

# Teaching Writing Skills to SSC Students Studying English as a Subject

ISBN (E): 978-93-90753-56-7

Authored By  
Quratulain

Edited By  
Dr. Muhammad Safdar Bhatti



Published by  
**Novateur Publication**  
novateurpublication.com



These questionnaires were distributed among the teachers and the students of secondary level in Bahawalpur and their responses were analyzed statistically. On the basis of the findings of the results, it is shown that writing skills play a key role in the development and enhancement of knowledge of second language at secondary level. The findings also revealed the practices of teaching writing skills such as provision of model texts and relevant vocabulary items.

The major problems while teaching writing skills were lack of pre-writing activities, learners' deficient command over vocabulary, grammar, spellings and punctuation, lengthy syllabus and limited time. English Language teachers face many problems in teaching writing skills because they have to deal a large number of students from various backgrounds of languages.

Teachers used to give written feedback on students' work to attain the writing learning outcomes. Moreover, at SSC level, examination is based on textbook. Classroom practices used by teachers were based on examination pattern i.e. use of textbook and help books. The researcher recommends that creative writing can be used as a scaffolding strategy by the students in facilitating their learning and can also be used as a pedagogical tool by the teachers to enhance their learning experience as well as maximize the engagement in the classroom.





# **Teaching Writing Skills to SSC Students**

## **Studying English as a Subject**

**Authored By**

**Quratulain**

**Edited By**

**Dr. Muhammad Safdar Bhatti**

## **ABSTRACT**

English language runs like blood in the veins of nations worldwide (Ahmed & Rao, 2012). As a result, the demand for English language has increased to the extent that it requires the citizens of modern societies to be proficient enough in order to be successful in their academic and professional careers (Muhammad,2011). In order to get success and to pursue their studies further, students are required to write with precision and originality and read with an appropriate level of comprehension (Nasir, Naqvi & Bhamani,2013).As a global medium of communication, the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of IT in various spheres of society, English has become the only language for the world citizens. Because of its international demand and recognition as a world language, English has always been a part of our education system. It is taught as a compulsory subject up to graduation level in Pakistani educational system. Writing is a key skill within the process of learning English language as it offers a way of communicating one's thoughts and feelings. Pakistani secondary school students require writing skills for a number of educational purposes including writing tasks given by the teachers and taking tests and final examinations (Dar & Khan, 2015). Moreover, for the purpose of developing writing skills, effective reading skills are also required. Reading a variety of genres effectively helps learners to be efficient writers as they learn the sentence structures, vocabulary and style of writing from the texts they read. Thus, both skills are equally important and dependent on each other (Moureau,2015). Despite studying English for over 14 years, majority of students lack required command in English language writing skills to pursue their higher education and professional careers. Moreover, having an asserted focus on English language in Pakistani schools, "The language learners still face difficulties in almost every area: reading, writing, listening, speaking, vocabulary, grammar"(Dar & Khan, 2015, p.122). One reason behind this situation is negligible

implementation of skill-based language teaching at SSC level because the focus of teachers and students is on completion of syllabus and preparation for board examinations instead of skills building. Since the medium of instruction in many Pakistani secondary level schools is English and resource books and other instructional materials are mostly in English language (Khan, 2013), it is necessary for the students to have command in at least reading and writing skills to comprehend and produce learning at a desirable level. With this background in mind, the current research focused on teaching English writing skills and the problems faced while teaching these skills at SSC level schools in Bahawalpur. So, this study aims at exploring the teachers' as well as students' point of view to enhance their teaching and learning writing skills respectively. Because, writing skills play an important role in increasing the students' level of interest, enjoyment and pleasure towards English as a second language learning. This work also attempted to focus on the results of practicing English language writing skills by interviewing teachers and students in some selective schools of Bahawalpur. The researcher adopted the descriptive analytical approach. The population of the study was (40) secondary level teachers and (300) students of Bahawalpur. The sample was chosen randomly (20) teachers and (200) students of Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur in the academic year 2011-12. The researcher designed two questionnaires for the students and the teachers to measure the attitudes of teachers about learning English language writing skills and the difficulties and challenges faced by them in teaching this skill in the class. The questionnaires were developed according to the purpose of the study. These questionnaires were distributed among the teachers and the students of secondary level in Bahawalpur and their responses were analyzed statistically. On the basis of the findings of the results, it is shown that writing skills play a key role in the development and enhancement of knowledge of second language at secondary level. The findings also revealed the practices of teaching writing skills

such as provision of model texts and relevant vocabulary items. The major problems while teaching writing skills were lack of pre-writing activities, learners' deficient command over vocabulary, grammar, spellings and punctuation, lengthy syllabus and limited time. English Language teachers face many problems in teaching writing skills because they have to deal a large number of students from various backgrounds of languages. Teachers used to give written feedback on students' work to attain the writing learning outcomes. Moreover, at SSC level, examination is based on textbook. Classroom practices used by teachers were based on examination pattern i.e. use of textbook and help books. The researcher recommends that creative writing can be used as a scaffolding strategy by the students in facilitating their learning and can also be used as a pedagogical tool by the teachers to enhance their learning experience as well as maximize the engagement in the classroom.

## DEDICATED TO

Hazrat Muhammad (Peace Be Upon Him)

Who is forever a torch of guidance and

Knowledge for humanity as a whole!

And

Our beloved Quaid Muhammad Ali Jinnah

Who taught us unity, Faith and Discipline!

Moreover to,

My affectionate and loving parents

Who taught me to write first letter in my childhood!

And

My Worthy Supervisor: **Sir Safdar Bhatti**

Who encouraged me at each step of life to

Face the challenges bravely!

## Acknowledgement

Praise be to Allah, the Lord of the Worlds; Most Gracious, Most Merciful. It would not have been possible to finish the study without the wish of the Almighty. Billions of Darood O Salam upon the merciful Prophet (Peace Be Upon Him), the one and the only cause of creation of this beautiful world.

First and foremost, I extend my thanks and gratitude to my very respectable and kind hearted supervisor: **Sir Muhammad Safdar Bhatti** for his baseline guidance about my work. His endless guidance, enthusiasm and encouragement are something to always be thankful for. His wisdom, teaching style, and positive outlook have been indispensable throughout. It's my good fortune which took me on its peak and made me meet such a kind hearted, devoted and father like Sir. I think, I am lucky enough to have such a competent, cooperative, friendly, devoted, sincere, honest, caring, sensitive and hardworking brother like **Supervisor**. Sometimes, I faced some problems and difficulties regarding research procedure but he encouraged and consoled me in such a beautiful way that every difficulty and hurdle was turned into happiness and found the solution of the problem. He guided and supported me on each and every step of research very skillfully and with professional approach. If I'm doing this TEFL, all this credit goes to him. Really he is an angel on this earth. May he live long! Aameen

I would also like to thank the Department of English Language and Applied Linguistics and the Chairperson for giving me this opportunity to conduct the study and thereby to contribute to the field of English language teaching for the young learners. Also, sincere gratitude goes to my parents and brother, Muhammad Arif who inspired me from the start with lots of moral support to embark on the present research.



# TABLE OF CONTENTS

<b>Topics</b>	<b>Page No</b>
<b>CHAPTER 1 Introduction</b>	<b>1</b>
1.1 Research Background	1
1.2 Statement of the problem	6
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Delimitations of the study	7
1.6 Significance of the study	8
<b>CHAPTER 2 Literature Review</b>	<b>10</b>
2.1 Current ELT Condition in Pakistan at Secondary Level	10
2.2 Historical Background of Teaching Writing Skills	14
2.3 Three Stages of Teaching Writing Skills	17
2.3.1 Controlled Writing	18
2.3.2 Guided Writing	18
2.3.3 Free Writing	19
2.4 Approaches to Teaching Writing Skills	20
2.4.1 The Product Approach	20
2.4.2 The Genre Approach	22
2.4.3 The Process Approach	24
2.4.3.1 Phases and Exercises of the Process Approach to Writing	25
2.4.3.1.1 Pre-Writing	26
2.4.3.1.2 Drafting	26

2.4.3.1.3 Revising	27
2.4.3.1.4 Editing	27
<b>CHAPTER 3 Research Methodology</b>	<b>28</b>
3.1 Research Design	28
3.2 Research Tools	28
3.2.1 Questionnaire for Teachers (Annex-A)	29
3.2.2 Questionnaire for Students (Annex-B)	29
3.3 Population of the Study	30
3.4 Sample of the Study	30
<b>CHAPTER 4 Data Analysis and Results</b>	<b>31</b>
4.1 Analysis of Teachers' Questionnaire (Annex-A)	31
4.3 Analysis of Students' Questionnaire (Annex-B)	35
<b>CHAPTER 5 Findings, Conclusion, Suggestions and Recommendations</b>	<b>43</b>
5.1 Findings	43
5.2 Conclusions	45
5.3 Recommendations	47
5.4 Suggestions	48
<b>REFERENCES</b>	<b>50</b>
<b>APPENDICES</b>	
Appendix A (Questionnaire for Teachers)	55
Appendix B (Questionnaire for Students)	56



## List of Tables

Figure	Description	Page
4.1.1	Do you find teaching writing skills more difficult than teaching other language skills?	31
4.1.2	To what extent do you use new methods for teaching writing skills in your classroom?	32
4.1.3	Do you think the new methods of teaching more effective than the traditional ones?	32
4.1.4	Do you think that new methods of teaching enhance the efficiency level of the teachers also?	32
4.1.5	Does creative writing have deep effects on learner's learning process?	33
4.1.6	To what extent creative writing enhances the learners' interest in learning?	33
4.1.7	To what extent do you consider creative work as an effective way to improve writing skills?	33
4.1.8	Do you feel any difficulty in teaching writing skills?	34
4.1.9	Students cannot read properly and lack understanding.	34
4.1.10	Creative work motivates the learners to grasp writing skills.	34
4.2.1	Do you find cramming as an easiest way of learning writing skills?	35
4.2.2	I get more knowledge and understanding when studying English through creative writing.	35
4.2.3	I look forward to studying writing skills in future.	36
4.2.4	Studying English writing skills is enjoyable.	36
4.2.5	I cannot summarize the important points in English subject by myself.	37
4.2.6	Frankly, I study English just to pass the exams.	37
4.2.7	I enjoy doing activities in English writing class.	38
4.2.8	I don't like studying English writing skills.	38
4.2.9	I am interested in studying English writing skills.	39
4.2.10	To be honest, I really have little interest in my writing class.	39
4.2.11	I am not satisfied with my performance in writing skills.	40
4.2.12	In my opinion, writing is a difficult and complicated skill to learn.	40
4.2.13	I don't feel enthusiastic to come to class when English is being taught.	41
4.2.14	Knowing English language skills is an important goal in my life.	41
4.2.15	Mind mapping is used to improve the writing organization.	42

# Chapter 1

## INTRODUCTION

### 1.1 RESEARCH BACKGROUND

Language, so far as we know is something specific to humans that is to say, it is the basic capacity that distinguished humans from all others living beings. Language, therefore, remains as a medium capable of expressing feelings, moods, attitudes and concepts. A set of linguists who based their assumption of language on psychology made claims that language in nothing but habit formation. A language attracts people because of the wealth of literature and knowledge cherished in it. It is a creation of man's social needs. It is a very complex phenomenon.

Education, the prime ingredient of human resource development, is the basic requirement for the socio-economic transformation and advancement of a country. In the changing global scenario, the study of English plays a vital role in education and it is accepted that everyday English has a far-reaching effect on all areas of everyday life. It has thus become an important vehicle for technical collaboration, industrial development and the formation of international relationships, as Graddol and Meinhof argued: "The increasing use of English arises from complex economic, technological and social processes. It is seen by some as an inevitable consequence of economic globalization, by others as a legacy of colonialism and imperialism - both at an individual level as well as that of nation-states (Graddol and Meinhof, 1999: I)."

English is West Germanic language that was first spoken in early medieval England and is now the mostly widely used language in the world. In several sovereign states, it is spoken as a first language by the majority including the United States, Ireland, New Zealand, Canada, United Kingdom and number of Caribbean nations. After Mandarin Chinese and Spanish, it became the third most common native language in the world. It is widely learned as a second language an



official language in many countries. English speakers from around the world are able to communicate with one another effectively.

English is used as a lingua franca for global communication, and English, as an international language, has a worldwide presence. The speed of its spread is unprecedented. According to Hindmarsh (1978), English is so widely used because the world has opted for it to satisfy its needs. English is now represented in every continent, giving it the status of the 'global language'. However the observation made by Graddol regarding the future of global English and in relation to the status of English as a foreign language is interesting: “The competitive advantage which English has historically provided its acquirers (personally, organizationally, and nationally) will ebb away as English becomes a near-universal basic skill. The need to maintain the advantage by moving beyond English will be felt more acutely (Graddol, 2006: 15).”

As a medium of global communication, English also gives easy access to the ever-expanding knowledge of science and technology, arts and education, innovations and discoveries. In fact, the most important books, papers, etc., are either written in English or translated into English immediately after publication in other languages. The global demand for proficiency in English becomes even greater with the Internet being available to increasing numbers of users. English, also a major language of the international labor market and business, has an occupational and professional purpose in helping people to find employment in other countries.

As we know that English has become a dire need of this era. There is no doubt that English is a power today and also the window of the world. The researcher thinks that good English is like someone's “personal passport” and a good knowledge of it puts him to great advantage.

It is often found that potential workers, even with requisite knowledge and experience cannot succeed in the competitive job market because they lack proper communication skills in English.

Norton (2000) therefore, introduces the concept of investment instead of the term motivation to describe the socially and historically constructed relationship of learners to the target language, and their desire to learn and practice it, with the expectation or hope to have a good return on that investment. Under the present circumstances, Pakistan, as an independent and developing country, has to maintain her political, commercial and cultural relations with the rest of the world through the medium of a widely used international language. She also has to deal with many international organizations involved in various developmental programs in the socioeconomic, education, health and communication sectors. Therefore, in Pakistan, it is no longer sufficient for a schoolteacher to produce a few star pupils in an English class, while the remainders are relegated to the ranks of those who have no aptitude for languages. More opportunities for business, travel, studies, jobs, etc., within the country and abroad have made it necessary to shift the emphasis towards teaching communicative abilities, especially conversational skills.

Writing is a “natural gift” rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbearably difficult. They feel that everyone else finds writing at least tolerable or easy. Such people say that they are not good at writing or English was not one of their good subjects. They say that they do not have a talent for writing, while others do. Due to it, people try to avoid writing and when they do write, they don't try their best. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like cooking, typing, driving, or like any skill. It is frightening to set down before a blank sheet of paper or computer screen and know that an hour later, nothing on it may be worth keeping. It is frustrating to discover how much of a challenge to transfer thoughts and feelings from one's head into words. When we write, we use symbols, graphics that is letters combinations of letters which relates to the sounds we make when we speak.



Teaching how to write effectively is one of the most important life-long skills. When teaching writing teachers must be sure to select resources and support materials that not only aid them how to write but that will also be the most effective in helping their learners learn to write. Going through the full writing process pre-writing, drafting, revising, writing and publishing, can be a lot of work, but it's always worth the effort. Each stage of the writing process builds on the last, and each subsequent stage would be much harder if the previous one hadn't been completed.

Writing has always been seen as an important skill in different classes. It is the area in which learners are expected to be offered adequate time to develop their writing skills. It is certainly an important element of learning English as a second language. But teaching of writing in Pakistan is carried out under the authority of a nationally unified syllabus highly values development of creative thought. That is why despite studying English in schools and colleges for about 6-8 years learners, especially coming from rural background, are not able to communicate in English with relative ease and success.

Like the other developing countries and nations we have big aspirations and also like most of others, we are not realistic about our Great Expectations. This case is further supplemented by the evaluation system in Pakistan. There are certain sets of questions about the text books which are most likely to be asked in the examination paper. These kinds of questions normally require production of memorize material from the text books, prepare the examinations) that provide them with a short cut to pass the examination. These helping books contain summaries of the poems and ready-made answers to the comprehension questions of poems, plays, essays and short stories. All of this works fine as the assessment system encourages rote learning.

As writing is the most intractable of four basic skills. This might be, because it least natural in the sense it has to be learnt, i.e. writing process starts late and it may not be the child's natural

language ability behind it. It is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Writing encourages learning and thinking for it motivates communication and make thought available for reflection. When thought is written down, ideas can be examined, added to, rearranged, reconsidered and changed.

In fact, writing is an essential innovation in the history of human beings. It contributes everlasting knowledge, speculation, assumption, perception, altercation, elucidation and philosophy. Writing supports us in exchanging the communication with our contemplation as well as future generation in many languages. Writing is a supplement to discourse or talked language.

Inside a language framework, writing depends on a considerable lot of the same structure as speech, for example vocabulary, grammar and semantics with additional reliance of an arrangement of sign or images.

Writing in a good manner is troublesome. People write as a profession for some time battle to get their contemplation on the pages; even people who for the most part appreciate people have days when they would rather do whatever else. For the people who do not care for writing or don't consider themselves great writer, writing assignments can be unpleasant or notwithstanding scary. In addition to writing remain a basic territory of the school educational programs and an essential part of students' lives after school. Teaching writing through creative writing develops innovation, credibility and greatness in the students at secondary level. Here students need technical strategies to organize their internal as well as external thoughts. The result of writing is by and large called text and the beneficiary of text is known as a reader. At secondary level, the written work is normally not appropriate for the overall population. Scholarly desires change from what the students may have encountered. The magnitude of work relied upon to do is expanded. At the point when teachers anticipated to read pages upon pages, or to study a really long time for one specific course, dealing with your work burden can challenge.



## 1.2 STATEMENT OF THE PROBLEM

Based on the background of the study, the statement of the problem can be formulated as follows: Despite the fact that the English language is a major subject from 1<sup>st</sup> grade to 12<sup>th</sup> grade in Pakistan, the performance of pupils concerning this subject matter is extremely disgraceful. As the school years go by, quite a lot of pupils fail in the subject during the S.S.C examination while majority of them barely pass. On the other hand, According to Rahman (1999), even those pupils who pass the test are still unsuccessful in properly writing in the English language.

Teachers are uninterested in teaching the pupils about writing in English. On the other hand, they would rather teach the pupils more about the production model of writing in English. According to Farooq (2001), this means that the pupils would rather learn other things other than writing in English. They would rather pass their tests without making an effort to learn because they do not want to receive ugly marks due to their errors during the examination. Because of this, pupils are found to memorize written sentences used during the exams but they do not actually learn about the writing process itself, according to Khan (2005).

Despite this, the books offered by schools usually use an approach that is more relevant to communication when it teaches English language. Teachers do not attempt to excite their students in learning how to write in English and this is the reason to why the writing skills of students are very poor. According to Farooq (2001), this is because subjects taught in school focus mostly on the skill of teachers and their lack of motivation in teaching the subject results to the students becoming poor in the subject because they give less attention to it. With this scenario, the researcher decided to conduct a research on **“Teaching Writing Skills to SSC Students Studying English as a Subject”**. The researcher has observed that the secondary level students are unable to produce good English. So the necessity and urgency of equipping teachers

with different teaching methodologies and the importance of having a more student-centered learning atmosphere have been voiced recently more often than ever before.

### **1.3 OBJECTIVES OF THE STUDY**

The objectives of the present study are as follows:

- 1- To identify the problems faced by the secondary level students in learning writing skills.
- 2-To decide whether creative writing is an effective remedy to overcome learner's writing problems.
- 3-To assess whether there exists a relationship between teachers' attitudes and perceptions about effective use of creative writing in the classroom.
- 4-To investigate the difficulties and challenges faced by the teachers in using creative writing in the class.

### **1.4 RESEARCH QUESTIONS**

The study aims to address the following questions:

- 1- Why do the students fail in developing writing skills?
- 2- Does the writing skill of the secondary level students depend on the quality of the techniques applied by the teachers?
- 3- Which types of techniques are employed by the teachers in developing writing skills?
- 4- Which technique is more effective in developing writing skills?
- 5-What are teachers' objectives, teaching strategies and methodologies in teaching writing skills?
6. How do students respond to the approach proposed by the study?
7. How does the proposed teaching approach affect classroom dynamics?
- 8-What are the factors that could change the existing negative atmosphere from both students' and teachers' perspectives?

### **1.5 DELIMITATIONS OF THE STUDY**

This study will be delimited to Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur and only the secondary level students and the teachers of these

schools will be participating. Only the effectiveness of teaching writing skills to the secondary level students for learning English as a subject will be taken into account.

## **1.6 SIGNIFICANCE OF THE STUDY**

The knowledge of second language learning cannot be isolated thoroughly from important increments in our general understanding of language and learning. This study is important as it investigates the importance of writing skills for their overall personal and educational development. The research may provide English language teachers with an insight that writing skills may also develop more flexibility in their thinking. The researcher expects that the findings of the study would help to realize the impact and importance of creative writing in learning writing skills to enhance the significance of this study. Moreover, one may not neglect and put aside the influence of writing skills in English language learning and teaching and this impact is needed to be analyzed for the future development in this research area. It reveals insight into the significance of students' needs and interests which make the teachers to know how to fulfill these requirements and behavior effective and memorable learning. It conveys to Pakistani teachers to consider the distinctive composition writing in connection to arranging, educating, input and evaluation of writing skills. It also focuses the function of writing in improving the academic achievements of students in other programs due to their capacity to express their thoughts in well-arranged composition. This study will draw the attention of the teachers to use creative writing to make their teaching effective, easy and interesting. It will also investigate how the use of creative writing helps the secondary level learners to overcome their short comings of writing skills in the target language. The purpose of this research is to find out the factors which affect the learners while learning writing skills of second language. This research work will also check the teaching writing skills of English through creative writing. One of the major problems of the second language learners is the lack of creative abilities. Teachers adopt different teaching



aids and methods to enhance the creative writing abilities of the learners. Due to lack of creative abilities second language learners cannot perform well in their writing skills. The research focuses primarily on the subject of the practice of writing in the English language. The study also focuses on discovering a way in dealing with the issue of English writing being poor at the secondary group of schools in Pakistan. Additionally, the research aims to decipher such issues concerning students and their teachers relevant to English writing if there are any issues. The outcomes of the research study will be able to assist the students in improving their English writing skills through training. This research work will also be able to provide crucial data to the people who create rules, to authors of books used in schools and to English teachers and the students regarding English writing skills.

# **CHAPTER # 2**

## **LITERATURE REVIEW**

### **INTRODUCTION**

This chapter presents a review to the relevant literature of English language teaching and gives information regarding (ELT) in Pakistan, past and present. It also focuses primarily on the discussion of the English writing practice, activities in the classroom relevant to English writing as well as different approaches used in schools in Pakistan.

### **2.1 CURRENT ELT CONDITION IN PAKISTAN AT SECONDARY LEVEL**

The ever-growing need of English language in different domains of human life, that is, education, economics, politics, entertainment, technology and business, has created a huge demand for English language teaching around the world (Pandey & Pandey, 2014). Initially, English language classrooms were teacher-centered, where teachers served as a source of knowledge and learners were passive (Boumova, 2008). This traditional practice became so widespread that its traces are found in many modern classrooms. Boumova further highlights that the traditional approach, besides focusing on memorization, also assumes that language learning stands for developing a large collection of grammatical rules and vocabulary which should be produced accurately in suitable situations. White (1988) adds that language skills and communicative competence are not targets of traditional language teaching.

Regarding modern language teaching, Richards (2008) underscores that current language teaching practices consider learners as the most important element of the entire teaching and learning process and teachers are facilitators and observers of learners' progress. Moreover, Richards emphasizes that modern English language teaching practices aim to develop the ability of meaningful communication. Boumova (2008) explains that in modern English language

classrooms, structural elements of the English language, such as grammar and lexicon are mostly taught with reference to contextualized communication rather than in isolation. Boumova further emphasizes that the most notable aspect of modern practices, which was purely absent from the traditional practices, is the extreme focus on basic language skills: listening, speaking, reading and writing.

Writing is the most challenging skill of the English language and there is a meaningful link between the writing produced by students and classroom instructional practices (Fisher, 2012). Even though writing is a very important skill, English language teachers give less time to writing practice (Cutler & Graham, 2011) and focus on the length of writing rather than on ideas and critical thinking (Kihara, Steve & Leanne, 2009). Furthermore, Troia (2014) reiterates that established writing teaching methods are not implemented and Khan (2011) accentuates that the prescribed textbook is considered as the only source of knowledge in the classroom and rote learning is promoted. Shah, Rani, Mehmood and Irum (2013) affirm that even in essay writing tasks, students are provided with model essays which they are required to memorize and reproduce in the exam.

Vazir and Ismail (2009) noted that in a traditional English language class, the teacher first reads a model of a particular genre, then asks relevant questions, followed by writing of difficult words from that model text on the blackboard and lastly, students repeat the words in a chorus. According to Khan (2011), Pakistani English language teachers are familiar with some writing skill techniques, such as, brainstorming, outlining and pre-writing discussions on the topic, but most of them do not apply these approaches in classrooms because of various reasons that include restricted curriculum, lack of time and learners' weak educational background (Warsi, 2004).

While teaching writing skills, the major problems encountered by the teachers include students' lack of command over grammatical patterns and vocabulary, lack of interest, motivation and less time for writing practice (Almubark, 2016). There are also some teacher related problems, such as teachers' focus on grammar and vocabulary rather than writing skills, lack of constructive



feedback and explicit correction of spelling and grammar (Aqeel & Sajid, 2014; Khan, 2011). Not only is writing important, reading is highlighted as a long lasting expertise to be utilized both at school and all through life. According to Anderson, Hiebert, Scott, and Wilkinson (1985), reading is an essential and fundamental ability. Re-reading is also considered one of the most difficult territories in the instructional framework (Snow 1998). However, Grabe and Stoller (2002) reflect that L2 students are not given much time to create solid reading capacities.

Muhammed (2011) considers reading as the most neglected skill in the English language especially in the Pakistani context. Concurring with this view, Jarvis and Szmczyk (2010) believe that grammar, composition, speaking and listening skills are the main focus and reading activities and tests are considered as time consuming and boring. Elaborating on this aspect, Liu (2008) affirms that reading as a skill has always been neglected in secondary schools in South Asia because teachers teach reading without focusing on comprehension using the read aloud technique. Moreover, Wyatt (2012) states that teacher's lack of command on reading skills and lack of training are considered challenges for teaching reading skills. Some of the major challenges faced by teachers in teaching reading skills are students' lack of vocabulary, interest in reading activities and large classroom (Bhatti, 2013; Rasheed, Saleem, Buksh & Rasul, 2011).

Writing is the last stage of the four language skills. It means conveying the message through symbols written on a piece of paper. It has two aspects: Mechanical and creative. Mechanical writing means knowledge of letters, words, spellings, punctuation while creative writing means the knowledge of grammar, vocabulary and usage. While teaching writing to the learners, we use different exercises and sub skills at different levels.

Moreover, Pakistan experiences three issues in ELT. The first issue is that there is a deficiency in adequate consciousness regarding the important difference of literature and language of a second

language. The second is that there is an absence in motivation to learning modern English in both writing and speaking because of an unhurried progression of semantics in Pakistan. The third issue, as further explained by Yasmin (2006), is that the administration does not want to give importance to the lack of English writing skills, and so they do not involve themselves in developing it. Amin (2005) explains that educating and learning about writing in a second language, especially English, is not really a priority for most students in Pakistan. Instead, the goal of most students is to pass the tests provided by the curriculum. English does not really have a role in any social or educational aspect in Pakistan, despite the language being considered an important requirement that most occupations are looking for nowadays.

According to Chishti and Hashmi (2010), who are the writers of Punjab Textbook Board in English, a good way to acquire the skill of English writing in the country is by using the communication method as a way of educating the pupils. This approach mostly focuses on the provision of visual materials that require writings, discussions, photographs, activities, tasks, and reading in order to learn the English language.

Such material used for educating pupils in the writing skill have been created to target four fundamental skills which are speaking, reading, writing, and speaking. Despite this, Pakistan is still unable to make the skill a common skill of their citizens. This is simply because educators are not effective in motivating their pupils to learn the skills.

Mariam (1999:215) also found that learning English as a second language has not been successful and that there should be suggestions in fixing this issue. SSC and HSC, which are two public tests given in Pakistan, has found that the lowest scores in these exams were found to be in the English writing section. Whenever there are failing pupils in the exams, majority of the failures are due to the English subject, according to the Pakistan Educational Statistical Book (2005). The instructions that have been developed by Syllabus Committee and PTB depended on

the outcome that is disgracefully low because there is a deficiency in an adequate guideline for the use of that language.

Optional Secondary School Certificate (S.S.C) tests usually portray and replicate a decade of instruction beginning from the first grade all the way to the tenth grade. In S.S.C tests, pupils participate in order to gain around 200 points in the exam. Educating and being taught about English speaking and writing in Pakistan as a secondary language is limited to the use of a program and is viewed as a device for the sake of passing the test. Pupils study for the test by only memorizing concepts that are needed for the test.

Teachers are meant to pick the adequate teaching programs that pupils require in order to learn about such topics within the classroom (Ara, 2005). Additionally, it is the job of the instructor to become more inclined to being a guidance counsellor and not just a teacher. However, in Pakistan, instructors rarely are able to provide their pupils with options to be able to train more regarding English writing simply because they are unsure of how to handle the issue.

Most of the times, teachers have been using the approach of using lectures for their pupils. The pupils usually commit the answers to the tests to memory in order to pass the subject. To add to this, the instructors do not usually involve their students in the activities of the class as well. In addition to this, instructors now have the problem of trying to keep the class behaved, especially in classes that contain a large number of students. They also find it hard to keep the students quiet during classes. However, it can also be noted that students may only be able to learn in an atmosphere where the instructor is competent about the subject he or she is teaching.

## **2.2 HISTORICAL BACKGROUND OF TEACHING WRITING SKILLS**

Teaching writing is often about teaching grammar. If grammar comes up anywhere in teaching of English, it is in the writing classroom. Most learners of English language will have some writing skills. When you get them, but they will often have an idea that their writing is quite



good and generally it will be quite poor. Writing is the final products of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are not-taking, identifying a central idea, outlining, editing and drafting. Both young and old people can encounter the discouraging ‘writer block’ if they engage in more than one or two off these activities.

Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on a somewhat rigid set of assumption: good writing was done from a set of rules and principles, the teacher’s duty was to relate these rules, and learners then wrote in response to selected written texts, following the rules of good writing. A learner story was then graded for its grammatical accuracy and correct organization as well as its content. This idea is shown clearly in Harvard university’ entrance requirements of 1874. Each candidate will be required to write a short English composition, correct in spelling, grammar, expression, the subject to be taken from such works of standard authors as shall be announced from time to time. The subject for 1874 will be taken from one of the following works; Shakespeare’s vicar of Wakefield; (2000) scold’s Ivanhoe and Lay of Last Minister. (cited in Bizzeli, Herzberg and Reynolds)

Writing was used to show that learners had mastered a particular grammatical rule, rather than had a good idea about subject matter. In fact, correct spelling, grammar and overall organization were the most important evidence of second language proficiency. A movement for more progressive writing instruction started in 1911, when the National council of Teachers of English (NCTE) was founded. The NCTE protested against the American High school curriculum, which they felt was dictated by the large universities and did not address the needs of the diverse population of high school learner across the US. However it wasn’t until the 1960s that a border understanding of writing and the teaching of writing began to take hold in classroom. Writing instruction began to include the entire process of writing invention drafting feedback and

revision and not just the product. Second language writing instruction generally included the principles and methods followed in first language writing classes. However, additional concerns surface in the 1960s. ESL/EFL, instructor began to recognize that certain writing problems seemed to be related to learner's first language. In 1966, Robert Kaplan introduced the idea of contrastive Rhetoric, or the comparison of different types of writing in terms of organizational patterns. In his landmark essay, cultural thought pattern in intercultural Education, he claims; "each language and each culture has a paragraph order unique to itself, and part of the language of a particular language is the mastery of its logical system."

This idea was represented in a drawing showing the paragraph structures by speakers of different languages, extensive parallel construction in the semantic group, an indirect approach in the oriental group and repeated digressions in Romance and Slavic groups. This illustration is often criticized for being too simplistic and for assuming the English language writing to be linear or normal. However it continues to attract attention and there is a renewed interest in the influence first language has on an additional language.

A review of the literature on teaching writing skills of learner's show that writing should be emphasized by the institution within all disciplines and should not fall solely under the jurisdiction of the English faculty. Writing practice is indispensable in order to improve and writing should therefore be a component of every course, offered at the college. Writing within a specific discipline also allows the learners to understand and become familiar with the type of writing that occurs within the profession. Charles Bzerman explained that when writing assignments are aligned with the professional world, they become more meaningful to learners, who feel more motivated to socialize themselves into a professional world they wanted to be a part of (44-45). Instructors in all disciplines need to be assumed responsible for improving

learners writing the most gain's will be realized if learners are expected to produce quality writing in a variety of subject areas. (Bazerman, Charles, et al.2005)

Another view of writing is that writing is decontextualized (Ellis, 1994; 188) because it assumes that written communication never takes place in the presence of the writer and the reader. According to Grabe and Kaplan (1996) and Matsuda (1997) writing is far from decontextualized because every writing task is situated in a rhetorical context and involving complex. As we have noted several times, the classroom has its own purpose and structure and is not simply a reflection of the outside world. In this sense, we can think of writing activities both from the international perspective of what is useful for external purposes, but also in terms of their educational function and reality of the classroom itself. It is extremely common for individuals to write at most points of their lives. While it is also very common for individuals to write in their mother tongue, it is even less for these individuals to write with another language. For majority of people, writing in a second language is only part of our education and doesn't apply to real life situations. As explain by Farooq (2001), academic success is brought by writing and it also assists in improving spoken work, comprehending texts through reading, and it also showcases intelligence of a certain language. Writing in a different language is a challenge for most pupils because they don't think that they are competent enough whenever they write or speak in it. This often results in most pupils finding it to be a chore rather than a learning opportunity. According to McDonough and Shaw (1993), the learning potential that pupils usually have is not used as much because they would rather memorize the answers in a writing test rather than learning the actual language itself.

## **2.3 THREE STAGES OF TEACHING WRITING SKILLS**

Writing is a skill which the learners should ideally acquire in stages. We may compare it to learning to ride a bicycle. Usually, a child starts with a tricycle. It is so safe that he cannot fall. Then he uses a bicycle with some supports on either side. He is free to ride but is protected by

the supports. Finally he has the confidence to cycle away only two wheels without any external help. Similarly, a good writing program is started in stages. A proficient teacher leads his learners through three stages; controlled writing, guided writing and free writing.

### **2.3.1 Controlled Writing**

In the beginning, all the writing is controlled. In controlled Writing, it is the teacher who is mostly active. As the content and the language are provided by the teacher, the learners make very few mistakes. Here the learners are able to use appropriate words and learn correct grammatical patterns. They learn correct sentence formation by making a good choice of vocabulary and structures. They learn suitable use of nouns, pronouns, verbs, objectives, adverbs, articles, prepositions, conjunctions, and interrogatives. Examples of such exercise are substitution tables and copying exercises. In substitution table, a list of various items is given under several columns. The learner is to pick only one item from each column to complete a full sentence. In copying exercises, the learners are given a short paragraph with sentences jumbled up (not in proper order). They will read connections then they will rewrite the text so that it will be a coherent whole. Controlled writing is basically concerned with accuracy (correctness of the language used).

### **2.3.2 Guided Writing**

In the guided writing, both the teacher and the learners are equally involved. The learners learn to organize their ideas and write systematically. But they need some guidance from the teacher. For writing letters, applications, invitations, stories and essays, a set pattern is required. The teachers provided this patter. He presents a model on the black board, or a big wall chart. This outline is first discussed orally by the class and then the learners write it down in their note books. The general pattern of the work presented by the teacher will be the same, but the contents written by the various learners will be different. Guided writing is basically concerned with the organization of the material. It may take the following forms of exercise:



**(i)Completion:** The teacher will give the learners some incomplete sentences. They will think and individually complete them.

**(ii)Reproduction:** The teacher will give the learners a text. The learners will read it and rewrite it in their own language.

**(iii)Transformation:** The teacher will give the learners some sentences and ask them to write them in a changed form. e.g. changing a sentence from active to passive.

**(iv)Summarizing:** The teachers will give the learners a text. The learners will read it and rewrite it in a brief form, in the form of a summary.

**(v)EXPANSION:** The teacher will give some topic to the learners along with some hints. The learners will think for a while, and write on that topic in detail.

### **2.3.3 Free Writing**

This is the last stage of writing. This type of writing develops the learner's power of originality and creativity. In this type of writing, it is the learner who is mostly active. The usually free writing activities practiced in the class are compositions which include paragraphs and stories on some given topic. At this phase of writing, the teacher will provide only the topic. The learners may discuss it on their own in the form of a small group discussion to their individual thoughts freely. So both the language and the content will be learners. Free writing is basically creative writing. The learners use their own language and content. According to Bazerman(2005) effective writing skills is an essential tool for learners striving for academic success, seeking, and employment and hoping to advance in their profession. The national commission on writing in American schools and colleges found that up to two-thirds of professionals have writing responsibilities and those unable to write clearly will not be hired and are unlikely to last long enough to be considered for promotion. While writing is of great practical importance, it is also

an integral of the overall learning process writing helps the writer to understand what they know and allows the writer to build confidence in his knowledge of subject. Written communication also plays a crucial role in the development of societies. It has the transformative power to change the course of history by emboldening, enriching minds and lives.

## **2.4 APPROACHES TO TEACHING WRITING SKILLS**

Raines(1993) opined that there are three main kinds of writing approaches: the product approach is related with form, the genre approach which concentrate on the reader and the process approach highlights on the writer. All the above mentioned approaches are explained below:

### **2.4.1The Product Approach**

Prior to the discussion about the development of the process approach to writing researchers considered as a product and felt that the most prominent part of good writing was linguistic knowledge instead of linguistic skill. Young (1978) assessed that the product or traditional approach to writing as, the emphasize on the written product rather than writing process; the analysis of speech into words, sentences, and paragraphs; the strong concern with usage(syntax, spelling, punctuation) and with style(economy, clarity, emphasis; and so on)(cited in Matsuda,2003,p.70).

According to Richards (1990) it is considered the product approach since its object was to create write and correct text.

Pincass (1982) explored that it focuses on the suitable utilization of vocabulary, syntax and cohesive devices. Other researchers think that the product approach to writing focuses essentially on assisting students to learn grammatical rules and how to avert errors and mistakes.

As Badger and White (2000, P.154) examined that product-based approaches consider writing as broadly related with knowledge for the framework of the language.

Pincas(1982) and Hyland(2003)have described that four phase represent the product approach: familiarized writing, controlled composition, guided and free writing composition.

Familiarization signifies developing students for real composition by exhibiting one or other of the skills which are to be adopted (Pincas, 1982, P.78).

One case of an impressive and effective familiarization procedure is the arrangement of differentiating illustration and having students composed on the contrast between them: for instance, listening a spoken request and then reading a written appeal or request. Another strategy of familiarization is to provide students complicated guidelines and request that they place them into the right arrangement and complete them. (Pincas, 1982)

However, Hyland (2003) believed that familiarization is carried through teaching student's proper language structure and vocabulary by adopting proper context. Whereas practice for familiarization phase are related with demonstrating students the sort of writing they will deliver, in the controlled writing phase students have privilege to adopt exercises. In relation to exercises there are two kinds of phases: the first one is combining exercises and the second one is substituting exercises. The combining exercises tell how the words are assembled by matching or through re-arranging. On the other hand in substituting exercises there is involvement of both copying the things composed through teachers and imitating the teacher's directions. For instance, teachers can show same paragraphs and can also give same or some sentences which may be the replacement of actual words (Pincas, 1982). In this phase ESL classes, Raid (1993) noted that comprise of organizing grammatically or syntactical sentences and accepting guidelines about or rolling out discrete improvement in bit speech.

Raimes (1983) remarked about the controlled composition that it is a helpful strategy which gives the student both substance and structure. The guided composition or writing phase is observed as a relation controlled and frees writing.

In this phase there are many kinds of exercises which are given below:

- (a) To complete exercises by filling the gaps or spaces, coordinating or relating the words with their photos or snaps.
- (b) Reproducing the piece of writing through activities for instance, the writing something from his remembrance or recollections.
- (c) Comprehension activities for instance commenting something or mentioning.
- (d) Re-writing or re-composing the textual activities related with changing of voice (from active voice to passive voice) (Pincas, 1982).

Guided composition provide the author the opportunity in composing, however ,this flexibility is still constrained to organizing sentences and activities that highlights on understanding inquiries and assembling vocabulary (Reid,1993).

As Elbow in (1973) reported that free composing or writing is the final phase in the product approach where students are provided chance to compose openly without halting. Elbow (1973),studied that free writing or free composing urges the students to continue writing they should not halt to see the mistakes in this way they miss the core ideas of recollection.

In the opposition of this Silver and Leki (2004) contend that the product approach to composition or writing does not draw the reader attention. They said that reader in this technique is the teacher and the classroom is the context.

According to Zamel (1983), product approach assist the students in the start phase to upgrade their grammatically efficiency. Whereas Badger & White,(2000) contends that it bypass writing processes that is planning and sketching a textual matter, gathering thoughts.

### **2.4.2 The Genre Approach**

According to Swales (1990), the genre approach comprise of category of communicative actions (P.58).

According to Martin (1992) this methodology is defined as goal or object oriented having phases

for social process. People utilize this technique which elaborates to complete social process and they have the object to obtain special things (Hyland, 2003).

Badger & White (2000) highlights that the genre approach is designed as a beginner to English language teaching, notwithstanding, there are relations between this and the product approach. Despite the fact that it is related with linguistic knowledge, the major highlight in the genre approach is on writing different social backgrounds. They explained that there are three phases of teaching the genre approach:

- (a) Presenting the text through the instructor;
- (b) Building the text by the students with some assistance from the teacher;
- (c) Writing the complete text by the students

According to Tribble (1996), Badger and White (2000), this technique could be utilized as a part of any social connection (for instance, medicine, economic or politics), to employ the writing in different circumstances: for writing articles, receipts and reports.

Hyland (2003) describes that the main attention in this type of approach is not just on writing but rather on writing something to accomplish a particular reason, as in telling or deicing a specialized procedure. Silva and Collen (2004), reported that the genre approach look at different backgrounds and move from writing general essays to more special essays and from school-assisted writing to the real world background or context.

The general or main essays are concerned with in the classroom suppose in testing circumstances, the particular or special essays may be in many genres: suppose, nursing notes, care plans, personal business letters, research proposals etc. concerning instructor's part in this technique, she needs to talk about the class with the students towards the start of the class, then the students can go ahead and complete their work without anyone else.



According to Brindly (1994) the teacher ought to deliver and supply data and contribution to the students at the start of the class.

The most helpful trait of the genre approach to writing is that a lot of stress is laid on the group of listeners and readers of the written text (Kay& Dudley-Evans,1998). According to Hyland (2003), teachers utilizing the genre approach see additionally the writing process, text content or the kinds of the text to look writing as connector of communication with readers. The essayist utilizing this methodology is subsequently ready to assemble a decent association with his or her readers by sending particular message or information. Moreover, it familiarizes context with speech, anything which is normally disregarded in both the product and process approaches to writing (Hyland, 2003). Nonetheless, a few analysts have communicated a negative perspective of the genre approach .For instance, Kay and Dudley-Evans (1998) states that ‘the genre based approach is limited, particularly in the unskilled teachers and it is similarly to proceed to lack of innovation and less inspiration in the students or readers and it can be exhausting and standardized if exaggerated or done falsely’ (P.311).

### **2.4.3 The Process Approach**

Latest approaches or techniques to writing have concentrated on the process relative to the end product of writing (Kelly& Graham, 1998; Nunan, 1989; Leki, 1991).

The process approach was presented in the mid of 1960s. According to Rohman, in this technique the written work is arranged onto three phases:

1. The pre-composing stage, that at the work that happens before writing;
2. The drafting and writing stage ;
3. The re-writing stage, where consideration is laid to the grammatical, Punctuation or spelling errors (Rohman,1965). s

Nonetheless, Rohman did not highlight the process approach to writing in adequate manner (William,1998). The process approach to writing was discussed broadly in the research at the start of the 1970s.

It is no doubt that Janet Emig (1971) properly started the process pedagogy in writing. It is significant to note that in the late 1960s knowledgeable conversion happened in subject of process (William, 2003, P.100).

This implies regardless of the possibility that a writer has accomplish a piece of writing, he or she can identify that it is significant to gather extra material from the library. As an outcome they can repeat their essay product so that they could tackle any latest information (Tribble, 2003; Hyland, 2003).

In the process approach much attention has been given to writing skills(planning, revising and drafting) in comparison to linguistic proficiency(spelling, grammar, punctuation and vocabulary) (Badger& White,2000). So students have to be trained in the writing process and phases such as planning, drafting, revising, editing and publishing so that they could be able to write freely and reach at a work of superb nature (Belinda,2006). Likewise the advantageous parts of the process approach to writing in the ESL context that instructor consider as essayist to be a ‘free maker of content’ (Hyland, 2003, P.10).

Notwithstanding, while the process approach to writing has affirmative points of interest for the writer, it does not give importance to the reader, which not accommodate for those learners who imagine to gain same proficiency from the text (Tribble, 2003).

#### **2.4.3.1 Phases and Exercises of the Process Approach to Writing**

According to Kroll (2003) some phases and exercises of the process approach to writing which happens in L2 classes (suppose, pre-writing, drafting and repetition that can be

formulated with the assistance of feedback from the teacher or from associates. While writing these exercises happens in L1 and L2 classes (New, 1999).

William (2003) also described that all students participated in writing, require indulging in the exercises involved in the different phases of the process approach: such as, pre-writing phases exercises suppose brainstorming, collecting ideas, discussing, the drafting phases and revising and editing phases. Moreover, these exercises may be repeated according to the writer's requirement (Tribble,1996, 2003).

#### **2.4.3.1.1 Pre-Writing**

A noteworthy attribute of the process approach to writing is that students bring together and construct ideas before completing authentic writing (Zamel,1982). Hewing and Curry (2003), explored that brainstorming and learner communication are conducive crafts that might be utilized to gather the thoughts adequately. Meanwhile the pre- writing phase students can utilize numerous techniques, suppose brainstorming, word, word bunching and free-composition, as a method for exploring themselves and their concepts (Elbow, 1973).

Brainstorming means contemplating immediately for the sake of fabricating and gathering concepts for a particular topic or issue; it ought to be done uninhibitedly without any framework or assessment and collaborative learning is the most ideal method to certify that it is completed competently (White &Arndt,1991).

Formulating thoughts is a structuring skill that could be accomplished by establishing proper names as topics and categories (White & Arndt, 1991). Organizing a design meanwhile the pre-writing phase is another proficient craft.

#### **2.4.3.1.2 Drafting**

Commencing in writing an essay is one of the tough phases in the process to writing, because it needs a lot of contemplation and concentration (Harris, 1993; Hedge, 2000). The draft

stage appears after the completeness of pre-writing exercises supposes identifying the writing topic, gathering data and formulating plan (Williams, 2003; King & Chapman, 2003; Tribble, 2003). While drafting students ought to continue writing their essay from starting to finish without any halt (Gebbard, 2000). According to King and Chapman (2003), meanwhile this phase the writers ought to concentrate on the original writing and without noticing the both grammatical and spelling mistakes to the final phase.

#### **2.4.3.1.3 Revising**

Hedge (1998) states that 'fluent writers want to focus on taking the content right first and discard explanation like shaping spelling, punctuation and grammar to the end (P.23). The central issue of revising phase is to accomplish the content appropriately, though amending grammar and spelling errors can be carry through the editing phase (Tribble, 2003).

Concentrating on re-arranging the sentences and including more suitable wording are necessary part of the process approach to writing (Williams, 2003). In the revising phase, writers should accomplish exercises removing unwanted or additional sentences and placing some words or paragraphs forward or backward (Zamel, 1981, William, 2003; Hedge, 2000).

#### **2.4.3.1.4 Editing**

The final phase of the process approach to writing is editing. This phase highlight the linguistic proficiency: grammar, spelling and punctuation (Harris, 1993). Hewing and Curry (2003) commented that editing phase includes verifying references and organizing the students' writing. In this phase students can be use different techniques to amend or to remove their faults such as working in couple or in company and utilize any accessible resources for example course book, dictionaries and computers (King and Chapman, 2003; Hewing & Curry, 2003).

## **Chapter 3**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

#### **3.1 RESEARCH DESIGN**

For the purpose of this study, a qualitative approach was the most appropriate method. The design of present research was descriptive in nature. Descriptive research is convincing in temperament, as divergent to exploratory. This means with the intention of descriptive study which gathers irrefutable information that is capable of worn for statistical conclusion on our intention consultation through statistics analysis. As a result the present study takes the type of closed-ended questions which restricts its capability to endow with distinctive insights. The purpose of this research was to check **“Teaching Writing Skills to SSC Students Studying English as a Subject”**. This research was conducted at Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur. Two questionnaires were prepared for the students and teachers to collect information about teaching writing skills to SSC level students studying English as a subject.

#### **3.2 RESEARCH TOOLS**

For conducting the study and data analysis, there are a number of data collection tools like interview, questionnaire, observation, checklist etc. and each of the research tool has its own significance and is used under specific conditions and for specific type of study. Questionnaire is an efficient research instrument as it requires less time, is less expensive and permits collection of data from a much larger sample (Best and Khan, 1992). It is quite suitable instrument for the



collection of reliable and quantifiable information from all members of a sample. It is easy to fill out, keep respondents on subject, is relatively objective and fairly easy to be tabulated and analyzed (Dalen, 1973).

In this study, questionnaire was taken as the instrument of data collection as it is easy to collect data through questionnaire and the results of the study are usually unbiased. There is no chance of dual answering so the results are more significant.

1: Questionnaire for teachers working at SSC level.

2: Questionnaire for students studying at SSC level.

### **3.2.1 Questionnaire for Teachers (Annex A)**

Questionnaire was used as a tool in this research for the teachers working at SSC level. It consisted of 10 questions. All the questions were objective type. The main purpose of this questionnaire was to know how many teachers think that creative writing is necessary in the classroom for improving writing skills of the SSC level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

### **3.2.2 Questionnaire for Students (Annex B)**

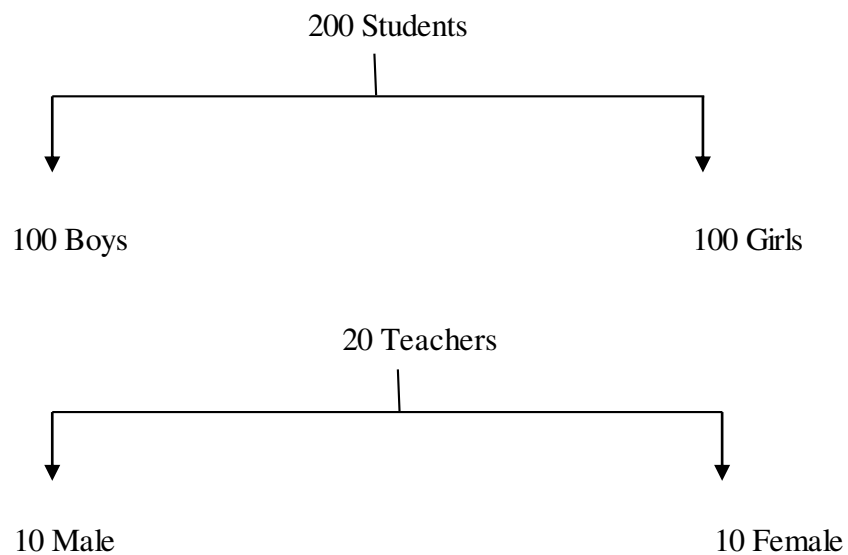
A questionnaire consisted of fifteen items was also prepared for the students. The format of the questionnaire was simple scale. The participants were asked to choose the options. For each statement in the questionnaire five options were present. The respondents were asked to select one option among the given five according to their free will. The type of close-ended question was used in this research because it limits the respondents' answers. The answers of questions were checked by getting their percentage and then the results were drawn.

### 3.3 POPULATION OF THE STUDY

The population of the study consisted of all the SSC level teachers and students of Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur. The population of the study was (300) students and (40) teachers who were randomly selected in the scheme of research.

### 3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (20) teachers and (200) students who were randomly chosen from a purposive sample from Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur.



## Chapter 4

### DATA ANALYSIS AND RESULTS

#### INTRODUCTION

This chapter includes analysis and interpretation of the data collected through the questionnaires of teachers and students. Analysis is the process of examining the data collected under investigations by breaking them up to original components or classifying them according to certain criteria and relating these components to the purpose of the research. Statistics deals with quantitative data collected through questionnaire. Once the raw data are coded into number is called value. Calculation method is used with data collected through questionnaires. This chapter also shows the results related to each of the study questions and highlights the main outcomes of these results.

#### 4.1 ANALYSIS OF TEACHERS' QUESTIONNAIRE

The researcher gave the questionnaires to 20 teachers and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected teachers personally. The teachers of SSC level were chosen and the schools were Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur.

##### Q.1 Do you find teaching writing skills more difficult than teaching other language skills?

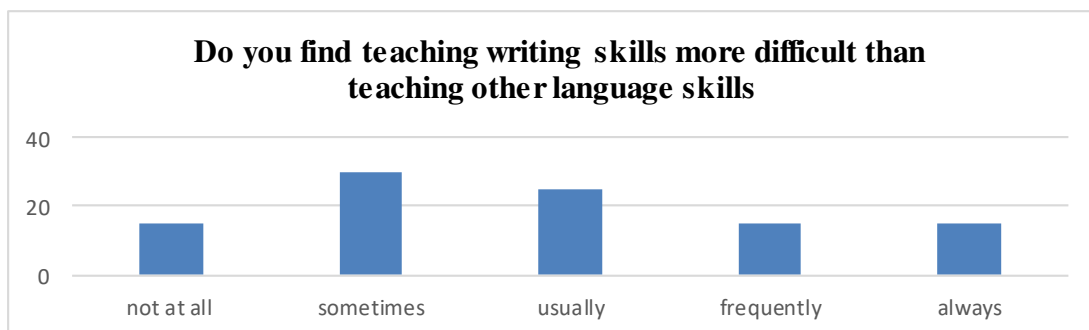


Fig.1

Figure1 shows that 15% teachers do not find it difficult at all 30% find it difficult sometimes, 25% agreed that they usually find it difficult, 15% were of the opinion that they find it difficult frequently and 15% always find it difficult.

**Q.2 To what extent do you use new methods for teaching writing skills in your classroom?**

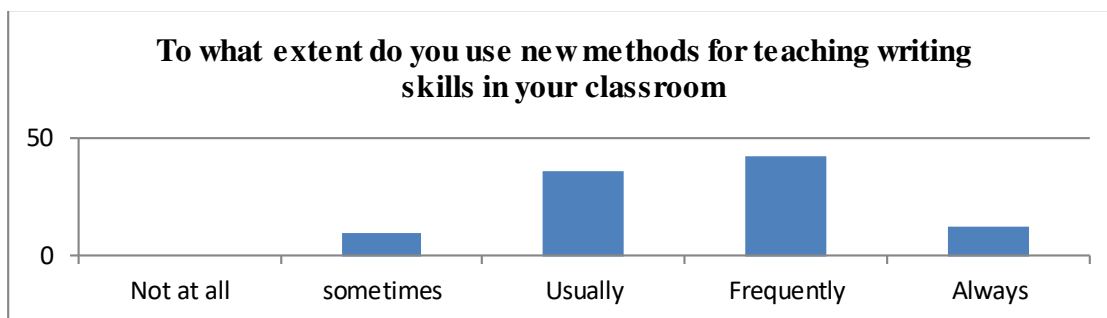


Fig. 3

Figure 2 shows that 00% teachers do not use new methods of teaching at all. 10% use new methods sometimes, 36% prefer new methods usually. 42% use new methods frequently and 12% always use new methods for teaching writing skills.

**Q.3 Do you think the new methods of teaching more effective than the traditional ones?**

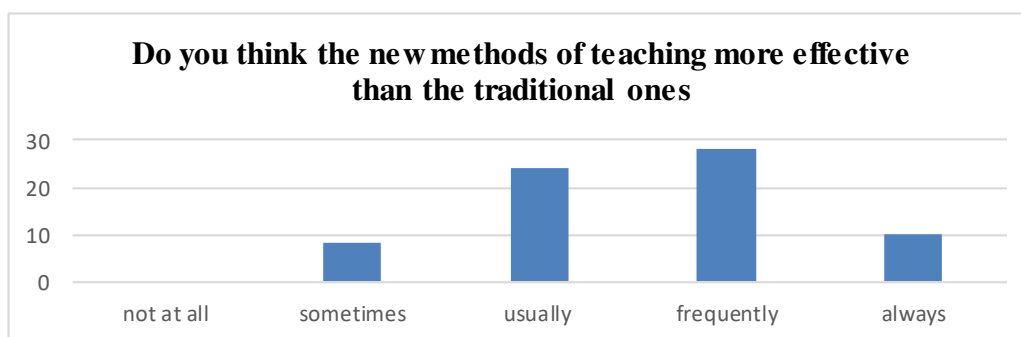


Fig. 3

Figure 3 shows that 00% teachers do not consider new methods of teaching more effective than the traditional methods at all, 08% consider them more effective sometimes, 24% consider them effective usually, 28% consider them more effective frequently and 40% consider them always more effective.

**Q.4 Do you think that new methods of teaching enhance the efficiency level of the teachers also?**

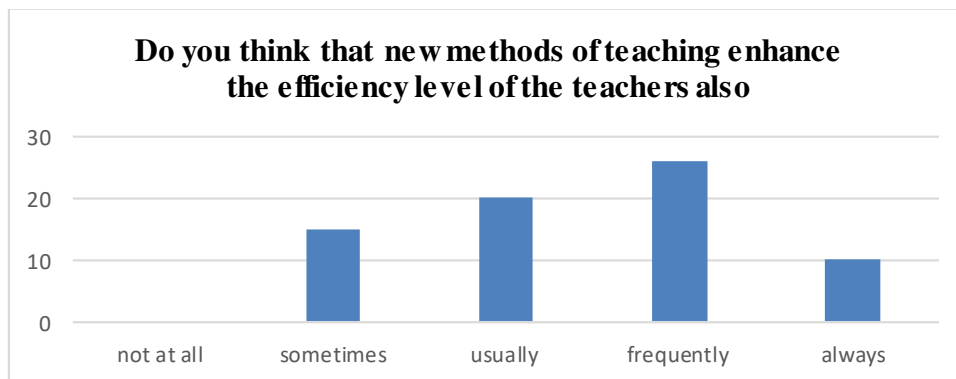


Fig.4

Figure 4 shows that 00% teachers do not consider new methods of teaching enhance the efficiency level of the teachers as well. 14% consider them more effective sometimes, 20% consider usually, 26% consider frequently and 40% always.

**Q.5 Does creative writing have deep effects on learner's learning process?**

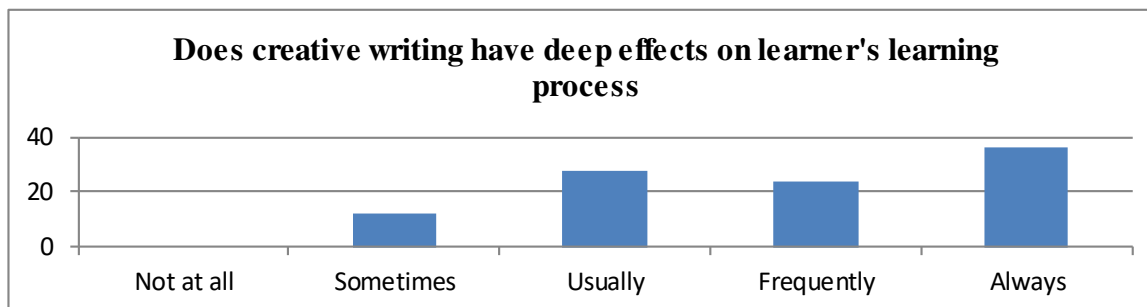


Fig.5

Figure 5 shows that 00% teacher do not consider paraphrasing for writing of teaching English effective at all, 12% consider it effective sometimes, 28% find it effective usually. 24% favor it effective frequently and 36% always find it effective.

**Q.6 To what extent creative writing enhances the learners' interest in learning?**

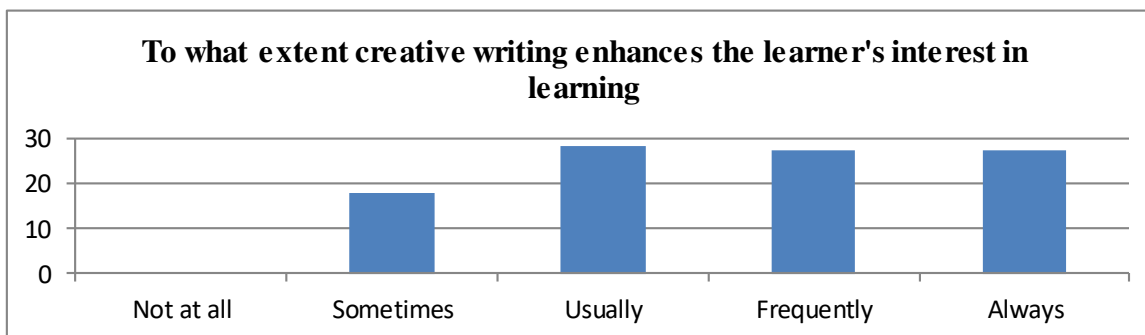


Fig. 6

Figure 6 shows that 0% teachers do not use creative writing for teaching English at all. 18% use some times, 28% use usually, 27% frequently and 27% always use it.

**Q.7 To what extent do you consider creative work as an effective way to improve writing skills?**

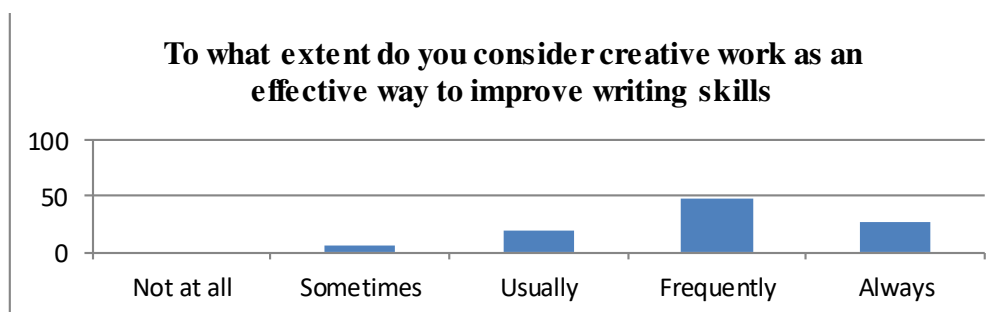


Fig.7



Figure 7 shows that 0% teachers don't consider creative work effective to enhance the learners' interest in learning at all. 5% consider it effective sometimes, 20% find it effective usually, 48% favor it as effective frequently and 27% always find it effective in enhancing the learner's interest in learning.

**Q.8 Do you feel any difficulty in teaching writing skills?**

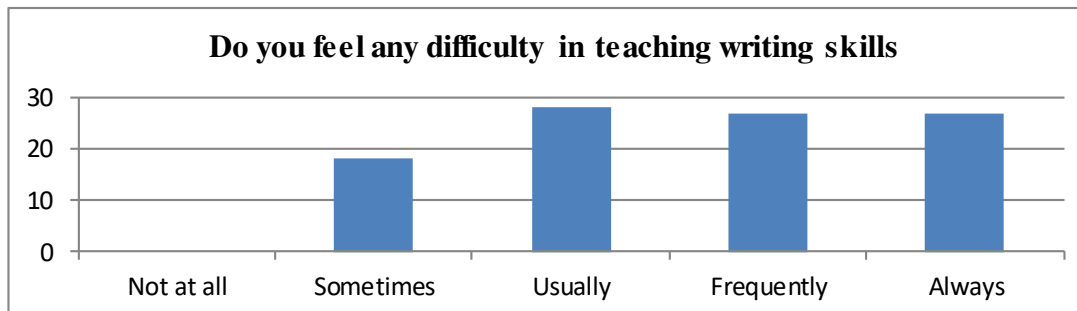


Fig.8

Figure 8 shows that 0% teachers do not feel any difficulty in writing for teaching English at all. 18% feel sometimes, 28% feel usually, 27% feel frequently and 27% always feel it.

**Q.9 Students cannot read properly and lack understanding.**

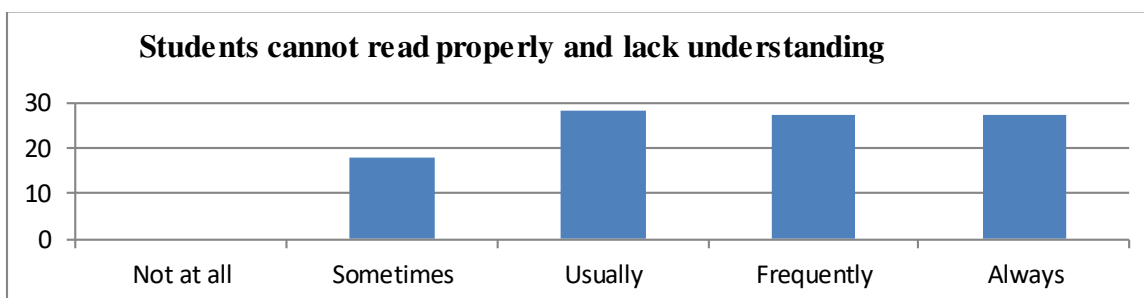


Fig.9

Figure 9 shows that 0% teachers do not feel that students cannot read properly and lack understanding. 18% feel sometimes, 28% feel usually, 27% feel frequently and 27% always feel it.

**Q.10 Creative work motivates the learners to grasp writing skills.**

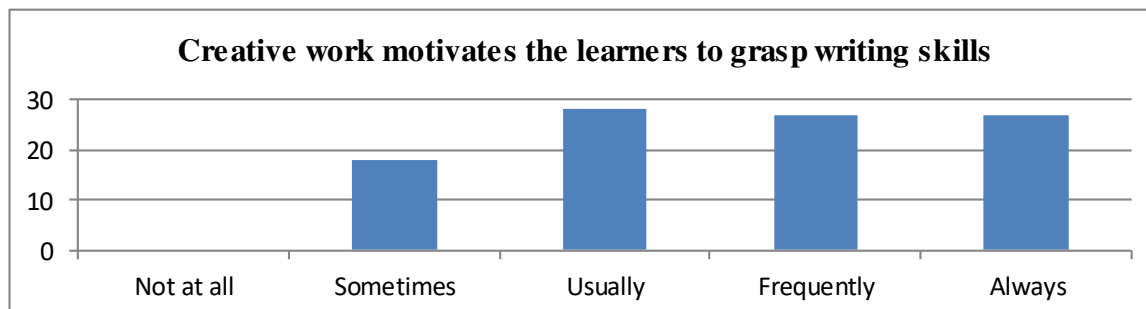


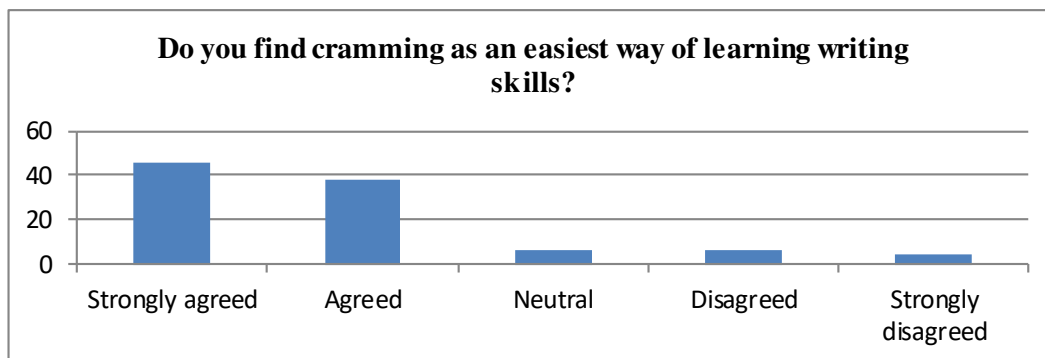
Fig.10

Figure 10 shows that 0% teachers do not think that creative work motivates the learners to grasp writing skills. 18% feel sometimes, 28% feel usually, 27% feel frequently and 27% always feel it.

## 4.2 ANALYSIS OF STUDENTS' QUESTIONNAIRE

The researcher gave the questionnaires to 200 students and they were asked to tick the option they consider right. Each questionnaire had 15 questions and these questionnaires were distributed among the selected students personally. The students of SSC level were chosen and the schools were Govt. Junior Model Girls High School Bahawalpur and Computer Age Public School Bahawalpur.

**Figure No 4.2.1**

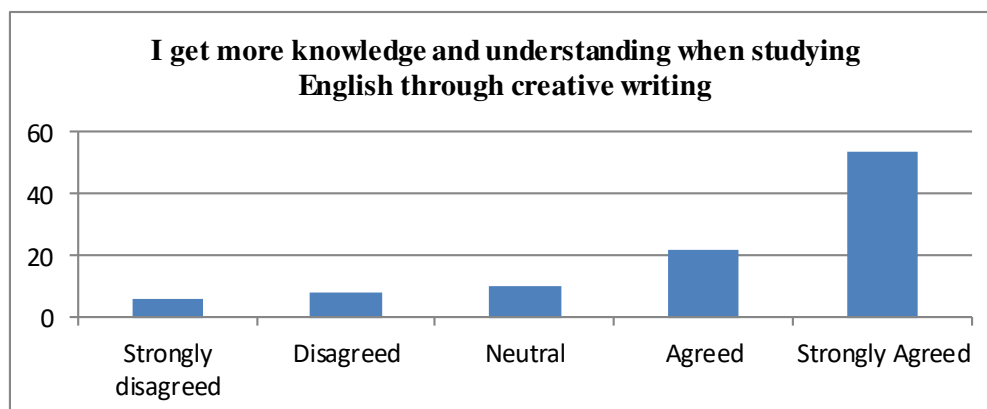


Most students are strongly agreed with this statement. 46% are strongly agreed, 38% are agreed, 6% are neutral, 6% are disagreed and 4% are strongly disagreed with this statement.

### General Discussion

Majority of students strongly agreed with this statement because they think cramming as an easiest way and they can learn writing, so they feel excited whereas some students were disagreed with this statement because they think cramming as a less motivating.

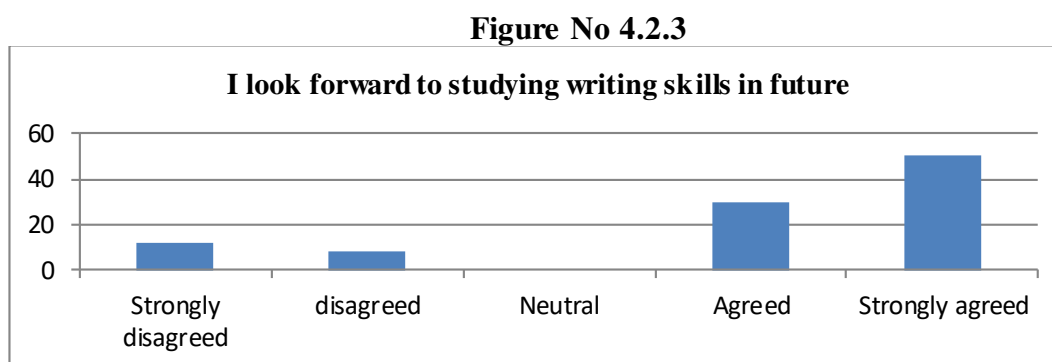
**Figure No 4.2.2**



Majority response is strongly agreed. 54% are strongly agree, 22% are agree, 10% are neutral, 8% are disagree and 6% are strongly disagree with this statement.

## General Discussion

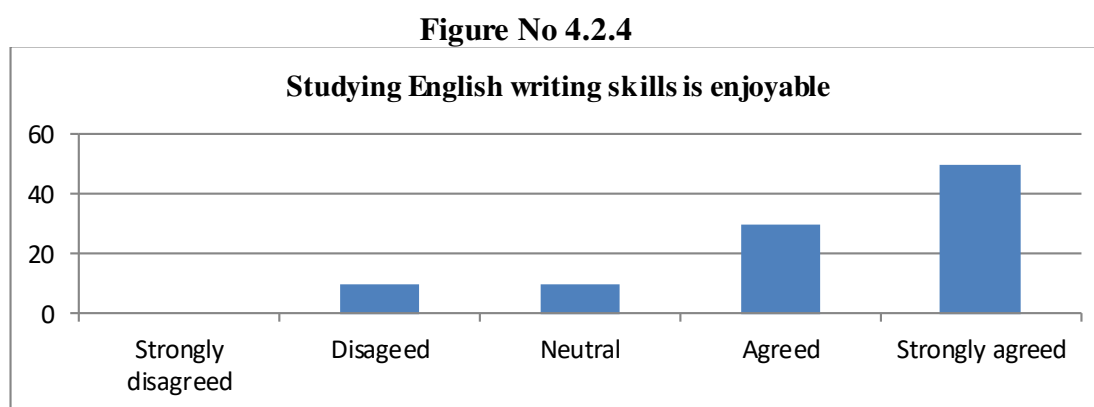
Majority of students are strongly agreed with this statement that they can learn English language with the help of creative writing. But some disagreed with this statement that shows their inadequacy and lack of knowledge about English.



Majority response in strongly agree. 50% students are strongly agreed, 30% are agreed, 8% are disagreed while 12% are strongly disagreed with this statement.

## General Discussion

Majority of students show positive response to this statement that they are eager to improve writing skills and want to be in touch with English in future. But some disagreed with this statement shows their negative attitude towards English language.

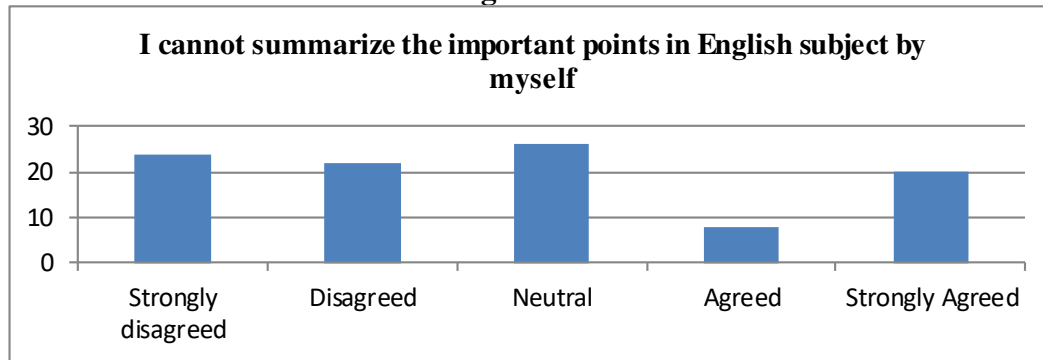


Majority of students' response is strongly agreed for this statement as 50% strongly agreed, 30% agreed, 10% neutral while 10% disagreed with this statement.

## General Discussion

80% positive response towards this statement show that students enjoy studying English language and learning because of interesting drills and practices during lessons.

**Figure No 4.2.5**

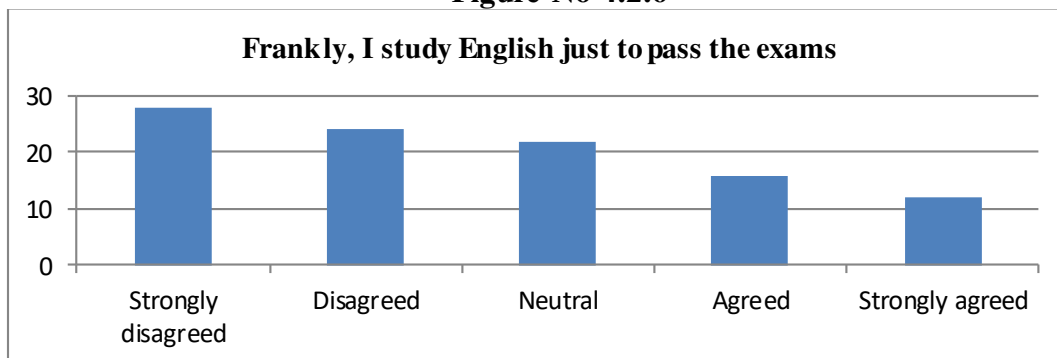


Majority of the students' response is disagreement. 20% strongly agreed, 8% agreed, 26% neutral, 22% disagreed and 24% strongly disagreed with this statement.

### **General Discussion**

Majority of students disagreed with this statement because they think that they have full command on English and can deal it as it is required however some agreed with this statement shows that they have little knowledge that's why they cannot summarize important points in English subject content by themselves.

**Figure No 4.2.6**

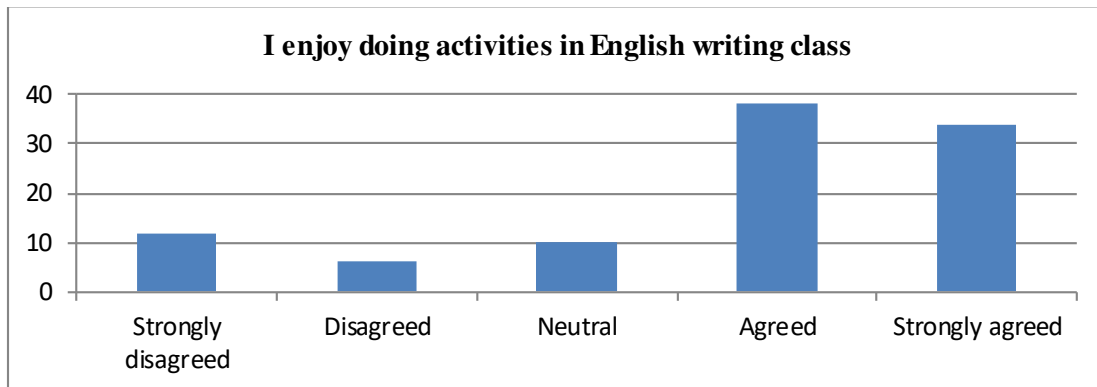


Most of the students' response is disagreement for this statement. 12% are strongly agreed, 16% are agreed, 22% are neutral, 24% are disagreed and 28% are strongly disagreed with this statement.

### **General Discussion**

Majority of students disagreed with this statement that shows their positive attitude towards English learning and do not take it as formality and grasp it completely. So they don't study English just to pass the exams.

**Figure No 4.2.7**

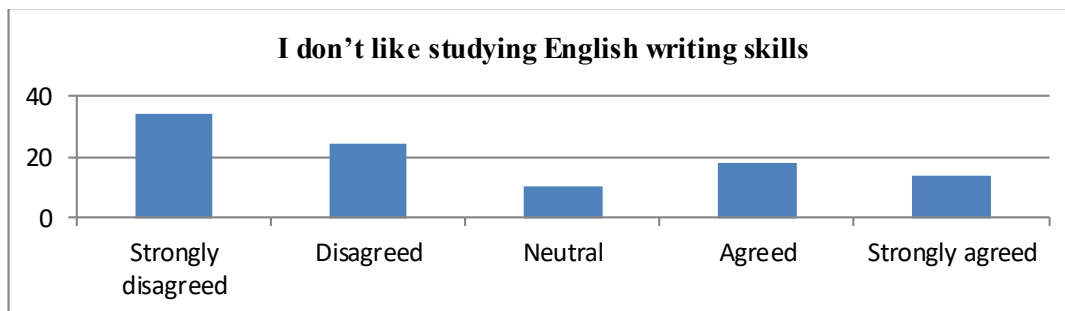


Majority of student agreed with this statement as 34% are strongly agreed, 38% are agreed, 10% are neutral, 6% are disagreed and 12% are strongly disagreed with this statement.

### **General Discussion**

Agreement of students towards this statement proves that doing activities in English give them pleasure and enhance their interest in getting new knowledge. Some students disagreed with this statement shows that they are non-serious and work-shy.

**Figure No 4.2.8**

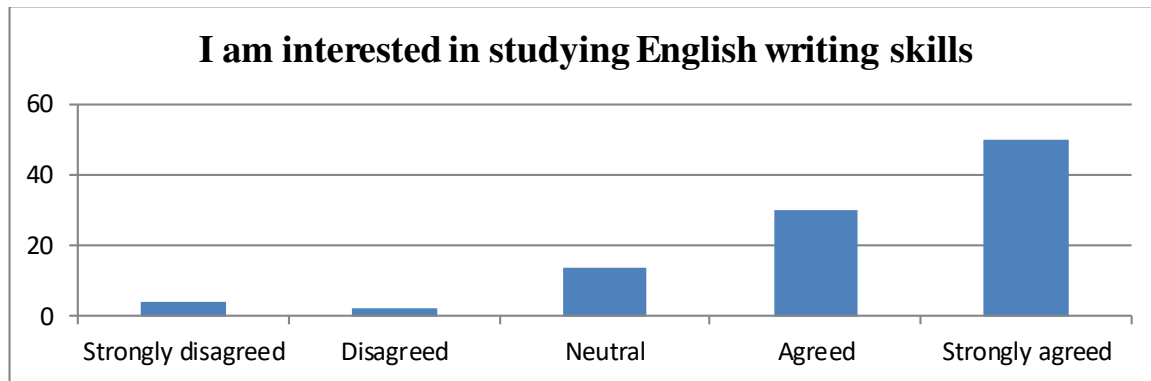


Majority response is strongly disagreed. 14% students are strongly agreed, 18% are agreed, 10% are neutral, 24% are disagreed and 34% are strongly disagreed with this statement.

### **General Discussion**

Majority of students disagreed with this statement because they think English is a gift and they know its beneficial uses in their life. So they like studying English and disagreed with this statement. Some students agreed with this statement because they are not interested in English and they are not well aware of its value and significance.

**Figure No 4.2.9**

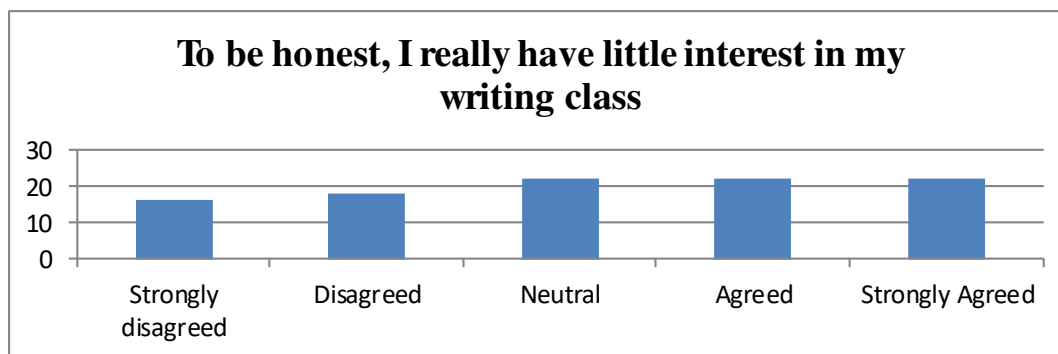


Majority response is strongly agreed with this statement. 50% students are strongly agreed, 30% are agreed, 14% are neutral, 2% are disagreed and 4% are strongly disagreed with this statement.

### **General Discussion**

Majority is interested in studying English writing skills proves that English is very well established in government as well as in private sector and students are fully motivated so that their interest has been developed and they will reach to its all requirements by their hard work and consistency to it.

**Figure No 4.2.10**

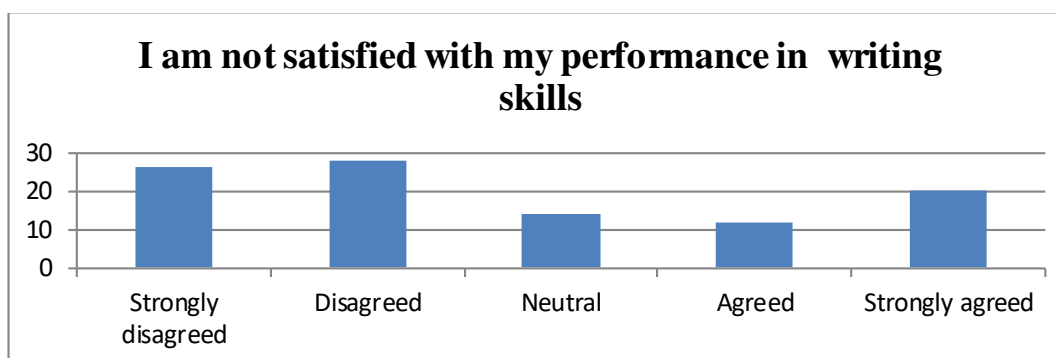


16% students response is strongly disagree, 18% response disagree, 22% response neutral, 22% response agree and 22% response strongly agree with this statement.

### **General Discussion**

Majority response is agreement to this statement demonstrate that they do not like their teacher, they start losing their interest in English class and bunk classes. But those who disagreed with this statement like to study English and teaching method or teachers' teaching style develop their interest in English class.

**Figure No 4.2.11**

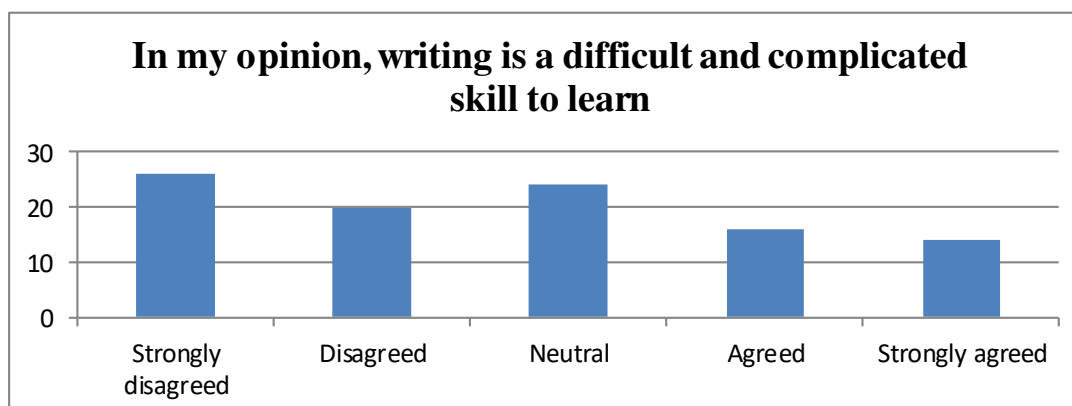


Majority response is disagreement with this statement. 20% students are strongly agreed, 12% agreed, 14% are neutral, 28% are disagreed and 26% are strongly disagreed with this statement.

### **General Discussion**

Majority disagrees because its negative statement and it shows that students are confident and satisfied with their performance in English subject as it is required. It can be because of some factors such as tests, class discussions, assignments etc. such activities makes students to be satisfied with their performance and show good results in English subject.

**Figure No 4.2.12**



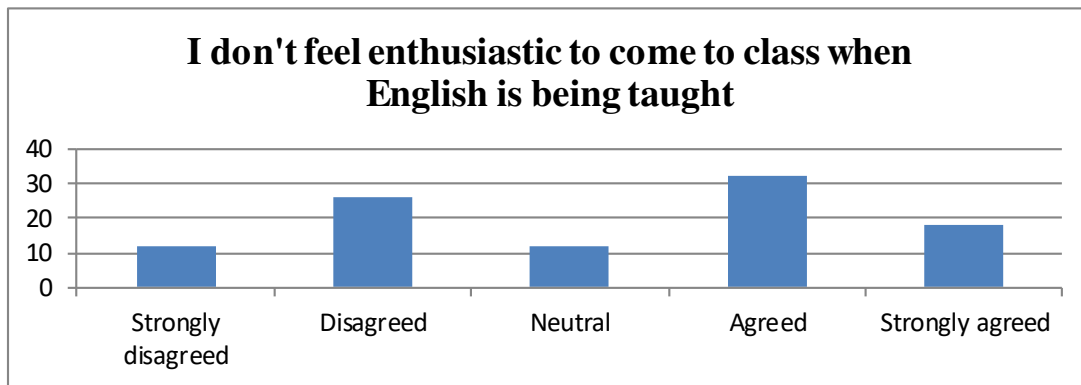
Majority response is strongly disagreed with this statement. 14% students are strongly agreed, 16% are agreed, 24% are neutral, 20% are disagreed and 26% are strongly disagreed with this notion.

### **General Discussion**

Majority disagreed with this statement because students are well aware of this fact that writing is not difficult and complicated skill.



**Figure No 4.2.13**

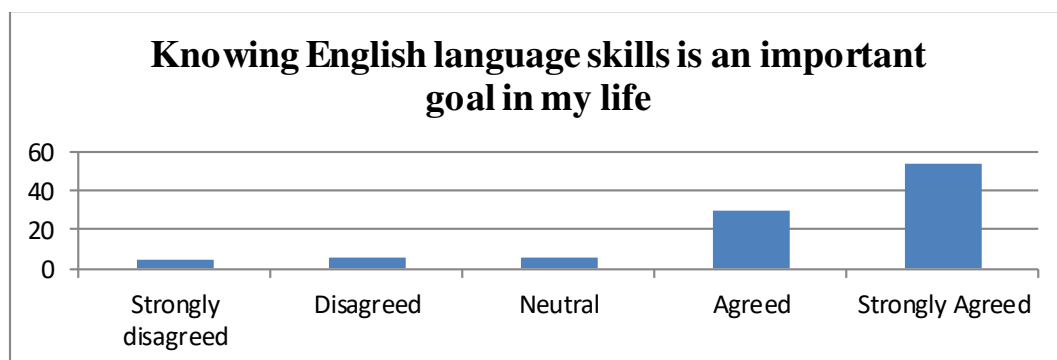


Majority agreed with this statement as 18% of students are strongly agreed, 32% are agreed, 12% are neutral, 26% are disagreed and 12% are strongly disagreed with this statement.

### **General Discussion**

Majority agrees with this statement because those students belong to a society where English is used as a second language and it is difficult for them to think in English as first language users. So they do not feel enthusiastic to attend English class when English is being taught.

**Figure No 4.2.14**

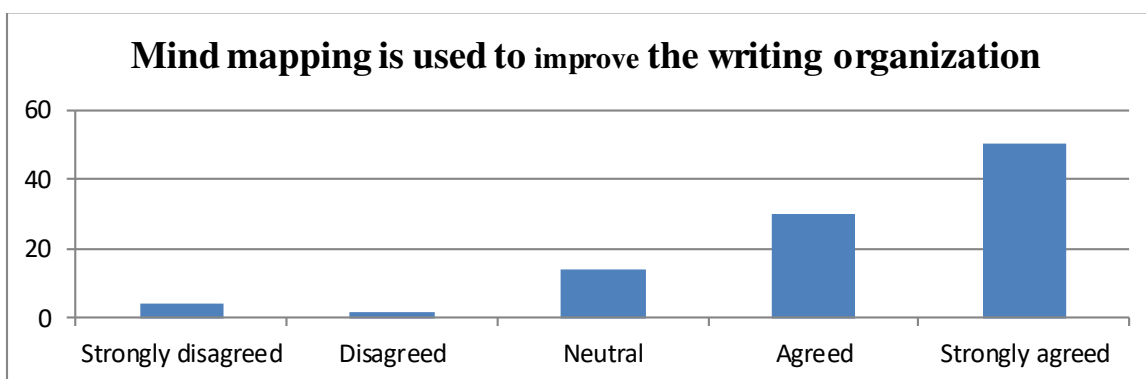


Most of students strongly agreed with this statement. 54% are strongly agreed, 30% are agreed, 6% are neutral, 6% are disagreed and 4% are strongly disagreed with this statement.

### **General Discussion**

Knowing English is an important because it is the requirement of today's life to make someone praiseworthy. This could be the reason of majority of students to choose the strongly agree option.

**Figure No 4.2.15**



Majority response is strongly agreed with this statement. 50% students are strongly agreed, 30% are agreed, 14% are neutral, 2% are disagreed and 4% are strongly disagreed with this statement.

### **General Discussion**

Majority is strongly agreed that mind mapping is used to improve the writing skills as it gives an insight about unknown to known.

# **Chapter 5**

## **FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS**

### **INTRODUCTION**

Finally, one may conclude that paraphrasing is an effective way which develops the students' ability in writing skills. This chapter presents the findings, conclusions, suggestions and recommendations of the study.

### **5.1 FINDINGS**

From the analysis and interpretation of the information and the data, the researcher has found that there were several causes that made students' writing skills unsatisfactory. Those factors can also influence the learners' problems in writing skills which are as follows:

- First, students argued that reading an English text is very difficult activity. It might be caused from the learners' lack of linguistic competence, such as vocabulary and structure. Learners with limited vocabulary and lack of structures will feel difficulty in understanding the content of the text. Most of the students do not know how to use structure well. Structure plays an important role in reading English text. Without using grammar well, the communication will be misunderstanding between the writer and the reader. A number of students also directly open their dictionary to find out the meaning of words that they do not know yet. By contrast, the students who do not have any dictionary will do nothing with the text.
- Second problem is that learners have no motivation and interest in learning a new language. It can be caused by the learners themselves who have no willingness in learning English. It comes from the teachers' teaching strategies which has no variation so the learners get bored.

- Third problem came from the teacher. The teacher always teaches through cramming. It is an age of scientific and technological development. Most of the scientific literature is found in English language. Majority of the natives in Pakistan are not enough familiar with English language. So the natives find it difficult to understand the scientific concepts properly. So the teachers need to polish the writing skills of the learners to bring positive effects on them.

While teaching writing skills, most of the teachers teach the same genres of writing. They heavily rely on textbook and model writings that subsequently hinder learners' creativity and freedom of expression. Such practices are in line with the findings of Warsi (2004). Corresponding to the findings of (Vazir & Ismail, 2009), provision of relevant vocabulary items to the students for producing a piece of writing was also found in this study. As identified by (Khan, 2011), some of the teachers also realize the importance of pre-writing activities like brainstorming, for the sake of bringing coherence and organization in their writings but most of the time they cannot practice it because of variant problems and challenges.

While teaching writing skills, English language teachers were found to be struggling with the challenge of learners' lack of ideas to start a writing activity. This can be due to the absence of planning and pre-writing activities. Problems faced while teaching English language writing skills also cover learner's deficient command over vocabulary, grammar, spellings and inappropriate use of capitalization in writing. Teacher feedback was missing while analyzing student notebooks; the teachers in most cases only underlined the problem and did not recommend the correct form; Aqeel and Sajid (2014) also observe a similar practice. Parallel, to the findings of Cutler and Graham (2011), dealing with a restricted and lengthy syllabus within a short time period is also found to be a major challenge faced by the teachers while teaching writing skills.

The researcher has also found that:

- Creativity had the superiority over the traditional method of teaching writing skills.

- It provided the learners with a better learning environment which reflected in their responses.
- It was very effective in motivating the learners towards participation and interaction.
- It provided the learners with enjoyment and pleasure that affected their achievement positively.
- It was an excellent teaching technique because it evoked students' interest, helped students to create vivid mental images which activated their thinking process.
- The students were involved and even participated in the class work.
- Their vocabulary was expanded by new words throughout the study.
- Proper illustrations about the text brought desirable positive changes among the students' writing skills.
- There is a dire need of changing the traditional methods of teaching of English at SSC level.
- There is a need of practical work in the classroom as well.
- There is no such need of getting grades in the examination but there is need to utilize their knowledge is the need of the hour.
- Students are poor at writing skills as they consider it fatigued.
- Due to traditional methods of teaching students didn't take interest in developing writing skills.
- Teachers have no additional degrees like TEFL which shows that they have no skill to teach in developing writing skills.
- There is no clue of self-writing skill in the students.

## **5.2 CONCLUSIONS**

Based on the above mentioned findings, it can be said that through creative writing, the students are hoped to get the information from the text well in learning foreign language. The researcher assumes that creativity will bring some benefits for the students and the teachers. As this research study was conducted to explore teaching English language writing practices and problems at SSC level. Findings of this study reported some traditional practices of teaching writing skills such as over reliance on limited model essays, memorization of essays, though

some activities such as brainstorming in pre-writing phase were also reported. This study also explored problems faced during teaching writing skills. While teaching writing skills, English language teachers also encountered learners' lack of ideas to start a writing activity, limited vocabulary, grammar, spellings and inappropriate use of capitalization in the learners' writing. Teachers' feedback was missing while analyzing student notebooks, the teachers in most of the cases only underlined the problems. These findings are based on the data collected only from three selected schools; hence generalizability of the findings is limited. Further researches can be conducted in this area with larger sample sizes. Teachers can use creative work to increase the students' motivation and make the students more challenging in writing. So, when the students read the text, they are curious about the meaning of the content. It requires the teacher to be more creative to prepare the teaching material. To attract the students' attention, the teachers can create their lessons of writing skills according to the students' level. So, the students are not bored in learning process. Writing can increase students' linguistic competence especially in vocabulary and structure. The students will get many words when they read the text and the students also will get much knowledge about the structure of the sentences based on real life text. It also teaches the students about the culture of the target language. It will teach how people in the target language use their language to communicate.

It can be concluded that the learners' ability to get the gist of recognizing the text was high. Classroom environment was changed from a dry boring one to a warm environment full of students' concentration, participation and production. The development that the target learners achieved is a motivator for teachers to incorporate writing skills in their lessons and to utilize the benefits of this skill in their classrooms. The researcher of this study tried to explain that writing has unlimited benefits such as new vocabulary, idioms, grammar, sentence structure, values and beliefs.

In short, creative writing can improve students' writing skills and the vocabulary as well. However, in order to ensure successful teaching program, involvement from the teachers is required in going through the articles and exercises with the students consistently. Otherwise, they will be discouraged.

### **5.3 RECOMMENDATIONS**

Based on the current research findings, a number of recommendations can be derived as:

1. English is an interesting subject not mere name of rote learning so it should be taught with different activities so that the students may develop their interest in it.
2. The students should be taught through creativity as well.
3. The old and traditional teaching methods should be avoided.
4. The students should be encouraged to share their thoughts in the target language.
5. Teachers should use and adopt new and innovative learning strategies in their classes.
6. Teachers should motivate their students to participate in the class on equal basis.
7. Creative work can reveal students hidden talents regarding writing skills. It needs to be highly promoted in the teaching and learning process.
8. Instant instructor's feedback is very advantageous in this mode of learning. It is highly recommended. It keeps the learning process streaming throughout the day.
9. Teachers should practice modern techniques and methodologies for teaching.
10. Refresher courses should be held for the teachers to enhance their teaching capability so that they could meet out the aim and objectives of teaching writing skill.
11. It should be compulsory for the English teachers to possess the TEFL degree.
12. AV Aids should be used in the classroom on regular basis.
13. Practical knowledge should be given to the students.
14. Through process approach the writing skills of the student can be enhanced.



15. Writing the rough draft and then improve after reading is a process that builds students' confidence and they learn more enthusiastically, so it should be practiced.
16. Prepare the students for independent writing so that they feel it easy in practical life of writing.
17. Teachers should be facilitator in the class and he should not be ruler there.
18. Giving them the confidence in learning process will prepare the students discovering new horizons in sky of knowledge.
19. It is bad luck of Pakistan that mostly teachers, who are appointed in schools, are untrained and don't have enough professional qualification. It has been observed that many teachers themselves are very poor in writing and reading not only in English but also in Urdu. In this current phenomenon, how one can expect that such teachers will produce better students. In this case, local government should organize some teachers' training programs so that the teachers should be trained according to the challenges of modern era.

## **5.4 SUGGESTIONS**

Drawing upon the results of this study, many insightful implications and substantial gains can be briefly concluded as:

1. In this study data was obtained through questionnaire. Similar studies can be conducted with observation and interview data. Focus group interviews for students can be conducted for more reliable results.
2. Future studies can be conducted to know the preferences of teachers for the use of teaching practices to develop writing skills.
3. This study is carried out in the subject of English. Similar studies can be conducted for other subjects as well as on other grades.

4. At SSC level, teachers use text book as an important teaching tool. The reason is that examination is based on textbook. Almost all the questions are taken from textbook. This practice should be discouraged and unseen questions should be given in examination.
5. Teachers should give more focus on instructional practices given in curriculum for the attainment of learning outcomes.
6. Developing writing skills through creativity can be gained by collaborative learning because students learn through the idea of exchange. Creative writing can provide great opportunities for low achievers to get involved with high achievers and learn from them.

## REFERENCES

- Ahmed, S., & Rao, C. (2012). Inconsistencies in English language teaching in Pakistan: A comparison between public and private institutions. *European Journal of Business and Management*, 4(15), 95-105.
- Almubark, A. A. (2016). Exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, 4(10), 10-23.
- Amin, M.R. (2005). The State of learning English in schools and colleges. *Stamford Journal. Collected Papers.VOL-1]*
- Ara, A.(2005).Teaching of English in Pakistan: Problem and Solution. *Stamford Journal of English,VOL-1.*
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- Aqeel, R. M., & Sajid, M. A. (2014). A study of organizational problems faced by Pakistani student writers. *International Journal of Science and Research*, 3(11), 258-261.
- Badger, R. & White, G. (2000) A process genre approach to teaching writing, *ELT Journal*,54 (2),153-160.
- Bazerman, C. (2005) *Reference Guide to Writing Across the Curriculum*. IN: Parlor.
- Belinda, H. (2006) Effectiveness of using the process approach to teach writing in six Hong Kong primary classrooms. *Perspectives: Working Papers in English and Communication*, 17(1), 1-52.
- Bhatti, T. M. (2013). Teaching reading through computer assisted language learning. *TESL-EJ* 17(2).
- Boumova, B. V. (2008). Traditional vs. modern teaching methods: Advantages and disadvantages of each. *Masaryk University, America*.
- Chisti B. A. & Hashmi, A. (2010). From the preface of English: Punjab Textbook Board.
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100(4), 907-919.
- Dar, M. F., & Khan, I. (2015). Writing Anxiety among Public and Private Sectors Pakistani Undergraduate University Students. *Pakistan Journal of Gender Studies*, 10, 157- 172.
- Elbow,P.(1975) *Writing without teachers*,New York, NY: Oxford University Press.

- Ellis, Rod. 1988. *Understanding Second Language Acquisition*. New York: Oxford University Press.
- Emig, J. (1983) *The web of meaning*, Upper Montclair, NJ: Boynton/Cook.
- Farooq, G.S. (2001) *Teaching writing English at the secondary level in Pakistan: Harvest*, VOL-16.
- Fisher, R. (2012) *Teaching writing: a situated dynamic*. *British Educational Research Journal*, 38(2), 299-317.
- Flower, L. & Hayes, J. R. (1981). *A cognitive process theory of writing college composition and communication*, 32 (4), 365- 387. Retrieved from <http://www.jstor.org/stable/356600>.
- Government of Pakistan, Ministry of education. (2006). *National curriculum for English Language Grades I – XII*. Islamabad.
- Grabe, W., & Stoller, F. (2002). *Teaching and researching reading*. Harlow: Pearson Education.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and Practice of Writing: An applied linguistics perspective*. London & New York: Longman.
- Graddol, D. and Meinhof, U.H. (eds.) (1999) 'Introduction'. In Graddol, D. and Meinhof, U. H. (eds.). *English in a Changing World*. AILA, Oxford: The English Company, UK Ltd.
- Graddol, D. (2006) *English Next: Why Global English may Mean the End of 'English as a Foreign Language'*. British Council Publication. Designed and produced by The English Company UK Ltd.
- Harris, D.P. (1969). *Testing English as second language*. New York: McGraw Hill Book Company, Inc, pp.9, 68-69.
- Hewings, A. & Curry, M. (2003) *Teaching academic writing: A toolkit for higher education*, Routledge, London and New York.
- Hindmarsh, R. (1978) 'English as an International Language'. *ELT Documents* 102. London: Modern English Publication: 40-43.
- Hyland, F. and Hyland, K. (2001) *Sugaring the Pill: Praise and Criticism in Written Feedback*, *Journal of Second Language Writing*, 10 (3), 185-212.
- Hyland, K. (2001) *Teaching and researching writing*, Pearson: London.
- Hyland, K. (2003) *Second language writing*, Cambridge University Press.
- Jarvis, H. & Szymczyk, M. (2010). *Student views on learning grammar with web and book-based materials*. *English Language Teaching Journal*, 61(1), 32-44.
- Kay, H. & Dudley-Evans, T. (1998) *Genre: what teachers think*, *ELT Journal*, 52 (4), 308-314.

- Kelly, A. & Graham, J. (1998) Writing under control, teaching writing in the primary school, David Fulton Publishers, London.
- Khan, H.R. (2007). Problems of Oral communication in English among Pakistani Students. East West University Journal, VOL-1.
- Khan, H. I. (2011). Testing creative writing in Pakistan: Tensions and potential in classroom practice. International Journal of Humanities and Social Sciences, 1(15), 111-119.
- Khan, H. I. (2013). .An investigation of two universities' postgraduate students and their teachers' perceptions of policy and practice of English medium of instruction (EMI) in Pakistani universities. College of Social Sciences, The University of Glasgow.
- Kiuhara, S., Steve, G., & Leanne, S.H. (2009). Teaching Writing to high school students: a national survey. Journal of Educational Psychology, 101, 136-160.
- Kroll, B. (2003) Exploring the dynamics of second language writing, Cambridge University Press.
- Leki, I. (1991) Teaching second language writing: where we seem to be, English Teacher Forum, April: 8-11.
- Liu, G. Z. (2008). Innovating research topics in learning technology: Where are the new blue oceans? British Journal of Educational Technology, 39(4), 738-747.
- Martin, J.R. (1992) English text: system and structure, Philadelphia: John Benjamins Pub. Co.
- Matsuda, P. K. (1997). Contrastive rhetoric in context: A dynamic model of L2 writing. Journal of Second Language Writing.
- Matsuda, P. K. (2003) Process and post-process: A discursive history, Journal of Second Language Writing, 12 (1), 65-83.
- MCDonough, J. & C. Shaw, Materials and Methods in ELT: Oxford Black well, 1993(P 157,158,165).
- Moreau, A.(2015) The connection between reading and writing in the writing center environment. Honors Projects. 470.
- Muhammad, S. (2011). L2 reading instruction and reading beliefs of English teachers in public sector universities in Pakistan(Unpublished M.A. Thesis).Northern Arizona University, Flag staff, USA.
- Nasir, L., Naqvi, S. M., & Bhamani,S.(2013).Enhancing students' creative writing skills: student writers. International Journal of Science and Research, 3(11), 258-261.
- Norton. B (2000) Identity and Language Learning: Social Processes and Educational Practice. Longman: London.

- Nunan,D.(1989) Designing tasks for the communicative classroom,Cambridge University Press.
- Pandey, M., & Pandey, P. (2014). Better English for better employment opportunities. International Journal of Multidisciplinary Approach and Studies, 1(4), 93-100.
- Peacock, C. (1986) Teaching writing, Library of Congress Cataloguing.
- Pincas, A. (1882) Teaching English writing, London: MacMillan.
- Rahman, H. (1999). English Language Teaching in Pakistan: Didactics on the Pragmatics of a Foreign Language Teaching Policy. Collected Papers: The British Council.
- Raines, A. (in Faurk, 2001), Teaching writing English at the secondary level in Pakistan: Harvest, VOL-16.
- Rasheed, S., Saleem, A., Bukhsh, Q., & Rasul, S. (2011). Identification of reading difficulties in the subject of English at secondary level: A case study of federal government schools. International Journal of Social Sciences and Education, 1(4).
- Reid, J. (1993) Teaching ESL writing, Regents/Prentice Hall.
- Richards, J. C. (2008). Communicative language teaching today. United States of America: Paper Design Internationals.
- Shah, K. S., Rani, R., Mehmood, R., & Irm, R. (2013). An investigation of critical thinking levels of examination questions for B.A. compulsory English at university of Punjab. International Journal of Linguistics, 5(2), 252-261.
- Silva, & Matsuda, P. K. (2002). London: Arnold: New York: Oxford Press.
- Silver, T. & Leki, I. (2004) Family matters: the influence of applied linguistics and composition studies on second language writing studies - past, present and future, The Modern Language Journal, 88 (1), 1-13.
- Swales, J.M. (1990) Genre analysis: English in academic and research settings, Cambridge: Cambridge University Press.
- Tribble, C. (1996) Writing, Oxford University Press.
- Troia, G. (2014). Evidence-based practices for writing instruction (Document No. IC- 5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configuration/>
- Vazir, N., Ismail, S. (2009). Developing creative writing skills in early childhood: A case study from Pakistan. Journal of Educational Research, 12(2).

- Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. Sarid Journal. Retrieved from [http:// www. sarid.net/sarid-journal](http://www.sarid.net/sarid-journal)
- White, R. V. (1988). The ELT curriculum. Oxford: Blackwell Publishers Ltd.
- White, R. V. & Arndt, V. (1991) Process writing, London: Longman.
- Wiliam, D. (2007), “Assessment for Learning: Why, What and How?”, Professorial Lecture, Institute of Education, London.
- Williams, R. (1993), “Border Country - Raymond Williams in Adult Education”, in J. McIlroy and S. Westwood (ed.), NIACE, Leicester.
- Williams, M. (1994) 'Motivation in Foreign and Second Language Learning: An Interactive Perspective'. Educational and Child Psychology, II: 77-84.
- Williams, R. (1976) Keywords: A Vocabulary of Culture and Society. Fontana Press: Harper Collins Publishers.
- Yasmin,(in Farooq,2006). English Language Teaching in Pakistan: University Journal,VOL-63.
- Young, D. (1991) 'Creating a Low Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?'. The Modern Language Journal. 75: iv, 426-438.
- Zamel,V.(1982) Writing:The process of discovering meaning,TESOL Quarterly,16 (2),195-209.
- Zamel, V. (1983) The composing processes of advanced ESL students: six case studies, TESOL Quarterly, 17 (2), 165-187.



## Appendix- A

## Questionnaire for Teachers

### Teaching Writing Skills to SSC Students Studying English as a Subject

#### Respected Teacher,

It is to be submitted that I am doing M.A TEFL in Department of English Language Applied Linguistics, Allama Iqbal Open University, Islamabad. I am conducting research under the title: **“Teaching Writing Skills to SSC Students Studying English as a Subject”**.

In this regard, your co-operation is required in furnishing the required information, observation and ideas on various issues related to my research in the form of Questionnaire.

I would be very thankful to you for sparing your valuable time in completing the questionnaire with honesty and integrity. Your information, attitude and answers will be kept confidential and will be used in rationale way to complete this study.

Thanking you in anticipation and kind regards.

Name: \_\_\_\_\_

Gender: 

Female	Male
--------	------

Name of Institute: \_\_\_\_\_ Age: \_\_\_\_\_

Tick the box that indicates your opinion for each statement below:

NA= Not at all      ST= Sometimes      U=Usually      F= frequently      A= Always

Sr	Statement	NA	ST	U	F	A
1	Do you find teaching writing skills more difficult than teaching other language skills?					
2	To what extent do you use new methods for teaching writing skills in your classroom?					
3	Do you think the new methods of teaching more effective than the traditional ones?					
4	Do you think that new methods of teaching enhance the efficiency level of the teachers also?					
5	Does creative writing have deep effects on learner's learning process?					
6	To what extent creative writing enhances the learners' interest in learning?					
7	To what extent do you consider creative work as an effective way to improve writing skills?					
8	Do you feel any difficulty in teaching writing skills?					
9	Students cannot read properly and lack understanding.					
10	Creative work motivates the learners to grasp writing skills.					

Quratulain

Roll No. BD563573

Deptt. of English Language & Applied Linguistics,  
Allama Iqbal Open University, Islamabad

## Appendix- B

## Questionnaire for Students

### Teaching Writing Skills to SSC Students Studying English as a Subject

Name: \_\_\_\_\_

Gender: 

Female	Male
--------	------

Name of Institute: \_\_\_\_\_ Age: \_\_\_\_\_

Tick the box that indicates your opinion for each statement below:

SA= Strongly Agree A= Agree N=Neutral D= Disagree SD= Strongly Disagree

Sr.	Statements	SA	A	N	D	SD
1	Do you find cramming as an easiest way of learning writing skills?					
2	I get more knowledge and understanding when studying English through creative writing.					
3	I look forward to studying writing skills in future.					
4	Studying English writing skills is enjoyable.					
5	I cannot summarize the important points in English subject by myself.					
6	Frankly, I study English just to pass the exams.					
7	I enjoy doing activities in English writing class.					
8	I don't like studying English writing skills.					
9	I am interested in studying English writing skills.					
10	To be honest, I really have little interest in my writing class.					
11	I am not satisfied with my performance in writing skills.					
12	In my opinion, writing is a difficult and complicated skill to learn.					
13	I don't feel enthusiastic to come to class when English is being taught.					
14	Knowing English language skills is an important goal in my life.					
15	Mind mapping is used to improve the writing organization.					