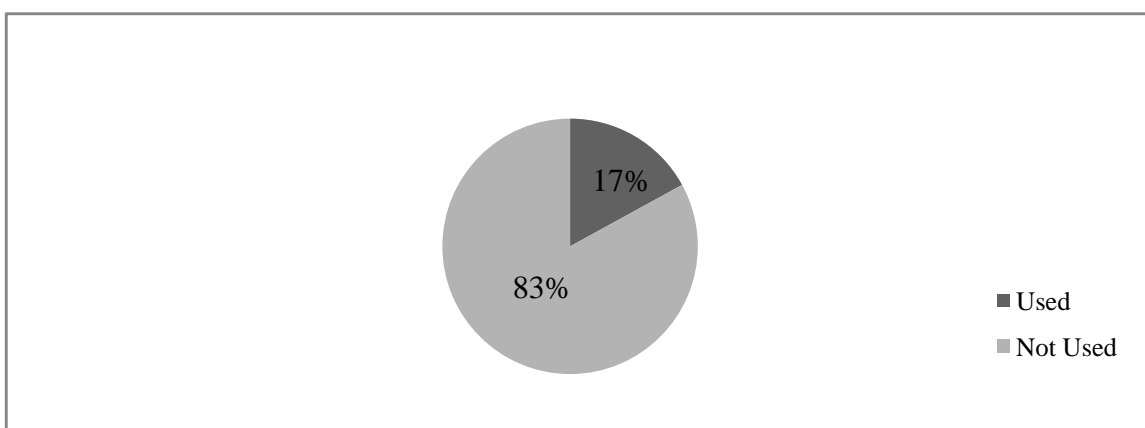


From the figure 7 it can be said that all the teachers ignored the strategy use of collaborative writing. It means no classes were found of using collaborative writing. For developing writing skill of the students teachers should use the collaborative writing effectively.

#### **4.1.2.8 Ordering Information**

In ordering information students are called to write the sentences in the proper order which are not properly ordered. The data obtained from the classroom observation regarding using ordering information is presented below.

**Figure 8-Ordering Information**



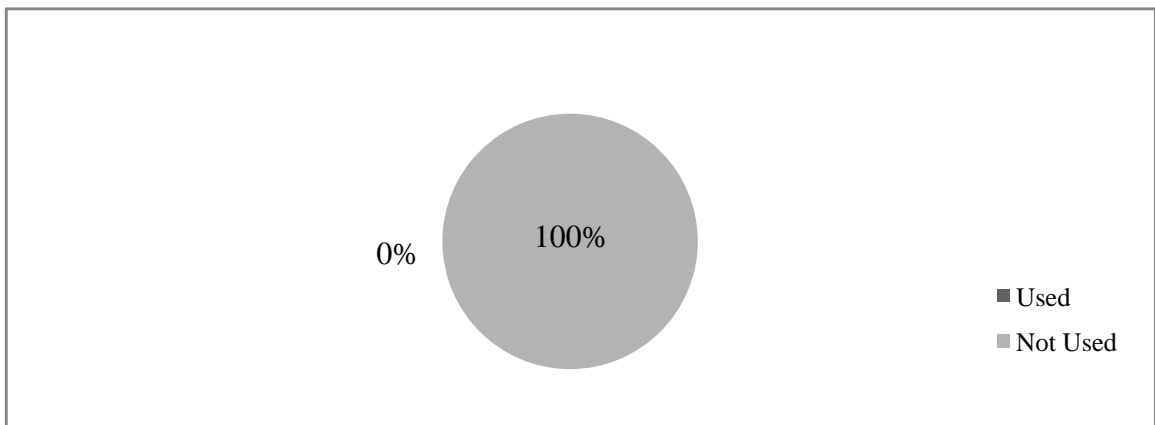
The figure 8 clearly displays that out of thirty classes observed, 5 classes i.e. 16.67% were found using ordering information, while 25 classes i.e. 83.33%

did not use it. From the above data it can be said that the teachers were not conscious of this strategy. On the basis of evidence of observation, it has been concluded that the teachers used ordering information while teaching the topic i.e. giving direction, describing objects or place, my first day at school, email id, Lincoln's letter. While teaching these units the teacher asked the students to put the events in chronological order, daily activities, email id, famous place Lumbini in proper order.

#### 4.1.2.9 Describing People, Objects, Places

To develop writing skill of the students, students are asked to describe about people, objects, and places. They are provided with the content, and they are required to describe in their own way. The following has been the finding of the observation:

**Figure 9-Describing People, Objectives, Places**



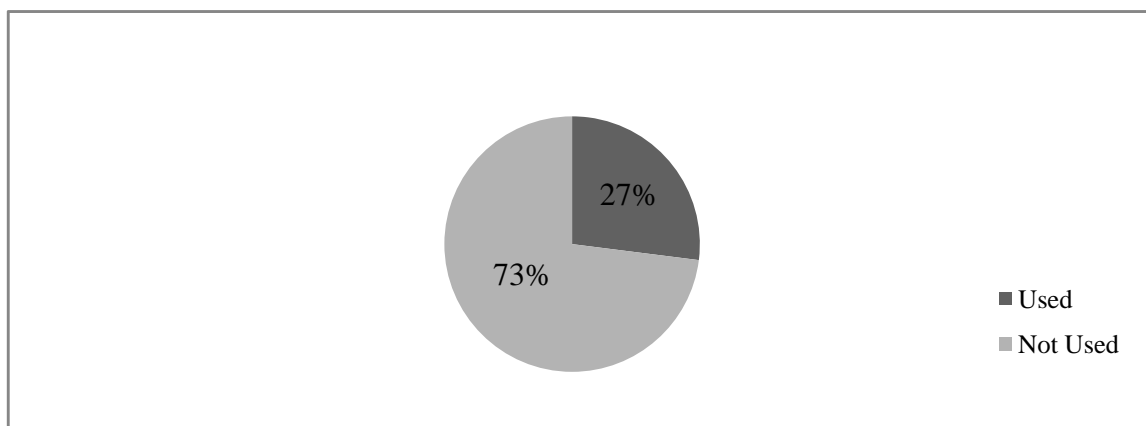
The figure 9 clearly reveals that out of thirty classes observed, no classes were found of using describing people, objects, and places. It means all the teachers were found ignoring this strategy even if it is a good strategy to develop writing skill of the students.

#### 4.1.2.10 Narrating Events

Narrating events refers to the process of recounting a sequence of events, real or imagined. The students are asked to narrate the events on the basis of the model they have been provided.

The finding in this category is presented as below;

**Figure 10-Narrating Events**



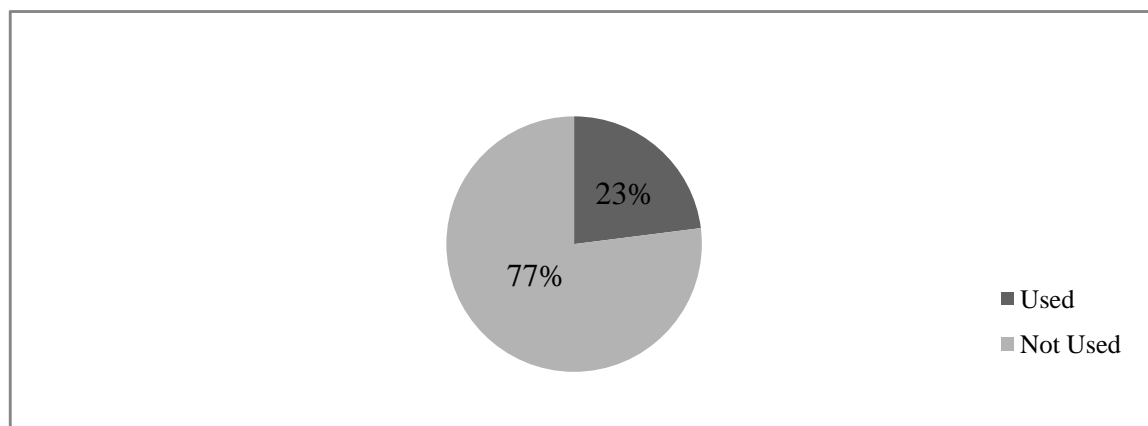
Out of the thirty classes observed teachers used narrating events in 8 classes while they did not use it in 22 classes. So, the above figure displays that there were few classes i.e. 26.67% where narrating event was used to develop writing skill, while i.e. 73.33% were found not using of narrating event. The teachers used it while teaching the topic i.e. interpreting graphs, charts and diagrams, my favorite food, my first day at school, assess yourself. While teaching these units the teacher asked the students to narrate their past events in ten sentences, a fun corner, favorite food, famous places, a condolence on the basis of given clues.

#### **4.1.2.11 Writing Letters**

The students are basically required to write letters on the basis of the clues provided. It can be both guided and free. While observing the classes about using letters writing, the two categories for evaluation had been used.

The following table shows it.

**Figure 11- Writing Letters**



The figure 11 shows that out of thirty classes observed, teachers used writing letters in 7 classes i.e. 23.33% however teachers did not use it in 23 classes i.e. 76.67%. So from the data, it has been found that 23.33% of the classes had been using the writing letters as a strategy to develop writing skill of the students. On the basis of evidence of observation, it has been concluded that the teacher used it while teaching the topic i.e. asking for permission, Nima's letter to her brother, Lincoln's letter, apologizing and responding to an apology. And also the teacher asked the students to write a letter to your ill brother/sister how he/she can improve his/her health, a letter to your friend, a letter to the Meher Moktan secretary, Eco Club to ban the plastic, a letter to your parents wishing happy new year and so on.

From the above discussion and interpretation the data obtained from classroom observation, it was found that teachers mostly used the strategies like brain storming i.e. 93.33%, parallel writing 83.33%, quick writing 66.67%, five minute writing 66.67%, re-writing 50%. Brain storming i.e. 93.33% and parallel writing i.e. 83.33% were the powerful strategy had been used repeatedly. These strategies had been easy and accessible. In contrast, other strategies had been under used. Ordering information, writing letters, narrating events, were less used. Collaborative writing and describing people, objects, places were not used. While teaching writing strategies teachers also used their

own strategies such as; free writing, guided writing, writing daily diary, by empowering them writing.

#### **4.1.3 Gaps in Perceptions and Practices of Strategies for Developing Writing Skill**

From the data collected through observation and questionnaire, I come to find several gaps in teachers' perception and classroom practices. I hardly find consistency in the use of writing strategies. Some of major gaps have been discussed here.

In response to the questionnaire teachers responded that they have been using strategy i.e. collaborative writing. But while practicing in the real classroom it was found that they did not use this strategy. This shows that there is gap between response and practices. While responding to the questionnaire teachers agreed that they have been using strategy i.e. strategy i.e. describing people, objects, places. But while observing in the real classroom it was found that they did not use this strategy. It means it shows that there is gap between responses and practices. In response to the questionnaire all teachers responded that they have been using strategy i.e. narrating events but while practicing in the classroom it was found that only few teachers have been using this strategy. This shows that the teachers speak one thing and do other thing they were not serious about the strategies. Because they did not apply every strategy in the classroom what they actually responded to the questionnaire. While responding to the questionnaire all teachers responded that they have been using strategy i.e. letter writing for developing writing skill of the students. But in the real class it was found that only few teachers have been using this strategy. It means it shows that the teachers were liar because the teachers responded that they have been using this strategy where it was found that only few teachers have been using this strategy.



## CHAPTER FIVE

### FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter incorporates the findings of the study, conclusion and recommendations at different level i.e. policy level, practice level and further research level.

#### 5.1 Findings

This study attempted to find out the teachers' strategies for developing writing skill of the students. After analyzing and interpretation the data, I have derived the major findings.

As the central objectives of the research is to find the teachers' strategies for developing writing skill of the students, that the writing skill is important for the act of teaching. If the writing skill is not acknowledged, the teaching cannot be impactful.

Based on the analysis and interpretation of data the findings were derived and present in two sections:

##### **a) Findings related to the teachers' responses on the strategies**

- ) It has been found that 100% teachers used personal strategies for developing writing skill.
- ) Nine teachers i.e. 90% opined that schools' focus for developing writing skill.
- ) Nine teachers i.e. 90% responded that only regular class is not sufficient to develop writing skill.
- ) It is found that 60% teachers responded quick writing as a technique to develop writing comprehension.
- ) It is found that 100% teachers used free composition to enhance creative power of the student.
- ) It has been found that seven teachers i.e. 70% used parallel writing as a good strategy where as 30 % teachers neglect this strategy.

- ) 80% teachers agreed that planning is necessary before actual writing while 20% teachers did not agree with this strategy.
- ) Ten teachers i.e. 100% opined that describing about persons, places and objects is more effective strategy to develop writing skill.
- ) Eight teacher i.e. 80% teachers prefer to use rewriting to develop writing skill while 20% teachers did not prefer to use this strategy.
- ) It has been found that 100% teachers used collaborative writing for developing writing skill.

**b) Teachers' concrete use of the strategies in classroom**

- ) It was found that teachers mostly used the strategies like brain storming i.e. 93.33%, parallel writing 83.33%, quick writing 66.67%, five-minute writing 66.67%, rewriting 50% to develop writing skill of the students.
  - ) Brain storming i.e. 93.33% and parallel writing i.e. 83.33% were the powerful strategy had been used repeatedly.
  - ) In contrast, other strategies i.e. ordering information, writing letters, narrating events are less used.
  - ) It has been found that teachers did not use the strategies i.e. collaborative writing and describing peoples, objects, places.

**5.2 Conclusion**

Writing is one of the most important skill in learning a new language. It is related to manipulate the mechanics of writing, structuring them into sensible words, sentence and paragraphs in order to make the reader understand the meaning of such complex effort. It is the last language skill and also the most difficult of all the skills. So, the writing strategies have great value to make teaching writing skill effective, motivate and creative. The goal of teaching writing skill can be fulfilled only when the learners are taught in the way they want to learn. The teaching writing methods, the materials, the assignments and even the adaptation of the writing item must be suitable to the need of the learners.

I have incorporated the study into five chapters. In the first chapter, I discussed background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational

definitions of the key terms. Similarly, in second chapter, I have reviewed related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework. The third chapter incorporates methods and procedures of the study. It entails design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures, ethical considerations. In fourth chapter, I presented the finding and analysis and the final chapter concludes with recommendations and some reflections.

While undertaking this study, I aimed to find out the teachers' strategies for developing writing skill of the students in some schools. In this study it has been found that while using the questionnaire to the teachers they said they mostly use the strategies i.e. quick writing, parallel writing, re-writing, five-minute writing, narrating events writing letters, collaborative writing and describing people, object, places for developing writing skill. In the real practice in the classroom, strategies i.e. collaborative writing, describing people, objects, places were not found used. It is concluded that there is gap between response and practice. In response to the questionnaire, teachers responded they use all above mentioned strategies to develop the writing skill but in the practice all above mentioned strategies were not found used for developing writing skill of the students.

### **5.3 Recommendations**

The recommendations are presented in the three categories: Policy related, practice related and further research related.

#### **5.3.1 Policy Related**

- ) The government should provide new and different teachers' strategies to develop writing skill of the students.
- ) Tribhuvan University should focus on teachers' strategies for developing writing skill of the students.
- ) Campus supervisors should provide guide lines to the teachers towards the writing skill of the students.
- ) The strategies which help students in developing writing skill should be included in curriculum as well as textbook.

### **5.3.2 Practice Related**

The findings of this study depicts that parallel writing, quick writing can enhance the writing skill. Thus, the teachers should foster these strategies and they should instill the social skills in the students so that the students can co-work for the better learning situations. Similarly, the students should be ready to communicate to the teachers about their writing problem in the learning situations. Strategies i.e. collaborative writing and describing people, objects and places are not used; these should be used for the better writing skill. The focus on the practice related recommendations are:

- ) Teachers should use the strategies i.e. collaborative writing, five minute writing, writing letters and ordering information to develop writing skill of the students.
- ) Teachers should foster the personal strategies i.e. guided writing, describing objects, places, essay writing, empowering them writing and rewriting.
- ) Teachers should motivate students to perform their inner ability making them confident in writing.

### **5.3.3 Further Research Related**

With reference to this study the new researches can undertake their study on following issue or areas:

- ) Teaching writing skill at secondary level.
- ) Using technology to enhance the writing skill.
- ) The effect of different types of corrective feedback on ESL student writing.

This research can be beneficial to carryout research on other aspects of teachers' strategies for developing writing skill which have not been explored yet. This research covers only the views of ten secondary level teachers of Kathmandu district regarding the teachers' strategies for developing writing skill of the students. It means this study is limited in its scope and purpose. So, it may not be generalized in all contexts. Other researches having wider scope can be conducted.

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## **Participant Consent Form**

**Thesis Supervisor**

Faculty of Education

**Guru Prasad Poudel**  
Education

Department of English

**Teaching Assistant**  
Nepal

T.U. Kirtipur, Kathmandu,

### **Teachers' Strategies for Developing Writing Skill of the Students**

I,.....agree to take part in this research study. In giving my consent I state that.

I understand the purpose of the study, what I will be asked to do, any risk / benefits involved.

1. I have read the participant information statements and have been able to discuss my involvement in the study with the research if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do know have to take part.
4. I understand that can withdraw from the study at any time before I submit my responses to the researcher.
5. I understand that, my questionnaire response of teachers' strategies for developing writing skill of the students.
6. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

7. I understand that the results of this study may be published, and that publications will not I consent to:

) Completing questionnaire

Signature.....

Name.....

Date.....

Rambha Sen



## **Participant Information Statement**

**Thesis Supervisor**

Faculty of Education

**Guru Prasad Poudel**  
Education

Department of English

**Teaching Assistant**  
Nepal

T.U. Kirtipur, Kathmandu,

### **Teachers' Strategies for Developing Writing Skill of the Students**

#### **1. What is this study about?**

You are invited to take part in a research entitled “Teachers’ Strategies for Developing Writing Skill of the Students” which aims to find out the strategies used by the teachers for developing writing skill of the students and provide some pedagogical implications. Up to now, there has not been sufficient research in this area. Therefore, this is an effort to find out the strategies for developing writing skill.

By giving your consent to take part in this study you are telling us that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.

#### **2. Who is carrying out this study?**

The study is being carried out by Rambha Sen, as the basis for the degree of Master of English Education at the University Campus of Kirtipur, Kathmandu. This study will take place under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant.

### **3. What will the study involve for me?**

This study involves completing a set of questionnaire. The questionnaire contains 20 close-ended questions in one part and observation checklist in another part; adopted strategies for developing writing skill. This questionnaire is best on my research study.

### **4. How much of my time will the study take?**

It will take about forty minutes to complete the questionnaire for this research study.

### **5. Who can take part in the study?**

All the teachers who have been teaching in schools of Kathmandu can participate in this study.

### **6. Do I have to be in the study?**

Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current future relationship with the researcher or anyone else at Tribhuvan University. If you decide to take in the study and then change your mind later, you are free to withdraw. Submitting your completed questionnaire is an indication of your consent to participate in the study.

### **7. Are there any risks or costs associated with being in the study?**

Aside from investing your time there will not be any risks or costs associated with taking part in this study.

**8. Are there any benefits associated with being in the study?**

This study will help you improve in your writing in English. Furthermore, findings of the research will be helpful you to understand about the strategies to develop writing skill.

**9. What will happen to information about me that is collected during the study?**

Your information will only be used for the purposes outlined in this participant information statement, unless you consent otherwise. Your information will be stored securely and your identity information will be kept strictly confidential, except as required by law. Study findings may be published, but will not be individually in these publications.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact RambhaSen (Email: rambhasen1@gmail.com)

**12. Will I need to the results of the study?**

You will get the summary of the overall findings of the study through the Department.

**13. What if I have a complaint or any concerns about the study?**

Ethical aspect of this study has been approved by Tribhuvan University.

## APPENDIX-I

### QUESTIONS TO BE ASKED TO THE TEACHERS

Dear Sir/Madam,

The questions of interview is a research tool for gathering information for my research entitled "**Teachers' Strategies for Developing Writing Skill of the Students**" for the partial fulfilment of my master's degree in English Education at T.U. I am conducting this research under the guidance of **Mr. Guru Prasad Poudel** Teaching Assistant, Department of English Education. The questions of interview are based on the Strategies for developing writing skill of the students in secondary level.

The accurate information rendered by you turns to be paramount for the completion of this research. All the information collected through the interview will be used merely for the research purpose. I would be grateful for your kind sparing of time to complete the questionnaire of interview below.

Researcher

**RambhaSen**

M.Ed. 4<sup>th</sup> semester

Central Department of Education

T.U. Kirtipur

Teacher's Name:

School's Name:

Qualification:

Introductions:

-You are required to provide the answer between the options given.

## PART-ONE

### Adopted Strategies for Developing Writing Skill of the Students

1. Does your school focus for any special program for developing writing skill?
  - a. Yes
  - b. No
2. Is it sufficient for developing writing skill of the students only in a regular class?
  - a. Yes
  - b. No
3. Do you have your personal strategies for developing writing skill?
  - a. Yes
  - b. No
  - c. If Yes, please share.....
4. Do you use 'quick writing' technique/ strategy to develop writing skill of your students?
  - a. Yes
  - b. No
5. Is the free composition exercise enhancing students' creative power?
  - a. Yes
  - b. No
6. In which stage of writing of students' are more focused?
  - a. Planning
  - b. Drafting
  - c. Editing
  - d. Reviewing
7. Do you use rewriting technique for developing writing skill?
  - a. Yes
  - b. No

8. Do you give your students to describe about the persons, place and object to develop writing skill?
  - a. Yes
  - b. No
9. How do you identify the ability of the students' in writing skill?
  - a. By assigning Test
  - b. With the help of your insights
  - c. By handling the exam results
10. Do you think guided-writing as an activity/strategy that helps your student to develop writing skill?
  - a. Yes
  - b. No
11. Do you use parallel writing as a technique / strategy to develop writing skill?
  - a. Yes
  - b. No
12. Do you use five minute writing as an activity / strategy for developing writing skill of your students?
  - a. Yes
  - b. No
13. Do you involve your students in planning before actual writing?
  - a. Yes
  - b. No
14. Do you think narrating events as strategy that helps your students to develop writing skill?
  - a. Yes
  - b. No
15. Do you use ordering information as an activity / strategy to develop writing skill?
  - a. Yes
  - b. No

16. Do you involve your students in drafting before actual writing?
- a. Yes
  - b. No
17. Do you think reviewing is necessary while writing?
- a. Yes
  - b. No
18. Do you use letter writing as a technique / strategy for developing writing skill of your students?
- a. Yes
  - b. No
19. Do you involve your students in editing before actual writing?
- a. Yes
  - b. No
20. Do you use collaborative writing as a technique / strategy that helps your students to develop writing skill?
- a. Yes
  - b. No

## APPENDIX II

### CHECKLIST FOR THE CLASS OBSERVATION

I am going to conduct a research work entitled "**Teachers' Strategies for Developing Writing Skill of the Students**" under the guidance of **Mr. Guru Prasad Poudel** Teaching Assistant, Department of English Education, T.U., Kirtipur. I will observe the classes of selected teachers by using the given checklist.

Researcher

**Rambha Sen**

M.Ed. 4<sup>th</sup> semester

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal



District:

Date :

School:

Time:

Teacher's Name:

Unit:

Topic:

Period:

S.N.	Use of Strategies	State of Use		Explanation
		Yes	No	
1.	Brain storming			
2.	Quick writing			
3.	Organizing notes			
4.	Parallel writing			
5.	Rewriting exercises			
6.	Five-minute writing			
7.	Collaborative writing			
8.	Ordering information			
9.	Describing people, objects, places			
10.	Narrating events			
11.	Writing letters			