

CHAPTER-ONE

INTRODUCTION

This chapter consists of general background, writing: as the productive skill, importance of writing, components of writing, stages of writing, characteristics of good essay, writing strategies, writing essay: an introduction, types of essay, parts of writing essay, stages of writing essay, role of the teacher in teaching writing, strategies used in teaching writing essay, review of related literature and objectives and significance of the study.

1.1 General Background

While learning a language, four language skills- listening, speaking, reading and writing are emphasized. Focusing on the importance of different language skills, Harmer (1991) expresses:

We have said that our choice of language may depend upon the channel of communication. If we examine this concept more fully, we can identify language skills that native speakers and competent language user's process. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the telephone, write letters listen to the radio or read books. In others words they possess the four basic language skills of speaking, writing, listening and reading. Speaking and writing involve language production and are therefore often referred as receptive skills. (p. 16)

Learning of any language means to be able to communicate through that language. Generally, we can communicate if we can listen and speak any language well. But literate people are also capable to perform other skills of language; reading, and writing. The illiterate language users can use the first two skills of language whereas the literate one can perform all the language skills wherever needed.

These skills are acquired or learned in a natural order. Listening, speaking, reading and writing are learned in order of acquiring any language in which writing is last in the order. Rivers (1968, p.243) describes, "Writing is a more complicated process when it involves putting in graphic form, according to the system accepted by educated native speakers, combination of words that is, which convey certain elements of meaning." So, this is the most difficult and is known as the imperfect manifestation of speech. This is the skill by means of which educated people can communicate in different situations.

To sum up, learning language skills is compulsory while learning and teaching a language. Though the above mentioned four language skills may be taught or learnt in isolation, those skills are interdependent and can be integrated. One skill of language helps to learn other language skills. Therefore, while learning a language, ignoring one skill is not good because they all go side by side.

1.1.1 Writing: a Productive Skill

Writing is the act of putting down the graphic symbols that represent a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. In this sense, writing is an act of transmitting thoughts, feelings and ideas on paper. In this regard, Nunan (1989, p.36) says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously."

Similarly, Richards (1990, p.101) elaborates, "Written language is primarily transactional or message oriented. The goal of written language is to convey information

accurately, effectively and appropriately.”The students who learn the language cannot be perfect without the knowledge of writing skill. Writing is an art that provides one a chance to be known and to influence others. We can learn to express our ideas explicitly when we are efficient in writing. The writing proficiency plays most important role in securing good marks in the examinations and it can spread knowledge and experience to others.

Writing is the most important skill for learning a new language. Being a productive skill, this needs proper handling of the mechanics to make sensible sentences and paragraphs. Jordon (1999, p.41) defines, “Writing is a method of human inter communication by means of conventional visible marks.” Writing is such a skill by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. As writing has the quality of permanence and accuracy, it is the crucial skill. But there is a debate on how writing can be developed. One general understanding is that the best way to develop writing is to get the learners write.

1.1.2 Importance of Writing

Writing is superior to other language skills because of its quality of being permanent and accurate. There is no doubt that writing is the most difficult skill for language learners to master. However, Odell (1981, p. 43) elaborates, "Writing is the good activity to improve our understanding of any subject. The assumption is that knowledge or ideas in crude form may be refined by trying to put them on the paper." The argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them.

Writing enables us to provide for different learning style and needs some learners, especially, those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in language for such students, writing is likely to be an aid to retention, if only because they feel more at ease and related written work serves

to provide the learners with some tangible evidence that they are making progress in the language. Widdowson (1978) asserts:

One way of describing writing is to say... 'the use of the visual medium to manifest the graphological and grammatical system of the language and another that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper.' He further considers writing an activity of developing discussion as transferring information of various kinds from the writer's world knowledge to that of the readers and that linguistic rule facilitate the transference, though more linguistic rules are not sufficient to do this, knowledge of use is needed. (p. 62)

Similarly, Rivers (1968, p. 244) says, "Writing is not, then, a skill which can be learned in isolation....writing gives the students practice in manipulating structural variants adding the reinforcement of the kinesthetic image to the auditory and visual." Likewise, Richards (1990, p.101) mentions, "Written language is primarily transactional or message oriented. The goal of written language is to convey information accurately, effectively and appropriately."

Therefore, writing is a mirror which can present our thoughts and experiences. Written documents can be preserved for a long time. Whatever information of the past is available in the present is the result of writing. Writing has widely used in order to transmit old experiences, knowledge of religion, philosophy, politics, sociology, literature and culture. The appointment of job also starts with writing skills. Thus, writing has greater importance as compare to the other skills of language.

.1.3 Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. According to White and Arndt (199, p. 11), it consists of a number of other components which are given below:

1.1.3.1 Mechanics

Mechanics is also known as graphological system; it refers to those aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and members which are often dealt within the revision or editing stage of writing. Although in correct spelling does not often present the understanding of a written message, it can adversely affect the reader's judgment. However, at times slight change in spelling of words can bring drastic change in the meaning they express overuse or underuse of punctuation is often formed on by many writers and editors of English. Though punctuation is frequently matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. The mechanics of writing is a very basic concept in writing process. It mainly includes capitalization, spelling and punctuation.

1.1.3.2 Coherence

Coherence refers to the principles of organization, postulated to account for underlying functional connectedness of a piece of spoken/written language. Crystal (1992, p. 42) says "It encompasses the study of the factors like user's knowledge of the world, the inference one makes and the assumptions one holds close to one's heart and mind."

Coherence refers to the relationship between an utterance and meaning it conveys. It is the semantic relationship of different sense units between and among the utterances. These links may be based on the shared knowledge between the writer and the readers. For example,

A: *What time is it?*

B: *Sorry sir. There was a traffic jam.*

There is no grammatical or lexical link between A's question and B's reply but the exchange has coherence because both A and B know that A is asking why it is late, and B is replying that it is due to traffic jam.

Generally, a paragraph has coherence, if it is a series of sentences that develop main ideas. And thought should be connected logically in a piece of writing. The writing should be so connected one sentence leads on natural to next.

1.1.3.3 Cohesion

Cohesion refers to the grammatical and/or lexical relationship between different elements of a text. This may be the relationship between different sentences or between different parts of sentence. For example,

A: Is Tom going to London?

B: No, he is not going there.

There is a link between *Tom* and *he*, between *is...* and *...going*, and between *London* and *there*. Sentential cohesion occurs within a sentence whereas textual cohesion occurs across sentences.

1.1.3.4 Orthographic and Para-orthographic Texts

Orthography deals with writing system and spelling system. Different languages of the world use different types of writing. For example logographic writing, syllable writing and alphabetic writing (O'Grady et al.1997, p. 554) and paraorthographic text is related to the use of diagrams, figures, symbols etc. students should be trained to convert a prose text into paraorthographic display or vice versa.

1.1.4 Stages of Writing

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious intellectual efforts, which usually has to be sustained over a considerable period of time.

The process approach to teaching writing mainly consists of four basic stages: planning, making an outline, preparing the first draft, and revising, editing and producing the final draft. The stages are neither sequential nor orderly. In fact, as research has suggested, many good writers employ a recursive non-linear approach-writing of draft may be interrupted by more planning and revision may lead to reformulation with a great deal of recycling to earlier stages. White and Arndt (1991, p.11) present the following model for writing process.

Similarly, Richards and Renandya (2002) present the following figure for process writing:

Based on these ideas, the stages of teaching process writing can be outline below.

1.1.4.1Planning

Teaching writing will not become a success unless the teacher prepares an overall plan of it. Planning is a pre writing activity that encourages students to write. The following activities provide the learning experiences of students at this stage:

- a) **Brainstorming:** It is the process of quick thinking without inhibition and fertile means of generating ideas.*
- b) **Consulting resources for information:** Writer shares information in a group by visiting library and refers to resources in this stage.*
- c) **Making notes:** Writer makes structured and unstructured notes by means of spiderogram. Spiderogram technique is very useful for gathering the idea of brainstorming.*
- d) **Organizing notes:** Writer maintains unity and coherence by dividing ideas into paragraphs and using transitional devices. He also writes topic sentences and provides supporting details.*

1.1.4.2 Making an Outline

In this stage, the organized ideas are to be set in a certain order and relationship by using notes and deciding paragraphs and sequence. It might be written in short phrases, incomplete sentences, but must be legible.

1.1.4.3 Preparing the First Draft

Once sufficient ideas are gathered at the planning and outlining stage, the first attempt at writing- that is drafting-may proceed quickly. At the drafting stage, “The writer focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft” (Seow in Richards and Renandya, 2002, 315). According to White and Arndt (1991, as cited in Sharma and Phyak, 2009, 272), “drafting activities make the move from pre-writing activities to actual writing process. They are moving from writer

based writing.” One important dimension of good writing is that the writer’s ability to visualize the audience in terms of level, age, purpose, linguistic background and interest depending on the genre of writing i.e. narrative, descriptive, expository, argumentative and reflective. The writer deletes and adds something, if essential.

1.1.4.4 Revising, Editing and Producing the Final Draft

First draft can never be final product. The writer can change the words, sentences or even some parts of organization. S/he can judge the overall components of the writing text. Production of the final copy is the goal of writing. This is a post-writing activity where the writer reads carefully, makes proof reading and prepares the final drafts for publication.

1.1.5 Characteristics of Good Writing

Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1968, p.36), some essential characteristics of good writing are introduced as follows:

1.1.5.1 Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of best qualities of good writing. If there is more

economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

1.1.5.2 Simplicity

The second quality of good writing is reducing complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gift of writing.

1.1.5.3 Clarity

A good writer should not add complications or should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The writer should have the ideas of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self contradictory statements.

1.1.5.4 Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thought from one word to another, from one phrase to another, from one sentence to another, from first to second paragraph and from first chapter to next chapter. The concept of continuity of thought is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

1.1.5.5 Free from Errors

The writer cannot use a whole range of facial expression, gestures and general bodily language to convey the message. As writing is a permanent cord of one's thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic and grammatical errors.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts, figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, clarifying and organizing processes. The art of based upon one's own mental capacity which, is very important for specific subject matter.

1.1.6 Writing Strategies

A good writing does not happen by accident. Successful writers use mental procedures to control the production of writing. We call these mental procedures writing strategies which are deliberate, focused ways of thinking about writing. James (1997, p. 2) views that "A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled." Further he says writers use various strategies all the time to keep their writing going and to make it come out the way they intend. Writing is the output of a long process. Many steps like collecting, drafting and reviewing should be crossed.

In this regards, Guth (1989, p. 5) says, "Good writing is the result of a process that moves through stages." The stages he suggests are; triggering, gathering, shaping and revising. Before producing a piece of writing a writer should clearly be aware about his or her audience and purpose. The writing without purpose may lose its way. After the writer is clear about the purpose, the audiences are to be given emphasis, what the level of audience is who reads the paper. The word and sentence selection should be done taking care of the audience. The next step is to gather data to make the writing more informative. After gathering the points what to be written, the organization of the writing is more important to make it more interesting and eye catching.

A writer should try to organize his/ her writing in such a way that when a reader starts to read it he/she would stop only after the completion of the written text and last step is to revise the written text to see whether some points are to be added or to be deleted and to correct other errors found. Revising is polishing or finishing the text. Collecting, drafting and revising/editing are the good steps for producing a fine piece of writing, should be learnt by the students. While teaching writing we should be concentrated on the purpose and importance of it. Since the writing cannot be finished in a single attempt it requires the sequence of collecting, drafting and revising.

1.1.7 Writing Essay: An Introduction

Writing is an activity by which we communicate and transmit our cultures, ideas and thoughts from one generation to another. Richards (1990, p. 313) defines writing as “a system of written symbols which represents the sounds syllables or words of language.” Similarly, Rivers (1968) says:

Writing is an act of transmitting thoughts, feeling and ideas on paper. Since writing is a thinking process in its own right, it demands conscious intellectual efforts. Writing uses not only linguistic resources but also makes use of graphological devices at the same time further; writing is a process and involves several elements. The writer follows a systematic approach. He thinks about the content audience, purpose, grammar, lexis and overall organization of the text. At the same time he also thinks and uses same graphological devices like punctuation, spelling and rhetorical devices (p. 241).

Writing is a complex process though it plays a vital role in the expressions of ideas in an effective way. It is one of the most important media of conveying message of any kind and

which includes the phonological, grammatical and semantic system of language. Therefore, the ultimate aim of teaching writing is to enable the students to express their thoughts, ideas and feelings in a coherent and cohesive way.

Raims (1983, p.16) says, “Essay writing perhaps is the most significant development in the field of composition theory and practice.” Until the late sixties, composition classes, influenced by the principles of new criticism, were largely text based in which students read texts and they produced them. This new critical emphasis on text veiled the idea of authorship and its attendant processes. Accordingly in those writing classroom, teachers rarely discussed the process of composing. Rather, they emphasized text: its clarity, authority and correctness. Anyway, it is a piece of writing on a subject expressing one’s thought. It may be free in which the writer is free to express his feelings or ideas as he/she wishes in terms of selecting vocabulary and structure ; and it may be guided or controlled by some sort of environment and so on in the selection of vocabulary and structure of language. It seems to be similar to writing composition since both are written on a particular topic.

1.1.8 Types of Writing Essay

Depending upon the purpose of the writer and the genre s/he is involved in essay writing can be of various types. Sharma (2001), points out following types of writing or essay with their brief introduction.

1.1.8.1 Narrative Essay

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In a well written narration, a writer uses insight, creativity, drama, suspense, humour, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

1.1.8.2 Descriptive Essay

Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.

1.1.8.3 Expository Essay

The purpose of this type of writing is to inform clarity, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear, central presentation of ideas, examples or definition that enhances the focus developed through a carefully crafted reader's understanding. These facts, examples, and definitions are objective and not dependent on emotion, although the writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic.

1.1.8.4 Persuasive Essay

The purpose of this type of writing is to convince the reader to accept a particular point of view or to take a specific action. If it is important to present other sides of an issue, the writer does so, but in a way that makes his or her position clear. The unmistakable purpose of this type of writing is to convince the reader of something. In well-written persuasion, the topic or issue is clearly stated and elaborated as necessary to indicate understanding and conviction on the part of the writer.

1.1.8.4 Reflective Essay

Reflective essays are the reflections of the writer's experiences on the topics. Dave(as cited in Subedi, 2002, p. 102) says "The aim of the reflective essay is to set forth of the writer upon some subject, and to support them by clement and illustrations." Normally, the topics of the reflective essays can be abstract in nature. For examples: habits or

qualities, social, political and domestic topics, philological subjects, religious and theological topics. In fact, such compositions express the writer's original thoughts on same topics.

1.1.8.5 Imaginative Essay

Writing on subjects such as the feelings and experiences of the sailor wrecked on a desert island may call imaginative essays. In such writings the writer is called to place himself in imagination in a position of which he has had no actual experience. Such subjects as 'If I were the king' or 'the autobiography of a house,' would all for imaginative writing.

1.1.9 Parts of an Essay

A good writing has well-defined parts of its own. They are introduction or the beginning, body or the middle part and conclusion or the ending. Each of these parts plays a vital role to make an essay complete and well-written. In other words, there must be unity, coherence and clear systematicity in the whole writing. These parts are mentioned as follows:

1.1.9.1 Introduction or the Beginning

Introduction is the first part of an essay. It simply introduces the subject matter by giving general introduction of the topic. It may consist of a definition or a proverb, or a very short paragraph or question or general statement, or leading up to the subject and so on. The main purpose of the introduction is to draw the attention of the readers. It provides key notes to the readers. It is said that the introduction should be clear, simple, complete and impressive to give the exact account of the subject.

1.1.9.2 Body or the Middle

This is the second and the most important and the largest part of the composition or essay. It provides supporting ideas and details to explain and develop the main idea.

Illustration, description or the supporting details of the central idea should be given after the introduction. It contains appropriate facts, anecdotes, figures, examples, logics and so on what are needed to certify the subject matter. This is also called the discussion part. It is also called the discussion part. It is here the writer convinces the reader of his point of view. In this part, coherence has to be well maintained because the description should follow the particular order to the requirement. This part of composition is complete within itself, too because everything is clearly mentioned here.

1.1.9.3 Conclusion or the Ending

As the introduction should arouse interest, the conclusion should satisfy it. Ending gives final touches and leads the reader to a definite conclusion. As effective and satisfying and to an essay or a composition is as important as an arresting beginning. So that, the ending should be satisfied by the conclusion. The ending may contain the writer's own opinion as the summary of the whole writing, too. A good conclusion may consist of: (a) a summing up of the arguments and logics of the composition or essay, (b) final conclusion drawn from the subject matter, (c) a suitable quotation, and (d) ending with the main point.

1.1.10 The Role of the Teacher in Teaching Writing

According to Harmer, (1991, p.330), there are some roles of the teacher in teaching writing. They are as follows:

1.1.10.1 Motivator

One of the principal roles of the teacher in writing task will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences.

1.1.10.2 Resource

Especially during more extended writing tasks, teachers should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

1.1.10.3 Feedback Provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

1.1.11 Strategies Used in Teaching Writing Essay

Writing an essay is an art which enables the writers to create new thoughts, feelings and ideas, and transmit them to their readers. So, it is completely a creative activity. Writing essay is a complex process which requires complex strategies while teaching. However, the strategies differ from teacher to teacher and even from subject to subject. Therefore, there might be various strategies in teaching writing essay. Strategies may have developed that give students the opportunity to express their thoughts and feelings in the form of essay.

White and Arndt (1991, p. 7) provides a typical sequence of activities of writing that the teacher may be benefited to teach how to write an essay. They are: discussion, brainstorming, selecting ideas, rough draft, preliminary self- evaluation, arranging information, first draft, group evaluation and responding, conference, second draft, proof-reading, Finished draft, Final responding to draft.

Similarly, the teacher can imply the following activities:

a) Pre-writing Activities

In pre-writing activities, the teacher asks the students what type of essay they want to write and also asks what may be a purpose of writing that particular essay. The teacher asks the students to identify area that the students are interested. The students should think about who the readers may be.

b) Planning or Organizing for Drafting

It is an activity that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. In this stage, students are asked to specify topic. The teacher should ask the student to brainstorm about the topic. The students should collect ideas from friends and by themselves. They should be careful about the methods of organizing ideas. The students should think about what type of organizing ideas. They should think about what type of information in the particular part of composition should be contained.

c) Drafting: A Time to Revise

It is an actual writing stage of essay. At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The students should think about the meaning and concept of their own on the first draft. They should think about the structure along with clarity and vividness in language, and fully developed paragraph. They should be concentrating on the whole by examining frame i.e. whether there is sufficient information in each parts viz. introduction, body and conclusion. The students should be sure that whether the key points are unified. The students should be sure that every word they use means what they think it means. They students should try reading their essay backwards to check any errors.

d) Post-writing

Production of the final copy is the goal of writing. It is the stage of preparing an essay to go into the public. It does not fall into any teaching activities instead; it is the stage of printing out after correcting, editing and revising.

1.2 Review of Related Literature

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new ideas. There are some research works carried out on writing proficiency by former researchers at the Department of English Education, T.U. They have been carried out in connection with the vocabulary, grammar and free and guided writing. But no study has been carried out to explore in strategies used in teaching of writing essays which I have explored in this study. However, an attempt has been made to review some of the literature related to this study.

Pincas (1982) has provided essential information about the nature of writing skills and various exercises of develop such skills. The purpose of his work was to apply contemporary language teaching principles to the teaching of writing. His study consists of three parts where part one tries to outline the overall approach to the teaching of written English and second part tries to deal with the skills which enable teachers to clarify their teaching aims. The third part provides various ideas for writing exercises which sketches the principles underlying the preparation of exercise materials and illustrates them. Not only these, it provides many practical hints as well as lesson samples which help the teachers to teach at any situation they encounter.

Raimes (1983) provides various classroom techniques in teaching writing which are consistent with established theoretical principles. These techniques have been found to be expedient, practical, and relevant to the real life circumstances. Similarly, Barakoti (2001)

has carried out a research entitle “Errors committed by PCL Second Years Students in Writing Free composition.” The main purpose of this study was to identify the errors committed by the students and compare the proficiency between students of humanities and education streams. He found in this research that students had committed errors in sentence construction, spelling and organization of thoughts. It shows that the students do not give proper attention to writing, compared to other skills. Further, he found that the students of humanities stream committed more errors than the students of education.

Rai (2003) has carried out a research entitled “Teaching English at Grade Four using Visual Aids.” The main purpose of this study was to find out the effectiveness of visual aids in teaching writing skill. He found that visual aids can be a great aid to enhance the students’ performance while teaching writing. It shows that the score of the students in the post test (i.e. after using visual aids in teaching) was found to be increased than it was in the pre-test.

Pande (2004) has carried out a research entitled “A study on the effectiveness of project work technique in developing writing skill.” The main purpose of this study was to find out the effectiveness of project work technique in developing writing skill. The main finding of the study was that teaching through project work technique has a better impact on the result. She also found that project work technique worked relatively more effectively than the conventional one. The study shows that the experimental group has an average increment percentage of 6.5 whereas the controlled group has the average increment percentage of 2.93 on the same category.

Kandel (2004) has carried out a research entitled “Dictation as a tool in improving writing skill.” The purpose of the study was to find out the role of dictation in improving writing in terms of spelling, punctuation and selection of appropriate vocabulary items. The main finding of the study was that the performance of the experimental group was found more effective than that of controlled group.

Adhikari (2005) has carried out a study on “The effectiveness of Strip-story in Development Writing Skills.” He found that the group of students taught using strip story technique performed better than the group taught with usual classroom technique. He concluded that writing strip story has significant role in developing writing skill.

Dahal (2009) carried out a research entitled “The effectiveness of process writing” The main purpose of this study was to find out the effectiveness of process writing in written composition. He found that process writing is very essential in developing coherence and cohesion in free writing. His major finding was that the modified input and materials with the focus on correct process of writing being based on proper plan in free composition is more effective than the text book, text book input and traditional method of teaching free composition (i.e. without proper process of writing) based on it only.

We see that studies have been carried out focusing on particular aspects of writing and on the effectiveness of teaching writing using different techniques. But this study is the first attempt to find out the strategies in teaching writing essay employed by the teachers of secondary level. This study focused on investigating the writing strategies of the teachers of secondary level in teaching writing essay.

1.3 Objectives of study

The objectives of this research were:

- a) To find out the strategies employed by the teachers in teaching writing essay.*
- b) To find out the teachers' perceptions towards teaching of writing essays.*
- c) To suggest some pedagogical implications based on the findings of the study.*

1.4 Significance of the Study

The finding of this study will be beneficial to the teachers who are teaching English in secondary level as well as to the English teachers of other levels because they will know the effectiveness of teaching strategies in writing essays and they may get revealed the problems that they have adopted. This study will be equally beneficial for the students as well, because they will get the way how they can best write the essay with the instruction they will get from the teachers. This study is also relevant to textbook writers, course designers, and other interested people in language teaching and learning,

CHAPTER -TWO

METHODOLOGY

To achieve the objectives of the study, I adopted the following methodology:

2.1 Sources of the data

To carry out this research, I used both primary and secondary sources of data.

2.1.1 Primary Sources

The primary sources of data for this research were the English teachers of secondary level. The data from the primary sources were collected through observation and interview.

2.1.2 Secondary Sources

The secondary sources of this research were the related books such as Rivers (1978), Odell (1981), Bryne (1982), Tyner (1985), Harmer (1991), White and Arndt (1991), Pincas (1992), and various theses approved at the Department of English Education.

2.2 Sample and Sampling Procedure

The sample of population consisted of ten secondary level teachers of government aided schools of Rupandehi district which were selected purposively. First, I did a survey of teachers teaching essay writing. And then I observed forty classes of ten teachers (four classes of each teacher). After that I interviewed them.

2.3 Tools for Data Collection

I prepared the following tools to collect required information.

2.3.1 Observation Checklist

To find out strategies used by teachers in teaching writing essay, an observation checklist was prepared. Only forty classes of ten teachers (four of each) were observed focusing on the strategies used by the teachers while teaching writing essay.

2.3.2 Interview

To find out the teachers' perception towards teaching writing essay in the English language class, an interview schedule was prepared.

2.4 Process of Data Collection

I used the following procedures to collect the data

- a. After preparing the tools, I went to the selected schools and built a rapport with teachers and head teachers.*
- b. I observed the class of the teachers on the basis of the prepared checklist. I observed only four classes of each teacher.*
- c. Then, I took interview to the teachers out of the class to find out their views on teaching writing essay in language class.*

2.5 Limitations of the Study

The study was limited in the following ways:

- i) The study was limited to find out the strategies of teaching writing essay at secondary level.*
- ii) The study was limited within ten English teachers of ten secondary levels of government aided schools only.*
- iii) The study was limited to find out teachers' perception towards various strategies in teaching writing essay in the English language class.*
- iv) Only non-random sampling procedure was used for sampling the population.*
- v) I selected purposively Rupandehi district as a research area of my study.*
- vi) Only forty classes of ten teachers were observed.*

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data to measure the specified objectives. The analysis of data has been done from two perspectives; class observation of teachers and teachers' responses during interview.

3.1 Data from the Class Observation

I observed 40 classes of ten secondary level English teachers while they were teaching writing essay. The strategies applied by them have been analyzed and interpreted by using simple statistical tool (per cent) on the basis of three successive stages of teaching writing activities: pre-writing activities, while-writing activities and post-writing activities.

3.1.1 Strategies used in Pre-writing stage

The following table presents the strategies used by teachers in pre- writing stage.

Table No. 1
Pre- writing Activities

Activities	Per cent		
	Yes	No	Remarks
Motivation toward writing	87.5	12.5	
Providing importance of writing essay	65	35	
Providing brief introduction of the topic / subject matter orally depending upon topic / subject	50	50	
Eliciting answers from the students related to the given topic	40	60	

The tables given above shows that 87.5 per cent of total teachers motivated the students toward writing while only 12.5 per cent did not motivate their student.

We also see that 65 per cent teachers highlighted the importance of writing essay while it was just 35 per cent teachers who did not highlight importance of writing.

Similarly, I also found that 50 per cent teachers provided a brief introduction to topic of the essay in the pre-writing stage but remaining 50 per cent teachers did not do that.

Furthermore, 40 per cent teachers elicited answers from the students before actual teaching of writing essay. In the contrary, 60 per cent teachers did not elicit answers.

3.1.2 Strategies Used in While-writing Stage

The following table presents the strategies used by teachers in while- writing stage.

Table No. 2
While-writing Activities

Activities	Per cent					
	W	O	W+O	Yes	No	Remark
Dealing with related ideas	–	71.87	28.12	80	20	
Collecting facts on the topic	–	21.05	78.9	47.5	52.5	
Providing methods of organizing collected ideas	–	69.56	30.38	57.5	42.5	
Transcribing meaning and concept about the topic in writing	–	35.71	64.28	28	72	
Dealing with linguistic problems and selection of vocabulary	–	88.88	11.11	22.5	77.5	

(Note: ‘W’, ‘O’ and ‘W+O’ stand for ‘written medium’, ‘oral medium’ and ‘both written and oral medium’ respectively.)

The above table shows that 71.87 per cent of teachers used only oral instruction, while dealing with some related ideas about the topic to be taught whereas it was only 28.12 per cent who used both written and oral instruction. But no teacher was found to use written instruction. For the same category, 80 per cent teachers in my study dealt with related ideas while teaching writing essay but only 20 per cent who did not deal with related ideas.

Similarly, only 21.05 per cent teachers were found to collect fact on the topic orally only whereas 78.9 per cent teachers were found to use both written and oral medium.

Similarly, for the same category only 47.5 per cent of teachers were found positive in collecting fact but 52.5 per cent who did not collect the fact on the topic.

Only collecting the information about the topic is not sufficient. They must have been organized coherently and cohesively, whereas 69.56 per cent teachers provided methods of organizing ideas orally while it was just 30.38 per cent who used both written and oral instruction. Similarly, 57.5 per cent teachers provided ideas in doing so while others (i.e. 42.5 per cent) did not provide methods of organizing collected ideas.

In this way, while transcribing meaning and concept about the topic only 35.71 per cent gave oral medium of instruction and left all 64.28 per cent were found to give both written and oral instruction. Similarly, 28 per cent teachers did it excellently. It is quite large per cent (i.e. 72) who did not transcribe meaning and concept about the topic.

Likewise, the learners have to be rich in vocabulary power while writing essay. However, 88.88 per cent teachers gave oral instruction in dealing with linguistic problems and in the selection vocabulary while it was just 11.11 per cent who gave both written and oral instruction. Similarly, only 22.5 per cent teachers did nice performance in the classroom while 77.5 per cent teachers did not perform.

3.1.3 Strategies Used in Post-writing Stage

The following table presents the strategies used by teachers in post- writing stage.

Table No. 3

Post-writing Activities

Activities	Per cent		
	Yes	No	Remark
Asking the student to check their essay again to ensure clarity, vividness, and accuracy of language and its structure	45	55	
Asking students to exchange their written texts to check and evaluate each other's writing	52.5	47.5	
Giving other more examples	77.5	22.5	

During post-writing activities what I found is that only 45 per cent teachers of the total population asked the students to check their written essay again to ensure how clear, vivid and accurate language and structure they used but only 55 per cent teachers did not ask to their students about this activities.

In the same way, 52.5 per cent teachers were found to have good performance while teaching students in this stage in which they were asked to exchange their written texts to check and evaluate each others' writing but only 47.5 per cent of total population did not use that activity.

A teacher is said to be skilful when s/he can provide more examples of related topic. For this activity, I found that only 77.5 per cent teachers had excellent performance in doing so and it is only 22.5 per cent teachers had no performance on it.

3.2 Data from the Interview

I, as already mentioned, selected ten English teachers from ten different secondary schools of Rupandehi district purposively. The interview addressed to the teachers tries to explore their views on importance concerned strategies in teaching of writing essay.

The data collected from English teachers of the secondary school in Rupandehi district, I found different views which are described as follows;

3.2.1 Focus on Teaching Writing

I asked the teachers to respond as to how often they focus on teaching writing and its reasons. From the responses given by teachers, I found that all teachers of the total population frequently focus on teaching writing at this level. They provided the following reasons to support their views.

-) Teaching writing is necessary for secondary level.
-) Writing is one of the productive, difficult and important skill for learners to master.
-) Writing enables the learners for free composition and creativity.
-) Writing helps to measure the achievements of students.
-) The students are found poor at grammatical pattern in course of writing essays.
-) Our examination is based on writing skill.
-) Writing helps the teachers find out the competence of the students.

3.2.2 Problems Faced by the Students While Writing Essay

In the same way, I asked the teachers to report the problems faced by their students while writing essay. All teachers agreed that their students faced many problems such as; structural patterns, expressing ideas and thoughts, lacking of coherence, cohesion, orthographic and para-orthographic and insufficient information on the topic.

3.2.3 Addressing the Problems

Regarding the question how they addressed those problems, I found the views from the teachers that they make the students engage on different activities such as dictation, spelling, and punctuation. They also opined that they make a list of those problems and try to discuss them in the classroom. Similarly, they use student-centered techniques to enrich their vocabulary capacity and related problems. Similarly, they viewed that they provide the students some model essays and help them to develop various strategies for drafting, revising and editing their task.

3.2.4 Effectiveness of Strategies

In response to the question do that strategies help to the students in essay writing, I found that all teachers were in favor of teaching writing strategies. They opined that the strategies they used help students to improve essay writing skills as learning the strategies provide the ideas of writing. They can write essay themselves in own creativity. They would not have problem how to start and end. They also thought that it helps the students for planning, getting ideas, organizing the ideas and preparing an outline of an essay. When they prepare outline, they can write an essay easily. Further, they opined that it is beneficial for students because they focus on the actual techniques that are undertaken while writing any essays.

3.2.5 Level of Satisfaction

In regard to the view of teachers regarding whether or not they were satisfied with the strategies of writing essay that they used in the classroom, I found that 60 per cent

teachers were satisfied whereas 40 per cent teachers were not satisfied with the strategies that they used in the classroom. Those who were satisfied with those strategies opined that they got success to bring the changes intended on students' writing and their writing is getting improved i.e. students are able to write essay on any topic after teaching the strategies. They also thought that their students are performing well in writing any kind of text. On the other hand, those who were dissatisfied with the strategies viewed that the students could not make their writing powerful as their wish. Further, they responded that they were not quite satisfied with the strategies they used as they helped students to create no more than some sentences. The students lack the process of writing while writing essay.

3.2.6 Best Way of Teaching Writing Essay

Similarly, regarding the best way of teaching writing essay, I found different views from the teachers. They opined that writing essay can be best taught by encouraging them to what they think, experience rather than copying and rote-learning, participating students in learning process is a fantastic learner-centered technique in teaching of writing essay. They also mentioned that the students must be made familiar with major components of writing viz. mechanics, coherence, cohesion and orthographic representation. Similarly, I also found the fact that since writing a well-formed essay requires a bit longer process they must be guided under following stages; planning and brainstorming, making an outline, preparing the first draft and revising, editing and producing the final draft. To conclude the whole views they focused in different techniques like; brainstorming, peer-correction, self-correction, discovery technique etc. to be applied.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATIONS

This is the final chapter of the study. This chapter consists of the findings based on analysis and interpretation of data and some recommendations for pedagogical implication based on the findings.

4.1 FINDINGS

The findings of the study have been presented as follows:

4.1.1 Findings from Classroom Observation

- a) It was found that 87.5 per cent teachers motivated the students towards writing but 12.5 per cent teacher did not motivate them.
- b) Over 60 per cent teachers highlighted importance of writing essay whereas others did not highlight it.
- c) Fifty per cent teachers were found to provide a brief introduction of the topic orally before actual teaching.
- d) Sixty per cent teachers were found not eliciting answers from the students before writing.
- e) Seventy per cent teachers were found giving oral instructions while-teaching activities whereas 30 per cent teachers were found using both oral and written instructions.
- f) Only 47.5 per cent teachers were found helping the students in collecting facts or related ideas properly but 57.5 per cent teachers were not found to provide methods of organizing the collected ideas properly.
- g) Only 22 per cent teachers were found in the classroom dealing with linguistic problems and in the selection of vocabularies.

- h) All teachers were found doing well in post-writing activities, however 77.5 per cent teachers were found not providing sufficient example well.

4.1.2 Finding from Interviews

- a. All teachers were found to focus on teaching writing at secondary level.
- b. Almost all teachers agreed that their students faced many problems such as structural patterns, expressing ideas or thoughts, lacking of coherence, cohesion, orthographic and para-orthographic and insufficient information about topic etc.
- c. All teachers have different views in addressing the problem which students faced while writing essay such as they used student-centered techniques, they make a list of problems and try to discuss them in the classroom, they make the students engage on different activities like dictation, spelling and punctuation etc.
- d. All teachers agreed that the strategies which they used in the classroom help the students to do better in writing essay.
- e. It was found that 40 per cent teachers were not satisfied with the strategies of writing essay that they used in the classroom.
- f. Not all teachers were found to apply the same way in teaching writing essay.

4.2. Recommendations

On the basis of the findings of the present research work, the following recommendations have been made.

- a) Since various ways of teaching writing essay have been found, the teachers should be encouraged to follow the strategies or ways of teaching writing essays mentioned in the findings.
- b) The teachers should be encouraged to select and apply best strategies in teaching such texts.
- c) The study should compare the strategies of teaching writing essay of the trained and untrained teachers in Rupandehi district.

- d) Any teaching classes have three successive stages including various activities. They are pre-writing activities (period of motivation students for the present lesson), while-writing activities (the period of real teaching) and post-writing activities (period of practicing, evaluating, discussing etc.) so, the teacher should be encouraged to perform any activities properly for enhancing learning.
- e) The teacher should not write the essays for their students. Instead, they should guide/encourage the students to write.
- f) Writing an essay is a task of expressing thoughts by creating new vocabularies and language structure. So, the teachers should provide their students sufficient time for practice.
- g) The teachers should collect various ideas from the students and they themselves should also provide facts about the subject matter.
- h) The students should be given a chance to write different writing exercises for developing writing skill.
- i) The students should be provided both oral and written instructions so that they could see and listen to what the teacher had highlighted.
- j) The teachers should encourage the students' participation in teaching learning process.
- k) The students should be provided sufficient examples for better learning.

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