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**Basic Level Students' Attitude Towards Free Writing in EFL
Classroom**

725 (S) Sagar Pariyar

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

Submitted by

Sagar Pariyar

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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Declaration

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

Date: 03/05/2023

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Sagar Pariyar

Dedication

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

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Sagar Pariyar

Abstract

The present study entitled **Basic Level Students' Attitude Towards Free Writing in EFL Classroom** was conducted to find the basic level student's attitudes towards free writing in EFL classroom. The research design adopted in the study was survey. The researcher used a set of questionnaires consisting close-ended items. The study was conducted in Dhangadhi Sub-Metropolitan City, Kailali. Altogether 120 students of basic level were selected as the sample population using purposive non-random sampling procedure. The data collected from the respondents were analyzed and interpreted to explore their attitude towards free writing in EFL classroom. The overall findings of the study showed that almost all of the students liked free writing in EFL classroom. The majority of the students said that they like to share knowledge and skill through free writing. Moreover, this study revealed that free writing is necessary to be active and creative. It is found that free writing required a variety of skills. Similarly, almost students said that free writing is essential in EFL classroom and it really helps to secure good marks in examination.

This thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, significance of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of both theoretical and empirical literature, implications of the review for the study along with the conceptual framework of the study. The third chapter deals

with the methods and procedures of the study. It includes design and methods of the study in detail: research population, sample and sampling strategies, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical considerations. The fourth chapter includes analysis of data and interpretation of the results. Then fifth chapter incorporates findings, conclusion and recommendations. Finally, references and appendices are attached.

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List of Symbols & Abbreviations

%	percentage
i.e.	that is
EFL	English as a Foreign Language
SA	Strongly Agree
A	Agree
U	Undecided
SD	Strongly Disagree
D	Disagree
CW	Collaborative Writing

Chapter One

Introduction

This study is about "Basic Level Students' Attitude Towards Free Writing in EFL Classroom". The major aim of this research work was to find out basic level students' attitude towards free writing in EFL classroom. This chapter includes 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.

Background of the Study

This research is based on Basic level student attitude towards free writing in EFL classroom. These sections consist of background of the study significant of the study Statement of the problem objective of the study delimitation of the study and operation definition of key terms.

When EFL students encounter difficulties during their writing process, one of the strategies often used to help them improve their writing is to develop their writing fluency (MacGowan-Gilhooly, 1991). Hwang (2010) supported this idea by pointing out that it is also important to focus on developing English writing fluency rather than just promoting grammatical accuracy. Writing fluency refers to the

composing rate in terms of the chunk of the sentences students can write during a certain period of time (Latiff, 2008). Brand and Brand (2006) explained that fluency involves completing writing effortlessly, without hesitation; writing examples are produced with certain level of grammatical accuracy and should be coherent.

Free writing is a popular method used to improve writing fluency (Nguyen, Van, & Nguyet, 2011). In this method, students are guided to write about a certain topic regardless of grammatical or spelling accuracy. Free writing focuses the process on finding the writers' value in the topics and their linguistic usage of phrases in expressing specific ideas (Latiff, 2008). According to Hwang (2010), guided free writing is a good way to help students start a composition. With guidance from the instructor, students can develop a basic concept in paragraph organization and be guided to think critically for their argumentation. The process of guided free writing could inspire learners to construct their writing in an organized format and to think thoroughly about their points of view. Overall, the free writing activity in class provides an opportunity for students while shifting the lesson to be learner-centered, giving the learners absolute freedom to write down their ideas within a limited time frame.

Language skill refers to the ability to use language. Language is absolutely central to our learning. Without language, we, cannot make

sense or communicate our understanding of a subject. Language skill makes the most effective use of learners' study material. It is important to develop the specialized language and vocabulary relevant to our subject which is only possible by using language skills. Language skill is more significant to write well structured and coherently presented assignments without plagiarism. When we learn a language, there are four skills that we need for complete communication. Listening and reading are known as receptive skill whereas speaking and writing are productive skill.

Teaching language means not teaching about language but it means helping someone to acquire the language. According to Ur (2005, p. 46), "A language teaching course may be based on pronunciation, vocabulary and grammar, or on the more 'communicative' categories of topic, situation, notion and function." It means it focuses on the combination of all language aspects while teaching language. In teaching language it is necessary to teach all the aspects of that language, pronunciation, grammar and vocabulary. There is no learning if the language skills are not learnt. All skills of language i.e. Listening, Speaking, Reading and Writing should be equally focused while teaching language.

In the field of teaching English to speakers of other language, writing reflects the linguistic competence of language learners'

grammatical concept, vocabulary knowledge, and idiom application (Ismail, 2011). These learners are usually required to produce a certain amount of writing examples with a certain level of grammatical and spelling accuracy. Writing courses aim to develop the students' composition with well-structured results in order to meet academic requirements. The majority of textbooks adopted for the academic English writing course of the Department of Applied English focus on grammar, sentence structure, and paragraph structure training.

One of the problems for such a curriculum design is that students often worry about grammatical correctness and format while they write. They either feel limited or struggle to express themselves in English writing.

Writing is one of the most important and productive skills in learning a new language. It is also regarded as the visual representation of speech. It is a productive skill which includes getting ideas, planning, arranging, goal setting, monitoring and evaluating what is going to be written. In other words 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.

We can say that writing is a very complex process and requires mechanics of writing, coherence and cohesion to integrate information properly.

Similarly (Ur, 2008 pp. 160-161) says:

A good piece of writing is logical, maintains cohesion and coherence, grammatically accurate and correct in spelling and punctuation. A written text must also provide good reasons and evidences for opinions to clarify or to persuade the readers. There is quite often no physical presence of the readers but only an assumed audience. The readers cannot ask questions so the writer must anticipate possible questions and explain them. Good writing must be clear, organized and made of well-crafted sentences.

Writing, being Basic level and dependent on speech, makes use of graphic symbols to represent spoken sounds. Richards et al. (1985, p. 303) say, "Writing is a system of written symbols which represents the sounds, syllables or words of language." From these definitions we can say that all languages of the world which have their own written form use graphic symbols that represent spoken sounds.

In Nepal, English has been taught and learnt as a foreign language. It is being taught as a compulsory subject from grade one to bachelor level in different universities. All the answers, especially in exams are required to be given in the written form. The objectives of Basic level curriculum focus on the cultivation of communicative ability and proficiency in listening, speaking, reading and writing.

In conclusion, we can say that the students who learn English language cannot be perfect without knowledge of writing skill. Their English language competence is better if they are good at writing. In our examination system of all levels, the writing proficiency plays a vital role in securing good marks. If students are not trained in writing skill, they cannot give their answers within the limited time of examination. In this way, the students must develop their writing skill to pass the examination. So, to get success in every academic sector, one must have good command over writing skill.

Statement of the Problem

Free writing is one of the most powerful activities to develop students' creative writing. The teacher can apply different strategies to teach free writing according to their interest and classroom environment. Writing skill is highly focused in Basic level curriculum and it also suggests applying the process approach while teaching writing. In Basic level education examination, 35 percent questions are

asked from writing skill. Because of their weakness in writing many students failed in English. At school, many teachers do not seem to focus on writing. Another serious problem in free writing at school is teachers either write whole text on the board or ask students to consult guided materials and parrot the text. So, the researcher is interested to find out the attitude to free writing in Basic level.

The researcher investigated factors affecting the attitudes of students towards learning English as a foreign language. This differentiates the study from the previous researches because their focus was just to find out the attitudes of students towards learning English. Actually, there are some international research studies concerning factors affecting second/foreign language learning not students' attitudes. Indeed, this confirms the researcher's present work different from the other researchers.

Thus, the main focus of the present study was concerned with the investigation and establishment of the factors affecting students' attitudes towards learning English as a foreign language among basic level students. Because the researcher believes that studying the factors may lead our students to afford themselves with different situations while learning English language. This also in turn helps them reach higher levels in different fields of the study. However, to do this, students of English language should have a positive attitude

towards their learning. It is widely accepted that an important predictor of success in a foreign language is students' attitude towards it. In English as foreign language contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety. There is a positive relation between learning outcomes and attitude towards learning a second or foreign language. Attitudes are derived from values we ascribe to objects or ideas. We have positive or negative attitudes based on our values. According to him, if a student believes in the importance of mastering second or foreign language and acts accordingly, then it shows that she/he values learning of the language and so has a positive attitude towards it.

In brief, the absence of willingness or what seemed to be attitude problem in the learning of English amongst the learners in school could be the result of the lack of crucial English language proficiency and achievement. Thus, the researcher intends to identify the factors affecting the attitudes of students towards learning English language. And finally, he intends to look for possible solutions for such problems.

Free writing is a technique in which the author writes their thoughts quickly and continuously, without worrying about form, style, or even grammar. Alongside brainstorming, free writing is typically

used early in the writing process to collect and manifest one's thoughts. In free writing one writes sentences to form a paragraph about whatever comes to mind. Increases the flow of ideas and reduces the chance that you'll accidentally censor a good idea. It helps to increase fluency second-language learners i.e., the ability to produce written language easily (as opposed to accuracy, which is of course important but which is better addressed later in the process). original formulation of free writing, designed to generate not only ideas but even a topic, the writer writes for a few minutes, chooses one idea or word from that free writing and then free writes about that new topic for several minutes, and then repeats that process again, successively refining their topic. This process can be a useful one if you are truly starting from scratch and are not even sure what you want to write your paper about.

Objectives of the Study

The objectives of this study were as follows:

- a. To find out Basic level students' attitude towards free writing in EFL classroom.
- b. To explore the factors that affect free writing of the basic level students.
- c. To suggest some pedagogical implications.

Research Questions

The study was based on the following research questions:

- a. What is the basic level students' attitude towards free writing in EFL classroom?
- b. What are the factors that affect free writing of the basic level students?

Significance of the Study

This study aimed at finding the students' attitude towards free writing in EFL classroom. This study is helpful to English teachers and trainers, textbook writers, language researchers, subject experts and all the concerned people who are involved in the field of the English language teaching and learning. It was very helpful for the students who study at Basic level. It was beneficial for the researchers who want to carry out further researches in the similar field.

This study derives its significance from highlighting the characteristics of the writing program via utilizing creative writing strategies for teaching writing skills in the school. Also, it hopes that the strategies promote learners' attitudes toward writing.

Delimitations of the Study

The study had the following delimitations:

- a. The area of the study was confined to the Dhangadhi Sub-Metropolitan City, Kailali.
- b. The information was limited to four basic level community schools.
- c. The study was limited to free writing under attitudinal aspect.
- d. The study was limited to survey research design to find out free writing in FLL classroom.
- e. The study was limited to a close ended set of questionnaire.

Operational Definition of the Key Terms

The terms those are used in research are explained as follows:

Attitude. Attitude refers to a set of emotions, beliefs and behaviours towards a particular objects, persons, things or event. It reflects how we feel about something.

EFL classroom. EFL classroom refers to the educational situation of teaching/ learning English as a foreign language.

Explicitness. The written text is explicit; it has to make clear the context and all references.

Free writing. Free writing is the ability to write freely about something.

Language skill. Language skill refers to do something expertly and well.

Mechanics. The mechanics refers to the graphological system of free writing.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter deals with the review of related theoretical and empirical literature, implications of review for the study and conceptual framework of the study. These are as follows:

Review of the Theoretical Literature

The theoretical aspect is the main basis which provides the space to stand. In this research I reviewed different type types of materials and tried to define them that how much helpful those materials for analysis of students attitude toward free writing. I describe the theoretical part, which played crucial role to develop theoretical grounds for my research.

Students' view of writing in English. Researcher also focuses to our grammar, and the second reason we must master vocabulary to result a good writing and to avoid misunderstanding of meaning by readers. That makes writing in English is so difficult. Researcher think writing is so difficult for students. There are many rules. Researcher should have good grammar and have much vocabulary.

A good essay is enjoyable to read. But behind its creation, there is a great effort and a winding process from the writer to make

the piece of composition becomes so meaningful. Creating a good piece of composition in the native language is a hard work, let alone in the foreign language like English. In Indonesia where English is learnt as a foreign language, students learn writing because they want to pass the final examination and get good grades. Therefore, whenever the word 'writing assignment' is announced to the students, they mostly show unhappy faces. Writing ability and academic success are closely related. Research has shown that writing can predict academic achievement. Preiss et al. (2013) investigate how writing predicts the university students' subsequent academic grades. Their finding shows that, compared to mathematics skills, writing becomes a significant predictor of university achievement over time. Their research also has shown that there is a relationship between students' writing attitudes and their writing achievement. If the result of this this research is correctly interpreted, it implies that better writer has more chances to get better grades.

Unfortunately, most English as a Second Language (ESL) /EFL students have negative attitude to writing. They often view writing, especially in the form of essay composition, is a difficult task. Ismail et. al (2010) find out that most ESL students are apprehensive to writing activity and have negative attitude to academic writing. Usually, the students who perceive writing as difficult, would dislike the activity

(Ismail et al.,2012) . There were some factors why the students have negative perception toward writing, namely the lack of time to practice in the class and the ineffective writing course guide and resources to write critically (Ismail et al., 2012). Furthermore, Zhu (2001) , who investigates ESL graduate students writing difficulties, finds out that the major challenges the ESL students face are the rhetorical and the linguistics aspects during the completion of the writing tasks. Within Indonesian context, the students' dislike to writing are due to the problems they encounter when they perform writing tasks, namely linguistics problems, cognitive problems in relation to paragraph organization and text structure, and psychological problems, such as moods and difficulty to start writing (Rahmatunisa, 2014).

Ideally, students should have positive attitude to writing as it can help them to achieve better writing achievement. Research reveals that there is a relationship between positive attitude and writing skill (Hashemian&Heidari, 2013). The result of the research also shows that the students who have integrative motivation achieved better success in second language (L2) academic writing than those who have instrumental motivation. In addition, Graham et al., (2007) conduct a study on primary grade students to find out their attitude towards writing and their writing achievement. They find out that students who have more positive writing attitudes have better writing achievement

than other students who have less favorable writing attitudes. The result of their study suggests that writing attitudes can predict writing achievement. Similarly, Gupta and Woldermariam (2011) also reveal that students with strong motivation perform high level of enjoyment, confidence, perceived ability, and positive attitude toward writing, and use frequent writing strategies. This means that the more motivated the students are, the more writing strategies they would use. They finally concluded that motivation is found to be one of the important trigger in enhancing EFL learners writing skills.

In Indonesia where English is taught as a foreign language, writing teachers mostly focus on how to improve the students' ability toward writing in English through the application of media and variety of teaching techniques. One of the important factor which is often neglected is the students' involvement to writing activities. Students' engagement and interest toward writing are important factors that ESL / EFL teachers should be aware of as these factors lead to successful writing (Ismail et al., 2010).

So far, there is not much research focusing on Indonesian EFL students' attitude in writing. Much research is dedicated within the context where English is used widely outside the classroom and exposure to the target language is available. Therefore, more research needs be conducted to understand how EFL view writing and identify

the possible solutions to the problems that might occur from the students' point of view. Thus, the objectives of the study are a) discovering the level of EFL Indonesian students' attitude toward writing in English, b) discovering the students' attitude toward writing in English, c) describing the students' view of writing in English, and d) discovering their effort to improve their writing skill.

Writing is considered an important skill for EFL/ESL learners because it reflects the learners' grammatical knowledge applied to their written ideas in their target language. Furthermore, writing skill ensures the students' academic success (Ismail, 2011). However, most EFL learners admit that writing is the most challenging language skill to learn (Erkan & Saban, 2011). Many learners are afraid of writing and worry about what to write in their target language. This writing apprehension often has a negative impact on the students and prevents them from producing more writing (Krause, 1994). In Erkan and Saban's (2011) study, writers' self-efficacy and writing performance were correlated with their self-confidence.

EFL learners' perceptions of writing activities could influence their writing production in a relative way (Ismail, 2011). By using guided freewriting, the instruction could develop a specific outline for learners to follow while writing tips could help reduce learners' anxiety. Alnufaie and Grenfell (2012) found that the freewriting process

facilitates learners' expression and their ability to transform concepts into sentences. Freewriting does not focus on linear and organized paragraphs; rather, it emphasizes the students' creative process and their descriptive competence. This method is also called the process-oriented writing instruction, in which the learners' cognition and their development of writing fluency are the goals of teaching rather than formulated structure and linguistic accuracy.

A similar teaching strategy to the process-oriented method that facilitates EFL students' writing and reinforces their personality is blog writing (Wu, 2005). Wu conducted a study about using blogs in an EFL writing class. The results showed that the students gained not only more critical thinking, but also creativity. Although the findings also indicated a lack of improvement of participants' writing accuracy and their paragraph organization, Wu suggested that the frequent use of blogs could inspire learners to have stronger motivation in expressing their views, and blog writing could place students in a situation in which the use of a dictionary is necessary if their comments are intended to be understood.

Writing skill. Writing is one of the most important and superior skill for learning a language. It is a productive skill, which needs proper mechanics of writing to make sensible sentences and paragraphs. Writing helps to transmit thoughts, feelings and ideas from

past to present and present to future. Thus, it is a transparent mirror, which can present our knowledge as well as experiences. Writing is the output of listening, speaking, and reading skills.

Writing is a transparent mirror that can present our thoughts and experiences. Written documents can be preserved for a long time. Writing has widely been used to transmit experiences and knowledge related to science, technology, religion, philosophy, politics, sociology, literature and culture.

In this way, the students must develop their writing skill to pass the examination. So, to get success in every academic sector, one must have good command over writing skill.

Characteristics of good writing. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation and word choice. The difficulty becomes even more pronounced if their language proficiency is weak. Making a simple and clear writing it is difficult from the syntactic and semantic point of view. It requires the good imagination and logical sequence of thought. Ur (2005, pp. 159-161) lists the following features to distinguish written text from spoken discourse:

Permanence. Written texts are fixed and permanent so that reading can be done at whatever time, speed and level of thoroughness the individual reader wishes. Spoken text, in contrast, is continuously flowing, and moves on real time. The listener-though he/she may occasionally interrupt to request clarification-most in general follow what is said at the speed set by the speaker.

*Explicitness.*The written text is explicit; it has to make clear the context and all references. In speech, however, the real time situation and knowledge shared between speaker and listener means that some information can be assumed and need not to make explicit.

Density. The content is presented much more densely in writing. In speech, the speech is 'diluted' and conveyed through many more words: there are a lot of repetitions, glosses, 'fillers', producing a text that is noticeably longer and with more redundant passage.

Detachment. The writing of a text is detached in time and space from its reading; the writer normally works alone, and may not be acquainted with his/her readers. Speaking usually takes place in immediate interaction with none listeners, with the availability of immediate feedback.

Organization. A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it

before making it available for reading. A speaker is improvising as he or she speaks: ongoing alternations, in the shapes of glosses. Self-corrections and show on produce and apparently disorganized 'stream of consciousness' kind of discourse. Thus, a written text conforms more to conventional rules of grammar, and its vocabulary is more precise and formal.

Standard language. Writing normally uses a generally acceptable standard variety of the language, whereas speech might sometimes be in a regional or other limited-context dialect. In some languages (e.g. Chinese) the various spoken dialects may even be mutually unintelligible, while the written language is universally understood.

A learnt skill. Most people acquire the spoken language intuitively, whereas the written form is, in most cases, deliberately taught and learnt.

Component of writing. Writing is often long and painful process in which the final text emerges through successive drafts. Thus, writing is not merely an activity of encoding verbal thoughts in printed symbols but it is the combination of various components. In this context, Heaton, states that writing is not a single skill but it is the combination of the following components:

Mechanics. The mechanics refers to the graphological system of writing. It includes spelling and punctuations. It includes some aspects of writing such as spelling or alphabets, use of punctuation marks, use of capital and small letters, handwriting, use of abbreviation and numbers, spacing, format etc. If punctuations are wrongly used, they bring change in meaning.

Coherence. Random collection of sentences is not writing. In other words, any combination of sentences to be a text it should be coherent. Coherence refers to the semantic relationship between sentences in a text. This relationship in written discourse is the meaning relationship between topic sentence and its supporting detail of a paragraph of text reflect coherence.

Cohesion. Cohesion refers to the grammatical link and lexical relationship between sentences in a text. Any combination of sentences to be a text, there should have grammatical relationship between sentences. Cohesion includes different linking devices such as personal, comparative, demonstrative references and logical connectors. It also includes addition, comparison, contrast, enumeration, inferences, exemplification, replacement and reformulation of ideas.

Orthographic and para-orthographic text. The orthographic system refers to spelling system in general. But specifically, it deals with

linguistic symbols but Para-orthographic text is related to the use of diagram, figure, symbols, etc. Orthographic text mainly deals with complexity and irregularity in spelling, outstanding spelling, and the spelling of loan words, the syllable structure and consonant clusters. On the other hand, Para orthographic text is related to the change of orthography in the form of diagram, pie chart, maps, tables, etc. which requires special skills.

Writing activities. There are mainly three common types of activities which can be used in L2 writing classroom. They are controlled writing, guided writing and free writing, which are briefly discussed as below in Sharma and Phyak (2006, pp. 263-268).

Controlled writing. Controlled writing can be conducted under the supervision of the teacher. In it, student's writing is controlled by various means; for instance, by providing questions to be answered, sentences to be completed, or words or pictures to be followed. The teacher provides only one correct answer and clear guidelines. Some activities involved in controlled writing are:

-) Copying
-) Combining
-) Reproducing
-) Completing

In this way, exercises of controlled writing are designed to show the kind of writing they will produce in a lesson for practice. They are devised so that students have virtually no freedom to make mistakes.

Guided writing. Guided writing activities are seen as important in the teaching of writing because these are designed on the basis of the insights gained from both process and product approaches to writing practice. The students are suggested to do writing task on the basis of the guidelines given to them. They are basically intended to produce the required work or written text. However, they can be trained in the process such as drafting, revising, writing, etc. to lead them towards the final product. In guided activities, students are given some kind of freedom to present and express their ideas. Some of the activities involved in guided writing are:

-) Paraphrasing
-) Parallel writing
-) Developing skeleton into fuller text

Free writing. Free writing is an extended composition. It is neither guided nor controlled. In free writing, students are given a topic or issue. There are no restrictions on them for the use of vocabulary and sentence structures. They are obviously free to think and supply their ideas. However, they are to be well trained about

how to start and carry out the free writing tasks. The students should be highly autonomous, active and creative during the free writing task

Pincus (1993: 110) defines, "Free writing is the ability to write freely what has been taught", not " The ability to write anything at all" It means the writer should write any things beyond reading materials and given any topic as well. Free writing involves the individual selection of vocabulary and structure for the expression of personal meaning. However, the teacher may help the students in collection of ideas, developing an outline, supplying some language materials etc. Free composition is open ended. A free composition is one in which:

-) There are no restrictions on pupils for use of vocabulary and structure.
-) There are usually no restrictions on the length of composition.
-) Pupils are free to think and supply their ideas.

As the students' level gets higher, the amount of control over what the learners write should be reduced. Organizational skill is very important and this can be well developed through report writing and letter writing. Except these two, free writing includes paragraph writing, dialogue writing, essay writing, writing précis and summary and writing different notices.

Approaches of teaching free writing. A number of different approaches to the practice of writing skills have been identified. We need to choose between them, deciding whether we want our students to focus more on the process of writing than its product; whether we want them to study and produce different written genres; and whether we want to encourage creative writing-either individually or co-operatively. The approaches to L2 writing practice are insightful to design the writing activities that are used inside the L2 classrooms. Harmer(2000, p.325) suggests in teaching writing.

Following approaches of teaching writing are briefly described below as following:

*The process approach.*This is the approach to L2 writing which suggests that writing is not merely imitating some sentences or paragraphs, and presenting them at once as the final product of writer's effort. It rather suggests that writing appears to a series of successive stage of a process. According to this view, writing is seen as a creative and discovery process in which the writer or composer has to interact with the topic in so many sub processes, such as thinking, planning, gathering information (i.e. in mind or in paper), processing information, and many more. Harmer (2007, as cited in Sharma 2012, p. 280) views that:

Writing as process is a complex process, of course, and various stages of drafting, reviewing, re-drafting, etc. are done in a recursive way. Thus, at the ending stage we may feel the need to go back to a pre-writing phase and think again; we may edit bits of our writing as we draft it.

Process approach in this way pays attention to the various stages that any piece of writing goes through. By engaging learners in pre-writing activities (e.g. thinking and planning), editing, re-drafting, and finally producing a finished version of their work, a process approach aims to promote various skills of writing in the L2 learners. From the process approach learners may get enough opportunity to practice on 'basic to higher level' skills of writing such as spelling, planning, and organization.

Product approach. This is a traditional approach that focuses on the ability to produce correct texts or products. This approach values the construction of end product. It emphasizes on the development of grammatical and syntactic accuracy. This approach focuses student's attention on the features of texts and is largely concerned with developing his or her ability to produce these features accurately. The methodology therefore involves analysis and imitation of model texts given to the students.

Product approach can be more useful in the situations where students are either quite beginner, who are trying to learn mechanics of writing, or highly professional, who need to write for very specific genres with typical language construction. Generally, copying, parallel writing, close-exercises, etc. are used as useful techniques to teach writing, according to the product approach.

Review of Empirical Literature

There are some research works carried out on writing skills at the department of English Education from Tribhuvan University. They have been carried out on essay, story, free and guided writing. But no research work has carried out a research on "Basic level Students' Attitude towards Free Writing in EFL Classroom" Kailali district in Basic level. However, an attempt is made here to review some of the literature related to this study.

Thapa (2005) had a research on a topic "classroom management is primary level of Kathmandu metropolitan". After completion of this study, he found that the management of classroom did not have appropriate arrangement of desk, blackboard, and classroom space. There are overcrowded classroom because of the size of the room, leaking roofs, problems clean drinking, a lack of provision of problems of primary schools. The most of the teacher create discipline problem with physical punishment. The most

prevailing ways of punishment was use of students up down and standing outside the classroom. Some teacher way of dealing on them have negative attitude the relationship between teacher and students is like a governor and governed. The uncivilized discipline may not suit the multicultural crowd and impart of hidden curriculum on the life in classroom to be taken in to consideration for promoting democracy in classroom practice. He was followed survey research design.

Survey is the descriptive research. For the collection of data, He was used both primary and basic level sources for data collection. He was selected students from schools out of total students by using purposive non-random sampling procedure from schools. It is found that free writing materials are with students need and interest. It can be said that, free writing should be taught to express personal opinion. It is found that most of the students argued that teaching free writing is necessary to suggest imaginative tasks.

Shrestha (2008) has carried out the research in the same field. His research title was "A Study on Disruptive Behavior of Student in English classroom". He tried to find out the different behaviors of the students that teacher has to face in to the classroom. He found in his research that teacher should not avoid the disruptive behavior done in the class i.e. sleeping in the class. even participation, uneven participation etc. While to make classroom successful. He conducted test using six types of guided writing items. He concluded his study

with the main finding that the private school students' writing proficiency is better than public school. He was followed survey research design. Survey is the descriptive research. For the collection of data, He was used both primary and basic level sources for data collection. He was selected students from schools out of total students by using purposive non-random sampling procedure from schools. It is found that free writing materials are with students need and interest. It can be said that, free writing should be taught to express personal opinion.

Thani (2008) studies about the role of classroom management for effective English language teaching. Physical and teaching aspect plays the main role in classroom management. She found that the concerned people related to the teaching profession should pay attention towards the role of classroom management in language classroom. Educational experts, teachers and the students themselves should be conscious of it. He concluded his research with the main findings that the experimental group performs better than control. He followed survey research design. Survey is the descriptive research. For the collection of data, He used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Giri (2008) has carried out the research on "Problem of Classroom Management in Primary Level ". He tried to find out several problems in primary level English class room. He found that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable to understand the psychology of students. He followed survey research design. Survey is the descriptive research. For the collection of data, He was used both primary and basic level sources for data collection. He was selected students from schools out of total students by using purposive non-random sampling procedure from schools. It is found that free writing materials are with students need and interest. It can be said that, free writing should be taught to express personal opinion.

Neupane (2009) conducted the study entitled "Problems in Teaching and Learning Speaking Skill". In his research, he aimed to identify the problems in teaching speaking skill and to find out the causes of those problems. He concluded that less exposure and motivation in the English language learning, large numbers of students in the classroom, less use of teaching aids and supporting materials, physical structure of the school hampered the students to learn speaking skill properly. He found that the result of the experimental group was better than the control group in post test. So, he concluded that pair work has better impact in teaching writing skill. He followed survey research design. Survey is the descriptive

research. For the collection of data, He used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Bashyal (2010) carried out research on “Strategies of Classroom Management Used by Basic level English Teacher”. He tried to explore the major strategies adopted by the Basic level English teachers. Encourage, feedback motivation etc were the major strategies for classroom management. He followed survey research design. Survey is the descriptive research. For the collection of data, He used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools. It was found that free writing materials are with students need and interest. It can be said that, free writing should be taught to express personal opinion. It is found that most of the students argued that teaching free writing is necessary to suggest imaginative tasks. After having reviewed the related literature, it was found that none of the studies focused on classroom management techniques used by ELT teachers. Hence, the study is different from the rest of the studies.

Dhungana (2011) conducted the study entitled “Classroom Management in Teaching of Speaking Skill”. In his research, he aimed

to identify the ways of managing classroom to tackle the problems in teaching speaking at lower Basic level. He concluded that in majority of classes the teachers used the native language most of the time as the medium of instruction. He followed survey research design. Survey is the descriptive research. For the collection of data, he used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Joshi (2011) carried out a survey research on "Proficiency in Free Writing." The objective of her study was to find out the free writing proficiency of higher Basic level students of Kailali district. She collected data from 60 sample population/ students of grade twelve in three different faculties studied from two higher Basic level schools. She used four questions of two items to test student's proficiency. She concluded her study with the main findings that the total proficiency of students was not satisfactory in which only 48 percent students obtained above average marks. She followed survey research design. Survey is the descriptive research. For the collection of data, she used both primary and basic level sources for data collection. She selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Gautam (2012) carried out a survey research on "Ability in Developing Skeleton Story of Tenth Grade Students." The main objective of his study was to find out the ability of grade ten students in developing skeleton story. He collected data from 96 students out of 18 public schools. Twelve students of each school were selected randomly. Among them six were boys and six girls. He collected data by testing them with four sets of skeleton story writing. He concluded his study with the main finding that the total performance of students is satisfactory in skeleton story writing. He followed survey research design. Survey is the descriptive research. For the collection of data, He used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Bhat (2015) carried a research work on "Proficiency on Guided Writing of Basic Level Students" was carried out to find out guided writing proficiency of Basic level students and for suggesting some pedagogical implications on the basis of students' strengths and weaknesses on guided writing. To complete this research, four government schools of Melauli Resource Centre of Baitadi district were selected. Only 40 students were selected as sample population: five boys and five girls altogether ten students were non-randomly selected from each selected school. All the students were equally administered a question paper based on guided writing of fifty full

marks to each school for collecting data. He followed survey research design. Survey is the descriptive research. For the collection of data, He used both primary and basic level sources for data collection. He selected students from schools out of total students by using purposive non-random sampling procedure from schools. It was found that free writing materials are in accordance with students' need and interest. It can be said that, free writing should be taught to express personal opinion. It was found that most of the students argued that teaching free writing is necessary for imaginative tasks. The collected data were analyzed and interpreted with statistical tools like average and percentage. The result showed that the students' overall performance was not satisfactory. Comparatively the boys performed better than girls. The students scored highest marks on constructing readable story, but information transfer was found the most difficult.

Awasthi (2016) also carried out the research entitled "Writing Proficiency of Ninth Graders: A Case of Essay Writing". The objective of the study was to find out writing proficiency of ninth graders and suggest some pedagogical implication on the basis of students' strengths and weaknesses on essay writing. To complete this research, four schools; two government-aided and two private of Kailali district were selected through non-random purposive sampling technique. Only 40 students were selected as sample population: 20

boys and 20 girls. It means, altogether ten students were selected from each selected school. All the students were equally administered a question paper based on four essay writing questions that was of forty full marks for collecting data. The collected data were analyzed and interpreted with statistical tools like average and percentage. The result showed that the students' overall performance was not as satisfactory as it should be. It means, their performance was average one. Comparatively the boys performed better than the girls.

Rayamajhi (2016) carried a research on "Perception of Basic Level English Teachers on Testing Listening Skill." The main objective of the study was to find out the perception of Basic level teachers on testing listening skill. The data were collected using the questionnaire to the Basic level English language teachers. The sample size consisted of 30 teachers from 30 government aided schools of Kathmandu district. This study showed that the majority of the teachers were found having good theoretical insights on testing listening skill in the secondary classes. However, they do not test listening on a regular basis as equal to testing reading and writing. The highest number of teachers (50%) perceived that testing listening includes teaching as a basic skill and 26% of teachers perceived that it was tested satisfactorily.

McDonough (2016) indicates a relationship between the prewriting tasks which elicited 'student talk' about content and organization. Furthermore realizes this activity as a chance for learners to work together and learn from each other. The learners assist their peers without feeling reluctance. As a result, this activity feature would be conducive to better learning. To sum up, CW activities have some benefits: firstly, fostering students to reflect on their language use and work collaboratively through their language-related problems; secondly, letting them feel more self-confident when working with partners during pairs and groups compared to during class talking; thirdly, eliciting student discussion about content and organization; finally, decreasing feelings of embarrassment as collaborative writing activities let them interact and help each other. Consequently, these collaborative activities are believed to help learners without them feeling embarrassed and would lead to better language learning and critical thinking skills. He followed survey research design. Survey is the descriptive research. For the collection of data, He was used both primary and basic level sources for data collection. He was selected students from schools out of total students by using purposive non-random sampling procedure from schools.

Heggart and Yoo (2018) found that students strongly agreed to the use of Google Classroom in teaching and learning because they

can access the information from the very same source through a variety of devices such as laptops, mobile phones or tablets any time. When Google Classroom was integrated into their learning, students felt motivated. Google Classroom as supporting a collaborative learning environment since it allows teacher-student and student-student interactions. explored the students' satisfaction with Google Classroom. The findings revealed that the learner's satisfaction with the system overall was the "most". However, few studies examined the attitudes of Thai EFL students towards Google Classroom. Some studies are arguing that students' attitudes towards Google Classroom may differ depending on their environments. Therefore, while most studies have reported students' positive attitudes, a few studies found contrasting results.

Hulse (2019) found that classroom is designed to help teachers organize, collect and mark assignments, including time-saving features which automatically make a copy of a Google document for each student. Classrooms also help teachers and students stay organized. It automatically creates a Drive folder for each assignment and students can track their assignments page. Teachers can quickly track the assignments' progress and provide direct, real-time comments and scores in it. Students can see their assignments and work on them right from their devices. Furthermore, students and teachers receive

notifications and reminders when they have new content in Classroom, so they are always up to date. First and foremost, Google Classroom is simple to handle; teachers can invite students directly or provide a code for them to join the newly created classroom. Managing a class takes only a few minutes. Secondly, paperless assignment saves time by allowing teachers to create, evaluate, and grade assignments all in one application. Thirdly, students can view their assignments and class resources (such as documents, images, and videos), which are saved in Google Drive folders automatically. Fourthly, it saves teachers time by allowing them to produce and collect student assignments without wasting paper. Teachers may also check who has completed and who has not completed their work, as well as provide individual feedback to pupils. It also allows them to make real-time announcements, ask questions, and interact with kids. Students can use the stream to share materials with their peers or to respond to questions. Finally, for educational institutions' security, the program has no adverts, and neither instructor content nor student data will be used for commercial purposes.

McDonough and De Vleeschauwer (2019) found that the aspect of critical thinking a few studies explores critical thinking skills in the CW process. A number of studies investigated perspective and satisfaction on collaborative learning. there were not many studies

investigating critical thinking skills during the CW process. Most of them investigated students' perspectives, attitudes, and satisfaction when they engaged in the CW process. One of the four skills investigated while students were participating in the writing process was thinking skill which was too broad to identify what types of thinking skill occurred. Though, it is crucial and interesting to investigate critical thinking which is one of the skills needed in the 21st century. To sum up, in an attempt to fill in these gaps in the existing literature, the current study investigated the influence of collaborative (pairs and groups of four) and individual writing on students' argumentative writing ability in all proficiency levels especially in an English as a foreign language (EFL) environment.

The above mentioned different studies are related to Basic level students' attitude towards free writing in EFL Classroom. But no researches have been carried out on the students attitude towards free writing in EFL classroom by the Basic level students school of Kailali district through triangulation data collection. Therefore, this research is different and unique from other researches done previously.

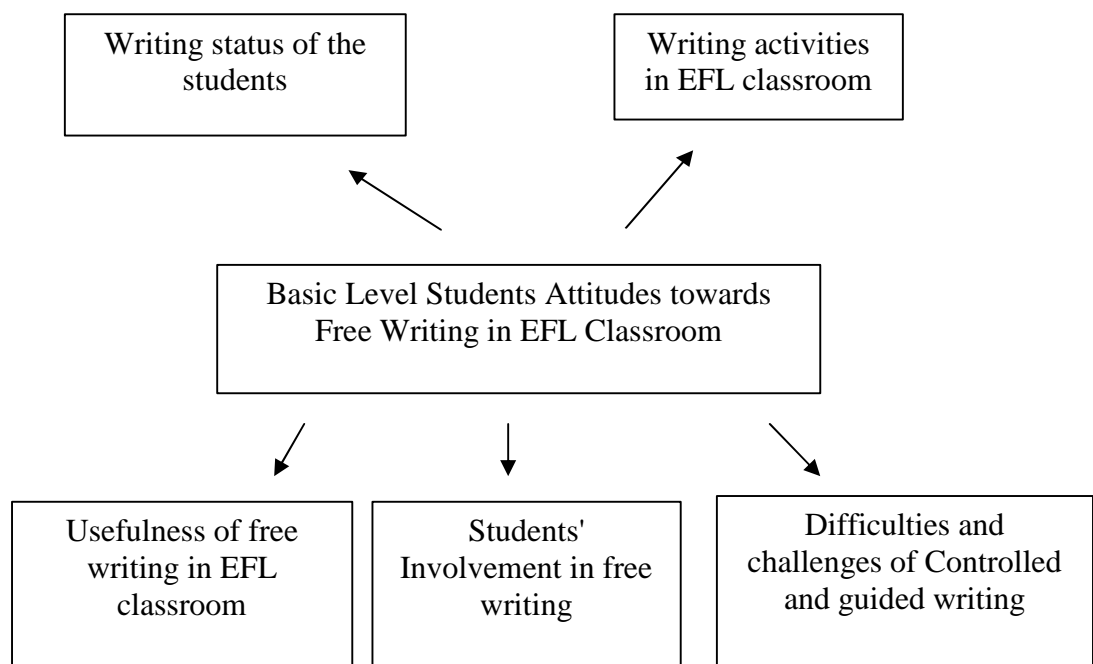
Implications of Review of the Study

The researcher has reviewed theoretical and empirical both done by various researchers. These reviews give clear conceptual and

theoretical framework for the study. They give broad attitude about writing skills, characteristics and components of good writing, introduction of free writing, and stages of free writing. The above reviews also helped the researcher for further study about related topic.

Conceptual Framework

The study entitled "Basic level Students' Attitude towards Free Writing in EFL Classroom" focuses on what are the attitudes, the basic level students adopt while free writing in their classroom. The study was designed on the survey research.



The conceptual framework of the study is presented in figure.

The above mentioned conceptual framework shows that there are many difficulties and challenges of writing in English. Various techniques and activities are used while writing in EFL classroom. Among them, the students prefer to adopt free writing activities. The students are involved to supply their ideas with the help of free writing. Family background and writing status of the students are the factors to prefer free writing.

Chapter Three

Methods and Procedures of the Study

This part consists of methods and procedures of the study which adopted during this study. The study was carried out as follows:

Design of the Study

The design of the study was survey research. It helped to collect data about the Basic level students' attitude towards free writing in EFL classroom. To identify the state and English language learning status in basic level schools, Researcher followed survey research design. Survey is the descriptive research. In survey research, researcher gathers data at particular point of time especially to describe the nature of the existing situation or to identify more standard one against the existing situation Cohen and Manion (1985, as cited in Nunan, 1992) Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through the small-scale studies carried out by single research. The purpose of survey research is generally to obtain snap shot of condition attitudes and events at the single point of time.

Study Area/Field

Researcher selected free writing in EFL classrooms broad field and status and state of Basic level classroom management as particular as the area of his study. Researcher selected 120 students from Dhangadhi Sub-Metropolitan City, Kailalidistrict as the population of his study. Four basic level community schools of the 120 students were selected as the sample of his study.

Dhangadhi Sub-Metropolitan City is located in the Kailali District, Seti Zone of Far Western Development Region Nepal. It was established in 2033 B.S as Dhangadhi Municipality and promoted to Dhangadhi Sub-Metropolitan City from 2072/06/01. It is located at the altitude of 109 m from sea-level and 750 KM from Kathmandu, capital City of Nepal. Dhangadhi Sub-Metropolitan City is divided into 19 wards. It is surrounded by Kailari Rural Municipality in the east, Mohana River in the west, Godawari and Gauriganga Municipality in the north and India in the south. Dhangadhi is a Sub-Metropolitan City, which is located in Kailali district, Sudurpashchim Province of Nepal. Dhangadhi has total 19 wards. Dhangadhi is a sub-metropolitan city and the district headquarters of Kailali District in Sudurpashchim Province of Nepal. It shares a border with Uttar Pradesh, India in the south, Godawari and Gauriganga Municipality in the North, Kailari Rural Municipality in the east and Kanchanpur District in the west.

Sources of Data

For the collection of data, researcher used both primary and secondary sources for data collection.

Primary sources. The primary sources of data of this research was 120 students of four basic level community schools from Dhangadhi Sub-Metropolitan City, Kailali. The primary data of the study were collected through the questionnaire tools.

Secondary sources. Secondary sources of data consist of different book; articles, journals, previous research studied and the book are secondary sources of data.

Sample Population

The population of this study was basic level schools of students from four basic level community schools of Dhangadhi Sub-Metropolitan City, Kailali. Every research study is carried out in certain area or locality and particular number of population should be selected for the convenience of the study. Researcher selected 120 students from basic level schools out of total students by using purposive non-random sampling procedure from basic level community schools in Dhangadhi Sub-Metropolitan City, Kailali district.

Sampling Procedure

The sample size of this study is 120 students from four basic level community schools of Dhangadhi Sub-Metropolitan City, Kailali which was selected through random sampling procedure.

Data Collection Tools

In this study, the researcher used a set of questionnaire that consists of close ended question as the basic tool for data collection. The researcher prepared a set of questionnaire and the questions were close ended.

Data Collection Procedure

The procedures of data collection was based on the given points:

- a. At first researcher selected schools and build rapport with concerned people.
- b. Researcher took permission from the school authority and explained the purpose of the study.
- c. Then researcher distributed the questionnaire to the students.
- d. After completing the work, he thanked to the students and teachers.

Data Processing and Analysis

This section was mainly concerned with the analysis and interpretation of the data collected from the questionnaire and observation. The systematically collected data analyzed descriptively and correctively on the basis of questionnaire and checklist as a research tool. Researcher presented the facts in different list and tables. The data was collected from in Dhangadhi Sub-Metropolitan City, Kailali by observing different classes. This study was carried out to find out the status and state of classroom management at basic level schools. Techniques used in classroom managed over analyzed to elicit the themes and findings of the study. After the data collection it was organized to come to a conclusion. The data were collected from the school analyzed and interpreted descriptively using statistical tools table bar-graph percentages.

Ethical Consideration

Ethical consideration is the main aspect of a research work. It was guided the research in the real sense. The researcher did not disclose the realities of the class. In this work, the researcher studied the classes of basic level schools. The researcher used the pseudonyms of the schools and the teachers. The researcher did not like to pinch and focus any individual teachers to reveal the realities of the class. His purpose was just to get the data, but not to insult

the teachers. Due to these factors, the researcher maintained the ethical aspect to configure this work.

Chapter Four

Analysis and Interpretation of Results

This chapter deals with the analysis and interpretation of the collect data were analyzed by the tabulation and percentages. The data were collected from the Shree Sarbodaya Secondary school Dhangadhi - 14, Shree Chandradoya Higher Secondary School Dhangadhi-18, Shree khaptadi Basic school Dhangadhi-18 and shreeIndroday Basic School Dhangadhi -18 students' activities in free writing. Eighteen questions were asked to 120 students. The collected data have been analyzed with the help of the tables along with their descriptions .The analysis is further divided into the following sub-headings.

Students' Attitudes towards Free Writing

The respondents were asked whether they like free writing in EFL classroom or not. The given table shows their responses.

Table 1: Students' Attitudes towards Free Writing

Particular	No. of Respondents	Percentage %
Like	112	93.33
Dislike	8	6.66
Total	120	100 %

Table 1 shows that the attitudes of Students in free writing. The students were asked the question 'Do you like free writing activity in EFL classroom?' Out of total informants responded that (93.33 %) students like free writing activity in their classroom whereas only (6.66%) of them argued that they do not like free writing activity. It shows that most of the students like free writing activity in their classroom.

Very Simple Free Writing Tasks

Here, the researcher wanted to know students' opinion that they think free writing tasks are very simple or not. The given table shows their responses.

Table 2: Very Simple Free Writing Tasks

Particular	No. of Respondents	Percentage %
Yes	41	34.16
No	79	65.58
Total	120	100 %

Regarding the statement "Do you think free writing tasks are very simple" 34.16% of students said yes and 65.58% of students

said no. It means that they don't think free writing tasks are very simple.

Sharing Knowledge and Opinion

There are so many methods/medium where students can share their knowledge and opinion. But here, the researcher wanted to know that the students like to share knowledge and opinion through free writing works. The given table shows their response.

Table 3: Sharing Knowledge and Opinion

Particular	No. of Respondents	Percentage %
Yes	117	97.5
No	3	2.5
Total	120	100 %

To find out the attitudes of students towards in free writing. The students were asked the question "Do you like to share knowledge and opinion with friends through free writing works?" Out of total informants, 97.5% of the informants responded that they like to share knowledge and opinion through free writing.

Whereas 2.5% said that they do not like to share knowledge and opinion through free writing works. It shows that most of the

students like to share knowledge and opinion through free writing works.

Students' Need and Interest

Free writing helps you identify subjects in which you are interested. It assumes that you know your interests subconsciously but may not be able to identify them consciously, and it assumes that you can bring your interests into consciousness by writing about them (as writing equals thinking). Free writing is like stream-of-consciousness writing in which you write down whatever happens to be in your thoughts at the moment. After you do a number of free writings, you may find that you have come back to certain subjects again and again. Repeated subjects are good for further development through writing, as they obviously are important in your thoughts.

Table 4: Students' Need and Interest

Statement	Number of students	Yes		No	
		No.	Percent	No.	Percent
Students need and interest with free writing	120	74	61.66%	37	30.83%

Table 5 shows those students' attitudes towards need and interest with free writing materials. With regard to the statement, "free writing materials are with students' need and interest".95%of student said that free writing interest. Few of them (5%) were disagreed about the statement.

Securing Good Marks through Free Writing in Examination

In basic level examination like other question, free writing also cover good marks in exam. Here, the researcher wanted to know the students' opinion that they think free writing helps to secure good marks in examination or not. The given table shows their responses:

Table 5: Securing Good Marks through Free Writing in Examination

Particular	No. of Respondents	Percentage %
Yes	118	98.33
No	2	1.6
Total	120	100 %

Regarding the statement "Do You Think Free Writing helps to secure Good Marks in Examination" 98.33% of students replied yes and 1.6% of students replied no. it shows that maximum number of students believed that free writing really helps to secure good marks in examination.

Necessity of Free Writing

Free writing has so many good aspect which helps in students life. Here, they were asked whether free writing is necessary for to be a active an creative, to be good writer or to be organize writing notes. The given table shows their responses:

Table 6: Necessity of Free Writing

Statement	Number of students	to be active and creative		to be good writer		to organize writing notes	
		No.	Percent	No.	Percent	No.	Percent
Necessity of free writing	120	74	61.66%	37	30.83%	9	7.5%

In response to the question, "why do you think free writing is necessary?" 61.66% of them responded that students think of free writing is necessary for being active and creative.30.83% students responded that free writing is necessary to be a good writer and only 7.5% students responded that free writing is necessary to organize writing notes.

Practices of Free Writing in Classroom

In the case of community school, we can find there is the lack of free writing practices that is the reason students are not able to

score good marks in English examination. So, the researcher wanted to know and asked them how often their teacher provide free writing tasks in their classroom. The given table shows the response of the students.

Table 7: Practices of Free Writing in Classroom

Statement	Number of students	Always		Rarely		Never	
		No.	Percent	No.	Percent	No.	Percent
How often does your teacher provide free writing tasks in your classroom	120	22	18.33	96	80	2	1.66

Regarding the statement, " How often does your teacher provide free writing tasks in your classroom", 18.33% of students said their teacher provide free writing tasks in their classroom always and 80% of students replied rarely and 1.66% of students replied never.

Necessity of Free Writing in EFL Classroom

Writing skills is highly focused in basic level curriculum and it also suggests applying the process approach while teaching writing. In basic level education examination, 35 percent questions are asked from writing skill. So, that here the researcher asked students that free writing is essential in EFL classroom or not. The given table shows their responses.

Table 8: Necessity of Free Writing in EFL Classroom

Statement	Number of students	Strongly agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
For You Free Writing is Essential in EFL Classroom	120	91	75.83	28	23.36	1	0.83	0	0

Table 8 shows that the responses of the students on the basis of the question. The students were asked the question "For You Free Writing is Essential in EFL Classroom". Out of total informants 75.83% of the students responded strongly agree. Whereas 23.33% of students responded agree and 0.83% of students responded disagree.

It shows that most of the students think free writing is essential in EFL classroom.

Independent Practices of Free Writing in EFL Classroom

The free writing activity in EFL class provides an opportunity for students while shifting the lesson to be learner-centered, giving the learners absolute freedom to write down their ideas within a limited time frame. The respondents were asked whether free writing should be used to write independently in EFL classroom. The given table shows their responses.

Table 9: Independent Practices of Free Writing in EFL Classroom

Statement	Number of students	Strongly agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
Free Writing Should be Used to Write in Independently in EFL Classroom	120	40	33.33	80	66.66	0	0	0	0

Regarding the statement, " Free Writing Should be Used to Write in Dependently in EFL Classroom", 33.33% of students replied strongly agree and 66.66% replied agree. It shows that students are positive to the statement.

Importance of Free Writing

Free writing has so many benefits. It helps to secure good marks in exams, it makes students creative and active. Through the free writing students can share their knowledge and opinion to other. That's the reason researcher asked students "Free Writing is Important for Basic Level Students" or not just to find out their intentioned the given table shows their response.

Table 10: Importance of Free Writing

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree	
		No.	Percent	No.	Percent	No.	Percent		
Importance of Free Writing in EFL Classroom	120	98	81.66	19	15.83	3	2.5		

Table 10 Basic Level Students' Attitude towards the Importance of Free Writing in EFL Classroom. With regard to the statement, "free

writing is important for basic level students". Majority of the informants (81.66%) students strongly agree that free writing is important for basic level students. A few of them (15.83%) agreed about it whereas thirty percent (2.5%) of them were undecided about the statement.

Very Simple Free Writing Tasks

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. Here, the respondents were asked whether free writing task are very simple or not. The given table shows their responses.

Table11: Very Simple Free Writing Tasks

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
Free Writing Task Are Very Simple	120	7	5.83	9	7.5	5	4.16	86	71.66	13	10.83

Regarding the statement "Free writing tasks are very simple". Only (5.83%) were strongly agreed that free writing tasks are very simple, and only (7.5%) were agreed about it. Whereas (4.1%) wereNere strongly disagree on this question. It showed that most of the students disagree that free writing tasks are very simple.

Necessity of Free Writing without Teachers' Interference

Free writing means giving the learners absolute freedom to write down their ideas. In free writing students write their own ideas, knowledge without the interference from the teacher. Here students were asked whether free writing is necessary to write any genre

without the interference from the teachers and the given table shows their responses.

Table 12: Necessity of Free Writing without Teachers' Interference

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
Free Writing is Necessary to Write any Genre without the Interference from Teacher	120	54	45	57	47.5	-	-	4	3.33	5	4.16

Regarding the statement, "Free writing is necessary to write any genre without the interference from teacher", 45% of the students strongly agreed and 47.5% of the students replied agree on the

statement. Similarly, 3.33% of students replied disagree whereas 4.16% of the students answered strongly disagreed on the statement.

Assistance of Free Writing in Overall Writing Ability

The free writing activity in class provides an opportunity for students while shifting the lesson to be learner-centered giving the learners absolute freedom to write down their ideas within a limited time frame. To know the student opinion the researcher asked them this question and the given table shows their response.

Table 13: Assistance of Free Writing in Overall Writing Ability

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree	
		No.	Percent	No.	Percent	No.	Percent		
Assisting overall writing ability	120	59	49.16	59	49.16	2	1.66		

Table 9 shows that Basic Level student' attitudes towards the simplicity and difficulty level in free writing. Regarding the statement, "Free writing assist you in overall writing ability". 49.16% strongly agreed that free writing assist in overall writing ability. Similarly 49.16% of students were agreed on the statement whereas only 1.66% of students were undecided about the statement.

Challenges in Practicing Free Writing in EFL Classroom

In Nepal, English has been taught and learnt as a foreign language. Students may face so many challenges while practicing free writing because of their L₁. So, here the respondents were asked whether students face may challenges while practicing free writing in EFL classroom or not. The given table shows their responses.

Table 14: Challenges in Practicing Free Writing in EFL Classroom

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree
		No.	%	No.	%	No.	%	No.	%	
Students Face Many Challenges while Practicing Free Writing in EFL Classroom	120	47	39.16	68	56.66	4	3.33	1	0.83	

In terms of the statement "students face many challenges while practicing free writing in EFL classroom, 56.66% agreed that students face many challenges while practicing free writing in EFL classroom. And only (39.16%) strongly agreed about it, whereas (3.3%) were replied undecided about it similarly (0.83%) were disagree on the statement.

Necessity of Free Writing for Imaginative Task

In free writing students can write the things which come in their mind without the interferences of their teachers. They can create a sentences compose a paragraph by their selves. Here, students were asked weather, "Teaching free writing is necessary to suggest imaginative task" or not. The given table shows their responses.

Table 15: Necessity of Free Writing for Imaginative Task

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Free Writing is Necessary to Suggest Imaginative Task	120	62	51.66	57	47.5	1	0.83	-	-	-	-

Regarding the statement, "Teaching free writing is necessary to suggest imaginative task", 51.66% of students said strongly agreed and 47.5% of students answered agreed and 0.83% of students replied undecided on the statement. It was found that most of the students argued that teaching free writing is necessary to suggest imaginative task.

Securing Good Marks through Free Writing in Examination

Free writing is one of the most powerful activities to develop students' creative writing which helps students to score good marks in examination. Because of their weakness in writing, many students failed in English. Here, the respondents were asked whether free writing helps to secure good marks in examination or not. The given table shows their responses.

Table 16: Securing Good Marks through Free Writing in Examination

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
Free Writing Helps to Secure Good Marks in Examination	120	111	92.5	9	7.5	-	-	-	-	-	-

Regarding the statement, "Free writing helps to secure good marks in examination", 92.5% of the students strongly agreed on the statement whereas 7.5% of students agreed on free writing helps to secure good marks in examination. It means that free writing really helps students to score good marks in the examination because 35% questions are asked from writing skill.

Free Writing as a Complex Activity

Writing is one of the most important and productive skills in learning a new language. It is also regarded as the visual representation of speech. It is a productive skill which includes getting ideas, planning, arranging, goal setting, monitoring and evaluating what is going to be written. In other words 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. Here, the respondents were asked whether free writing is complex activity which require a verity of skills or not. The given table shows their responses.

Table17: Free Writing as a Complex Activity

Statement	Number of students	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
Free Writing is Complex Activity Which Require a Verity of Skills	120	83	69.16	37	30.83	0	0	0	0	0	0

Regarding the statement "free writing is complex activity which require a verity of skills"(69.16%) of students strongly agreed on the statement and similarly (30.83%) of students agreed on the statement. This analysis shows that, students believe that free writing is complex activity which require a variety of skills.

Most Difficult Aspect in Free Writing

In Nepal, English has been tough and learnt as a foreign language so the students faces so many difficulty while practicing free writing. There are so many aspect which create problems for students for practicing free writing. Here the researcher gave them four aspect and asked them which aspect do they find most difficult and the given table shows their responses.

Table 18: Most Difficult Aspect in Free Writing

Statement	Number of students	Vocabulary		Grammar		Spelling		Sentence structure	
		No.	%	No.	%	No.	%	No.	%
Most Difficult Aspect in Free Writing	120	27	22.5	34	28.33	35	29.16	24	20

Regarding the statement, "Which aspect do you find most difficult while writing free writing", 22.5 percent of students found vocabulary the most difficult while free writing, 28.33 percent of students found grammar the most difficult while free writing, 29.16 percent of students found spelling the most difficult while free writing and 20 percent of students found sentence structure the most difficult while free writing.

Chapter Five

Findings, Conclusions and Recommendations

Findings

The findings of the study are presented below:-

- 93.33 percent students like free writing in EFL classroom.
- Among total, 97.5 percent said that they like to share knowledge and skills through free writing.
- Approximately 18.33% teachers of community schools frequently provide free writing tasks in the classroom.
- Similarly, 61.66% of the students from the community schools said that free writing is necessary to be active and creative.
- It is shown that 51.66% students preferred that imaginative activities are appropriate for basic level students.
- In the study, 75.83 percent said that free writing is essential in EFL classroom.
- Similarly, 81.66% of the students answered that free writing is important for basic level students.
- It is found that free writing should be taught to write independently in EFL classroom.
- It is shown that 49.16% of the students from community schools agreed with the free writing helps us in overall writing ability.

- It is found that free writing required a variety of skills.
- Similarly, 56.66% of the students said that they face many challenges while practicing free writing in EFL classroom.
- Additionally, 71.66% of community schools said that free writing tasks are very simple.
- It is found that free writing materials are with students need and interest.
- It can be said that, free writing should be taught to express personal opinion.
- Similarly, 98.33% of students answered that free writing helps to secure good marks in examination.
- It is found that most of the students argued that teaching free writing is necessary to suggest imaginative tasks.

Conclusions

On the basis of presentation, analysis and interpretation of data, the major findings of the study have been presented below. In chapter four the following conclusive points are shown regarding basic level students attitudes towards free writing in EFL classroom.

This research, however, has some limitations. Firstly, as the data gained in this research mostly are descriptive data, the result of this research cannot be used as generalization. Secondly, this research did not investigate the students' writing attitude and how it

relates to their actual writing performance. The information whether the students who had positive attitude to writing gain better writing performance than those who had negative attitude needs further investigation. Furthermore, there is no information provided in terms of the relationship between the students' attitude to writing and their writing performance across different level of English proficiency. Thus, future researchers are suggested to conduct further research in writing attitude that will help EFL students, writers to maximize their writing performance.

Students said that almost all of students (i.e. 93.33%) they like free writing in EFL classroom. The majority of the students (97.5%) said that they like to share knowledge and skills through free writing. 61.66% of the students from the community schools said that free writing is necessary to be active and creative. It is shown that 51.66% students preferred that imaginative activities are appropriate for basic level students. The majority of the students (75.83%) said that free writing is essential in EFL classroom. 81.66% of the students answered that free writing is important for basic level students. It is found that free writing should be taught to write independently in EFL classroom.

It was found that free writing required a verity of skills. 56.66% of the students said that they face many challenges while practicing

free writing in EFL classroom. 98.33% of students answered that free writing helps to secure good marks in examination.

It is found that most of the students argued that teaching free writing is necessary to suggest imaginative tasks. The majority off the students like free writing in EFL classroom. Through free writing, the learners can express their personal opinion in EFL classroom. Free writing makes, learners independent in EFL classroom Therefore, it can be concluded that the students have positive attitude towards free writing in EFL classroom.

The study provided empirical evidence that free-writing journals can improve students' writing performance based on the number of words, subject-verb agreement, capitalization, spelling, and punctuation. The study findings reveal the significance of free-writing journals for Saudi EFL learners. Free-writing provides an orderly writing practice that enables EFL learners to make connections to their ideas through writing on topics of their choice. Repeated practice of free-writing can help learners to identify their mistakes and improve their writing performance.

The study has demonstrated that free-writing is a crucial prewriting technique that helps students to overcome expression barriers. Students revealed that free-writing improved their writing competence, removed the fear of writing in a foreign language, and

encouraged them to write fluently. Upon completing the study, students were able to pay attention to instructions and engage in an organized writing process. They were also able to write long paragraphs with minimum effort.

Writing skills are not the first thing that EFL students prefer to work on due to its intimidating process; however, writing is a necessary skill that needs to be mastered. This study has demonstrated that free-writing encouraged students to write without concern because they were asked to write in their minds first before they put it all on paper. Free-writing has proven to be useful in decreasing the average number of spelling mistakes. It prompted the students to pay attention to the writing conventions of capitalizations and the differences between proper and common nouns in the English language. Moreover, the free-writing program encouraged the students to be aware of the writing conventions in terms of punctuations such as avoiding run-ons, comma places in different types of sentences, that is, compound sentences, compound-complex sentences, and dependent and independent clauses.

Implications

The research conducted on "Basic Level Students' Attitudes towards free writing in EFL classroom concluded that the students had positive attitudes towards free writing positive attitudes towards free

writing in EFL classroom. This study was conducted for academic purpose which was limited to certain aspects only. The researcher has made an attempt to provide the following implications at different levels:

Policy related. On the basis of findings discussed above in chapter four, the following recommendations are given at policy level:

- a The total free writing attitudes of the students were not satisfactory. So free writing should be emphasized in course of study and course book.
- b The government should provide various trainings on teaching free writing in EFL classroom.
- c The textbook writers should make the provision of including free writing techniques in the textbook that encourage learners to learn free writings.
- d The syllabus designers are suggested to design syllabus including the value of free writing in EFL classroom
- e Specific reference books should be published for basic level.
- f The publisher should produce teaching learning materials which are linguistically relevant.

Practice related. The pedagogical implications have been made for practice level on the basis of findings and conclusion of the study. They are:

- a A teacher is a facilitator of the students. Students are motivated by the teacher. So, the teacher's role is very important.
- b The teachers should provide various free writing tasks in EFL classroom.
- c The teachers should encourage students to participate in free writing practice.
- d If they are involved, it becomes meaningful.
- e The students demand various teaching learning materials while practicing free writing. So, the teachers should use availability of teaching materials.
- f Students practice different genre of literature in free writing. So, the teacher should help them by facilitating.

Further research related. For this study, the researcher selected community schools Dhangadhi Sub-Metropolitan City, Phulwari, Kailali. 120 students of basic level from four community schools were the population of the study. A set of questionnaire has prepared for the study.

- a) Further researches can be carried out by extending the study area and population.
- b) Carrying out comparative studies between the schools of urban and rural areas to find out the situational differences between the schools of these areas.

- c) Further researchers can be carried out by presenting the data in tabulation and percentages.

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Appendices

Appendix I

Questionnaire to the Students

Dear Respondents,

You are kindly requested to participate in a survey to the research study '**Basic Level Students' Attitude Towards Free Writing in EFL**

Classroom'. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Renu Kumari Singh**. The study aims to explore the EFL teachers' perceptions towards continuing professional development.

Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. All the collected information from you will be highly confidential. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part.

Thank you!

Researcher
Sagar Pariyar

School's Name:

Student's Name:

Class:

Roll No:

Address:

Gender:

Types of school : (community)

Set - A

A. Tick (✓) the best answer among the option given below

1. Do you like free writing in EFL classroom ?

(i) Yes

(ii) No

2) Do you think free writing tasks are very simple?

(i)Yes

(ii)No

(3) Do you like to Share knowledge and opinion with friends through Free writing?

(i) Yes

(ii) No

(4) Free writing materials are with students need and interest.

(i) Yes

(ii)No

(5) Do you think free writing helps to secure good marks in Examination?

(i)Yes

(ii)No

(6) Why do you think free writing is necessary ?

(i) To Organize writing note.

(ii) To be good writer .

(iii) To be active and creative.

(7) Which of the following strategy os used while learning free writing in your classroom?

(i) Yes

(ii)No

(8) How often does your teacher provide free writing tasks in your classroom?

(i) Always

(ii) Rarely

(iii) Never

Set - B

Tick the best answer among the options given below.

1. For you free writing is essential in EFL classroom.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

2. Free writing should be used to write independently in EFL classroom.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree

3. Free writing is important for Basic level students.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree

4. Free writing tasks are very simple.
 - a. Strongly agree
 - b. Agree
 - c. Undecided

d. Disagree

e. Strongly disagree

5. Free writing is necessary to write any genre without the interference from teacher.

e. Strongly agree

f. Agree

g. Undecided

h. Disagree

i. Strongly disagree

6. Free writing assist you in overall writing ability.

j. Strongly agree

k. Agree

l. Undecided

m. Disagree

n.. Strongly disagree

7. Students face many challenges while practicing free writing in EFL classroom.

a. Strongly agree

b. Agree

c. Undecided

- d. Disagree
- e. Strongly disagree

8. Teaching free writing is necessary to suggest imaginative task.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

9. Free writing helps to secure good marks in examination.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree

10. Free writing is complex activity which requires a verity of skills.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree

Signature

Date:-

Thank you for your kind Co-operation!

Appendix II

Classroom Observation Checklist

My observation is based open the classroom activities and techniques used by novice English teacher while teaching. The researcher applies this checklist to collect data by observing in classroom.

Teachers Name:

Date:

School's Name:

Class:

Techniques used in Teaching English

S.N.	Observation	Yes	No.	Remarks
1.	Physical setting of the classroom			
2.	Seating plan			
3.	Maintaining discipline			
4.	Students' equal and active participation			
5.	Focusing on individual pace			
6.	Variety in topics, methods and text			
7.	Interesting activities			
8.	Conduct group work and pair work			
9.	Control of noise level			
10.	Making plan or routine to involve all			
11.	Open ended cues			

12.	Encouraging quiet and introvert students			
13.	Frequent walking around the classroom			
14.	Speaking loudly and clearly			
15.	Self-checking and peer checking			
16.	Giving feedback			