ENGLISH LANGUAGE TEACHERS' EXPERIENCE ON ENHANCING
STUDENTS' WRITING SKILLS: A NARRATIVE INQUIRY

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A Dissertation

Submitted to
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Masters of Education in English Language Teaching

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AN ABSTRACT

of the dissertation of *Kalpana Belbase* for the degree, *Master of Education in English Language,* presented on *23 January 2025,* entitled *English Language Teachers' Experience on Enhancing Students' Writing Skills: A Narrative Inquiry.*

APPROVED BY

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Manda Pokharel

Dissertation Supervisor

Writing skills are one of the most important communication means of expressing via word form, which can be developed through social interaction. The success of the individuals is connected with the ability to share themselves in written form in the context of academic and official. Students cannot compete without proficiency in English academic writing in the competitive world.

This study explores secondary-level English language teachers' experiences and practices in enhancing student's writing skills in the ELT classroom. This study aims to explore the lived experiences of secondary-level English language teachers in public schools regarding their strategies for enhancing students' writing skills.

I have purposively selected four participants and conducted in-depth interviews with secondary-level English language teachers from four public schools of Kathmandu Valley, using narrative inquiry as a research method. Similarly, Vygotsky's sociocultural theory is connected to this study.

The findings show the crucial role of implementing diverse activities and strategies to enhance student's writing skills in ELT classrooms. Teachers use multiple strategies, including diverse activities like ICT integration, group activities, guided writing, and feedback mechanisms, to enhance students' writing skills. Likewise, they use a student-centric and activity-based practice to cope with the challenges. The study provides valuable insights to English as a second language practitioners, secondary-level English language teachers, teacher educators, and future researchers in the field of English language education. The research suggests that

teachers can enhance their approach by using different ways of writing exercises, peer reviews, and feedback mechanisms.


………………..                                                       23 January 2025

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# शोध सार

अंग्रेजी भाषा शिक्षामा स्नातकोत्तर डिग्रीको लागि कल्पना बेलवासेको शोध प्रबन्धको शिर्षक "अंग्रेजी भाषा शिक्षकहरूको विद्यार्थीहरूको लेखन सीप सुधार्ने अनुभवः एक संकथन" १० माघ २०८१ मा प्रस्तुत गरिएको थियो ।

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मन्दा पोखरेल
शोध निर्देशक

लेखन सीप सञ्चार माध्यमको एक महत्वपूर्ण पक्ष हो जस्ले आफ्नो विचारलाई शब्दमा व्यक्त गर्न सक्दछ । व्यक्तिगत सफलताको सम्बन्ध शैक्षिक र औपचारिक सफलतासँग जोडिएको हुन्छ, जसका लागि लेखन मार्फत आफ्ना विचारहरू प्रभावकारी रूपमा व्यक्त गर्न आवश्यक छ।आजको प्रतिस्पर्धात्मक विश्वमा विद्यार्थीहरू अंग्रेजी लेखनमा दक्ष नभई प्रतिस्पर्धा गर्न सक्दैनन्। यस अध्ययनले शिक्षकहरूको अनुभव र अभ्यासहरू मार्फत विद्यार्थीहरूको लेखन सीप अभिवृद्धि गर्ने प्रक्रियालाई खोजी गरिएको छ । विशेष रूपमा, माध्यमिक तहका अंग्रेजी भाषा शिक्षकहरूले लेखन अध्यापन गर्दा अपनाउने विधि र तिनले भोग्रे अनुभवहरूलाई उजागर गर्न केन्द्रित छ। अध्ययनको उद्देश्य शिक्षकहरूले लेखन अध्यापन सम्बन्धी आफ्ना दृष्टिकोण र अभ्यासलाई कसरी व्यक्त गर्छन् भन्ने रहेको छ ।

अध्ययनका लागि मैले चार सहभागीहरू छनौट गरि कथात्मक अनुसन्धानको विधि मार्फत प्रस्तुत गरेको छु । अध्ययनको क्रममा मैले काठमाडौं उपत्यकाका चार सामुदायिक विद्यालयहरूका माध्यमिक-तहका अंग्रेजी भाषा शिक्षकहरूसँग गहन अन्तर्वार्ता लिएको थिए । मेरो अध्ययन भिगोत्सेको सामाजिक निर्माणवादी सिद्धान्तमा आधारित छ।

यस अध्ययनले कक्षाकोठामा विद्यार्थीहरूको लेखन सीप सुधार गर्न विविध क्रियाकलाप र रणनिती लागू गर्न अत्यन्त महत्वपूर्ण रहेको देखाउँछ। शिक्षकहरूले लेखन सीप अभिवृद्धिका लागि सूचना संचार तथा प्रविधि (आईसीटी) को प्रयोग, समूहगत गतिविधि, निर्देशित लेखन, र पृष्ठपोषण जस्ता विभिन्न विधिहरू अपनाउने गर्दछन् । त्यसै गरी, चुनौतीहरूको सामना गर्न विद्यार्थी केन्द्रित क्रियाकलापमा आधारित अभ्यास प्रयोग गर्छन। यस अध्ययन नतिजाले अंग्रेजी भाषा शिक्षाको क्षेत्रमा अंग्रेजी दोश्रो भाषा अभ्यासकर्ताहरू, माध्यमिक-स्तरको अंग्रेजी भाषा शिक्षकहरू, सहजकर्ताहरू, र अनुसन्धानकर्ताहरूलाई उपयोगी ज्ञान प्रदान गर्न सक्छ। साथै यस अध्ययन अनुसार शिक्षकहरूले विभिन्न लेखन अभ्यास, साथीहरूबाट मूल्याङ्कन, र पृष्ठपोषण प्रयोग गरेर आफ्नो शिक्षण तरिका अझ राम्रो बनाउन सक्छन्।

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कल्पना बेलवासे

उपाधि उम्मेदवार

This dissertation entitled *English Language Teachers' Experience on Enhancing Students' Writing Skills: A Narrative Inquiry* presented *by Kalpana Belbase* on *23 January 2025.*

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Dean/Chair of Research Committee

I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the dissertation to be released to my dissertation to any reader upon request for scholarly purposes.

………………..          23 January 2024

Kalpana Belbase

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# DECLARATION

I hereby declare that this dissertation is my original work and has not been submitted for candidature for any other degree at any other university.

………………..                                                      23 January 2025

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## DEDICATION


To my family colleagues, teachers, ardent supporters, anonymous readers, and future researchers.

# ACKNOWLEDGEMENTS

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# ABBREVIATIONS

| | |
|---|---|
| CAS | Continue Assessment System |
| CDC | Curriculum Development Center |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| ESL | English as a Second Language |
| GPA | Grade Point Average |
| GT | Grammar Translation |
| KU | Kathmandu University |
| KUSOED | Kathmandu University School of Education |
| M.Ed | Master of Education |
| MoE | Ministry of Education |
| MOI | Medium of Instruction |
| NFC | National Curriculum Framework |
| SLC | School Leaving Certificate |
| ZPD | Zone of Proximal Development |

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CHAPTER I

INTRODUCTION

This study focuses on English language Teacher's pedagogical approaches to enhancing writing skills among students. This section provides an overview of the study's background, rationale, problem statement, purpose, research questions, delimitation, study structure, and chapter summary.

**Background**

Writing is one of the four essential skills in language learning, alongside listening, speaking, and reading (Gonzalez & Pinzon, 2019). It is a formal means of communication. It involves using written symbols, such as letters and punctuation, to express sounds, syllables, or words in a language (Sinaga & Feranie, 2017). Similarly, writing skills are one of the most important communication means of expressing via written word, including sound, symbol, and syntax (Qismullah et al., 2019). Furthermore, writing may be seen as an iterative process that combines cognitive and metacognitive functions (Teng, 2016). Writing is not just about knowing the rules of language; it is also a mental process that requires problem-solving and creativity. It is the system of written symbols representing language's sounds, syllables, or words, with different mechanisms - capitalization, spelling, and punctuation, in written word form and function (Poudel & Gnawali, 2021). Writing abilities are crucial for secondary-level learners to excel in various academic subjects, including communication and expression. It's crucial for clear communication, academic success, and career growth in today's connected world.

Similarly, in Nepal, teaching writing skills to students learning English as a second language comes with unique challenges (Kandel, 2018). Many students struggle to come up with ideas, organize their thoughts, and write effectively. This struggle makes learning to write a difficult task, especially in academic settings. Teachers in Nepal try to address this by using creative methods like group projects, task-based learning, and integrating technology into their lessons (Poudel, 2019). These methods allow students to practice writing in real-life contexts, such as group activities, peer feedback, and reflective writing tasks, which help them build their writing skills

However, the socio-cultural context in Nepal makes this process harder. Many students, especially in rural areas, have limited access to resources like books and technology (Kandel, 2018). Teachers often work with crowded classrooms, strict curriculums, and a lack of training opportunities. In addition, traditional teaching methods, which focus on memorization, are still common in Nepal, making it harder to adopt interactive and engaging approaches to teaching writing.

In other parts of the world, like Europe, writing is taught through task-based and project-based methods (Flaviano, et al., 2021). These approaches help students learn by connecting writing tasks to real-life experiences, making learning more meaningful and enjoyable. Inspired by these practices, Nepal's National Curriculum Framework (NCF, 2076) introduced child-centric learning to improve students' writing skills. The curriculum aims to make learning practical and aligned with global education standards.

Despite this positive step, we still don't know much about how teachers in Nepal are using this curriculum. As Kandel (2018) mentioned that, there are struggles with a lack of resources and pressure to cover other parts of the curriculum. Likewise, the challenges in choosing interesting writing topics, designing activities, and making the most of their limited class time are some additional challenges. These hurdles make it difficult for teachers to support their students' writing development fully.

This study tried to discover how English teachers in Nepal are helping students improve their writing skills. It explores what methods work, what challenges teachers face, and how they overcome them. By gathering stories from teachers and analyzing existing research, this study aims to offer practical advice for improving writing skills in Nepal. Similarly, this study addresses these challenges by identifying effective teaching writing strategies, methods, and activities to provide practical recommendations for English language teachers. This study examines the benefits, challenges, and strategies teachers implement while teaching writing skills. This study aims to contribute to the existing knowledge on practical teaching in language teaching and methodologies, specifically in the context of writing skills development. The findings of this research will inform language educators, curriculum developers, and policymakers about the value and impact of activity-based teaching in English language teaching. This knowledge will allow teachers to create fruitful and engaging Teaching-Learning environments that enhance students' writing skills in the context of Language teaching.

Furthermore, the findings will help teachers, curriculum developers, and policymakers understand the importance of using creative, activity-based approaches to teaching writing. These findings will make it easier to create learning environments that meet the needs of Nepali students, helping them develop strong writing skills for their academic and professional futures.

Likewise, in the Nepalese context, English language teachers struggle to develop their students' writing abilities; they frequently try innovative approaches and effective pedagogical techniques for teaching writing (Kandel, 2018). i.e., project-based, group activities, task-based teaching, and ICT integration. Such an approach gains attention through diverse activities in meaningful and authentic language-teaching contexts in real-life scenarios (Poudel & Gnawali, 2021). i.e., group activity, Peer feedback, ICT integration, project-based learning activity, reflection writing, and task-based learning. Multiple activities allow students to practice writing skills while engaging with real-world scenarios with rewrite, such as topics promoting language acquisition and skill development in writing skills teaching background.

In addition, in the context of writing, learning to write is challenging, especially for individuals writing in a second or a foreign language in an academic field since they do not know enough about creating ideas for writing. As effective writing is considered a problem for ESL learners, a need is felt to find ways of teaching that can help learners improve their writing performance.

Similarly, In European countries regarding teaching, writing seems to follow Task_ Based and project-based curricula; as a result, students learn writing skills by experiencing the real-life world (which reflects a positive lifelong learning impact on writing skills (Gonzalez & Pinzon, 2019). The Nepalese government has started introducing a child-centric curriculum CDC, (2021) to enhance students' writing skills as part of English language education (NCF,2076). The Curriculum Development Centre (CDC) has designed this curriculum to align with national and international educational standards, emphasizing practical learning and skill development In English language education.

In addition, after going through different literature regarding teaching writing and my personal experience, I found the gap between the curriculum of teaching writing strategy and child-centric teaching practice in terms of English language teaching.  Using a variety of activities in writing lessons can greatly benefit students' students (Andiema, 2016), but many teachers face practical challenges. These include

choosing interesting and relevant topics, designing meaningful activities, and linking writing tasks with other subjects. Teachers also struggle with limited classroom time, rigid curriculum demands, and a lack of resources (Dayji & Al-Gomoul, 2011), all of which make teaching writing skills more difficult. These challenges highlight the need for better support, teacher training, and strategies to help teachers effectively improve students' writing development.

## The Rationale of the Study

This study addresses these challenges by identifying effective teaching writing strategies, methods, and activities to provide practical recommendations for English language teachers. This study examines the benefits, challenges, and strategies that teachers implement. This study aims to contribute to the existing knowledge on practical teaching in language teaching and methodologies, specifically in the context of writing skills development. The findings of this research will inform language educators, curriculum developers, and policymakers about the value and impact of activity-based teaching in English language teaching. This knowledge will allow teachers to create fruitful and engaging Teaching-Learning environments that enhance students' writing skills in the context of Language teaching.

Previous research highlighted that task-based instruction in writing lessons can improve students' writing skills. For example, (Gonzalez & Pinzon, 2019) found that when writing tasks were connected to real-life situations, students wrote better and became stronger critical thinkers and problem-solvers. Similarly, (Kandel, 2018)how these activities worked in ESL classrooms and saw improvements in students' fluency, accuracy, and confidence in language use.

In Nepal, English language teachers are key in helping students build strong writing skills. By including meaningful writing activities in their lessons, teachers can help students become more confident communicators, think critically, express themselves better, and understand different cultures (Kandel, 2018). With English becoming increasingly important for success in education and careers, these skills are essential for students to thrive in today's interconnected world.

Medium of Instruction (MoI) policies have been significantly more political than pedagogical in certain countries, such as Nepal; English language teaching strategies are limited to the curriculum and impractical (Shrestha & Gautam, 2022) because the secondary-level writing policy follows a top-down approach. This

tendency to use language in education has been critically examined from sociopolitical, historical, and economic perspectives (Poudel, 2019).

Writing skills, in particular, play a crucial role in academic and professional success (Poudel, 2019). English language teachers in Nepal are responsible for equipping students with the necessary skills to express themselves proficiently in written form (Shrestha & Gautam, 2022). According to Poudel (2019), English language teachers can contribute to the overall language development of their students by embedding activities to enhance writing skills in their teaching practices. This rationale explores the importance of activity-based teaching in the Nepalese context.

Diverse activities to enhance writing skills and help students develop a high English language proficiency level (Kandel, 2018). Writing requires learners to engage with vocabulary, grammar, and sentence structure, leading to a deeper understanding of the language (Karima et al., 2022). Students can expand their vocabulary, strengthen their grammatical knowledge, and improve sentence construction through regular writing practice (Lessing & Mahabeer, 2007).

Writing is a cognitive process that encourages critical thinking (Qismullah et al., 2019). When students engage in writing activities, they must organize their thoughts, analyze information, and develop logical arguments (Qismullah et al., 2019). Through these activities, English language teachers can foster critical thinking skills among students. Students learn to evaluate and synthesize information effectively, enhancing their ability to express their ideas clearly (Sinaga & Feranie, 2017).

Writing offers a unique platform for self-expression and creativity. In the Nepali context, where English is often considered a foreign language, students may face cultural and linguistic barriers to freely expressing their thoughts and ideas (Shrestha & Gautam, 2022). By embedding writing activities, English language teachers can create a supportive environment encouraging students to express themselves without fear of judgment or language errors.

In Nepal, where cultural diversity is rich and valued, English language teachers can use writing activities to promote cultural competence (Kandel, 2018). By encouraging students to write about their cultural backgrounds, traditions, and beliefs, teachers can foster an appreciation for diversity and facilitate intercultural understanding.

**Bridging Academic and Professional Success**

Strong writing skills are crucial for academic and professional success. According to the British Council Report (Shrestha & Gautam, 2022), in the Nepali context, where many students aspire to pursue higher education abroad or work in international settings, effective writing abilities in English are highly valued (Shrestha & Gautam, 2022). By embedding activities that focus on academic and professional writing genres, English language teachers can prepare students for the demands of higher education and future careers (Flaviano et al., 2021). These activities included essay, report, and paragraph writing during my study.

Furthermore, embedding activities offer a more holistic approach to language learning, as they integrate writing with other language skills, such as reading, listening, and speaking (Flaviano et al., 2021). Hyland (2003) stated that by connecting writing tasks to related language activities, teachers can reinforce language comprehension and production, fostering a deeper understanding of language use and structure.

We can find the gap between policy in English writing skills and practice in the ELT classrooms. There is no seriousness to provide adequate time to practice activity-based teaching strategies in ESL classrooms (Kandel,2018). When English language teachers do not focus on child-centric teaching practice, the entire teaching-learning process will be useless. This narrative study tries to explore the teachers' engagement in teaching writing skills in ESL classes, especially at the secondary level. This research could be beneficial to secondary-level English language teachers and researchers.

## Statement of the Problem

**Enhancing Student's Writing Skills**

During my school years, I faced challenges in learning writing skills due to a lack of proper teaching resources. I went to a public school where the teaching methods mainly were teacher-centered, focusing on textbooks rather than engaging students. Teachers rarely used creative or activity-based approaches in English Language Teaching (ELT) classrooms. Writing tasks were limited to following textbook instructions, with little opportunity for practice or developing new ideas. At the secondary level, teachers relied on lectures and explained lessons directly from textbooks, which did not help improve my writing skills. Similarly, after completing my SLC, I faced the same kind of challenges during +2 and Bachelor levels.

These experiences made me realize the importance of better teaching methods that actively involve students and support their learning. This reflection motivated me to research ways to improve writing instruction, focusing on student-centered approaches that encourage creativity and skill development in ELT classrooms. Writing is regarded as one of the most challenging and demanding language skills that must be acquired compared to other skills (Miftah, 2016). The skill of writing in English is one of the essential needs for people who wish to engage in vocational or academic pursuits as well as international existence. According to (Dayji & Al-Gomoul, 2011), writing is a vital ability in foreign language acquisition. It allows students to build the competency required for writing personal letters, essays, research papers, and journals. Similarly, international existence: English is recognized globally as the language of global communication, and writing skills are highly valued in the professional world. Regardless of the field or industry, employees must communicate efficiently through written means. From composing emails, memos, and reports to creating business proposals and presentations, writing serves as a primary mode of communication in the workplace.

Akrofi et al. (2015) conducted a qualitative study in the United States investigating how secondary-level English teachers implemented diverse activities to enhance students' writing skills. The research highlighted the importance of explicit instruction, scaffolding techniques, and feedback mechanisms to enhance student's writing abilities.

McDermott & Hand (2013) explored the experiences of secondary-level English teachers in embedding activities that focus on different classroom activities and practices to develop student's academic writing skills. The research studies revealed the significance of teaching students what activities enhance writing skills and the challenges teachers face in facilitating this process effectively. However, they could not highlight the specific teachers' strategies for practical teaching writing skills with their professional experiences.

In Nepal, student-centered strategies are not considered sufficiently in the language classroom (Kandel,2018). Teachers prioritize teacher-centered strategies such as lecturing, explaining, and defining exponents above student-centered techniques in teaching-learning activities (Shrestha & Gautam, 2022). I am curious about the strategies employed by secondary-level English teachers when teaching writing skills. (Paudel, 2019). However, teaching writing skills in English within the

Nepalese context faced numerous challenges. There was no clear government policy emphasizing the importance of writing in English language education leaving teachers without proper guidance or support (Kandel, 2018).

Additionally, a lack of trained teachers with specific expertise in teaching writing further hampered its effective instruction (Kandel, 2018). The absence of adequate physical infrastructure, such as well-equipped classrooms, and the scarcity of teaching materials focused on writing skills made it difficult for teachers to provide structured and engaging writing lessons (Fleck & Zhu, 2024). These challenges collectively hindered the development of students' writing proficiency in Nepal during that period.

### Research Gap

Despite the emphasis on writing skills in English education, limited attention has been given to teachers' lived experiences in integrating effective strategies for enhancing writing skills in Nepal. While Nepalese research highlights the barriers to teaching writing, there is limited focus on specific strategies teachers use for teaching writing skills by implementing activities that enhance writing skills (Kandel, 2018). Furthermore, most studies address challenges like lack of resources and infrastructure but do not deeply examine how these constraints affect teaching writing practices in ELT classrooms or student outcomes (Poudel & Gnawali, 2021). International studies provide insights into the effectiveness of activity-based approaches, but their applicability to the Nepali context, with its unique challenges, remains unexplored. This study aims to address these gaps by investigating the experiences of Nepali English teachers in embedding activities to improve student's writing skills and providing practical recommendations tailored to their context.

### Purpose of the Study

This study explores the lived experiences of secondary-level English language teachers in community schools of Lalitpur, Nepal, regarding their strategies for enhancing students' writing skills.

### Research Questions

To fulfill the purpose of the study, this study focuses on answers to the following research questions:

   a. How do teachers narrate their experiences of using activities to enhance students' writing skills?

b.  What different strategies do secondary-level English language teachers use to teach writing skills?

## Delimitation of This Study

This study focuses on how English teachers at the secondary level teach writing skills in Lalitpur, Nepal. Writing is a key skill among the four language skills that is crucial for academic success and clear communication. If writing skills are not taught properly, students may struggle to express themselves, which can affect their overall language development. The research looks into teachers' current practices and views on teaching writing, with an emphasis on activity-based learning and the role of sociocultural awareness. The study only includes stories related to teaching writing and uses narrative inquiry to explore teachers' experiences.

## Chapter Summary

This chapter covers the study by outlining the Background and importance of writing skills, the Rationale for exploring teachers' experiences, and the Research Problem related to challenges in improving students' writing. The Purpose is to investigate teachers' strategies and experiences, guided by the Research Questions. The Delimitations specify the focus on English teachers in specific contexts. These sections work together to establish the study's goals and direction.

CHAPTER II

LITERATURE REVIEW

This chapter outlines the foundation of the literature review, beginning with a thematic review followed by teaching writing skills and their importance, challenges, and benefits—similarly, policy review, theoretical review, empirical review, and chapter summary.

**Teaching Writing Skills and its Importance**

Multiple classroom activities provide a dynamic and practical teaching approach to enhancing writing skills by integrating an authentic language learning environment. In the context of writing skills, implementing collaborative, multimodal elements, authentic audiences, and reflective practices results better than previous practices (Gonzalez & Pinzon, 2019). These activities engage learners in meaningful writing experiences, fostering creativity, critical thinking, and effective communication. To address this, secondary-level English teachers have explored embedding activities to enhance students' writing proficiency. This thematic review examines the experiences of secondary-level English teachers who have implemented diverse classroom activities, focusing on this instructional approach's benefits, challenges, and overall effectiveness.

Fleck and Zhu (2024) reported that embedding activities in writing instruction increased student engagement and motivation. By incorporating real-world contexts, collaborative elements, and multimodal approaches, embedding activities captured students' interest and made writing more meaningful and relevant to their lives. This engagement translated into a greater willingness to participate actively in the writing process and an improved attitude toward writing.

Multiple activities provide opportunities for students to engage in authentic writing experiences (Kandel, 2018). Teachers emphasized connecting writing tasks to real-world situations, such as writing letters to community leaders or creating persuasive essays on current social issues. These authentic writing tasks enabled students to understand better how writing is used outside the classroom and enhanced their ability to communicate effectively in different contexts. Kandel (2018) viewed those diverse activities as encouraging student collaboration and fostering a supportive and interactive learning environment. Collaborative writing tasks allowed

students to work together, share ideas, and provide constructive feedback to one another. This collaborative aspect improved the quality of students' writing and nurtured essential skills such as communication, teamwork, and critical thinking (Kim & Shin, 2021).

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**Benefits of Activity-Based Teaching Writing**

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Waddington (2022) viewed embedding activities as integrated multimodal elements, such as incorporating visuals, audio, and digital technologies into the writing process. Researchers observed that students benefited from exploring various modes of communication, enhancing their ability to convey meaning effectively through different mediums. Including multimodal elements expanded students' creativity, technological literacy, and awareness of audience needs in the digital age (Lim et al., 2022). While implementing embedding activities offered numerous benefits, teachers acknowledged certain challenges. These included time constraints within the curriculum, limited access to technology resources, and the need for ongoing professional development to integrate embedding activities effectively. Addressing these challenges required strategic planning, collaboration with colleagues, and a commitment to adapting instructional practices to enhance students' writing skills through diverse activities.

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**Challenges in Teaching Writing Skills in Nepal**

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Teaching writing skills in Nepal presents numerous challenges, particularly in the context of secondary-level education. These challenges are compounded by systemic issues, resource constraints, and large class sizes, all of which hinder the effective development of students' writing abilities.

**Limited Training and Professional Development**

Many teachers lack adequate training and professional development opportunities specifically focused on teaching writing skills effectively. This lack hinders their ability to design engaging and effective writing activities (Sharma, 2018). Teachers often avoid planning to implement the new teaching method and use of materials due to a lack of understanding, so they follow teacher-centric teaching method rather than the child-centric (Bidari & Gnawali, 2023).

**Inadequate Teaching Materials and Learning Environments**

Teachers often face a shortage of appropriate resources and materials that align with the curriculum and support the development of writing skills. Limited access to technology and relevant reading materials further restricts their ability to

implement engaging writing activities (Poudel & Gnawali, 2021). Secondary-level classes in Nepal often have large student-to-teacher ratios (Kandel, 2018). The large teacher-student ratio makes it challenging for teachers to provide individualized feedback and support to students during the writing process, limiting their progress. The following recommendations are proposed to address the challenges and enhance the embedding of activities to enhance students' writing skills: Provide comprehensive training and professional development programs for teachers, specifically focused on effective strategies for teaching writing skills. These programs should include workshops, seminars, and online resources to enhance their pedagogical knowledge and skills (Qismullah et al., 2019).

In addition, teachers need to increase the availability of high-quality resources and materials, including textbooks, reference books, and digital resources, that align with the curriculum and support the development of writing skills. Establish well-equipped libraries and provide internet access in schools to facilitate access to reading materials and online writing resources. Similarly, measures should be implemented to reduce class sizes, particularly in secondary-level classrooms. These measures will enable teachers to provide individualized feedback and support to students during the writing process. Additionally, peer support networks or writing centers should also be established where students can receive additional assistance and feedback (Cole & Feng, 2015).

In conclusion, while Nepal has made efforts to implement an activity-based teaching approach to enhance students' writing skills in secondary-level education, challenges such as limited teacher training, lack of resources, and large class sizes persist. By implementing the recommended improvements, Nepal can improve the quality of writing instruction, foster effective communication skills among students, and enhance their overall academic and career prospects.

**Theoretical Review**

This theoretical review examines the experiences of secondary-level English teachers who have implemented multiple activities to enhance students' writing skills. Exploring relevant theoretical frameworks and research seeks to provide a comprehensive understanding of the underlying principles and pedagogical considerations associated with embedding activities in the context of writing instruction.

**Socio-Constructivist Perspectives**

Socio-constructivist perspectives emphasize the role of social interactions and collaboration in knowledge construction. Multiple activities in ELT encourage collaboration among students, fostering a supportive learning environment where students can engage in meaningful discussions, provide feedback to one another, and co-construct knowledge through writing. Collaborative writing tasks enhance students' writing skills and promote communication, teamwork, and the ability to negotiate meaning. Similarly, Vygotsky in Gauvain (2008) stated that social constructivism is my theoretical referent suit for my research as a theory application for enhancing learners' writing skills.

He defined the ZPD as the distance between the actual development level determined by independent problem-solving and the level of potential development as determined by problem-solving under guidance or in collaboration with more knowledgeable others (Gauvain, 2008) During teaching writing, learners organize the ideas that they try to write in structure based on their understanding of writing structure, but sometimes it becomes complicated during the writing process. At the time learners need help from a facilitator or more knowledgeable others to shape their writing structure.

## Empirical Review

Previous research has shown the positive impact of embedding activities on writing proficiency. Wenjing et al. (2008) found that multiple activities during teaching writing tasks within authentic contexts improved students' written expression and enhanced their critical thinking and problem-solving abilities (Dongyu & Wanyi, 2013). Similarly, we explored the use of diverse activities in an English as a Second Language (ESL) classroom and observed significant improvements in students' writing fluency, accuracy, and overall language proficiency.

This gap analysis aims to explore the challenges faced by secondary-level English teachers in Nepal when diverse teaching strategies and activities to enhance students' writing skills. Effective writing skills are crucial for students' academic success and future professional development. However, there may be gaps in the teaching methods employed by English teachers to engage students in writing activities in the Nepalese context. This analysis seeks to identify these gaps and provide potential solutions to improve the integration of activities that enhance students' writing skills.

**Current Issues and Lack of Focus on Local Context of Nepal**

English teachers in Nepal often rely on traditional writing exercises that do not provide students with opportunities to engage in authentic, real-world writing tasks. This limitation hampers students' ability to connect their writing skills to practical applications. Writing activities in English classes may not adequately address the local context and relevance of students' lives in Nepal. The absence of culturally relevant writing tasks can hinder students' motivation and engagement. Many schools in Nepal have limited access to technology and digital resources, which restricts English teachers from integrating technology-based writing activities into their classrooms. Similarly, another factor is

Nepal may lack sufficient training and support to embed activities that enhance students' writing skills. English teachers' limited access to professional development opportunities and resources further exacerbates this gap.

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**Chapter Summary**

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This chapter covers several key topics related to enhancing students' writing skills. It begins with a discussion of various classroom activities designed to improve writing proficiency, followed by a thematic review of these practices. The chapter includes a theoretical review, exploring relevant frameworks such as constructivism and socio-constructivism. A policy review highlights initiative in Nepal to foster writing skills among secondary-level students. Additionally, the chapter examines previous studies demonstrating the effectiveness of embedding activities in writing instruction. A gap analysis identifies challenges teachers face, such as limited resources and professional development, and concludes with a conceptual framework and chapter summary.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an overview of the research methodology adopted for the study. It begins with discussing the philosophical considerations, including ontology, epistemology, and axiology, which shape the researcher's understanding of reality and knowledge. The research paradigm is introduced, presenting interpretive perspectives and paradigmatic approaches. Methodological considerations are explored next, focusing on the research approach where I planned to do qualitative and specific approach narrative research design. The chapter also covers the research design, including site and participant selection, data collection techniques and processes, data analysis methods, quality standards, and ethical considerations. Finally, the chapter concludes with a summary.

**Philosophical Consideration**

**Ontology**

Ontology refers to the nature of reality and how it is understood. In the context of teaching writing, it recognizes that different teachers may have different experiences and beliefs about how writing should be taught. Cohen et al. (2018) explain that reality is shaped by individuals' beliefs and experiences, meaning that each teacher may approach writing instruction in a way that reflects their own reality. For instance, one teacher might emphasize grammar and writing rules, while another might prioritize creativity and free expression. This variation in teaching approaches arises from each teacher's personal teaching style, educational philosophy, and the context of their school, whether it's a community or institutional school. In this research, recognizing these different realities is crucial because it helps capture the diversity of teaching practices. By examining these multiple realities, we can better understand how writing is taught in different contexts and how various approaches contribute to the overall learning experience (Neupane & Gnawali, 2023).

**Epistemology**

Epistemology deals with how knowledge is constructed and understood. In the study of teaching writing, it means exploring how teachers develop their knowledge and understanding of writing instruction based on their own experiences. As Cohen et al. (2018) explain, knowledge is not objective but is shaped by individual experiences.

For example, one teacher might view peer feedback as essential for improving writing, while another might rely more on individualized writing conferences. These different approaches to teaching writing reflect diverse ways of knowing and understanding what makes writing instruction effective. According to Neupane and Gnawali (2023), using narrative inquiry helps to explore these personal experiences and beliefs, allowing researchers to capture the varied ways in which teachers construct knowledge about teaching writing. This approach is important for understanding the many methods and perspectives that contribute to writing instruction.

**Axiology**

Axiology refers to the role of values and beliefs in shaping both the teaching and research process. Teachers bring their personal experiences, values, and beliefs into the classroom, which influences how they design their writing lessons. Cohen et al. (2018) suggest that these values significantly impact the way teachers interact with students and organize their teaching practices. For example, a teacher who values student autonomy may allow students to choose their writing topics, fostering independence, while another teacher who values structure may emphasize writing within a specific framework. As a researcher, it is important to respect and consider these values when analyzing data. I acknowledged and honored the teachers' perspectives and beliefs to ensure their voices were authentically represented in the study. This approach aligns with the notion that research should be sensitive to the values of participants (Cohen et al., 2018; Neupane & Gnawali, 2023). By respecting these beliefs, the study provides a true reflection of how teachers perceive and practice teaching writing.

**Research Paradigm**

I chose the interpretive research paradigm for this narrative study because it provides a way to understand teachers' lived experiences and the social realities they encounter in teaching writing. Hussain et al. (2013) describe the interpretive paradigm as humanistic, constructivist, and naturalistic, focusing on how individuals perceive and interpret their experiences. This approach is particularly relevant in education, where personal beliefs and contextual factors significantly influence teaching practices (Creswell, 2013). By gathering stories, beliefs, and experiences from English language teachers in both community and institutional schools, I aimed to explore their strategies, challenges, and reflections on teaching writing. Connelly and

Clandinin (2000) emphasize that using narratives within an interpretive framework helps connect individual experiences with broader social and educational contexts. This paradigm enabled me to document teachers' insights, providing a richer understanding of their practices and the sociocultural dynamics shaping their efforts to improve students' writing skills.

**The Narrative is My Research Design**

Narrative inquiry was chosen for this research because it allows a deep exploration of teachers' lived experiences in teaching writing. This method focuses on collecting and analyzing personal stories, rich sources of insight into the beliefs, challenges, and strategies teachers develop in their professional journeys. Teaching writing is a complex task influenced by various contextual and personal factors, and narrative inquiry provides a framework to uncover these nuances. By focusing on individual stories, this research captures the unique ways teachers approach writing instruction, adapt to challenges, and reflect on their practices.

Moreover, narrative inquiry aligns with the collaborative nature of educational research. It values participants' voices and ensures their experiences are authentically represented. This approach not only helps document their teaching practices but also allows for a deeper understanding of how they navigate the social and emotional aspects. Neupane & Gnawali, 2023, emphasize that narrative inquiry is particularly effective in bridging the gap between theoretical concepts and practical realities, making it an ideal choice for understanding the multifaceted experiences of teachers in the classroom.

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**Participants and Research Site**

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**Participants**

I selected four English language teachers from secondary-level schools in Lalitpur, Nepal for this research. The participants included three female teachers and a male teacher, each teaching English in public schools. The teachers were purposively chosen based on their experience with activity-based teaching methods, as this approach was central to my study. These teachers were selected for their direct involvement in practices that aim to enhance student's writing skills, which aligned with the focus of my research.

**Table 1**

*List of Participants*

| S.N. | Participants | Source of field text |
|------|-------------|----------------------|
| 1 | Kajol | Three rounds of interview |
| 2 | Anuja | Four rounds of interview |
| 3 | Suren | Three rounds of interview |
| 4 | Salina | Two rounds of interview |

**Research Tools**

The primary data collection tool for this study was semi-structured interviews. I designed an interview guide with open-ended questions to encourage the participants to share their experiences freely. The interviews were unstructured, which allowed flexibility and provided the participants with the freedom to elaborate on their thoughts and experiences related to teaching writing. According to DiCicco-Bloom & Crabtree (2006) (DiCicco-Bloom, 2006), such open-ended interviews help capture in-depth insights into participants' experiences and viewpoints. After each interview, I carefully transcribed the audio recordings and analyzed the content to identify recurring themes and patterns.

**Research Site**

The research was conducted in four different secondary-level schools located in Lalitpur, a district in Nepal. These schools were selected because they followed an activity-based teaching approach, which was central to the focus of this study. The teaching-learning approach in these schools included interactive activities that promoted student engagement and were designed to improve English writing skills. I selected these schools purposively to ensure that the research participants were from settings that utilized activity-based methods in teaching writing. The research sites were carefully chosen to reflect a variety of contexts and to provide a comprehensive understanding of how different teachers implement these methods in their classrooms.

**Data Collection**

For this study, I collected data using a combination of formal interviews and informal conversations with secondary-level English teachers. The first step was obtaining written consent from all participants, ensuring they were fully informed about the purpose of the study, their voluntary participation, and the confidentiality of

their responses. Once I received consent, I scheduled one-on-one interviews with the participants and prepared an interview guide focused on their experiences, strategies, and beliefs regarding the teaching of writing.

The interview questions were crafted to elicit detailed and open-ended responses. I asked questions that encouraged participants to share their personal teaching experiences and reflect on the strategies they employed to enhance students' writing skills. The interviews lasted between 30 and 45 minutes, providing ample time for participants to express their thoughts and engage in a rich, open discussion. All interviews were audio-recorded with participants' consent to ensure accurate data collection, allowing for later detailed analysis.

In addition to the formal interviews, I conducted informal conversations before and after the interviews. These conversations were unstructured and allowed participants to elaborate on points from the formal interview or share additional thoughts they had not initially mentioned. As Hennink et al. (2020) highlight, informal conversations are valuable in qualitative research because they can uncover deeper insights and provide context that may not arise in a structured interview. These conversations significantly enriched the data and provided a  better understanding of the participants' experiences and teaching practices.

Once the interviews were completed, I transcribed the recordings and took detailed notes on any non-verbal cues that could add further context to the data. I then analyzed the data by identifying recurring themes and patterns related to the teachers' approaches to teaching writing. This analysis helped me understand teachers' various strategies and underlying beliefs that shape their teaching practices.

## Data Analysis

The data analysis process involves several steps in this research, including interpretation, coding, categorizing, and finalizing the data (Clarke & Braun, 2022). Similarly, thematic analysis is mainly concerned with the content of narrative data. In this research, I started by verifying and transcribing the participants' stories to ensure accuracy. Then, I coded the information, edited it for clarity, and used pseudonyms to protect the participants' identities. Next, I thoroughly reviewed all the narratives shared by the participants, focusing on their experiences with teaching writing skills. After coding the data, I began writing based on the codes and identified key themes emerging from the data. Using thematic analysis, I analyzed these themes in depth to gain a better understanding of the participants' experiences challenges, and key

strategies based on activities implemented while teaching writing and how they help to enhance students' writing skills. Finally, through this detailed analysis, I was able to draw the findings of the research.

## Quality Standards

Maintaining quality standards is essential in any research to ensure its validity and reliability. Bergman (2002) argues that data collection and analysis focus on different aspects of quality, as the methods to improve quality during collection differ from those applied during analysis. In my research, I upheld quality standards throughout the process by following principles of authenticity and trustworthiness.

### Authenticity

To ensure authenticity, I collected experiences from English language teachers working in different community schools. I established a strong rapport with them, which encouraged them to share their stories openly and without hesitation. I remained faithful to the participants' narratives, ensuring that the meaning and intention of their stories were not altered during the transcription and analysis process. The narratives I recorded reflected the participants' genuine perceptions and practices, grounded in their lived experiences. These authentic accounts align with my own experiences as a researcher and provide readers with real, relatable insights.

### Trustworthiness

To ensure trustworthiness, I adopted measures to verify and validate the information provided by the participants. I encouraged them to review and authenticate their narrated stories, allowing for their input and modifications while preserving the original meanings. I began by engaging participants in informal conversations to make them feel at ease, fostering an environment conducive to honest and open sharing. Furthermore, I obtained their consent to record their voices, ensuring ethical compliance and transparency throughout the research process. By prioritizing authenticity and trustworthiness, I maintained high-quality standards in this thesis, ensuring that the research findings accurately represent the participants' experiences and uphold the integrity of the study.

## Ethical Considerations

As a researcher, I prioritized privacy and confidentiality to protect the sensitive information shared by my participants. I assured them that their personal views and experiences would remain confidential and be used solely for my research.

To safeguard their identities, I assigned pseudonyms to all participants and maintained secure handling of their data (Cohen et al., 2018).

## Privacy and Confidentiality

I understood the importance of maintaining strict confidentiality when dealing with the participants' information. Given the sensitivity of the data, I ensured that none of their personal, institutional, or professional details were disclosed. Participants were fully informed about the purpose of the research and the process involved, and I upheld their right to anonymity and privacy at all stages (Cohen et al., 2018; Morse et al., 2002).

As easy as it appears, Ethics is significantly more complex than its appearance indicates. The field of philosophy digs into the profound philosophical discipline and investigates and directs human conduct based on fundamental moral principles and ideals. Ethics refers to the principles and criteria researchers must follow to ensure their research's moral acceptability and responsible conduct. Throughout my study, I strictly followed the ethical norms and procedures established by Kathmandu University (KU). Following the KU policy requirements, I have prioritized respecting ethical norms in my research. All participants provided informed consent, ensuring they were completely aware of the goal, methods, and associated dangers.

## Conceptual Framework

The conceptual framework of this study, illustrated in Figure 1, outlines the research journey exploring "Teachers' Experiences in Enhancing Students' Writing Skills." Guided by the interpretive research paradigm and using a narrative inquiry approach, the study involved in-depth interviews with participants and observations of five English classes. Vygotsky's Socio-Cultural Theory, focusing on the Zone of Proximal Development (ZPD), provided the theoretical lens to analyze how teachers scaffold students' writing skills. The findings are presented in three chapters, offering a structured understanding of the teachers' practices and experiences in teaching writing.

**Figure 1**

*Conceptual Framework*

English Language Teachers' Experience on Enhancing Students' Writing Skills

Teacher's

Purpose of the study, problem Statement Research

Literature Review

es

Literature Socio Cultural Theory view Teachers'

Stories

Narrative Inquiry Interview

Teachers' Stories

Teachers' Perceptions Experience

Teachers' Practices

Insights, Conclusion and Reflections
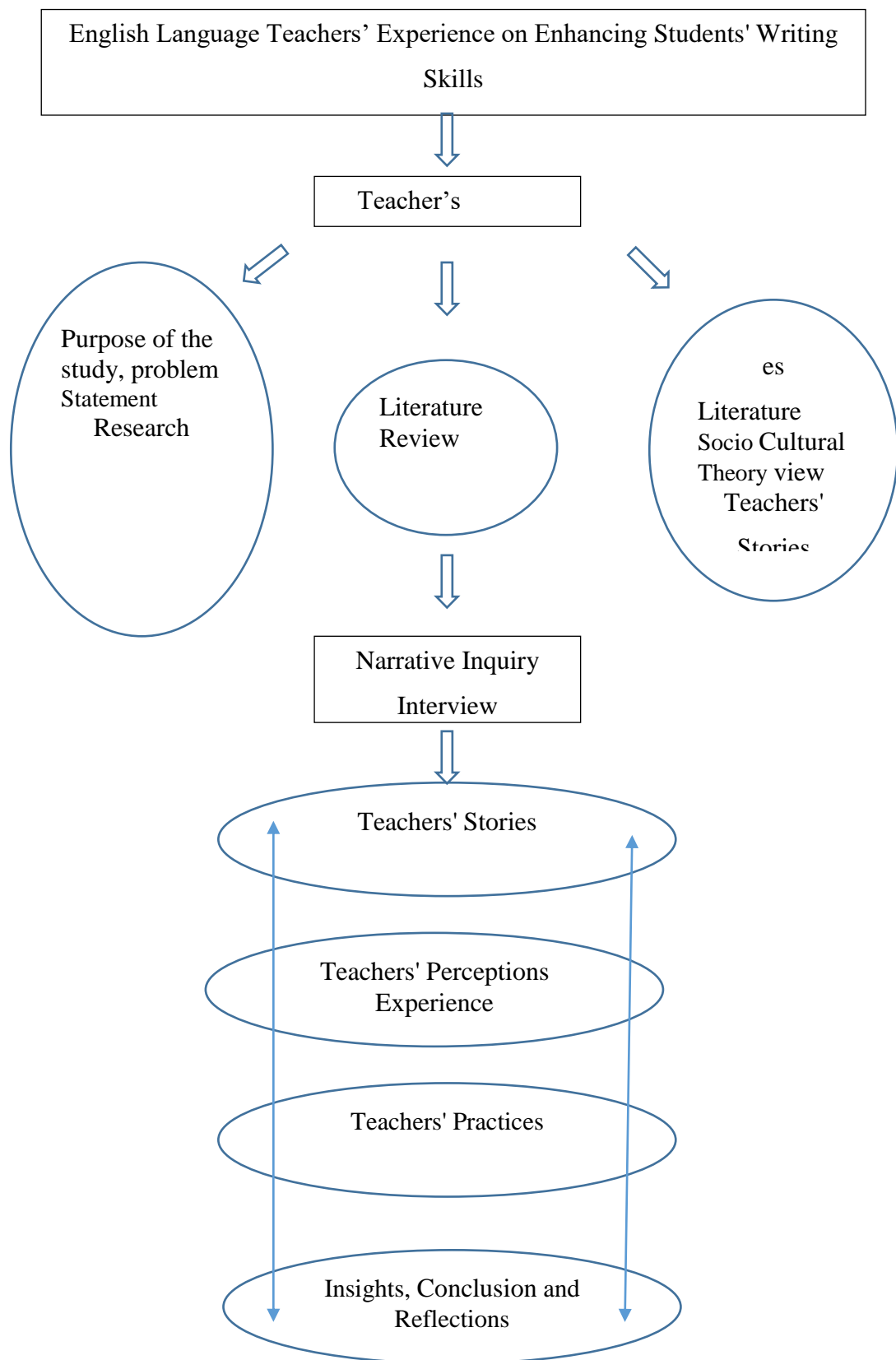
**Chapter Summary**

This chapter focuses on the study design and methods, addressing many factors of these components. The study procedure, strategies used in data collection, and comprehensive justifications are provided to support my issue for utilizing them. Ethical considerations are also discussed in the same manner.

CHAPTER IV

PARTICIPANT'S PERSONAL STORIES ABOUT TEACHING WRITING IN ELT

CONTEXT

This chapter predominantly deals with this study's first research question; how do teachers narrate their experiences of using activities to enhance students' writing skills. Each participant here reflected on their experiences of teaching and learning practices writing skills. The critical analysis of the participants' stories has been presented here.

**Teachers Individual Narratives**

Under this, the personal details of the participant's educational experience, the basis for selecting them, the situation of using diverse activities, methods, and strategies to enhance students' writing skills, and their personal experiences when learning writing skills and in the teaching field are presented here. The participants' experiences during teaching writing in the context of teaching-learning activities are also presented here.

**Kajol's Stories About Teaching and Learning of Writing Skills**

I have explained how I approved Kajol to be my research participant. Also, I have narrated how I collected stories of a family and educational background, teaching, and teacher profession, as well as experiences of teaching writing in the EFL context. I have narrated some narratives, each linking with related theories. After getting ready for the interview with interview questions based on research questions, I approached Kajol and decided to have her as my research participant. She met the criteria of being a research participant in the study I had set for my research. I conducted the first and second rounds of interviews in person, and the third round used the in-call conversation as a tool. I recorded the audio conversations for evidence.

The participant's name was Kajol, a resident of Lalitpur. She passed her SLC from one of the reputed public secondary schools in 2050 B.S. She completed her intermediate level in the science stream at one of the established colleges in Kaski. She passed the bachelor's level at one of the reputed campuses, majoring in English and earning one year of an M.Ed. from the same university. She has been teaching English for eighteen years since 2053 BS. Kajol was the English teacher and assistant

lecturer at a reputed college. During the conversation, to my question about how writing skill in an English language classroom was taught when you were a student, Kajol narrated her experience as follows:

> *The teacher used to follow the Lecture method; as I remember, they asked us to write what they said. The teacher used books as teaching materials. I knew there were different English books rather than textbooks, like grammar books, story books, and so on. There was a trend of reading only the content and books taught by the teacher. Even practice books were not available at that time.*

From Kajol's learning writing experience based on her learning, I found a few challenges during her learning writing experience. Inadequate use of teaching materials, teacher-centric teaching methods, and insufficient learning environments harm students' learning capabilities. In addition, the student didn't get the chance to correct their writing text from more knowledgeable others; as a result, they didn't make their writing skills strong. Similarly, Vygotsky's (1978) sociocultural theory underscores the importance of interaction between more knowledgeable others and scaffolding in language learning, especially in learning writing skills, by advocating for teaching practices that support students' active participation and development within their Zone of Proximal Development.

Likewise, she continued answering the second question: How did you start teaching writing during your earlier teaching career? She narrated,

> *When I started teaching, I primarily used textbooks and a few reference materials, like cards and charts, during teaching writing. For writing lessons, I followed the exercises outlined in the book. For example, if the book instructed students to write a condolence message, I asked them to complete the task and rewrite it if there were mistakes based on my feedback.*

Kajol joined the teaching profession from her birthplace in August 2051 B.S. Later, she taught in a community secondary-level school in Lalitpur. Later, she transferred to one of the secondary-level public schools, but she is currently teaching at one of the reputed public schools in Lalitpur. After being involved in the teaching profession, she narrated her experience of teaching writing as follows:

> *When I started teaching at one of the public schools in Kathmandu, there were no more teaching materials I had used. I used a textbook, including a few more related cards and charts, while teaching writing*

*as a reference. I used to ask them to do exercises from their textbook;*
*what book had instructions like writing condolence as their choice? I*
*asked them to rewrite if there was any mistake. However, nowadays, I*
*used to teach through different classroom activities like presentations,*
*feedback, and group activities.*

Kajol's narrative aligns with the broader goals of this study, which explores the evolution of teaching practices and their impact on students' learning outcomes. Her story highlights the shift from traditional, teacher-centered methods to more interactive, student-centered approaches. This transition reflects a broader trend in education, where teachers strive to create an engaging learning environment that fosters creativity, collaboration, and critical thinking.

**Anuza's Stories About Teaching and Learning Writing Skills**

Similarly, the next name of the participant was Anuza, a resident of Lalitpur. She passed her SLC at one of the reputed public schools in Lalitpur. She completed her intermediate level from Tribhuvan University in Education with a major in English. She had passed the bachelor's level at the Kathmandu University School of Education and had completed her master's degree in private from Tribhuvan University. She had been teaching English after completing SLC for seventeen years, starting in 2052 BS. Currently, she works in one of the established public schools in Kathmandu. I approved Anuja as my research participant and collected her stories concerning her family, personal, and professional life background and how she learned and taught based on her experience.

I approached Anuja and decided to have her as my research participant. She met the criteria of being a research participant in the study I had set for my research. I conducted the first and second rounds of interviews in person. The third round was conducted in-call conversation using a cell phone tool. I recorded the audio conversations for evidence.

Anuja's stories regarding Teaching and learning writing skills are as follows.
*I still remember that when I was a student, teachers did not use teaching*
*materials as they do now. They used to ask us to write based on the*
*textbook's exercises as classwork and homework. Only the textbook was a*
*resource in the classroom. Generally, teachers and students used to follow*
*the textbook's instructions in the context of teaching writing, but for listening*
*in English, tape recorders were not used during Classroom activities; during*

*examination day, they evaluated us based on our sharing of what we listened
to from recorded audio. We used to be assigned to write condolence and
thank you letters based on templates in the book. Teaching learning
materials have not been used much for many years.*

Furthermore, I approached another question: how did you teach writing, and
what challenges did you face during your first teaching career? She shared,

*I was a newly graduated student during my first teaching career. I
did not have new ideas about teaching writing. I followed
textbook instructions, and by reflecting on my learning journey, I
started my own strategies, searching on Google and writing
individually. However, unexpected bad results were shown
during the end-term examination. I used to ask them to work on a
given topic but did not ask to correct their mistake.*

Her stories about teaching writing while she was a new teacher showed that
lots of challenges faced during teaching writing due to a lack of teaching ideas and
updated professional growth. Gradually, she tried to adapt new ideas from her
learning style and how she learned to develop her writing skills. From this narrative, I
knew that teachers need to upgrade based on the new pedagogical teaching trend.

Similarly, she narrated her experience based on the question, nowadays, how
do you teach writing skills at the secondary level in an ELT classroom?

*Umm… Now, I integrate different classroom activities,
such as group work, presentations, and feedback sessions.
These activities make the lessons more interactive and help
students understand the writing process better. For
instance, I often divide students into groups and assign
them topics to discuss and write about. Afterward, we
review their work together as a class. All these strategies I
learned from training organized by Kathmandu
University's M.Ed. students as an intern.*

The narratives of Anuja highlight significant shifts in teaching writing in
English Language Teaching (ELT) classrooms at the secondary level. These shifts
reflect broader trends in education, particularly the integration of interactive methods,
Information and Communication Technology (ICT), and learner-centered approaches.

Further, Anuja noted that while answering the next question, did you incorporate ICT while teaching writing skills in the ELT classroom?

> *ICT provides a fruitful environment for students. My first experience teaching with technology was the PowerPoint slides I used during COVID-19. While teaching writing, I asked them to search word meanings in Google, write whatever they wanted, including those words, and use them to provide feedback and rewrite on the same topic. Finally, I evaluate them based on their presentation and writing on the topic during the whole group activity.*

From Anuza's story, I found that ICT tools have provided a supportive environment to teachers and students in teaching and learning writing skills. Even it provides a scaffolding environment to the students by providing sharp guidelines for the learning process of writing in the ELT classroom. ICT tools enable teachers to use pictorial games, video, and animation materials created from ICT tools to solve English language teaching and learning concepts and problems. Feedback can help students correct their errors in learning writing skills. On the other hand, can it help evaluate a student's level of understanding in the context of language teaching and learning?

> Anuja continued

> *As I remember before COVID-19, I used to teach by using a textbook and some handouts if needed, but after COVID-19, I also have been habitual to teach by using ICT, like showing videos and asking them to write by searching on Google. I was curious to explore them during the learning process. Some of them seemed very active learner while sharing their experience on how they found the structured way of writing during the learning process; they explained I was overwhelmed by putting specific cord words that I needed to learn, like the paragraph writing style. Word meaning and related video games. Using these ICT tools makes it easier for students to understand and increases their motivation to learn the English language, explicitly writing skills. Teachers, on the other hand, are stimulated by the use of effective outcomes in their students' learning.*

Anuja's story reflects a larger trend in how technology is changing education, especially in English language teaching (ELT). Before COVID-19, she mostly relied

on traditional teaching tools like textbooks and handouts. However, the pandemic pushed her to use ICT tools, such as videos, online games, and Google, to engage her students. This shift mirrors what's happening globally, where technology is becoming a core part of teaching and learning (Azmi, 2017). Her experience shows how ICT helps students become independent learners.  She gave her students more control over their learning by encouraging them to search for information online, watch videos, and write based on what they find. This approach reflects a growing shift from teacher-led lessons to a more student-centered style, where students are active participants.

Similarly, she also noticed how technology motivated her students. Tools like videos and online resources made it easier for them to understand complex topics and improved their writing skills, such as organizing paragraphs and building vocabulary. This strategy is consistent with research that shows ICT increases student engagement and makes learning more interesting. She also highlighted the benefits of combining different skills—like reading, speaking, and listening - when teaching writing. This strategy reflects modern teaching practices that focus on connecting skills to give students a richer learning experience.

Finally, Anuja's story shows how technology is changing the role of teachers. Instead of just delivering content, teachers are now guides who help students use digital tools effectively. Her ability to adapt and her students' positive outcomes show how technology can improve learning, making it more engaging and effective for everyone involved. Teaching writing skills in Nepal faces many challenges that come from both classroom limitations and broader issues within the education system. One of the biggest obstacles is the lack of resources. Teachers often do not have access to updated materials, ICT tools, or interactive teaching aids that can make writing lessons more engaging. Research by Hennessy et al. (2005) highlights how ICT can transform teaching writing by improving traditional methods, but in Nepal, this potential remains largely untapped due to inadequate infrastructure and training.

To overcome these challenges ,Nepal needs to focus on practical solutions. This step includes investing in ICT infrastructure, providing better teacher training based on thematic teaching, and addressing the inequalities between urban and rural schools. By tackling these issues, the education system can create an environment where students can genuinely improve their writing skills and achieve better success in learning English writing skills.

Anuza's experience highlights how ICT integration is transforming the teaching of writing skills in Nepal by promoting independent and self-directed learning. She observed that students became more motivated and confident when they could explore learning materials without external pressure. This independence fostered positive outcomes in their writing skills, as ICT tools provided access to a wide range of resources and opportunities to practice writing at their own pace. Furthermore, Anuja emphasized the importance of integrating other language skills—such as reading, speaking, and listening—with writing to achieve better results in English language teaching. This approach aligns with Azmi (2017) argument that advancements in technology have significantly influenced English teaching, particularly in EFL contexts, by enabling skill integration and more dynamic learning experiences.

Anuja's narrative reflects broader trends in teaching writing skills in Nepal, where technology-driven, student-centered approaches are gradually replacing traditional methods. However, her experience also highlights significant challenges, such as unequal access to ICT tools and inadequate teacher training, particularly in rural areas. While the Ministry of Education (2076 B.S.) has emphasized the role of ICT in improving education, implementation gaps persist. These challenges limit the ability of many teachers to adopt modern strategies that could enhance writing instruction. Anuja's observations underscore the need for systemic reforms, including better access to technology, teacher training programs focused on writing pedagogy, and policies that bridge the urban-rural divide. Addressing these issues is essential to fully realize the potential of ICT in improving the teaching of writing skills in Nepal.

**Suren's Story About Teaching and Learning Writing Skills**

Suren's stories about Learning and teaching English language writing skills are as follows.

After getting ready for the interview, I approached Suren to be my research participant. I collected his stories concerning his personal and professional background. He met my criteria for being a research participant in my study. I conducted the first and second rounds of interviews in person; the third round was conducted online.

The name of the participant was Suren, a resident of Lalitpur. He was a Father of two sons. He passed his SLC at one of the popular public schools in Kaski. He completed his intermediate level from Tribhuvan University in Education with a

major in English. He had passed the bachelor's level at the Kathmandu University School of Education and had completed his master's degree in private from Tribhuvan University. He had been teaching English after completing Intermediate level in a boarding school near his hometown for five years, starting in 2052 BS. Currently, he works at one of the public schools in Lalitpur.

Regarding the previous question about teaching and learning writing, he narrated that the learning writing Journey of Suren,

> *Based on my own learning experience, I did not get an*
> *environment to use materials while learning writing skills. The*
> *teacher asked us to follow the exercise from a textbook and write*
> *accordingly. There were no more extra activities implemented in*
> *the classroom.*

In my opinion, the Lack of a learning environment and implementing child-centric teaching strategies harm students to enhance their learning capabilities in the context of English language learning. Regarding teaching writing, students need to explore writing ideas from different learning environments to relateto the real-life language learning process. In addition, Poudel and Gyanwali (2022) stated that students can enhance their skills based on their practice, including multiple activities like feedback sessions, group activities, and hands-on activities. Furthermore, he added about his early teaching writing journey,

> *Based on my teaching experience, I tried to include different activities for*
> *language teaching in the classroom context. One of my earlier experiences*
> *(hehe..) I did not follow the activities-based teaching approach. However, I*
> *have learned from the teacher training on language teaching and have ideas*
> *about facilitating our students while teaching English as a professional*
> *teacher. I followed small group activities by providing needed resources like*
> *sample text, real-life scenario demonstration, and writing as per the given*
> *sample in small groups and as a whole group.*

Based on Suren's experiences, implementing multiple activities in teaching writing has proven to be an effective way to help students improve their writing skills. According to Gonzalez and Pinzon (2019), task-based teaching is highly effective in enhancing students' writing skills, as it encourages active participation and engagement. By incorporating activities such as writing in small groups, sharing work with the class, and receiving feedback, Suren created an environment where students

could practice and refine their writing through repetition and peer collaboration. These hands-on activities help students understand the structure of writing more concretely, allowing them to see how different elements of

Feedback and revision play a crucial role in building students' independence and confidence in writing. As students share their work and receive constructive feedback, they are motivated to revise and improve their drafts. This process also encourages students to view mistakes as part of the learning experience, which builds resilience and reduces the fear of failure. According to Vygotsky's sociocultural theory, learning is a social process, and students can benefit greatly from collaborative activities where they interact with peers and instructors (Vygotsky, 1978). The peer feedback process in Suren's classroom allowed students to develop their writing skills and their ability to reflect on and improve their work autonomously. This technique aligns with the theory that learning is most effective when students actively engage in meaningful tasks that promote higher-order thinking and self-regulation. Through task-based learning and peer feedback, students became more independent based on their enhancing writing skills, developing their skills in a supportive and collaborative environment.

Similarly, moving toward the next question, how do students learn writing effectively based on your teaching writing experience up to now?
Suren stated that

> *First of all, teachers need to be flexible with students and support them when they make mistakes. They should also integrate different skills, even when teaching writing. I used to ask students to read more and try to write based on similar kinds of text like essays, reports, and so on. I used to follow skill integration like reading before writing, sharing after writing and listening to others. After completion of those activities, I asked them to write individually for a more effective and academic write-up. I used to provide feedback in written form and asked them to rework the same topic again.*

Based on Suren's data, I found three key aspects of effective writing instruction: flexibility, skill integration, and feedback with revision. The statement, *"First of all, teachers need to be flexible with students and need to support them while they make mistakes and include*

*different skills integration even in teaching writing,"* emphasizes the importance of a supportive learning environment. These methods aligns with Vygotsky's (1978) sociocultural theory, which suggests that learners develop skills more effectively when teachers provide structured guidance and allow them to make mistakes. Additionally, the data mentions, *"I used to ask students to read more and try to write based on similar kinds of text like essays, reports, and so on,"* indicating that students benefit from exposure to various text types. These strategies support the findings of those who argue that reading enhances writing proficiency by familiarizing students with structure and coherence. Similarly, Richards and Renandya (2002) emphasize that integrating reading, listening, and speaking alongside writing leads to better engagement and skill development.

Likewise, another crucial aspect of the data is the role of feedback and revision in improving writing skills. The statement, *"For a more effective and academic writeup, I used to provide feedback in written form and asked them to rework on the same topic again,"* highlights the significance of iterative learning. Kuyyogsuy (2019) and Zundert et al. (2010) argue that students who receive constructive feedback and revise their work show significant improvement in grammatical accuracy and coherence. Writing should be viewed as a process rather than a one-time task. By continuously revising their work, students enhance their writing skills and develop critical thinking and self-editing abilities. Overall, the data indicates that a structured, process-oriented approach that includes flexibility, skill integration, and revision leads to more effective writing instruction.

Similarly, he continued,

*Sometimes, I allow them to use mobile, laptop, or any other devices to research a chosen topic and ask them to come up with new ideas individually. After collecting their write-ups, I used to assign and give feedback in pairs. Lastly, I added a few that were missing in their text. I asked them to watch a video on YouTube for self-evaluation.*

Using ICT in the learning writing process, students read samples from different online platforms to enhance their learning objective using their effort. As a

result, they are motivated to read and try to write according to their self-search sample, and sometimes, videos also become helpful in understanding the objective in the context of ELT.

From Suren's story, I saw that using ICT helps learners improve their writing skills. Integrating ICT into the ELT classroom can create an interactive, engaging, and supportive environment (Poudel & Gnawali, 2021) for improving writing skills. These tools encourage students to actively participate in their writing process and provide them with resources to develop their skills more effectively. Integrating ICT tools in the ESL writing classroom has proven to create a supportive and motivating environment, allowing students to improve both the quality and quantity of their writing (Yunus et al., 2013).

**Salina's Stories About Teaching and Learning Writing Skills**

I approached Salina to be my research participant. I collected her stories concerning her personal and professional background. I conducted the first and second rounds of interviews in person, and the third round was conducted in-call conversation.

The name of the participant was Salina, a resident of Lalitpur. She was a mother of a son. She passed his SLC at one of the popular public schools in Lamjung. She completed her intermediate level from Tribhuvan University in Education with a major in English. She passed the bachelor's level at the Kathmandu University School of Education and completed her master's degree in private from the same University. She had been teaching English after completing the Intermediate level in a private school near her hometown for five years, starting in 2067 BS. She currently works at one of the public schools in Lalitpur.

Regarding the previous question about teaching and learning writing, she narrated that Salina's stories regarding teaching and learning writing skills are here.

> *Based on my memory, when I was a student, few schools had a*
> *secondary level of teaching. Among them, my school was one of the*
> *renowned schools in Lamjung. At the time, teachers did not follow*
> *teaching materials and did not follow child-centered teaching methods*
> *as they did. They followed a teacher-centered method that made it very*
> *hard to understand the lesson based on their sharing of the English*

*language. It was very challenging for all of us to understand. They used to ask us to write based on whatever they shared and from textbook exercises such as class work and homework. Only the textbook was a teaching material in the classroom.*

From Salina's narrative, I found limitations of traditional teacher-centered approaches to teaching writing. In contrast, scholars have criticized them for their lack of engagement and adaptability to learners' needs. According to (Fleck & Zhu, 2024), effective writing instruction requires a process-oriented approach that emphasizes student involvement, including critical thinking and contextualized learning rather than rote memorization and textbook-driven exercises. Similarly, Vygotsky's (1978) sociocultural theory underscores the importance of interaction and scaffolding in language learning, advocating for teaching practices that support students' active participation and development within their Zone of Proximal Development. The exclusive reliance on textbooks and dictation in Salina's experience aligns with Freire's (1970) concept of the *"banking model"* of education, where teachers deposit information into passive students rather than fostering creativity and critical engagement. These scholarly perspectives highlight the need for diverse, learner-centered strategies to improve writing instruction and make it more effective and meaningful.

She reflected on her present days as a teacher now and shared,
*When I started my career as an English language teacher, I started thinking about making it a comfort to learn the lesson I would teach by using different strategies, such as singing songs by connecting words randomly and participating in quiz contests to teach vocabulary. Talking about the letters, condolence where I taught as I learned, but a few years later, I found that providing samples was good to learn, but need to check their write-up, and providing feedback for their error correction was more important rather than providing the sample and stated provide feedback individually in written form. Sometimes, I asked them to give feedback based on their interest in whole group activity.*

From her narrations, I found that multiple activities help students to understand the lesson that is planned by teachers in the context of English language

teaching. Nuritdinovna (2024) stated that diverse activities, such as writing prompts, collaborative tasks, and real-world writing experiences, engage students in meaningful and authentic writing practices. Such activities encourage students to think critically, organize their thoughts, and express ideas clearly. By varying writing tasks, students are exposed to different writing styles, structures, and vocabularies, which broadens their understanding of language. Regular engagement with writing activities also helps students build confidence, develop consistent writing habits, and improve their writing proficiency.

Another question for Salina was how you plan to teach writing. Salina added,

> *I have 30 years of experience teaching, but I was not very satisfied with the same teaching strategies that I followed, so I updated teaching-learning methods and approaches to make students comfortable. I used to put students in the center of the learning process. I generally assigned them to work in the group. In my past and recent experience, students learn more effectively if they can in a collaborative learning environment.*

From her statement, I found the effectiveness of child-centered teaching methods in enhancing students' writing skills, and it becomes clear that these approaches align well with both Piaget's theory of cognitive development and the principles of social constructivism. Piaget (1972) emphasizes that children are active learners who build their understanding through interaction with the world around them. This supports the notion that teaching should focus on the content being delivered and how students engage with and process that content. In a child-centered classroom, teachers prioritize the learning process, allowing students to explore and make sense of writing in  personally meaningful ways. By actively involving students in the learning process, such as through activities that require them to write and reflect on their work, the teaching method creates an environment where writing skills can be developed more deeply and engagingly.

Additionally, the approach described aligns with the social constructivist theory, which suggests that learners acquire knowledge through social interactions with others (Vygotsky, 1978). According to Dongyu & Wanyi (2013), language acquisition, including writing skills, is most effectively developed through social interaction, where learners collaborate, share ideas, and build upon each other's

contributions. The use of interactive methods, such as group discussions, peer feedback, and collaborative writing, encourage active participation and engagement, which are essential for effective learning. In this context, students learn to improve their writing skills and gain insight into how their peers approach writing. This collaborative learning fosters a sense of community and encourages students to be more engaged in their own learning process.

Relating this interpretation to my research question, which explores effective strategies for teaching writing in Nepali context, the child-centered approach aligns with the need for teaching methods that actively involve students in their learning. In Nepal, where traditional, teacher-centered approaches often dominate, incorporating child-centered and social constructivist methods could significantly enhance writing instruction. These methods encourage students to become more independent in their learning, allowing them to build writing skills collaboratively and in a supportive environment. By emphasizing interaction and engagement, this approach addresses some of the challenges of traditional models and supports a more student-driven, effective way of teaching writing in Nepali classrooms.

Similarly, Suren shared that,

> *I usually ask them to brainstorm on the same topic, like how to start essay writing, how many paragraphs you need to write in an essay, and what the core is needed to write in the conclusion section. Based on their absent sharing, I added a few, provided them with a sample, and assigned them to write according to the sample and follow the instructions I provided earlier in the small group. It means I focus on putting students in the center. Sometimes, I provided them the flexibility to use mobile as well Because if they took action to reach something by themselves, that helped them to remember what they did, what they wrote, and all the processes that they did during writing, including focusing on other skills like sharing in speaking activity while reading the text they followed reading and listening as well. After reading the text, other students shared what they listened to or understood from the reading of their friends.*

In addition, Anuza narrated,

> *I usually focus on their engagement in writing activities. During the classroom teaching context, I explained the writing process in the*

*beginning. Later on, I assigned them to work in small groups. I provided related reading materials and asked them to read, write, and share what they learned from this activity. They discussed writing and came up with their own understanding. However, before implementing such teaching strategies, students never wanted to address the classroom assignment individually, so I did not meet my objective correctly as per my plan.*

The stories highlight the importance of group activities in enhancing students' writing skills. Small group activities, in particular, allow students to approach the writing task from different perspectives based on their individual ideas, fostering collaboration and collaborative learning. This strategy enables students to understand the context more fully and develop a deeper understanding of the material. For instance, students working in groups to write about local issues can learn from each other's unique viewpoints, which enriches the final product. Peer feedback also plays a significant role in this process, helping students reconstruct their knowledge and refine their skills (Bijami, 2013). By receiving constructive feedback from their peers, students are able to identify areas of improvement and develop their writing more effectively.

In addition to group work, individual presentations boost students' confidence and provide them with an opportunity to assess their own learning. Presenting their work allows students to reflect on what they need to learn and allows them to practice articulating their ideas. Pair feedback activities, in which students give and receive feedback in pairs, motivate them to revisit and refine their work. This continuous cycle of revision and feedback deepens their understanding of the topic. The integration of ICT in the classroom further enhances this process by enabling students to explore writing in multiple formats—visually, in written form, and through pictures. This self-exploration helps students retain their learning better, as they are actively involved in creating and revising content independently. Follow-up activities and reflection also help students consolidate what they have learned, both individually and as part of a group, ensuring that they can recall and apply their knowledge in future writing tasks.

The effectiveness of these methods aligns with Vygotsky's (2010) sociocultural theory, particularly the concept of the zone of proximal development (ZPD). Vygotsky suggests that students have the potential to learn and grow, but they

may need assistance from more knowledgeable others to reach their full potential. In the context of teaching writing, students can work independently to develop their skills, but when they face challenges, guidance from peers, teachers, or ICT tools can help them overcome these obstacles. Using child-centric teaching strategies and scaffolding methods, where support is gradually removed as students become more confident, is essential for helping students develop writing skills. These approaches allow students to work at their own pace while receiving the support they need to succeed.

According to Ikawati (2020), scaffolding is a strategy that involves providing learners with temporary support structures to help them achieve tasks they might not be able to accomplish independently. This support is gradually removed as learners gain confidence and competence, allowing them to complete the tasks independently. Scaffolding helps learners operate within their zone of proximal development, where they can perform tasks without guidance. The ultimate goal of scaffolding is to enhance learners' problem-solving abilities and facilitate their cognitive development by bridging the gap between what they can do alone and what they can do with assistance.

Placing the student at the center of the classroom's learning process is known as child-centered teaching (Andiema, 2016). The child-centric method helps students become independent and responsible for what teachers assign work or homework assignments to do while teaching writing in a classroom.

Teaching English in one context can be different in another. Among the four skills, 'Writing' is a key professional means of communication (Nord, 2018). From my participants, two teachers had exactly similar content. There seems to be uniqueness in their delivery- and, of course, it has been taken by all participants' narratives of my four participants. However, teaching practice, cultural ethics, and self-reflection towards their teaching help students to enhance their professional integrity and pedagogical success. Teachers' professional development depends on useful practices, their lively experiences, and expertise in the subject matter to teach in the language classroom. Similarly, I recognized that their diverse stories carried different responsibilities, which combined elements such as family background, socio-economic status, literacy, awareness, cultural practices, and teaching-learning activities to achieve success in teaching writing in the EFL classroom.

From all participants' stories, I found how different activities in teaching writing contribute to enhancing students' writing skills. Still, a more structured analysis connecting the participants' stories, research questions, and theoretical frameworks is needed. While several key activities were identified, such as group work, peer feedback, task-based writing, and the use of ICT tools, there needs to be a clearer and more analytical discussion of how these activities directly relate to the research questions: What activities enhance writing skills? And How do these activities enhance students' writing skills?

The participants' stories highlighted that group activities, especially small group work, was a key tool in improving students' writing skills. These activities allowed students to share ideas, engage in discussions, and approach writing tasks from multiple perspectives. For instance, in one participant's classroom, students worked together to write a report on a local social issue, which helped them think critically about the topic and refine their writing. This collaborative effort not only developed their writing skills, but also built their confidence as they learned to express their ideas clearly. In terms of peer feedback, the participants shared that it helped students become more reflective and improve their work. A study by Bijami (2013) views that peer feedback helps students reconstruct their knowledge and refine their skills through critical engagement with others' perspectives. Students were able to make revisions based on the feedback they received, improving both the content and structure of their writing.

Additionally, task-based writing activities were emphasized by several participants as essential for motivating students and making writing more relevant to real-life contexts. For example, in a classroom setting, students were tasked with writing about community projects, which gave them a reason to write beyond the classroom environment. This activity helped students focus on practical communication, enhancing their writing and problem-solving skills. ICT tools, such as word processors and online collaboration platforms, were also reported to be effective in providing students with opportunities for self-exploration and multimedia expression. By engaging with ICT, students wrote and visualized their ideas, which deepened their understanding of the material and improved their ability to communicate through writing. These activities align with Vygotsky's (1978) sociocultural theory, particularly the Zone of Proximal Development (ZPD), which emphasizes the importance of social interaction and guided learning. Vygotsky

suggests that learners can achieve greater progress when they are supported by more knowledgeable others, such as teachers, peers, or even digital tools. In the context of writing instruction, activities like peer feedback and collaborative writing help students operate within their ZPD, enabling them to expand their writing skills through interaction and support. Additionally, the social constructivist approach inherent in Vygotsky's theory suggests that writing is not only an individual activity but one that benefits from collaborative learning. Therefore, activities such as group work and peer feedback are essential for writing development because they facilitate social learning and critical reflection.

However, while the stories shared by the participants provided rich insights into their teaching practices, there is inconsistency in the depth and detail of the narratives. Some participants offered detailed descriptions of how these activities were implemented and their impact on students, while others provided more general observations. For instance, one participant described how ICT enhanced writing, while another merely mentioned its potential without elaborating on specific outcomes. To address this gap, a more thorough analysis of the outcomes of these activities in relation to student performance is needed. It is also important to examine how the specific cultural contexts and individual experiences of the participants shaped their approaches to teaching writing.

In conclusion, while the participants' stories provide valuable insights into the activities that enhance writing skills, more critical reflection is needed to fully analyze how these activities impact student learning. More apparent connections between the research questions and theoretical frameworks would help guide the analysis and provide a more comprehensive understanding of the effectiveness of these teaching practices in the context of writing instruction. Additionally, a more consistent level of detail and analysis across participants would enhance the overall quality of the discussion and provide a more thorough evaluation of the impact of these activities on students' writing development.

## Chapter Summary

This chapter explores the personal stories of teachers and the strategies they use to enhance student's writing skills in the EFL classroom. It highlights their educational backgrounds, why they were chosen for the study, and their experiences as learners and teachers. Kajol, Suren, and Anuza's stories are shared, showing how they evolved from traditional teaching methods to incorporating activities like

presentations, group work, and technology to improve student writing. The chapter also briefly discusses teaching methods like scaffolding and child-centered learning, which support students' writing development.

CHAPTER V

TEACHER'S EXPERIENCE IN TEACHING WRITING TO ENHANCE
STUDENTS WRITING SKILLS IN SECONDARY-LEVEL CLASSROOMS

In this chapter, I explored the answer to the second research question: what activities do English language teachers follow to enhance students' writing skills? Including their ' unfolded narratives' offers insight into their opinions of teachers' experience teaching writing in the context of ELT in academic careers. Four of my participants shared their understanding of strategies for practicing teaching activities, which differ from person to person and content to content. The diverse activities and strategies for teaching writing are small groups, whole groups, peer feedback, individual presentations, and so on. Similarly, there are teacher-student interactions, student-student interactions, student-student and teacher interaction strategies, etc. Thus, this chapter brings ELT teachers' life experiences (stories) in teaching writing. I have analyzed the diverse experiences of English language teachers teaching writing in general from the secondary level, looking at how the support provided by the teachers enhances students' writing skills.

**Teachers' Contextualization for Teaching Writing in the Context of English Language Teaching**

In this chapter, I have answered my research question based on theoretical perspectives. What activities do English language teachers follow to enhance students' writing skills? What specific strategies and activities do the secondary-level English language teachers use for writing skills? During this, I collected the personal experiences, ideas, and stories of the three research participants from participants. I transcribed the stories of my research participants into the narratives. Then, I developed the themes from the narratives of the participants.

In the ELT classroom, incorporating diverse activities and integrating ICT are key strategies for enhancing students' writing skills (Poudel & Gnawali, 2021). Traditional teaching methods rely heavily on memorization and textbook exercises, limiting students' engagement and creativity (Kandel, 2018). Students are encouraged to think critically, collaborate with others, and explore new writing techniques by introducing varied activities like group discussions, peer feedback, and creative writing tasks (Dongyu & Wanyi, 2013). Additionally, integrating ICT, such as online

resources, educational software, and digital tools, provides students with interactive and engaging ways to practice and improve their writing. This combination of diverse activities and technology creates a more dynamic and supportive learning environment, helping students to become more confident and skilled writers (Karima et al., 2022).

Teaching writing in ELT classrooms is a dynamic process, necessitating facilitators to continuously adapt their methods to meet the changing needs of students and advancements in educational tools (Shrestha & Gautam, 2022). A successful teacher in this context changes their teaching strategies to incorporate new techniques and technologies that enhance the learning experience. The integration of Information and Communication Technology (ICT) has recently become increasingly important in education (Poudel & Gnawali, 2021)significantly changing how writing is taught. I conducted the interviews with research participants and collected experiences that they found while teaching and learning writing. It was also discussed by narrating it. Now, the important things acquired from this discussion are presented in the form of findings under the following theme;

**Group Activities**

The findings of this study indicate that small group activities play a crucial role in improving student's writing skills in the EFL classroom (Flaviano et al., 2021). The collaborative nature of small group work allows students to engage in meaningful interactions where they can exchange ideas, provide feedback, and learn from their peers (Kuyyogsuy, 2019). This environment fosters critical thinking and active participation, which are essential for mastering writing skills. Students who participated in small group activities demonstrated a better understanding of writing concepts and significantly improved their writing abilities. The immediate peer feedback offered in these groups helped students identify and correct errors quickly, leading to more effective learning. Furthermore, the supportive and interactive setting of small groups encouraged students to express their thoughts more openly and take creative risks in their writing.

These findings suggest that small group activities are an effective pedagogical strategy for enhancing writing skills in EFL students (Bijami, 2013). By promoting collaboration, providing timely feedback, and creating a comfortable learning environment, small group activities help students develop confidence and competence in their writing, making them valuable to the EFL curriculum.

Suren further shared his teaching writing process in the classroom,

*As per my experience, small group activities are very effective when teaching writing in the classroom. For instance, I assigned them to write essays by providing sample hands in different groups. After completing the writing, I asked them to provide feedback to their colleagues. I was an observer at the time, and in the end, I provided them with written feedback from my side and assigned them to rework the same topic and share it with the whole group.*

Based on Suren's story, I found the positive impact of small group activities in enhancing students' writing skills in ELT (English Language Teaching) classrooms. These activities facilitate meaningful peer interaction, enabling students to share ideas, provide feedback, and learn collaboratively. The collaborative nature of small groups fosters critical thinking and active engagement, which are essential for writing skill development.

The findings align with Vygotsky's socio-cultural theory, emphasizing the role of social interaction in learning (Ikawati, 2020). Students participating in small groups demonstrated improved understanding of writing concepts and noticeable progress in their writing abilities. Peer feedback within these groups helped students promptly identify and correct mistakes, making learning process more efficient.

Additionally, the supportive environment of small groups reduced language-related anxiety, encouraging students to express themselves freely and take creative risks in their writing. Research by Storch (2005), Swain (2000), and Al-Sohbani (2018) supports these outcomes, showing that collaborative learning promotes language acquisition, reduces anxiety, and enhances writing performance.

However, the study also identifies challenges such as uneven participation, logistical difficulties in large classrooms, and cultural barriers. Addressing these issues requires careful planning, assigning specific roles, and utilizing digital tools to manage group activities effectively.

Suren, an experienced teacher, shared a practical example where he incorporated small group writing tasks, peer feedback, and revisions to foster collaboration and improve writing outcomes. This study concludes that while small group activities are invaluable for enhancing writing skills in ELT students, addressing the associated challenges through innovative strategies can maximize their effectiveness and contribute to better learning experiences.

Group activities are a valuable way to help students learn in second-language classrooms. They promote teamwork, encourage sharing ideas, and provide opportunities to practice communication skills (Kandel, 2018). However, they can also present challenges, particularly in larger classrooms. Two common issues are uneven student participation and practical difficulties in managing the class effectively.

One common problem in group activities is that not all students contribute equally. Some might take over most of the work, while others remain passive or disengaged. This imbalance can make the activity feel unfair and reduce its effectiveness (Qismullah et al., 2019). To address this, teachers can assign specific roles or responsibilities to each group member, ensuring that everyone has a chance to contribute. Research by Johnson and Johnson (1999) supports this approach, highlighting how structured group work can foster more balanced participation.

Practical difficulties are another significant challenge, especially in large classrooms. Managing noise levels, ensuring enough space, and providing the necessary materials for each group can be overwhelming. These logistical issues can disrupt the flow of learning. Harmer (2007) notes that these problems are common in group-based tasks, but can be mitigated with proper preparation. Teachers can pre-organize groups, assign clear tasks, and even use digital tools to facilitate collaboration and keep activities running smoothly.

From a theoretical perspective, Vygotsky's (1978) sociocultural theory emphasizes the importance of learning through social interaction. Group activities align well with this idea, as they allow students to support one another and work together. However, the success of these activities often depends on the quality of interaction between students and the level of guidance the teacher provides. In classrooms with students of varying language skills, some may require extra support to fully benefit from the activity, making the teacher's role crucial in maintaining balance.

Flaviano et al. (2021) suggested that accountability is key to making group activities effective. For example, teachers can implement systems where students are individually graded or where they evaluate each other's contributions ensuring that every member is motivated to participate. Additionally, technology, such as online tools for group writing or brainstorming, can make organizing and monitoring group

work more manageable. Studies like Kessler's (2018) show that digital tools can enhance engagement and collaboration in language learning.

In some contexts, students may be more accustomed to traditional teacher-centered learning and might initially resist group activities. This technique can be addressed by gradually introducing collaborative methods and teaching students how to work effectively in groups. Providing clear instructions and building teamwork skills over time can help students feel more comfortable and confident in group settings.

In summary, group activities are a powerful tool in second-language learning, but they come with challenges, such as uneven participation and logistical difficulties. By drawing on research and theoretical insights, teachers can plan and implement group activities more effectively, ensuring they are engaging, inclusive, and practical for all students.

**Child-Centered Teaching**

The child-centered teaching method is an educational approach that focuses on the needs, interests, abilities, and learning styles of the child (Kandel, 2018). It places the student at the heart of the learning process, promoting active participation, independence, and personalized learning. This method contrasts with traditional teacher-centered approaches, where the teacher leads the instruction, and students follow passively (Qismullah et al., 2019). In child-centered activities, students explore different strategies for solving the problem by themselves. In the context of teaching writing skills, they tried to write whatever they understood from different resources, real-life experiences, and so on. Such a learning environment helps students to move on with positive learning outcomes.

Salina further shared her teaching writing process in the classroom,

*When I was a new English language teacher, I followed teacher-centered methods like assigning them to copy the text I wrote on the whiteboard. Similarly, I asked them to write what I learned during my journey. However, after a few years of unsatisfied results, I started to involve them in writing on the whiteboard by following the given resources. Their involvement in writing individually made them insecure and poor in writing.*

Based on her earlier practice, I noted that the teacher-centered traditional method can't result better than the student-centered centered (Andiema, 2016).

The use of the lecture method and putting a teacher in the center of the teaching could not provide the needed learning environment during learning writing in an ELT classroom (Agopian, 2019). In contrast, the child-centered teaching method focuses on placing students at the heart of the learning process (Gonzalez & Pinzon, 2019), addressing their unique needs, interests, and abilities, and creating a supportive, engaging environment (Ndlovu, 2022). This approach is inspired by Vygotsky's sociocultural theory, which emphasizes the role of social interaction and scaffolding in learning. Studies (Ndlovu, 2022) show that learner-centered strategies significantly improve language skills, particularly writing.  similarly, she narrated her learning experience based on the question How did you update your teaching writing skills differently if you have experience with it?

> *As per my experience, after completing my five training days, I added up the following strategies: small group, peer, and significant group activities. Sometimes, I assigned them to read similar content in small groups and share what they understood and learned from reading the paragraphs. During the implementation of such activities, I got satisfactory results as well. After completing the project, small group activities, and peer feedback, they become confident enough to share what they have learned and what could be improved for the error.*

Looking at Salina's

Similarly, Salina shared that child-centered teaching and learning is an effective method known for building confidence in teaching writing. I learned that such activities became fruitful after observing a few demo sessions of teaching writing organized by Kathmandu University. Finally, I found the importance of child-centered teaching-learning activities to help students enhance their writing skills, including their interests, abilities, and learning environments.

The child-centered teaching method places students at the heart of the learning process, addresses their unique needs, interests, and abilities, and creates supportive, engaging environment (Ndlovu, 2022). This approach is inspired by Vygotsky's sociocultural theory, which emphasizes the role of social interaction and scaffolding in learning. Studies (Ndlovu, 2022) show that learner-centered strategies significantly improve language skills, particularly in writing.

Salina's experiences based on teaching writing highlight how personalizing learning activities, like allowing students to choose essay topics based on their experiences, can build motivation and confidence. In the classroom, teachers can apply this by organizing brainstorming sessions, using tools like mind maps to help students organize their thoughts, and encouraging group collaboration. Assigning roles such as leader, note-taker, and presenter ensures that every student participates and feels accountable. Peer feedback, where students review and critique each other's work, further enhances writing skills and can develop critical thinking skills.

However, implementing child-centered teaching can be challenging. Teachers might struggle with uneven student participation, addressing the varied needs of students, and managing larger classes. Differentiating instruction and using digital tools like online platforms for collaborative work can help overcome these challenges. Additionally, applying Hofstede's cultural dimensions theory can guide teachers in creating an inclusive environment that respects and accommodates students from diverse backgrounds.

Overall, child-centered teaching fosters a more engaging, less stressful, and more creative classroom experience (Andiema, 2016). It helps students take ownership of their learning, building confidence and competence (Flaviano, et al., 2021). The real-world experiences of teachers like Salina and Suren show that this approach can be very effective in improving writing skills in ELT classrooms.

Furthermore, Anuja narrated that,

*As per my past teaching writing experience, I used to ask them to write what I had to teach, like essay writing, parallel writing, and creative writing, such as songs, poems, and other free writing. However, after a few years of poor results for my students, I changed my teaching strategies. I provided them with different sample reading activities before writing and asked them to read what I wrote on the whiteboard and share what they needed to write as per my teaching plan. Later, I tried to engage them in different activities with the same learning objective. Firstly, I asked them to read more than three times before writing in small groups in a classroom teaching context. However, I asked them to re-work individually as homework in the same lesson as a follow-up activity so that they could develop their understanding using their effort, ideas, and experience.*

Anuja also applies the child-centered teaching method in the context of classroom teaching. Likewise, group activities, project-based learning activities, and real-life experience video telecasts make the students active in writing activities. She shared that *I generally engage the students in different group activities like a small group, peer feedback, and whole group discussion.* Ordering based on teaching and learning writing skills in the ESL context. Hence, students can enhance their writing skills more effectively than the previous practices.

Another participant, Suren, narrated that,

> *I created a teaching writing environment in the classroom by using writing in small groups, peer feedback, and significant group discussions. He further shared that Students must explore different activities to develop their writing skills. Engaging them in different activities for learning the same objective results in better performance than single.*

From the -four participants' stories, it is clear that child-centered activities are very effective in enhancing students' writing proficiencies in English Language Teaching. The facilitator should teach students writing skills that they need to learn. For example, design and include more activities that allow students to practice (Ndlovu, 2022). It motivates them to enhance their writing skills. So small group activities, whole group activities, peer feedback, project work, classroom learning environment, and strategies make the students active, and teachers only support, when necessary, to enhance students' writing skills. Vygotsky stated that student's engagement in different activities plays a vital role in the learning process (Nordlof, 2014). It makes repetition in the same learning objective by themselves so that their learning can be lifelong rather than the traditional teaching approach.

## ICT Integration

Teachers use many teaching methods while teaching the English language. The current need is to gradually reduce traditional teaching methods and adopt student-centered ones according to the learner's interests. ICT tools are a modern student-centered method that helps students enhance their writing skills. Regarding enhancing students' writing skills, I asked participants about their experience with implementing ICT in teaching ELT. Based on the question, Anuza's statement was as follows,

> *I did not use technology daily, but sometimes I asked them to research on Google and bring new ideas. Similarly, I used to use picture card*

*charts with clear lesson descriptions. When teaching speech, I*
*incorporate the word carts and ask them to make a sample. During such*
*activities, they wanted to engage themselves because students may want*
*to do something different than the daily activity. I asked them to*
*research the same topic on Google and YouTube and develop new ideas.*
*After completing the allocated time, I reviewed their work and asked*
*them to share what they found new. How are they made, and what are*
*the digital or manual card-making procedures? As a result, I found good*
*learning outcomes compared to what I had thought before. Mm ... it was*
*great learning for me. They could answer my question as per their work.*
*It was easy for me to teach them lessons effectively. Summative*
*assessment could be very helpful for both teachers and students in*
*enhancing students' writing skills.*

Anuza's experience with integrating ICT into teaching writing skills highlights several effective practices and challenges. She mentioned that she did not use technology daily but incorporated it purposefully for specific lessons. For instance, she encouraged students to use Google and YouTube for research, enabling them to explore topics independently and bring new ideas to class. This approach fostered autonomy, critical thinking, and creativity while engaging students through digital platforms they were familiar with.

Anuza also blended traditional and digital methods, using picture card charts and word carts alongside digital research, which catered to diverse learning preferences and broke the monotony of routine activities. She emphasized the importance of peer collaboration and reflection as students shared their findings, answered questions, and learned from one another's insights, deepening their understanding and improving communication skills. Anuza noted that the learning outcomes exceeded her expectations, which underscored the potential of ICT to enhance engagement and achieve better results (Poudel & Gnawali, 2021).

Additionally, she reflected on her growth through the process, emphasizing how it helped her teach lessons more effectively. She also highlighted the role of summative assessment in enhancing students' writing skills, noting its value for both teachers and students in evaluating progress. While her selective use of ICT proved beneficial, consistent integration, improved training, and better infrastructure could further enhance teaching outcomes. Combining formative assessments with

summative ones using ICT tools could also provide ongoing feedback and comprehensive support for developing students' writing skills.

Additionally, Kajol talked about using ICT in language teaching, especially in teaching writing. She noted that

> *enhancing students' writing skills could be strengthened when we employ project-based practical and creative activities like writing different types of writing, such as creative writing (poems), Free writing, what they saw in a video that they watched on their phone as homework, and guided writing, such as essays, condolence letters, and so on but regarding teaching grammar I used to ask search online game based on the vocabulary and making structure of the sentence.*

From both sharing, I noticed that ICT improves students' writing skills by following different writing activities. For example, guided, controlled, free, and creative writing in terms of learning academic writing. Based on her sharing, I found another thing: researching different digital devices helps students be motivated to explore new ideas and learn from hands-on activities. In foreign language classes, teaching through technology motivates students and increases their interest in what they learn (Livingstone, 2011). In my opinion, students are clear about what they learn from their hands-on activities, which is also a part of that; hence, it results in joyous learning outcomes in ELT.

Similarly, on incorporating ICT in the teaching writing context, Salina further shared her concerns about teaching writing using ICT as a learning tool (ELT).

> *There were not enough in the classroom, but I asked them to research a given topic on Google and YouTube from their home because there were no more laptops and phones to provide them. So, I asked them to research a given topic and make their own so that they could understand the lesson based on their hard work. It could be long-lasting learning for them as well. If I assigned them to work, search videos, sample text and quotations, and make new ones, that seemed good enough rather than what I was taught. The next day, I asked them to share what they found on Google and YouTube and asked them to write words that were new to them. I observed them during writing time and asked their friends to add more words if that was new to the list. After completion of the class*

*discussion, I assigned them to write some contemporary topics that they*

*chose by themselves*

From Salina's stories, I identify those hands-on activities help students develop their learning skills. Using different types of ICT tools also includes hands-on activities, so as a result, their learning should be long-lasting or lifelong (Ruthven et al., 2005). Similarly, hands-on work provides a more realistic and exciting experience of the content Davis et al. (2008). Learning by doing during the use of ICT meets the planned objectives in a positive manner rather than the non-use of ICT in a classroom context. Using ICT to explore writing formats in different ways could motivate them to write based on their interest despite pressure. Similarly, Suren shared that,

*ICT integration in teaching writing helps students to write in new ways*

*by observing different videos, papers, and so on. In such a way, students*

*can make themselves sharp by engaging in different ways of teaching and*

*learning rather than traditional ways of teaching. As a result, they*

*seemed very excited to do such activities on digital devices in the*

*learning process. In my opinion, learning by doing by exploring digital*

*devices makes them familiar during the learning process, and it helps to*

*enhance their writing skills.*

The two participants' stories show that ICT integration in teaching and learning writing skills results in more effective outcomes in the context of writing skills in ELT. Using diverse online platforms effectively enhances students' writing proficiencies in English language teaching. The facilitator should teach students diverse skills that they need to learn. For example, design and include more activities that allow students to practice (Ndlovu, 2022). It motivates them to enhance their writing skills. So small group activities, whole group activities, peer feedback, project work, classroom learning environment, and strategies make the students active, and teachers only support, when necessary, to enhance students' writing skills. Vygotsky (1976) stated that student's engagement in different activities with different people plays a vital role in the learning process. It makes repetition in the same learning objective by themselves so that their learning can be lifelong rather than the traditional teaching approach.

Integrating ICT into education presents transformative potential but is often hindered by various challenges, including lack of training, infrastructure issues, and

digital literacy gaps (Hennessy et al., 2005). One significant barrier is inadequate teacher training. Many educators lack the necessary skills to use ICT tools effectively, resulting in limited integration into teaching practices. Teachers may feel unprepared to implement digital tools, troubleshoot issues, or design engaging ICT-based activities without professional development opportunities (Poudel & Gnawali, 2021). This lack can lead to underutilization of available resources and missed opportunities for enhancing learning outcomes.

Physical classroom environment issues further create these challenges, particularly in under-resourced areas. Limited access to devices, outdated hardware, and unreliable internet connectivity prevents teachers and students from fully utilizing ICT. These constraints are even more pronounced for schools in rural or remote regions, creating disparities in access to quality education. Moreover, even when infrastructure is in place, digital literacy gaps among both teachers and students can limit the effectiveness of ICT integration. Teachers may struggle with advanced applications, while students may lack the foundational skills required to navigate and critically assess digital tools and resources.

These challenges are exacerbated by the digital divide, where socioeconomic disparities hinder equal access to technology at home and in the classroom. Students from disadvantaged backgrounds often face difficulties completing ICT-based assignments or accessing online resources, further widening educational inequities (Azmi, 2017). To address these issues, a comprehensive approach is necessary, including targeted teacher training, investments in infrastructure, and programs to build digital literacy among all stakeholders. Without addressing these barriers, the potential of ICT to enhance education will remain unrealized for many.

The findings of this study emphasize the significant role of integrating ICT tools in enhancing teaching and learning in the classroom. When ICT is effectively incorporated, it complements traditional teaching methods by providing additional resources, fostering student collaboration, and offering instant feedback (Rintaningrum, 2023). A technology-enhanced learning environment allows students to interact with digital tools, participate in collaborative activities, and engage with real-world content, thus making learning more interactive and dynamic. This approach encourages students to take ownership of their learning by using ICT to research, organize, and communicate their ideas more efficiently. Such an

environment promotes critical thinking, creativity, and engagement, which are essential for mastering various skills, including writing and research.

Based on the participants' experiences, the integration of ICT tools allows students to connect classroom learning to real-life scenarios, providing them with authentic learning opportunities. This connection makes the content more relevant and engaging for students, as they can apply their learning to practical situations. Students can gather and organize their ideas more effectively by utilizing ICT resources, such as online research platforms, video demonstrations, and collaborative tools. Teachers can use these digital tools to support and guide students in structuring their work, improving their writing skills, and engaging in peer discussions. This integration helps students become more confident and skilled in their work by offering diverse ways to explore, organize, and express their ideas within a real-world context. The findings of this study show that guided writing activities play a crucial role in improving student's writing skills in the EFL classroom. The child-centric teaching and learning environment allows students to engage in meaningful interactions. They can learn by doing, working individually, or in a group; they can be responsible, gather ideas per the provided sample, exchange ideas, and provide feedback. This environment fosters critical thinking, creativity, and active participation, essential for mastering writing skills.

Based on the participants' experiences, students need to explore real-life experiences so that they can connect the situation with the incidents and start to write accordingly. It means demonstration, example, and sample text help them to organize their ideas, structure, and format so they become knowledgeable based on the context of what they are going to write.

**Guided Writing**

Guided writing is an effective strategy for improving students' writing skills, particularly those struggling to produce ideas or organize their thoughts. It can overcome obstacles in teaching writing. It balances freedom and teacher help, allowing students to develop confidence in their writing skills.
Regarding teaching writing, I asked my participants what type of writing they used to follow while teaching writing in the classroom context of English Language Teaching.

Kopila narrated her concerns about teaching writing in the context of English language teaching (ELT), especially focusing on guided writing that,

*I especially focused on the learning r esources, learning environments, and understanding of the student's level of learning. I started teaching writing by sharing concepts as per plan  and showing templates so that they got the ideas of what I needed to write first and what came next. I explained that I mainly focus on sample text reading before writing, for example, providing sample essays before teaching essay writing, and the same as others.  Similarly, I asked them to search Google, YouTube, and other sites they found on their laptops and phones at home. Similarly, I asked them to provide feedback by friends, and then after, I used to provide written feedback and asked them to revise their writing individually.*

Kopila's narrative highlights a well-structured approach to teaching writing in an English language teaching (ELT) context, with a particular focus on guided writing. She emphasizes the importance of organizing learning resources, creating supportive learning environments, and understanding students' varying levels of competence. This indicates a teacher-centered approach that also allows for student engagement, making learning more accessible and clearer for students.

Kopila's use of templates to guide students in understanding the writing process—starting with what to write and then progressing step by step—fosters a structured and predictable environment that is particularly helpful for language learners. By using sample texts, such as essays or condolence letters, before diving into the writing task, she provides students with models that help them grasp the expected format, structure, and tone of the writing. This scaffolding method aligns with Vygotsky's Zone of Proximal Development (ZPD), which suggests that learners perform best when they receive guidance just beyond their current capabilities but within their potential for learning (Vygotsky, 1978). The use of sample texts and templates fits well within this framework by providing the necessary support to help students reach higher levels of competence.

Moreover, Kopila encourages students to explore various online platforms like Google and YouTube to research before writing. This approach connects with contemporary educational theories surrounding constructivism, particularly the work of Piaget (1972) and Bruner (1966), who emphasize that learning is an active, social process where learners construct new knowledge based on prior understanding and new experiences. By asking students to explore online resources, she promotes self-

directed learning and critical engagement with real-world information. Allowing students to use their phones and laptops to find relevant content fosters digital literacy and autonomy, encouraging them to take responsibility for their learning.

The use of technology in writing instruction aligns with connectivism, a theory proposed by (Hennessy et al., 2005), which emphasizes the role of networks and digital resources in learning. By integrating platforms like Google and YouTube into the writing process, Kopila acknowledges that knowledge is distributed across various sources and that students can access and engage with information from diverse channels. This technique mirrors the way students can now approach writing tasks, not just as isolated activities but as part of a broader network of learning opportunities where digital tools enhance their understanding and creativity.

However, it is also important to acknowledge the digital divide and the potential challenges of relying on technology. While Kopila's approach to using digital resources encourages research and exploration, it assumes that all students have equal access to technology. Research by Selwyn (2016) and others has shown that disparities in access to technology can impact students' ability to engage fully with such resources. Thus, while digital tools are powerful, teachers must be aware of students' access to devices and the internet and offer alternative solutions where necessary.

In conclusion, Kopila's narrative illustrates a balanced approach to teaching writing, combining structured guidance with opportunities for self-directed learning and digital exploration. By focusing on templates, sample texts, and digital resources, she creates an environment that is supportive and engaging. Her approach is informed by key educational theories, such as Vygotsky's ZPD, Piaget's constructivism, and connectivism, while also acknowledging the practical challenges of integrating technology into the classroom. These strategies can significantly enhance students' writing skills, but teachers must ensure that all students have the necessary resources to benefit from these opportunities fully.

Similarly, Suren, regarding implementing guided writing, shared that

*Regarding teaching writing, I used to assign reading sample text before writing. I started following the same pattern to teach writing by providing reading resources if not available; I used to write on the whiteboard as a sample what I am going to teach in this lesson and asked them to write accordingly so that I could skip my horrible*

*teaching writing strategy and students were engaged themselves so that they can enhance their thematic language learning skills like reading, writing speaking and listening in the language classroom. Sometimes, I integrated ICT by allowing them to research from different sites and applications, especially in the group. Finally, I asked them to provide feedback from peers and added little sissed ones.*

From both sharings, I have the insight that using sample text materials for teaching writing worked as a bridge of the river so that learners could feel comfortable across the bridge by themselves. For example, suppose the learner cannot start writing here. In that case, the provided reading sample materials scaffold them for their easy move based on writing patterns or use of language in terms of academic writing. It helps students develop their confidence and makes them responsible for developing their understanding and knowledge.

Scaffolding is a key strategy for growing the learner's learning potential. If learners struggle to move on while learning to write, more knowledge can help them provide core ideas (Nordlof, 2014). However, it could also make them dependent on others. The ZPD refers to the difference between what a child (or novice) can accomplish on their own and what they can accomplish with the help and encouragement of a skilled partner (McLeod, 2010).

## Feedback

Fatima et al. (2024) viewed feedback as essential for enhancing students' writing skills. Activities including peer evaluations, instructor-led feedback sessions, and self-assessment tasks helped students improve their ability to build arguments, refine language, and utilize acceptable vocabulary. Students who participated in frequent feedback activities showed significant gains in the clarity, coherence, and general quality of their writing. Furthermore, including both written and vocal comments led to deeper knowledge, with students having better confidence in their writing skills.

Feedback activities contribute to students' writing development by providing clear, specific, and actionable suggestions (Yu & Lee, 2016). Peer review exercises, for example, encourage collaborative learning, allowing students to recognize strengths and weaknesses in their own and others' writing. This process not only refines technical aspects of writing but also develops critical thinking and editing skills. Similarly, instructor feedback helps to address individual challenges, offering

tailored guidance to improve specific areas such as thesis development, evidence integration, and stylistic precision. Brown and Harris (2020) emphasize the importance of self-assessment in developing metacognitive skills, which promote independent learning among students.

Moreover, feedback fosters a growth mindset by emphasizing writing as a process rather than a final product. Wu and Schunn (2019) found that peer feedback improves collaborative learning and fosters critical thinking. Students who receive constructive feedback are more likely to revise and improve their drafts, which leads to better long-term skill retention. Verbal feedback and written comments proved particularly effective, as they enabled real-time clarification and deeper engagement with the revision process.

However, the study also highlighted challenges, such as students' initial struggle to critique and the time-intensive nature of feedback activities. To moderate these, educators can incorporate strategies like feedback rubrics, guided peer-review templates, and reflective writing exercises to streamline the process and reduce anxiety. Integrating feedback activities into teaching and learning provides a robust framework for developing students' writing skills. By creating opportunities for iterative improvement and fostering a supportive learning environment, educators can empower students to become more confident and competent writers.

The study explored the methods employed by educators to assess students and how students addressed their mistakes. Three participants provided narratives on their assessment strategies and their students' approaches to correcting errors. The stories revealed diverse techniques, ranging from formative assessments through iterative drafts to summative evaluations at the end of a unit. Participants emphasized using detailed rubrics, one-on-one feedback sessions, and peer evaluations to assess student writing comprehensively (Kuyyogsuy, 2019). Students corrected their mistakes by engaging in activities such as self-assessment, rewriting drafts, seeking clarification from peers or instructors, and using additional resources like grammar tools and writing guides.

The participants' experiences align with existing research based on the question,' How did you assess your students' writing to determine whether it was correct? How did you make them correct their mistakes to enhance their writing skills? '

**Rubric**

Suren shared that

*I used detailed rubrics for assessment because they provide a clear
student framework. I review the rubric with them before they start an
assignment so they know precisely what is expected. After I grade their
work, I provide specific comments on areas for improvement. For
example, if a student struggles with sentence structure, I will give
examples of how to rewrite sentences. Students then revise their drafts
based on this feedback and resubmit for additional review.*

**Peer Review**

Anuza, regarding her experiences on peer review, explained that,
*Peer review sessions are a core part of my approach. I assign students
to review each other's work using a checklist I provide. They discuss
their observations in small groups, pointing out strengths and
suggesting grammar or argument flow corrections. One student told me
that this process helped them understand their mistakes better because
they saw similar patterns in their peers' work. It is a collaborative
process that builds confidence and critical thinking.*

Anuza highlighted the importance of peer review sessions in her teaching
approach, emphasizing their value in fostering collaboration, critical thinking, and
self-improvement. By assigning students to review each other's work with the help of
a structured checklist, she encouraged them to identify strengths and suggest
corrections for grammar and the flow of ideas. The discussions in small groups
allowed students to engage actively with their peers' writing, leading to a deeper
understanding of their own mistakes by recognizing similar patterns in others' work.
Anuza noted that this collaborative process not only built students' confidence but
also enhanced their critical thinking skills.

From Anuza's experiences, it is evident that peer feedback plays a vital role in
promoting learning and motivation. As Kuyyogsuy (2019) suggests, peer feedback
allows students to engage with content more meaningfully and helps them refine their
work through collaborative correction. This process aligns with the idea that students
have the potential to improve over time if given the opportunity to reflect and revise
their work with the guidance of peers and facilitators. Providing students with
freedom during peer feedback sessions encourages them to take ownership of their

learning, which boosts their motivation and reinforces a positive, interactive learning environment. Through such strategies, peer feedback becomes a powerful tool for enhancing both academic and personal development in the classroom.

Feedback mechanisms in the classroom were thoughtfully adapted to address the diverse needs of students by tailoring feedback approaches to individual abilities, learning styles, and areas requiring improvement. One key strategy was the use of differentiated feedback, where the depth and type of feedback varied according to students' skill levels. Beginners received more explicit and directive feedback, focusing on foundational aspects like grammar and sentence structure, while advanced learners were given feedback targeting higher-level skills such as coherence, argumentation, and creativity. This approach ensured that every student received feedback appropriate to their learning stage, enabling gradual and meaningful improvement.

Dongyu and Wanyi (2013) stated that the integration of scaffolding techniques which supported students step-by-step through the learning process. Initially, detailed feedback was provided, offering clear guidance and examples for improvement. As students gained confidence and competency, the feedback became less prescriptive, encouraging them to take greater ownership of their work and develop self-regulation skills. Additionally, formative feedback, given during the writing process rather than at its conclusion, allowed students to make real-time adjustments and improvements. This approach fostered a growth mindset, where students viewed feedback as a tool for development rather than judgment.

Further, Wu & Schunn (2019) viewed that diverse needs, peer feedback, and self-assessment were incorporated as part of the feedback mechanism. Peer feedback enabled students to engage with their classmates' work, offering constructive suggestions while learning from others' mistakes and strengths. This collaborative process improved writing skills and fostered critical thinking and mutual respect. Self-assessment, on the other hand, empowered students to reflect on their progress, identify gaps, and set goals for improvement. Both strategies encouraged students to take an active role in their learning and adapt feedback to their unique needs.

Lastly, the use of technology plays a crucial role in enhancing feedback. Digital tools like word processors and online platforms allowed teachers to provide timely, detailed feedback, while features such as track changes and comments made feedback clear and accessible. These tools also enabled students to review and revise

their work more effectively, addressing their individual needs in a flexible and supportive manner. Overall, these adapted feedback mechanisms created a personalized and inclusive learning environment, promoting students' growth and helping them overcome challenges in their writing journey.

The findings align with various authors' views and theoretical frameworks that emphasize the transformative role of feedback in improving writing skills. Authors like Vygotsky (1978) highlight the importance of social interaction in learning, which is reflected in peer feedback and collaborative activities. Vygotsky's Zone of Proximal Development (ZPD) suggests that students can achieve higher levels of learning with guidance from teachers or peers, which resonates with the stories of how peer feedback helped students correct their mistakes and gain confidence in their abilities.

According to Ferris (2003), specific and actionable feedback plays a critical role in helping students address their errors and improve over time. This feedback supports the finding that clear and constructive feedback, as opposed to vague or overly critical comments, motivated students to revise their work meaningfully. Ferris also emphasizes that feedback should be tailored to the learner's needs, an approach evident in the use of checklists and targeted suggestions during peer review sessions. Similarly, Hattie and Timperley (2007) argue that effective feedback provides learners with clear goals, improves self-regulation, and fosters a deeper understanding of their learning process.

**Reflective Writing**

Salina described that,

*I encourage my students to maintain reflective writing journals. These journals list their recurring mistakes after receiving feedback on assignments. They also write about what strategies they will use to avoid these mistakes in future tasks. For instance, one student realized they frequently struggled with transitions between paragraphs and committed to studying examples of effective transitions. By the end of the semester, their writing showed significant improvement.*

These stories emphasize the importance of using diverse approaches to assessment and correction in the writing classroom. Clear guidelines provide students with a framework for understanding what is expected, while collaborative feedback, such as peer review sessions, allows students to engage actively in the learning process. Reflective practices further enable students to analyze their own work and

identify areas for improvement. Together, these strategies help students not only address their immediate mistakes but also develop critical thinking and self-editing skills that contribute to long-term growth in writing.

The clarity, tone, and timing of feedback were found to be crucial in shaping students' responses and willingness to improve. Constructive and detailed feedback motivated students to engage with their work and make meaningful revisions. In contrast, feedback that was vague or overly critical often discouraged students, leading to frustration or disengagement. Similarly, effective feedback fosters confidence, independence, and a deeper understanding of the writing process, creating lasting improvements in students' writing skills. By combining diverse feedback strategies with thoughtful delivery, educators can help students develop a growth mindset and build their writing abilities for the long term.

The long-term effects of an effective feedback mechanism in enhancing writing skills include improved writing competence, increased self-confidence, and enhanced self-regulation. Regular feedback helps students identify and correct mistakes, leading to better grammar, organization, and coherence. It also encourages critical thinking and reflection, allowing students to evaluate and revise their work independently.

### Chapter Summary

This chapter discusses five central teaching writing group themes: group activities, ICT integration, guided writing strategy, child-centric teaching method, and feedback for fruitful writing skills development at the secondary level. I analyzed the scopes, significance, and usefulness of selected themes from secondary-level teacher stories and found similar practices among the research participants. Research participants Anuza, Kopila, Suren, and Salina have expressed the benefits of using ICT and sample reading text (materials used) while teaching writing in a language teaching classroom. Similarly, group activities, feedback, and sharing activities also seem fruitful in learning writing skills in the language classroom. They explored diverse practices in teaching writing, which showed fruitful results during their teaching writing practice. Thus, this chapter elicits strategies for teaching writing. I analyzed the participants' narratives and found that different hands-on activities and child-centric teaching methods help enhance students' writing skills in the language classroom. In short, the summary of the chapter has been presented. This chapter

concludes with valuable strategies for facilitating teaching writing, i.e., strategies used for teaching writing.

# CHAPTER VI
## CONCLUSION AND REFLECTION

In my study, I looked at what activities and how secondary-level English teachers improve students' writing skills and the different strategies they use. I interviewed four teachers and asked them about their experiences and methods. I used a narrative inquiry approach, which means I collected personal stories and reflections from the teachers to better understand their thoughts and practices of teaching writing. Based on their responses, I found several key points about how writing is taught and what makes it effective.

This study explored how secondary-level English teachers enhance students' writing skills in the ELT context. The study focused on Activities, strategies, and methods employed by teachers, analyzed through the themes of Child-Centered Teaching, Group Activities, ICT Integration, Guided Writing, and Feedback. These findings illuminate writing instruction's multifaceted and dynamic nature, highlighting the interplay between teaching strategies, contextual factors, and student engagement.

It revealed that effective writing instruction requires more than simply teaching rules and structures. Teachers must adapt their methods to cater to students' needs, foster collaboration through group activities, and create meaningful, context-based writing tasks. A child-centered approach emerged as essential, placing students at the heart of the learning process and encouraging active participation. However, this approach demands careful planning, flexibility, and a deep understanding of individual student needs.

The integration of ICT was found to be a powerful tool for engaging students and enhancing their writing skills. Digital platforms and multimedia resources provided innovative ways to practice writing and receive feedback. However, the study critically noted challenges such as unequal access to technology, varying levels of digital literacy, and the need for purposeful application of ICT to ensure its effectiveness.

Guided writing plays a significant role in scaffolding students' learning by providing structured support. This approach helps students build confidence and develop writing skills progressively. However, its effectiveness lies in balancing structured guidance with opportunities for independent thinking and creativity.

Feedback, whether from teachers or peers, is identified as a cornerstone of writing instruction, offering valuable insights and motivating students to improve. Nonetheless, the process of providing timely, constructive feedback requires significant effort and expertise, especially in large or diverse language classrooms.

This dissertation underscores that teaching writing is a comprehensive process integrating multiple strategies. Teachers must be reflective, adaptive, and innovative in their approaches, ensuring their practices address the unique challenges of the EFL context. Professional development, collaboration, and resource support are also crucial in empowering teachers to implement effective writing instruction.

Teaching writing in the EFL context requires a balanced integration of theory and practice. Strategies such as child-centered teaching, group activities, ICT integration, guided writing, and feedback all align with socio-constructivist principles, emphasizing scaffolding and the ZPD as critical components of effective instruction. Teachers play a dual role as facilitators and co-constructors of knowledge, providing the support students need to progress beyond their current abilities. By combining these strategies, teachers can create dynamic, supportive, and meaningful learning environments that foster students' writing skills and prepare them for real-world communication. Future research should explore the application of these strategies in diverse educational settings to refine their effectiveness and relevance further.

In conclusion, writing instruction is not a linear process but an evolving one, shaped by the needs of learners and the creativity of teachers. By combining strategies such as child-centered teaching, ICT integration, contextualized learning, guided writing, and effective feedback, teachers can create a rich, engaging learning environment. Ultimately, the findings of this study contribute to the broader understanding of teaching writing and provide a foundation for further research and practice in improving students' writing skills in ELT classrooms.

### Personal Learning and Future Research Directions

Through this research, I learned that writing a research paper or thesis is a detailed process that needs attention to structure, writing style, methods, and critical thinking. I understood that having a clear structure is important, where each section of the paper has a specific purpose to help answer the research question. The introduction introduces the problem and objectives, while the literature review helps to show what others have already researched on the topic. The methodology section was important because it explains how the research was done, including the methods

used to collect and analyze data. This made me realize how important it is to choose the right method for the research and explain it clearly so that others can understand and possibly repeat the study. I also learned that academic writing should be formal, clear, and precise. It's important to avoid using casual language and make sure ideas are presented logically. Critical thinking is another key lesson I learned, especially in analyzing the data and reviewing the existing research. It's important to connect different pieces of information and make conclusions that add value to the topic. Finally, I learned that revising and editing are essential in writing process. It's important to review the paper to correct errors, improve clarity, and make sure the paper flows logically. Overall, I learned that writing a research paper or thesis takes careful planning, clear thinking, and lots of revision to create a strong and reliable academic work.

Similarly, from this research study based on my learning experience, I have expanded my understanding of teaching and learning writing skills. One of the most important lessons I learned was how teachers effectively balance structured pedagogy with flexibility and creativity to address students' diverse needs. Before conducting this study, I primarily associated writing instruction with teaching grammar rules, sentence structures, and mechanical skills. However, the narratives of experienced teachers helped me realize that successful writing skills development is equally about inspiring students, building their confidence, and creating safe, supportive environments that encourage creativity and risk-taking independently.

While this research enriched my understanding, it also revealed specific ways these insights could shape future practices and research. For instance, I now understand the value of integrating ICT tools into writing instruction, not just as a means to simplify feedback but also to promote autonomous learning. This understanding will guide my future teaching by emphasizing a blend of traditional methods and technology, including child-centric teaching methods to address students' varied learning preferences and skill levels.

Furthermore, regarding implications for Policy, Curriculum Development, and Teaching Practices, the findings highlight the need for educational policies that support continuous professional development for teachers. Policymakers should consider organizing regular workshops focused on ICT integration, task-based learning strategies, and fostering creativity in writing classrooms in English language teaching. These programs could include training on using digital tools, creating

collaborative classroom environments, and implementing socio-constructivist approaches, i.e., scaffolding methods, which should be perfect to bring better outcomes regarding enhancing writing skills. Additionally, policies should encourage schools to invest in the necessary resources, such as digital tools and internet access, reading material, and listening materials, to enable teachers to apply these strategies effectively.

In addition, the research suggests that curriculum designers should incorporate activities that bridge the gap between academic writing and real-world applications. Tasks such as report writing, journal keeping, and letter drafting can provide students with practical skills while enhancing their engagement. The curriculum should also include guided writing exercises, peer feedback sessions, and collaborative projects to promote active participation and cooperative learning. Moreover, integrating ICT-based activities, such as using multimedia resources or online writing platforms, can make the curriculum more interactive and aligned with 21st-century learning demands.

On the other hand, teachers can adopt more flexible and student-centered approaches to enhance writing instruction. For example, scaffolding techniques that guide students through brainstorming, drafting, and revising can help build their confidence and skills incrementally. Activities like group discussions, storytelling, and peer reviews encourage collaboration and shared learning, fostering a sense of community within the classroom. Additionally, integrating ICT tools into daily lessons can make writing tasks more engaging and accessible. By encouraging students to reflect on their progress through writing journals, teachers can help them develop self-awareness and critical thinking skills essential for long-term growth.

Finally, his research underscored the importance of combining traditional methods with innovative practices to enhance students' writing proficiency. By addressing challenges such as limited vocabulary, L1 interference, and anxiety, teachers can create supportive environments where students feel empowered to develop their writing skills. These findings provide actionable insights for improving policies, curriculum design, and teaching practices, ultimately fostering a more dynamic and effective approach to writing education. Future research can build on these insights by exploring the long-term impact of these strategies on student outcomes.

**Challenges and Adaptations**

Challenges and adaptations conducting narrative inquiries with secondary-level English teachers was challenging. One of my primary difficulties was arranging interviews around their demanding work schedules. Teachers are often pressed for time due to classroom responsibilities, arrangements, and extracurricular commitments. To navigate this, I adopted a flexible approach by offering multiple interview formats and time slots, including evenings and weekends. This adaptability facilitated more meaningful conversations and demonstrated the importance of being considerate and accommodating as a researcher. Another challenge was building trust and encouraging teachers to share their experiences and struggles openly. I quickly learned that developing rapport was essential to capturing authentic narratives. I fostered open dialogues by approaching each interview with empathy and genuine interest, resulting in richer data.

**Implication**

The findings of this research offer several important implications for enhancing the writing skills of English language learners. For English language teachers, it is crucial to incorporate strategies that focus on developing students' writing abilities across various genres and contexts. Teachers should emphasize the importance of structure, coherence, and clarity in writing while encouraging creativity and critical thinking. The research suggests that teachers can enhance their approach by using a variety of writing exercises, peer reviews, and feedback mechanisms to help students develop their writing fluency. Additionally, providing explicit instruction on grammar, punctuation, and sentence structure is essential for improving students' foundational writing skills.

For policymakers, the research highlights the need for policies that prioritize the development of writing skills within the broader language curriculum. Policymakers should ensure that writing is adequately focused in language education, with clear standards and benchmarks for writing proficiency. This could involve integrating writing skills into national or regional assessment systems and allocating resources to support teacher training in writing instruction. The research also emphasizes the importance of providing access to diverse writing resources, such as online platforms, writing workshops, and writing mentors, to support both teachers and students in developing strong writing capabilities.

Curriculum developers can use the findings to design curricula that place a strong emphasis on writing development. The research shows that curricula should be structured to gradually build writing skills, starting from basic sentence construction to more complex writing tasks like essays, reports, and research papers. The curriculum should also encourage students to write for different purposes and audiences, fostering both academic and creative writing. Moreover, integrating writing with reading and speaking activities can help reinforce the connection between these skills, allowing students to see the practical applications of their writing in various contexts. Technology can also play a key role in writing development, with the use of digital tools offering opportunities for interactive learning, feedback, and revision.

In conclusion, enhancing writing skills should be a central focus of teacher training programs, resource allocation, and curriculum design. For teacher training, it is important to offer workshops and professional development that equip teachers with strategies to support students' writing growth. This training includes understanding different writing processes, assessing writing effectively, and providing constructive feedback. For resource allocation, more resources should be directed toward providing teachers with access to writing materials, online tools, and training programs to improve writing instruction. Curriculum reform should focus on creating a writing-intensive environment where students are regularly engaged in writing tasks, receive feedback, and have opportunities to revise their work. Overall, the research shows that a focused, multi-faceted approach to enhancing writing skills will lead to better student outcomes, equipping them with the writing proficiency needed for academic success and future professional endeavors.

### Key Insights and Unexpected Findings

A particularly unexpected insight that emerged was the profound impact of socio-emotional factors on students' writing performance. Many teachers highlighted that fostering a supportive, non-judgmental classroom environment was important to encouraging students to engage in writing tasks without fear of failure and providing them with diverse activities. This finding guided me to extend my analysis, recognizing that writing skills development is influenced by a range of implementing diverse teaching methods, activities, and emotional factors alongside technical skills. This shift in focus added depth to my study and emphasized the holistic nature of effective writing instruction. Skills development Throughout the process, I honed a

variety of skills, including qualitative data collection, thematic analysis, and narrative synthesis. Synthesizing diverse teacher experiences into coherent themes required active listening, critical thinking, and distilling complex narratives into meaningful insights. This process has strengthened my ability to understand different perspectives, an essential skill for educational research and advocacy.

## Limitations and Future Considerations

While the study provided rich qualitative data, its limited scope means that broader generalizations should be cautiously approached. The findings' small sample size and contextual nature call for more extensive longitudinal studies to better understand the long-term impacts of different writing interventions. If I were to revisit this research, I would consider incorporating additional methods, such as classroom observations, to triangulate my data. Personal Impact and Ethical Reflection: Above all, this thesis deepened my respect for the resilience, adaptability, and passion of secondary-level English teachers. Their dedication to enhancing students' writing skills is inspiring, often despite numerous constraints. Ethically, I was committed to honoring the authenticity of their voices, ensuring that their perspectives were represented accurately and thoughtfully. This research journey has reinforced my belief that educational research is about amplifying the experiences and insights of those on the front lines of teaching. I hope to continue this work in a way that supports and uplifts educators and their students.

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