TEACHERS' PERCEPTIONS AND PRACTICES ON STRATEGIES OF

TEACHING WRITING

Kopila Karki

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AN ABSTRACT OF THE DISSERTATION OF

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                                    Assoc. Prof. Laxman Gnawali, Dissertation Supervisor

As we know that writing is one of the productive skills of language learning in which we jot down our own experiences, reflection and emotions in the form of graphic symbols. We teachers think that teaching writing is one of the challenging jobs and at the same there is also a question regarding how to teach it because in the past we used to ask our students to learn the readymade piece of writing by heart. There is no doubt that it cannot help in learning language. Now the time has changed and we have started to think about linking it with learning English language adopting different alternative ways or innovative strategies. However, there are lots of challenge and different practice as well as perception regarding teaching it and students of government schools are found somehow weak in this portion of language learning.

The purpose of this study was intended to find out the practices of the teachers for teaching writing creatively in lower secondary level in public schools of Lalitpur district. This study is focused on examining the experiences or perception of the EFL teachers about the strategies of teaching writing as well as exploring the difficulties and challenges while using those strategies during teaching writing in EFL classroom.

I selected five different lower secondary English teachers in Lalitpur district by using sampling. My research study is qualitative. Hence, according to the nature

and demand of my research study, I adopted interview and classroom observation as my data collection tools.

The findings show that although the EFL teachers have theoretical understanding about the strategies of teaching writing thus had applied different techniques and strategies such as: parallel writing, guided writing, free writing and use of pictures, samples, webs etc. while teaching writing. To some extent they failed to conduct the writing class smoothly. They seem alert about the importance of teaching writing skill in ELT classroom and about their roles to make the students feel comfortable and also known to the stages of teaching it. Practically something was lacking in their performances. The findings also show that different obstacles were also found but the teachers did not try to use alternative ways to overcome those obstacles.

Based on the findings of my study, I have presented the implications that for language development teaching writing should be emphasized due to which students get chance to be familiar with the new vocabulary items. According to level of the students, teachers should teach writing applying different strategies; and for free writing different techniques like, use of pictures, newspaper, webs or clusters can be created and at the same time for vocabulary, synonyms and antonyms can be taught. If the teachers follow the stages of teaching writing in a proper way as well as setting up different communicative activities such as group work, pair-work, etc. it will obviously give the fruitful result. I have also suggested that teachers' facilitation, motivation, inspiration and specifically feedback in a positive way are always needed which can bring courage in the learners to learn something new and teachers can also be benefitted from this. Finally, I have also suggested that blaming students is not

good but we need to search alternative ways for teaching; and while correcting errors we should provide opportunity to the students.

_____   15th October, 2012

Kopila Karki

Degree Candidate

DEDICATION

To my family

DECLARATION

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

_____   15th October, 2012

Kopila Karki

Degree Candidate

APPROVAL

This dissertation of Kopila Karki for Master of Education in English Language

Teaching (ELT) was presented on 15th October, 2012 and

Approved by

_____   15th October, 2012

Assoc. Prof. Laxman Gnawali

Dissertation Supervisor

_____   15th October, 2012

Dr. Bal Chandra Luitel

Research Committee Member

_____   15th October, 2012

Assoc. Prof. Ganga Ram Gautam

External Examiner

_____   15th October, 2012

Prof. Tanka Nath Sharma, Phd

Dean, School of Education

         I understand that my dissertation will become part of the permanent collection

of Kathmandu University Library. My signature below authorizes the release of my

dissertation to any reader upon request.

_____   15th October, 2012

Kopila Karki

Degree Candidate

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_____   15th October, 2012

Kopila Karki

Degree Candidate

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ACRONYMS

B. Ed.   Bachelor of Education

EFL   English as a Foreign Language

ELT   English Language Teaching

K U   Kathmandu University

M. A.   Masters of Arts

M. Ed.   Masters of Education

SLC   School Leaving Certificate

T U   Tribhuvan University

VDC   Village Development Committee

CHAPTER I

INDRODUCTION

OVERVIEW

In this chapter, I start my research topic with my personal reflection which deals with the background of the study that encourages me to identify and show the importance and need of my research. It discusses the issue statement, rationale of the study and helps to establish the purpose of the study. This chapter helps to generate the research questions which help me to create a framework of my study. To conclude the chapter finally I discuss the delimitations of the study.

Background

When I was a student of elementary level, I used to feel difficulty in learning English language. Especially I used to feel difficulty in writing. In my view, writing is a process where students can use their own views and imagination freely while writing about certain topics. In such writing I used to fail to write. One day my English teacher asked me to write a few sentences about my mother without using any hints. At that time I became passive and could not write anything except the name of my mother. Most of the time we had to learn something by heart and copy something in exam sheets. That might be one of the reasons because of which I could not write in a creative way. That might be due to strategies used by my teacher to teach writing. At that time my teacher did not create any real life situation which is needed to teach it.

Similarly, at present also I am facing the same problem, difference is only that I am an English teacher now. Being an English teacher of lower secondary level in a government school, I am facing different problems during my teaching profession. Among them one of the biggest and serious problems is that students feel difficulty in writing creatively. In the process of teaching what I have found is that my students are not being able to write creatively on any topic though I had created real life situation.

Most of the time they do not complete the assignments in which they need their own imagination and creation in comparison to other assignments. I have found this condition during correcting their exercise copies and examination sheets. Then I discussed with my colleagues about the same problem. They also said that they have the same problem as I have. They added that generally students are not interested in such kind of writing and they specially feel difficulty to sequence the events. Then I thought why this situation is occurring. Is this due to our practices or strategies in creative writing which we are using?

When I talked with the students, I found that they worry about vocabulary selection and in producing grammatically correct statements and they always want to copy the answers from the book or expect answer from their teachers. Another thing is that they feel that writing is only the requirement to pass a grade or complete homework. They do not feel that it is a medium of communication. I found some teachers who also think the same as their students. They also said that they feel difficulty in it. So if we give them a piece of writing they will learn it through rote learning.

Then I wanted to focus on teachers' practices on teaching writing and their experiences and perceptions about it. In this research I have also tried to find out the

challenges that the teachers are facing while implementing the strategies of teaching writing creatively.

Issue Statement

Last month we had organized an essay writing competition in our school. It is a Lower Secondary school. So, by keeping students level of lower secondary in mind, we gave them two topics for competition to be prepared. To make them feel comfortable and easy I created some questions and some hints related to those topics by thinking that if they could answer those questions or use those hints then obviously they could write an essay in a creative way. Unfortunately just opposite to my thought, most of them said, "Teacher we cannot do this". Then again I thought parallel writing would work and I gave them a written paper related to those topics and asked them to do as I have given in the form of parallel writing. This time they wrote something but most of the parts remained blank. This was because as those topics were related to describing people and place, they needed to change words and adjectives according to the person or place they were going to describe. After that, one of my students said, "Teacher, it would be better if you gave two written essays. At least we could rote it at home". Then I felt that they have less interest in writing by using their own feelings rather than copying. I tried to reflect upon my own strategies that I had used to teach creative writing.

I have another experience too. When I went to one of my friend's school, and talked about how his students are performing in creative writing. Then he answered me that he tries to help them in writing themselves but they do not want to do it themselves rather than they ask him to write the whole essay or passage on the given topic.

Writing is one of the mediums of communication and it is also one of the productive skills of language viz. listening, speaking, reading and writing. In the context of Nepal where English language is taught as a second/foreign language, students do not feel that they need to be creative in terms of learning English language. To be more specific, students do not want to give any care and concern in writing creatively because they think that writing is only a requirement to pass the exams and they prefer to copy the answers from the text rather than being active to write answers in a creative way. According to Camacho (2005), "Students usually view writing as a requirement to pass a grade or as homework" (p. 28). This shows that writing has been a neglected area of English language teaching.

The issue of my research was about teaching writing. Writing means using own view to express internal feelings of the writers in a meaningful way in a paper. While writing a writer must think about what the topic requires and how it can communicate and spread message to the readers of it. "Writing is seen as a communicative activity. Students are asked to think of their audience, the reader and their purpose for writing" (Hobelman & Wiriyachitra, 1986, p. 122, in Creative Writing Activities, 1995). As I have found students do not want to use their imagination for writing. I wanted to research on the perception and strategies of teachers' and performance of the students on creative writing.

Purpose of the Study

The purpose of the study was especially intended to examine the experiences and reflection of the teachers about the strategies of teaching writing. It also tried to find out what practices are being used by the teachers for teaching writing creatively and explored the difficulties and challenges while using those strategies.

Research Questions

My research questions were as follows:

1. What perceptions and experiences do the teachers have towards the strategies they are practicing to teach writing?

2. What are the strategies practiced by the teachers of government schools to teach writing creativey?

3. What difficulties or challenges do teachers face while implementing those strategies to teach writing?

Rationale

As we know writing is the graphic representation of the symbols which is one of the productive skills of language learning too. Likewise, writing creatively is a kind of writing which needs writers' own experiences or reflection on their experiences. Writing creatively by the learners can open the new ways for learning language in an effective way because when we try to be creative, we can discover new ways of learning language. In my view, it is one of the best ways to preserve our reflection of feelings, emotions, and experiences in the form of graphic symbols. Dev, Morwah, and Pal (2009) advocate that creativity deals in subjectivity and emotion. It puts us in touch with the variety in human existence (p. 2). Thus, we can believe that writing is one of the tools that help us to deal with our emotion and if the students can get involved in it, it is obvious that they can develop their language learning capacity too.

When I studied books and articles about teaching and learning writing, I found that the ways that can be used by teachers while teaching writing creatively are introduced and described but the question is that whether the teachers are using those strategies or not or those strategies are really helpful to teach it or not. This research may give the answer to the teachers and students who are feeling that it is a hard task for them. Thus, if I do research on it and observe the practices of the teachers on

teaching writing creatively, then obviously we can get the ways of teaching it and also about how we can encourage our students to be creative.

I had chosen this issue for my research because I wanted and expected to know what types of strategies are being practiced by teachers of government schools of eastern part of Lalitpur district which can be counted as underdeveloped area and I wanted to know whether those strategies are sufficient or not to teach writing creatively in ELT classroom. I also expected to know what may be the lacking parts and hindrances to involve the students in such activity. There may be teachers' fault while involving them in the creative task or there might be effect of students' perception about creative writing. Through my research I wanted to help and aware the teachers like me who are facing the same problems. It may motivate them to make the students feel easier and comfortable by using different techniques for teaching writing creatively and motivating the students to use their own creation and imagination for making their writing meaningful and creative one.

In this study, I wanted to make a deep study and find out what practices are being used by the teachers of government schools and this is the case due to which the students are feeling difficulty in it. This study has its own significance because it had revealed one of the underlying problems on creative writing in ELT classroom.

Through my research, I wanted to investigate the effective ways of teaching writing creatively and what types of strategies are on practice to teach it in EFL classroom. It would help me to understand the real condition of the teachers as well as students on teaching and learning writing in EFL classroom. It may aware teachers about their students' actual perception about teaching writing creatively and their own strengths and weaknesses while involving their students in it. This research can be a mirror to the teachers where they can observe the pictures of their own performances

while teaching it and also see the pictures of their students' creativity. Thus, it is beneficial to all the teachers as it reflects their practices on teaching writing creatively and helps them to be changed and helps for new planning and modifying their old practices of teaching it and helps their students to be more creative in writing.

Delimitations of the Study

This research was limited only on writing skill. Inside this I was only concentrated on practices of teachers' on teaching writing creatively in EFL classroom. While doing this research, I have tried to explore only the strategies of teaching writing creatively in English language teaching (ELT) in government schools.

Chapter Summary

In this chapter, I reflected my personal experiences regarding learning writing in a creative way and practices of teaching writing creatively along with its significance in learning English language. I have dealt with the issue statement, rationale, purpose, research questions and concluded it discussing the delimitations of my study.

CHAPTER II

LITERATURE REVIEW

OVERVIEW

This chapter deals with the review of related literature on "Teaching Writing". This chapter begins with the introduction to writing, its necessity in ELT classroom. It explores what the scholars say about writing, importance of strategy, process of teaching writing, strategies to teach it and its developmental stages. I try to connect

my research study with constructivism and show the roles of a teacher while teaching it. Similarly, I also review the research carried out under this field and summarize their objectives and findings. I try to create my own conceptual framework for my research. I try to connect my ideas with the view of different writers, too. Finally, this chapter ends with the gap that I have noticed.

Setting Out for Literature Review

In order to explore the issue, I decided to review the existing literature. For this purpose, I visited different libraries such as Kathmandu University, Balkumari; Central Library, Kritipur; and Nepal English Language Teachers' Association, Balkhu. Furthermore, to collect and review more information, I surfed the internet to browse relevant articles, journals and research papers. I went through different sources like books, magazines, articles, research reports to connect and familiarize my ideas with the existing literature.

I reviewed the theoretical literature in my research area to find out the answer of the following questions: What is writing?, Why writing should be taught in ELT classroom?, What are the processes of teaching writing?, Why do we need strategy?, What are the strategies to teach writing?, What are the stages in the development of the teaching writing?

In the sections below, I present the summary of my review under the following headings: Introduction to Writing; Why to Teach Writing in ELT Classroom; Process of Teaching Writing; Importance of Strategies; Strategies to Teach Writing; Stages in Development of Writing; Constructivism in Writing; The Roles of the Teacher in Writing; Research Studies on Writing; The Gap I Noticed in the Research Study; Conceptual Framework of the Research Study; Conclusion and Chapter Summary.

Introduction to Writing

Writing is the graphic representation of language which represents the sounds and syllables to form words and sentences. "Writing is a system of written symbols which represents the sounds, syllabus, or words of a language" (Richards, Platt & Platt, 1999, p. 409). Or it can be taken as an act of putting down the graphic symbols on paper that represents the language along with our feelings.

In other word writing is the skill associated with the productive aspect of language. When we write we use graphic symbols i.e. letters or combinations of letters which are related to the speech sounds. But it is more than the production of graphic symbols. Only producing graphic symbols does not fulfill all the requirements to be a good writing. Byrne (1968) says,

> …writing can be said to be the act of forming these symbols: making marks on a flat surface of same kind. But writing is clearly much more than the production of graphic symbols just as speech is more than the production of sounds. The symbols have to be arranged according to certain convention to form words and words have to be arranged to form sentences… (As cited in Subedi, 2006, p. 220).

So, in my view it is not simply a matter of transcribing language into written symbols but also a thinking process which is usually organized and carefully formulated. While writing, we should translate our thoughts into language.

For me writing is one of the mediums of communication and integral part of language. It is not only requirement to pass the exam and complete the assignments but also a medium through which we can express our joys, sorrows, curiosities, experiences in an effective and systematic way.

As I have experienced that writing skill cannot be gained by reading. It is the skill where we need to be involved or engaged to be good at writing. "Writing is a

skill; you cannot learn to write by reading about it. You have got to become better (Gladis, 2003, p. 11). Here we also cannot be successful to write when someone urges us to make a meaningful suggestion and expression.

Why to Teach Writing in ELT Classroom

As writing is the permanent record of one's thoughts and ideas and reliable means of communication and form of expression, it is necessary to teach writing to enable the learners to discover ideas, arouse feelings, give chance to be heard and persuade others. I think it is also necessary to enable the learners to select appropriate words and phrases to write a text and communicate through the graphic system of language. To support the learners in their writing task and provide feedback for their work and progress and to diagnose the problems regarding writing, it is necessary to teach it. Hedge (2001) believes, "It allows students to see how they are progressing and to get feedback from the teacher, and it allows teacher to monitor and diagnose problems" (p. 7).

As I think it is necessary to teach writing to give chance to the learners to be engaged in the activities and to make them able to express their views and emotions in the paper.

Process of Teaching Writing

Beare (2010) states, "No one can just sit down and in one step compose a polished piece of writing" (http://www.esl/about.com.cs/teachingtechnique/a/a_twrite.htm). However writing is a complex process that involves different procedures to make it effective and help the students to feel comfortable. For writing, process is necessary because it helps the learners to practice the writing which will obviously make them able to write them in a better way than now. Langan (2005) believes, "…writing is a

skill, it makes sense that the more you practice writing the better you will write" (p. 15).

For writing, there is not any certain process because as I think no one is same or everyone is unique. So that he/she can use different process. At the same time there is no any certainty that same procedures can work effectively. They may also differ from the nature of the subject matter and situation. "There is no one process and different approaches can work equally well… the same person does not always use the same procedures –an individual may adjust the process for a number of valid reasons" (Clouse, 2004, p. 27).

In my view, it is necessary to arrange the graphic symbols in a readable way to make it a perfect writing. To arrange the graphic symbols properly some procedures should be followed. There are different processes of writing for other types of writing. Different scholars have found out varieties of processes for the writing. I have drawn the following process with the help of different authors' books.

- Prewriting
- Writing/writing a first draft
- Revising
- Rewriting
- Editing
- Review activities

Pre-Writing Activities

In my view prewriting means jotting down the ideas that are explored in our mind in short phrases and incomplete sentences at the time of writing. It provides the writer with the purpose of the writing because it gives the answers of two questions. They are

- What is the purpose of this piece of writing?

- Who am I writing for this? (Hedge, 2001, p. 22)

Again he explains prewriting process "provides the writer with a sense of purpose and a sense of audience" (p. 22). This step also helps the learners to explore the outlines for the writing and plans for writing. Hedge (2001) claims about this process that the good writer generates plans for writing at this stage (p. 22). Thus, at this stage a learner may discover ideas as needed in creative writing.

"Prewriting can seem disorganized, even random" (Clouse, 2004, p. 59). But I think, though it is disorganized or random, it should be flexible. While writing, there may be dilemma about what we should write but because of this process a writer can plan and sketch an outline for his/her writing. Before getting started we may not able to think of interesting topic or we may have trouble for writing because according to Langan (2005), "A mental block may develop when you sit down before a blank sheet of paper" (p. 23).

However, there may be some problem before writing. This process helps the learners to think of their own creative word or plans to step forward. So, I believe that this process initiate the learners for writing creatively with their own views and ideas about it. In this process learners can work with the help of different techniques.

Writing a First Draft

After making an outlines, the second process is writing itself or writing a first draft where a learners should jot down those thoughts, ideas and also the details about the topic that the learner has not prepared before. As writing creatively needs creation of the learners' expressions with correct form of language. But here, in this process they do not worry about the structurally correct form of sentences. As Langan (2005)

suggests, "Don't worry yet about grammar, punctuation, or spelling. ….don't want to take time correcting words or sentences that you may decide to remove later" (p. 31).

In this process, learners develop some sentences or even a paragraph and a first rough sketch or draft of the subjects matter. There may have errors but it may help the learner to achieve the desire product by producing materials needed. After reading about this process what I felt is that it is the process where the learners should make it their goals to be sure and clear about what they are going to write and also need to develop the content with plenty of specific details. It only emphasizes about the writer or learner's desires about which s/he is going to write. Hedge (2001) states that the drafting process focuses primarily on what the writers wants to say (p. 23). Moreover, he suggests, "Good writers tend to concentrate on getting the content height first and leave details like correcting spelling, punctuation and grammar until later (p. 23). Therefore it is the stage where the learners or writers can scattered their opinions which are explored in prewriting stage in paragraph form.

Re-Writing Activities

After rough draft is prepared, the writer goes through the text several times to remove mistakes and irrelevancies. As Langan (2005) has said that it's like cleaning house getting rid of all the junk and putting things in the right order (p. 33). Obviously, it is the process where the writers/ learners revise text draft three or four tines to remove the errors. Moreover, another author Clouse (2004) clarifies about this process that it may be tempting to ignore the rough spots, just correct spelling and punctuation, change a few words (p. 94).

In my view the first draft which is rough also provides raw materials which a writer or learner can work with revising process helps the learners/writers to present their writing in more effective way as Hedge (2001) says that redrafting progressively

focuses on how to say it must effectively (p. 23). As I believe, in this process, the writer or the learner checks whether the included information is adequate or not of their writing piece. He/she also can check the information to be included has been left or not and if it is left then he/she can add the information in the proper place as suggested by Langan (2005) says, "…adds your thoughts and changes above the lines or in the margins of your paper" (p. 33). Similarly, Clouse (2004) has also presented about the revision that the gaps, clumsy wording, lack of clarity, inadequate detail and other problems can be transformed into a solid…through process of reworking (p. 95). According to Langan (2005) there are three stages of revising process. They are:

- Revising content

- Revising sentences

- Editing. (p. 33)

At last what I have experienced after reading the text about the rewriting process is that rewriting process helps the writers/learners to make their writing more effective and get rid of the errors and irrelevancies. This process also compels the learners/writers to make required changes by looking at the paper again and it is necessary to look at the writing from the perspectives of the readers at this stage because "If you do not look at your draft from your reader's perspectives, you can create the kind of misunderstanding" (Clouse, 2004, p. 94).

Editing

In the editing process, the writer/learner prepares the final copy of the text and checks whether the text is accurate and readable for the readers or not. After revising the paper again the learner/writer checks every error to be prepared for the editing. The student/writer should have the desire to edit the paper. Langan (2005) believes, "… may simply have to will … to perform this important closing step in the writing

process" (p.34). If the text is not appropriate for the readers, the writers' level may seem poor. So that it is necessary to check of the paper time and again as Hedge (2001) says, "The editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader" (p. 23).

Sometimes we may think that our paper is understandable because we have understood it. This result may occur because of our negligence towards editing process. Then we may get tag of poor writer. "… writers tend to engage in editing but assume that their writing is clear to other because it is clear to them" (Hedge, 2001, p. 23). The learner/writer may have the habit of checking his/her paper properly because Langan (2005) has said that as you get into the habit of checking your papers, you will also get into the habit of using sentence skills consistently (p. 34), which I think is an integral part to make the writing clear, effective and creative.

For writing creatively as well as other writing, it is necessary to recognize the paper for editing. If the writer directly moves towards the editing from drafting, it can make the writing papers effective one, but it may also cause of losing the proper structure of writing.

Review Activities

After studying about all the procedures of creative writing, I thought that review activities are also necessary because of which the writer again returns back to the process that he/she has followed and again checks the whole process to get the goal of effective writing. According to Langan (2005) the processes of review activities start from prewriting to first draft to revising to editing (p. 37). Moreover, he believes that it will deepen your sense of the four goals of the effective writing; unity, support, organization or coherence and sentence skills (p. 37)

Similarly, Ur (1996) has also suggested three processes for writing. They are:

1. Preparation- In this process a teacher needs to brainstorm the students.

2. Process- In this stage each and every activity to teach language takes place.

3. Product- After the activities which are done in the process, students themselves produce their own creation. (p. 168).

At last these activities are necessary to reinforce the information about the writing process.

Importance of Strategy

In my view strategies are related to some processes which help the learner to be motivated towards the subject matter and also to feel comfortable. Strategy also helps learners and teachers both to reach the targeted goal or aim. It can be used consciously or unconsciously. According to Richards et. al. (1999) strategy means "procedures used in learning, thinking etc. which serve as a way of reaching a goal". Moreover they add strategies are "Those conscious or unconscious processes which…learners make use of in learning" (p. 335).

Strategy also helps to solve the problems posed by learning consequences. Brown (1990) states that strategies are those specific 'attacks' that we make on a given problem. They are the moment-by-moment techniques that we employ to solve problems (p. 122). Thus it is step-by-step process that helps to solve a particular problem. According to Collins (2008), "Good writing doesn't happen by accident. Successful writers use mental procedures to control the production of writing. We call these mental procedures writing strategies" (http://www.gse.buffalo.edu/org).

So, writing strategies are those procedures which focus to think about how to write.

Strategy is in both teaching and learning processes. Teaching related strategy is applied to make the students involved in the activities to learn something and on the

other hand, learning strategies are those under which different general headings are treated like; memorization, over generalization, etc. "Strategies as varied as memorization, over generalization, inference and prefabricated patterns have all been treated under the general heading of learning strategies" (Ellis, 1995, p. 167). Learning strategy also can be taken as an approach which helps the learners to learn new things. Ellis (2003) says, "Learning strategies are the particular approaches or techniques that learners employ to learn…" (pp. 76-77).

Strategies to Teach Writing

Writing is the most difficult skill among the four language skills. As we know it is the permanent record of one's thoughts and ideas and a reliable means of communication. To overcome the complexities in teaching writing a teacher may follow different strategies according to the nature of the problems. Being a teacher I will only talk about the strategies that a teacher follows while teaching creative writing.

Collins (2008) states that it can be a form and plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled" (http:// gse.buffalo.edu/org).

However, strategies are different according to the person who implements it or a problem. In my case of writing creatively, I would like to use following strategies to teach it.

- Planning

- Material production

- Activities

Planning

While teaching writing skill, a teacher must make a concrete plan to make teaching and learning effective. Learners should be at the centre while preparing plan because

they are also influential part of teaching writing. According to Subedi (2006), "Teaching plan is influenced by different factors. Among them, the learners are central factors" (p. 238). Moreover, while preparing plan for teaching writing, there should be integrated all four skills of language. "…the objectives of teaching-learning should be specified because they are primary and determining factors of…plan" (Subedi, 2006, p. 238). In my view, the objectives should be involved in the planning because of which a teacher should select the activities for the students to be involved in the learning process as writing needs a lot of activities to make the learners more creative. To engage the students in the writing process there should be need of more materials to make the learning activities more effective. So planning is one of the strategies to teach the writing creatively.

Material Production

For teaching writing, there should be different materials on the basis of the learner's need and level because the development of writing needs different materials. The materials which are used in one developmental stage may not be useful for teaching the learners in next stage. Thus different materials should be required for different stage. "The materials are determined on the basis of the learner's needs, stage of writing development at which the learners have reached" (Subedi, 2006, p. 239).

The differential developmental stages of writing need different materials for example, parallel stage may need sheets of the text, with proper capitalization and punctuation. Similarly, for free composition which is the heart of writing may need newspaper, magazines, stories, TV, etc. and most important is creating real life situation.

Activities

Activities refer to the tasks which help the learners to reach in their goal and also teacher can help the learners to get the goal and also help them to involve the students in teaching-learning activities. As Subedi (2006) states that the activities teaching-learning writing are copying words, phrases, sentences, ordering information, describing people, objects, places, writing essays, stories, etc (p. 239). I think these activities depend upon the level of students and different stages of the writing process. Subedi (2006) furthermore says, "At the beginning, the activities associated to teaching-learning writing are limited to copying. Gradually, they move towards free composition" (p. 239). Therefore, in my view the activities vary from one stage of writing to next.

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Stages/Strategies in Development of Writing

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Writing is not a skill which can be learned in isolation. This skill can be cultivated and developed by practicing different stages. Subedi (2006) believes that the most effective writing practice must have a close connection with what is being practiced in relation to other skills (p. 233). Therefore, to help them for being creative and make their writing more effective, the students should follow the different stages of teaching writing which may help them to prepare a meaningful writing by engaging them in different activities. Similarly, Luitel (2000) states, "The writing proceeds through different stages that involve different activities" (p. 53).

Different scholars have decided different stages for the development of the writing which are also used and needed in creative writing too. Rivers (1968) has sketched out following five stages for the development of the writing.

- Copying- It helps to overcome to interference of native language habits by focusing the students' attention as the difference.

- Reproduction- In this stage the students will attempt to write without originality what he has learned orally and read in his textbook.

- Recombination- According to Rivers (1968), at this stage "Writing practice may take a number of forms. Students will write out structured drills of various kinds"

- Guided Writing- In this stage the students will be given some freedom in the selection of lexical items and structural patterns for their written exercise.

- Composition- The final stage of writing development, composition, involves individual selection of vocabulary and structure for the expression of the personal meaning. (as cited in Luitel, 2000, pp. 153-157).

Similarly, Bright and Gregor have also developed five stages for the writing which are as follows:

- Manipulation- In this stage students copy graphic symbols to represent respective sounds. Its aim is to confirm the impression made by the oral work and to get mastery over the mechanics of written work.

- Structuring- In this stage the sentence structure is normally controlled but there is some freedom of choice at the lexical level.

- Controlled Composition- In this stage, guided type of exercise is introduced and lexical framework, order; arrangements are also provided to the students to make them write their own sentence.

- Semi-controlled Composition- The teacher gives problems and students write the solution on their own. Students get freedom of syntax and semantics. Only problem is controlled by the teacher.

- Free-composition- Students write on their own regarding structure, vocabulary and lexis. They can compose freely on their own. (as cited in Subedi, 2006, pp. 237-238).

I believe and agree that all these stages are really needed for the development of the writing. As writing creatively seeks for the creative activities for writing effectively, the teacher should apply or implement some of the selective and systematic stages for the development of the writing. After getting ideas about all these stages proposed and used by different scholars, I have also got idea to use some stage for the development of the writing. They are:

- Parallel writing

- Guided writing

- Free writing.

Parallel Writing

This is the first stage for the development of the creative writing. In this stage learners get the opportunity to analyze the sample writing and after analyzing they need to write in the same way, but in little bit different topic with the help of the sample, which I have also felt really an effective and easiest way to involve the students in the writing. I think this stage is somehow related to the recombination stage of Rivers and structuring and controlled stage of Bright and Gregor.

Guided Writing

In this stage students are provided with some freedom in selecting lexical and structural items for their writing exercise within a framework. They are provided with outlines which will allow them to make some room for individuality. Luitel (2000) states that it is so closely associated with what he has read or heard that he has no choice but to restrict himself to the known (p.155). I believe that this type of writing

involves grammatical exercises, the construction of simple dialogue, etc. Moreover, to make the writing meaningful completion items, drills and replacement exercises, expansion of simple sentences are practiced. Talking about individuality of the learners, Rivers (1968) has also said, "At this stage…may answer question on a text read or heard, the questions requiring more and more individuality of response as his skill in writing increases" (as cited in Subedi, 2007, p. 236).

The framework will now come from stories and articles they have been reading. At this stage they may get more freedom in their choice of the expression. Therefore, at last what I felt after reading about this stage is that it stands as a bridge between parallel and the free writing in which it is also provided with a model to follow a plan or outlines to expand. So in my perception this strategy can be used to teach writing.

Free Writing

Free writing is the stage which is directly connected with the writing creatively or another form or name of the creative writing. According to Clouse (2004), "Free writing shakes loose ideas by freeing writers of worry about correctness, organizational and even logic" (p. 29). I believe it means they can jot down every thing that comes to their mind. To support this I would like to quote another scholar Langan (2005) who says that free writing means jotting down ideas in rough sentences or phrases everything that comes to mind about a possible topic (p. 23). Because of this Clouse (2004), furthermore says, "…even if it seems silly or irrelevant but do not stop writing for any reason" (p. 29). It is a technique as well and the main purpose of this technique is generating ideas to write forward.

In this stage the learners concentrate on the content rather form by not stopping for a moment. As Hedge (2001) believes that it has sometimes been called

speed writing or quick writing because its main feature is writing as quickly as possible without stopping (p. 44).

I think this is the integral stage for teaching writing creatively because in this stage they can write anything which comes in their minds or which they can imagine about, as free writing is also related to the imagination of the writers. It can keep the writer in touch with the writing "Free writing will limber up your writing muscles and make you familiar with the act of writing" (Langan, 2005, p. 23).

In my view because of the practice on this stage students can be clear about the topic or the content while they write down their initial ideas and impressions which may also lead them to other new ideas. This practice also helps them to develop habit of thinking for the writing and obviously it is the technique which is always helpful while doing writing using own creation. Through this they can explore different ideas about the single theme as Hedge (2001) has said that…free writing is that helps students to discover the things they can write about within a general theme (p. 46).

While the learners are at this stage, teacher should be careful because of the freedom they get for writing creatively, they may commit a lot of errors and jot down the non sensible ideas as Hedge (2001) has suggested, "…the teacher needs to be aware of probable variation of response to this activity" (p. 46). Thus, in my view, it is one of the most effective techniques as well as strategies which might be useful for any individual to write by experimenting. In this stage learners as well as teacher can use and implement different techniques followed by free writing such as; questioning, making list, clustering or webbing, preparing a scratch outline as suggested by Langan (2005). I am also using these stages nowadays which are really working to help my students in writing creatively.

Constructivism in Writing

According to the constructivist theory the students do not learn about the knowledge rather construct knowledge themselves and internalize that constructed meaning and knowledge internally. In my view, fact is in the text so it depends how the text is interpreted. Truth for one child may not be truth for another. Nothing is absolute and final, they can be falsified. So, while writing creatively the students cannot write about the particular fact or the truth and the text produced or interpreted by them cannot be the same because the imagination also differs from person to person. It is only because of the uniqueness in the learners. According to Schwandt (1994), "Constructivist shares the goal of understanding the complex world of lived experience from the point of those who live it" (as cited in Richards, 2003, p. 38). Here, I would like to link this statement with writing creatively because in my view the experiences which the teachers have in teaching writing creatively can inspire them to practice new and effective strategies to teach it. And regarding students' experiences and practices, they also can have motive to imagine about the world and the things around them and through which they can understand and construct the meaning in a creative way. As I think, if we think something is more applicable for our lives we follow and learn that thing and also get motivated to learn that.

As constructivism focuses on meaning making, in writing creatively also students can make meaning with the help of associated things, though they have not the real thing with them. Atherton (2009) says that in constructivist theory the emphasis is on the learners as an active 'maker of meanings' (www.learningandteaching.info). Likewise, Brooks et.al. (1993) state that constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in

(www.funderstanding.com). Therefore, the meaning making and understanding world is also necessary in writing creatively.

According to Atherton (2009), there are two types of constructivism one is cognitive and other is social. Furthermore, he says, "Cognitive constructivism which is about how the individual learner understands things in terms of developmental stages and learning styles". Similarly, he believes that social constructivism, which emphasizes how meanings and understanding grow out of social encounters ([www.learningandteaching. info](www.learningandteaching.info)).

Thus, I believe that in teaching writing creatively expressing own experiences about the world and things around the learners and construct their own understandings is necessary. So my research on teaching writing follows the constructivist theory.

The Roles of the Teacher in Writing

As this research is related to the constructivist theory which encourages the students for meaning making, the role of the teacher is also as an instructor or facilitator or motivator who always creates environment and encourages the students to make the meaning and come to the conclusion. In teaching writing using creativity, though the teacher needs to play all the roles, he/she presents him/her as motivator, resource and feedback provider as different scholar have also accepted it one of them is Harmer. According to Harmer (2001), "Although, the teacher needs to deploy some or all the usual roles, when students are asked to write, the ones that are especially important are:

- Motivator

- Resource

- Feedback provider" (p. 261).

Motivator

The teacher should motivate the students or be a creator of the situation which is most important for the generation of ideas. He/she always should encourage and provide guidelines to the learners to make sense of their writing. Harmer (2001) states that the principal role of writing tasks will be to…persuading…the usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit (p. 261).

Resource

"Especially during more extended writing tasks, we should be ready to supply information and language where necessary (Harmer, 2001, p. 261). Here teacher works as a resource, whenever students need teacher to remove their obstacles while writing, he/she must be present and available and also be prepared to check their work for the progress. Moreover, as Harmer (2001) believes that the teacher should tell the students that he/she is available for offering advice or suggestions in a constructive and a tactful way (p. 261). I think it is because of that writing takes longer time than other which includes time for discussion with individual as well as in group.

Feedback Provider

The teacher should be very careful while providing feedback to the students on their writing as Harmer (2001) has suggested, "Giving feedback on writing tasks demands special care" (p. 262). He/she should respond them encouragingly and in a positive way about the content or about what they have written. According to Harmer (2001), "When offering correction teacher should choose what or how much to focus on based on what students need at this particular stage of their studies" (p. 262). In my view he/she should also provide feedback on the tasks they have undertaken.

Role Model

Role model means any person who is as an example to motivate anyone to do something. In my view, the behaviours, example and success of any person can be emulated by others. Talking about teaching, if a teacher shows good behaviours and performs well, then students try to imitate these things in their real life situation and knowingly or unknowingly they make their teacher their role model. While teaching writing creatively, if teacher himself/herself can perform well and get involved in it, then obviously students can get inspiration which is the most essential factor to learn something and this inspiration does work in the future, too.

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Related Research Studies

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Pandey (2004) has carried out a dissertation on "A study on the effectiveness of project work technique in developing writing skill: A practical study" from T.U. Department of English Education. In her research she has tried to find out the effectiveness of project work technique in developing writing skill and also aimed at suggesting some pedagogical implication on the basis of the findings of the study. She has also tried to find out the different methods of project work technique in developing writing skill. After doing research she has found out the attempts of the

effectiveness of project work technique in developing writing skill in English at that time. This research has also explored the perspectives of teaching English by using different techniques.

Likewise, Sah (2003) has carried out a research study on "Writing Proficiency of Grade IX Students". This study has concentrated on findings out students' proficiency in writing compositions. The finding of this study was that the students obtained more marks in mechanics than in writing compositions.

Rai (2003) has done research on "Teaching English Writing in Grade Four Using visual aids; a Practical study". In this study he has aimed at findings out the achievement in writing skill developed through teaching for a month. He has also aimed to find out the effectiveness of visual aids in teaching writing skill, to make a item-wise comparison of students' scores on the basis of the marks of pre-test and post-test and to suggest some pedagogical implications.

After doing his research he has found out that overall students could increase their performance in writing satisfactory and some of the students were found in the same place in the both pre-test and post-test. At the same time some were found in lower performance in the pre-test in comparison to post-test. He has also found that writing skill can be achieved by the students if they are taught properly from the very beginning. Visual aids can be great aids to enhance the students' performance while teaching writing.

Likewise, Paudel (1999) has completed his M.Ed research work entitled "A comparative study on English language writing proficiency of the students studying in Higher Secondary Schools of Gulmi and Kathmandu Districts." In this study he has tried to compare the proficiency level of these two different districts. This is a cross sectional study. The findings of this study are that the students of capital city had

better proficiency than that of the ruler area. This study further shows that boys of the higher secondary level are weaker in English writing proficiency than the girls.

Similarly, Neupane (2007) has carried out his thesis entitled "Strategies for Teaching Writing". The main purpose of his thesis was to find out the strategies that can be followed in teaching and writing to make writing class effective. Through his thesis he has tried to diagnose the problems faced by the teachers in teaching writing and the ways to make ELT writing class more effective.

After doing his research he found out that majority of the teachers are aware of the three steps- pre-writing, writing and re-writing and go through three stages controlled, guided and free writing. But he found out that they also do not use the stages to teach it and do not involve their students in such activities to make them active.

Zamel (1987) has brought out a research on "The Process of Discovering Meaning" where she had chosen eight ESL students and observed their writing habits. Those students were also considered to be good writers of English. All of them found writing as a creative process. They were also asked to write several drafts and to turn those drafts into final piece of writing. After doing this research, she found writers often go back over what they have written before moving onward again. She also came to the conclusion that writing is a recursive process and writers discover meaning through writing. So writing is a process of extending and refining our initial ideas.

However, a number of researches had been done in writing skill I am interested to do my research in writing skill or teaching writing creatively. I was not only concentrated to talk about techniques, I also tried to find out the perceptions and practices of the teachers while teaching writing.

The Gap I Noticed

Many researchers have done researches on different aspect of teaching writing skill. They have tried to dig out the different things from their researches such as; effectiveness of project work for developing writing skill, regarding writing proficiency of the students of a particular level, use of visual aids to teach writing, comparative study of the students, strategies to teach it, about writing skills and the authors have also given different ideas to teach it effectively.

When I consulted books and related researches I got to know that they only looked up the writing and writing strategies. They even did not try to talk about the practices of the teachers. They have no doubt true that try to introduce some strategies and comparative study of writing proficiency of the students in writing but they have not tried to commence something about creative writing and teachers' practices on it. There are many books and articles written about what is writing and how to teach it but there is not any compulsion and curiosity about what type of the practices are being used in real life classroom situation and about how they perceive those strategies or their experiences on them. Taking training and learning about strategies to teach writing creatively is not a big deal but if we find out whether the teachers are practicing those strategies or not and what is their experiences and perception on it. I wanted to find out these things through my research.

As we know while writing creatively, real life experiences play vital role and create the best learning situation and curiosity to the learners. When I observed one of the class of my colleagues' that time he only gave topic and asked them to write about that. He even did not try to create any real life situation which was the great difficulty for the learners. Thus, I wanted to investigate the practices of teaching writing in English adopted by the teachers of the government schools and their perception on it,

too. It will be very helpful to all the teachers to reflect upon their own practices and modify them if they need.

Conceptual Framework of My Research Study

As I believe, conceptual framework is only one concrete framework in the entire research process because in it my research study is established. It is the gist of the theory and organized knowledge that describes the relationship among various components. Due to this framework, a reader can reach to the gist of my study and conceptualize the whole idea. The conceptual framework of my research study is shown below.

Writing

Stages
- Pre-writing
- While writing
- Post-writing

Strategies
- Parallel Writing
- Guided Writing
- Free Writing

Teachers' Awareness

Classroom Teaching and Learning

Students' Performance
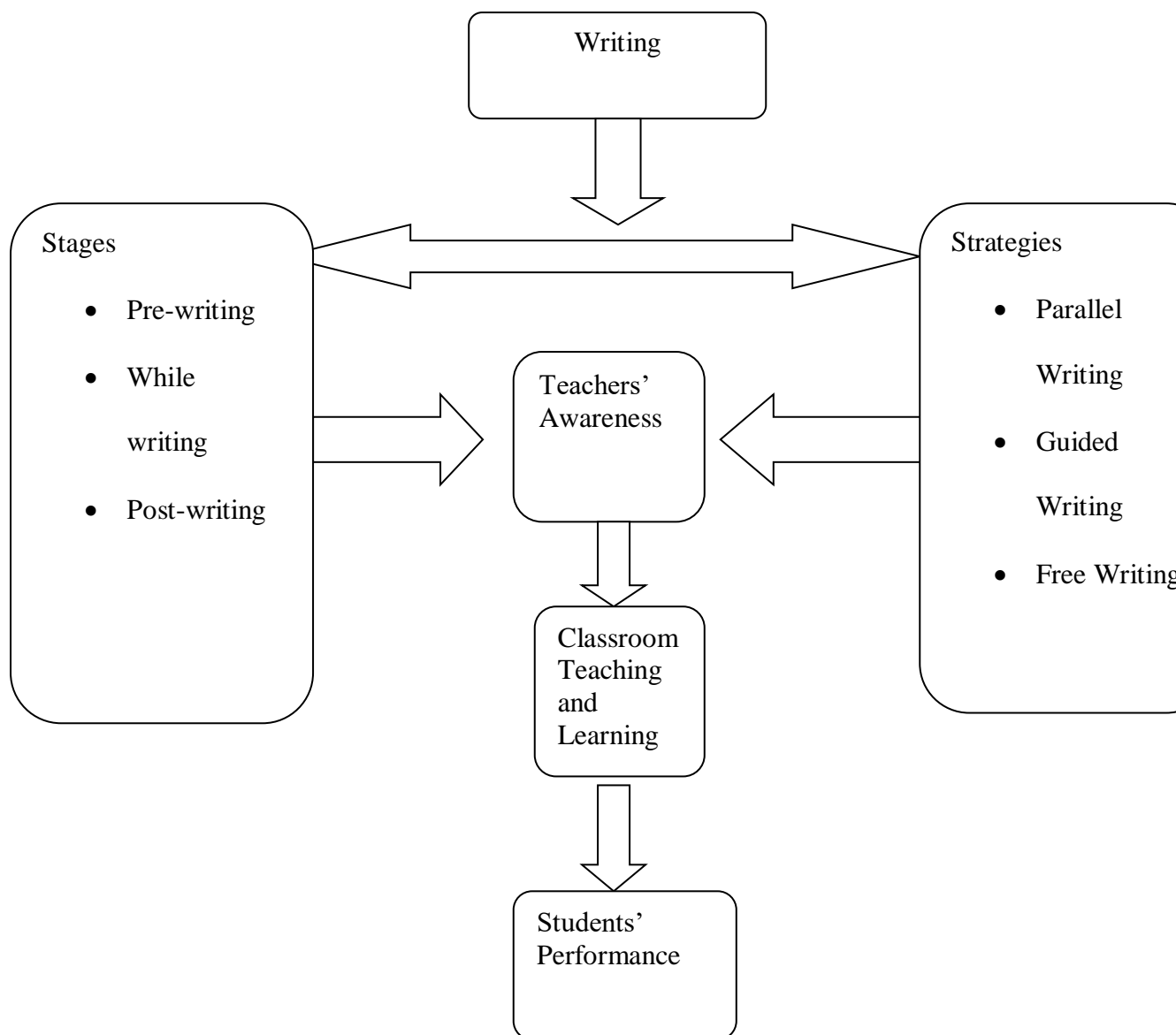
In my opinion, perception of teaching writing of teachers is not enough to improve performance of the students. There must be awareness on teachers and implementation in the classroom teaching and learning. Until and unless, there is not any practice of the strategies in the classroom, it cannot increase the students' performance.

Chapter Summary

This chapter dealt about the literature review on writing with the help of existing literature. Initially, the review of literature began with the introducing writing and its importance, its process, importance of the strategy, strategies to teach it, stages of development, constructivist theory and the roles of the teacher in it. I have also discussed with the conceptual framework to show the research study clearly and about that I have noticed after studying different literature related to it.

CHAPTER III

METHODOLOGY

OVERVIEW

This chapter discusses about different philosophical considerations for my research,
research paradigm and how it gives the guidelines to me for carrying out this research.
Similarly, it presents the view of science in my research, methodology of the study,
selection of research site and participants, data collection tools, data sources, quality
standards and ethical considerations.

Research Paradigm

In my view, research is a systematic process through which one can find out the
solution of the problem which can be useful in the future. It is a guideline for ways of
knowing, being and valuing reality.

Willis (2007) says, "A paradigm is a comprehensive belief system, world view
or framework that guides research and practice in a field" (p. 8). So, we can say a
paradigm is a broad framework of perception, understanding and belief in which
theories and practice operate. In every research researchers may need different
paradigms to perceive, define and understand the things differently and it is a base for
the researchers to confine the research according to the nature of the research. As a
researcher I have also selected a paradigm to conduct my research. As my research
problem is about creative writing where we need to use our own perception and
understanding to construct or make the meaning, I chose interpretive paradigm.

Interpretive Research Paradigm

Richards (2003) states that the fundamental tenet of this position is that reality is socially constructed, so the focus of the research should be on an understanding of this construction and the multiple perspectives it implies (p. 38). So, interpretive paradigm is concerned primarily with generating context based understanding of peoples' thoughts, beliefs and values. This paradigm can be used to study human behaviors too. I have chosen this paradigm for my research problem because in my view every person is unique and has different perception and views on any subject matter. As every individual is unique and generalization is possible to some extent and the way of interpreting the meaning of the subject matter differs from person to person, there is no need to think about something same as the others' do or on the basis of others' perception. Another reason for choosing this paradigm is everyone can create own knowledge on the subject matter. Everything may have multiple meanings which can be different from person to person.

So, in my view in teaching and learning writing there is need of interaction as well, because knowledge is something which can be constructed by interaction. I chose this paradigm because of its focus on student centeredness and on meaning, appropriateness of the contexts, skills integration and use of authentic materials in order to reach the goal of teaching writing creatively. As interpretive research paradigm aims to generate reflective understanding, it is obvious that it can help me to understand the teachers' practices and perception in teaching writing. As my study sought the teachers' perceptions and practices of using different strategies to teach writing creatively, I used interview and classroom observation which are primary data collection tools in which I involved myself with my participants. Thus, I chose this paradigm for my research.

Philosophical Considerations

As my research is guided by philosophical instance I would like to present it in terms of research paradigm, ontology, epistemology, axiology and view of science in my research.

Ontology

As the meaning of ontology is theory of reality, it cannot be same for all. That means the something which is reality for me may not be reality for others. Likewise, in writing also there can be different views of teachers regarding their practices of teaching it. Actually I believe in freedom, independence, constructed knowledge and making or finding contextual meaning. There may be definitive reality. There can be multiple realities. Teachers may have different experiences and perception regarding creative writing it might be because of those multiple realities. In writing using creativity, everyone need to interpret and perceive the things differently by using their own imagination. Barbour (2008) advocates "Ontology refers to our views as to what constitutes the social world and how we can go about studying it" (p. 20). 0nly one problem is not there, which is creating hindrances for writing creatively.

Multiple realities are shaped by social, political, economic, cultural, ethic and gender values. The reasons for using different strategies for teaching writing might be influenced by such values. As I believe there is not singular reality, I observed and interviewed to find out their perceptions and practices about using different strategies to teach writing creatively. From them I found out multiple realities. I tried to bring out and value the reality that lies with each teacher and their practices. According to Richards (2003), "Ontology, literally science or study of being, is concerned with the nature of reality and their stances" (p. 34). Thus my ontology is related to interpretive

paradigm. In my research, I tried to value the individual's perception about strategies practices used by teachers and their perception to teach writing creatively.

Epistemology

Epistemology refers to the study of knowledge which may differ from person to person and generating knowledge is the nature of everyone. Richards (2003) states that actors are individuals with biographies, acting in particular circumstances at particular time and constructing meanings from events and interactions (p. 38). Therefore through interactions they can produce knowledge themselves. Moreover, I brought my own subjective experiences to the research and tried to develop an understanding of whole.

Knowledge is something which can be created through interaction. So, I engaged my students and colleagues in interaction through which I could get knowledge about the research problem. There are multiple realities shaped by multiple contexts. So that I felt that interpretive paradigm also believes that knowledge is constructed based not only on observable phenomena but also on subjective beliefs, values, reasons and understanding which can be influenced by their environment. Willis (2007) believes that human beings are influenced by their subjective perception of their environment and their subjective knowledge (p. 6). Basically while doing research I concerned or sought to understand knowledge and meaning of interpretation. Mason (1996) opines, "Epistemology refers to theories of knowledge, how we come to know the world, and our ideas about the nature of evidence and knowledge" (as cited in Barbour, 2008, p. 20). While doing this study, I respected the respondents' opinions and ideas along with my views to create knowledge. Thus, knowledge was created by interacting with my research participants as well as the data obtained from them.

Axiology

Cohen, Manion, and Morison say that people are deliberate and creative, they act intentionally and make meanings, and they are not passive dolls of positivism. So, we can say that they can create meanings with their own creativeness. I believe that knowledge cannot be explored through others' perception and understanding. Everyone can explore the knowledge with the help of his/her own perception because every person has his/her own identity and value. As we know the worth of knowledge is depended on the contextual meaning, I provided the opportunity to contextualize the meaning and use their own imagination to know their values because truth also depends upon the context and what is true in one context may not be true on another one. As axiology means the study of value which studies how people think and determine the value of different thing. My research was highly affected by individual perception and realization of the things. I did not force the participants to receive the knowledge created by others or shared by me. I explored the knowledge myself and created my own value. I also encouraged them to create their own values and explore the knowledge themselves. Truth is always changeable so that during my research participants' changing perspectives were also accepted. I provided them with equal opportunity and the information gathered from interview.

View of Science in My Research

As I have selected the interpretive paradigm which is new and related to the complexity science. So, the view of science in my research was the emerging science of complexity which offers the promise of an alternative methodology. According to this science there is no boundary at all and structures can be changed or fade. So, every participant of my research was free to express their views, opinions and feelings and also to change them according to the need of the situation. At the same time I also observed their feelings, emotions, logic and the actual condition and their perception about the given situation. Thus my research was influenced by complexity science.

According to the complexity science there can be possibilities which we think of while doing research and it is related to its feature emergence which is hallmark of interpretive paradigm too. Another view of the science in my research is about auto generation/production which believes that emphasis should be given to the autonomy of the individuals. I believe that each individual has potentiality to generate or is capable of forming his/her own perspectives. This is about acknowledging creative dimension of researcher and the research participants. So in my research, this science gave emphasis or value to the novelty and the creation. This science also believes that structures cannot be remaining same at all time. They need to be changed. In my research also boundary might be existed but it is for temporary. So, my research was viewed by complexity science.

Methodological Consideration

While conducting research we need methodology to bring a reliable output. It is obvious that different methodologies grant us to achieve the different goal within a single research. But according to the nature of my research and I had decided to use interpretive paradigm, I followed qualitative method for my research as it could be

conducted in the natural setting and helped me to get the different perception of the participants

Qualitative Research Method

Neuman (2008) opines, "Qualitative research begins with a self reflection about them as situated in a socio historical context" (p.14-15). Likewise, I chose this method for my research and started it with my own self reflection and furthermore being a qualitative researcher I only did not focus on a specific question. Qualitative research is appropriate in the field of language teaching and as I believe this research method is appropriate one for my research because it is especially person-centered. According to Richards (2003), " … seek to understand the meaning and significance of these actions from the perspectives of those involved" (p. 10).

Meanings are always constructed by human beings and they engage with the world they are interpreting. In creative writing, too, the participants need to express their views about it. To get their views, I asked open-ended questions as Creswell (2003) has suggested. According to him, "The more open-ended the questioning, the better as the researcher listens carefully to what people say or do in their life setting" (p. 8). Qualitative research method was good for my research as it takes place in the natural setting where I could often visit the site of the participant for conducting research which I believe gave me more real information about the research study. "Qualitative research will study human actors in natural settings, in the context of their ordinary, everyday world" (Richards, 2003, p.10). Along with their real life experiences, I also involved them in it as Creswell (2003) believes that qualitative researchers look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study (p.181). As this research

method aimed to carry out the conclusion with the help of both researcher and participants' views, it was fruitful to carry out research with the help of this method.

According to Creswell (2003), "The process of qualitative research is largely inductive with the inquirer generating meaning from the data collected in the field" (p. 9). To bring different perspectives or generate different meaning in the relevant issue, it employs a range of methods, too. So, it is an appropriate research method to carry out the research as it values and respects participants' experiences and knowledge created by themselves.

Research Design

The research design can be taken as a systematic process which is followed by interaction in qualitative research. It is especially based on the data that is collected. In this section, I pictured out different aspects of the study from the research process concerning collecting, sampling and analyzing data.

Selection of Research Site and Participants

Sampling is a process of selecting a group of people or other elements for bringing out relevant information. For carrying out a research, we need certain population as Kumar (2009) claimed that it saves time as well as financial and human resources, therefore, it is very important to collect relevant information for any kind of research. There are different sorts of sampling among them I have chosen purposive sampling to select my re

search participants as my research study is guided by qualitative research.

Ball (1990) says, "Purposive sampling is used in order to access "knowledgeable people", i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience" (as cited in Cohen et al 2008, p.115). It is a technique in which the

researcher selects the certain members for applicable information. So that I used purposive sampling to select those participants who could provide me depth or relevant information related to research questions. There were not any chances of generalization of the findings and less complicated to set up. Cohen et. al. (2007) say that researchers handpick the cases to be included in the sample on the basis of their judgment..." (p.114). Thus, I selected a particular group of lower secondary level English teachers for my study depending on their practices, experiences or expertise on the proposed study.

I conducted this research in government schools of Tikathali VDC and other government schools of neighboring VDCs of Lalitpur district. I had chosen these government schools because I wanted to find out what kind of strategies are being practiced by teachers of those schools while teaching writing creatively and know about their experiences and perception about teaching it. I helped them to find out the actual reason and what the actual lacking part was for teaching writing creatively. I selected the participants of Lower Secondary Level from each school for my research. First of all I took the interview of the English teachers of those schools. After interviewing them I stepped forward for selecting the participants and I selected only five participants. I observed the selected participants' class and which had obviously helped me to collect sufficient data for my research.

Data Sources

To make my research output effective and to get the main problem and solution of the problem following data sources would be prominent.

Primary Source

Primary source of data is based on original data sources. The primary sources of data consist of mainly observation sheets and interview recordings as well as transcripts.

Data Collection Techniques

The data collection techniques help researchers for collecting information and set the boundaries for the research. In data collection of qualitative research, there is need of involvement of the participants. Moreover, it enables researchers to select the appropriate tool and techniques to fulfill the purpose of the research. I chose open-ended interview and observation for collecting data. Interview helped me to find out the perception of the teachers about teaching creative writing and at the same time observation helped me to know the real practices of the teachers in their classrooms.

Interview

Richards (2003) says, "…interview is no mere question and answer routine-it is an interaction event" (p. 50). So, interview is a process where the both parties can express their ideas and perception with each other regarding any issues. As Cohen et.al. (2007) believe, "it is an unusual method in that it involves the gathering of data through direct verbal interaction between individuals" (p. 351). It may give the real answer too because it is only the process through which a researcher can go to the depth of the problem. Richards (2003) believes that interviewing is never really an answer to anything. It is a journey within a journey (p. 65). This means while taking interview, being a qualitative researcher I only did not concern on confirming something which is already known. Barbour (2008) takes interviewing as both art and

science. He further suggests that it is important that the researcher attends to both of these aspects of the research encounter if the full potential of interviewing as a means of eliciting relevant, valuable and analytically rich data is to be analyzed. (pp.113-114).

As interview helped me in findings of my research problem, to pursue understanding anyone needs to go deeper, I also tried to go to the depth and establish a relationship with the participants who shared their ideas on teaching writing. I did not only ask questions to the participants but also shared my ideas with them. "…interviewing isn't just a matter of finding the right people to talk and asking them the right questions" (Richards, 2003, p. 49).

According to Cohen et.al. (2007), "Interviews enable participants… to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view" (p. 349). In my view interview is the best way and flexible tool to get views of participants about the creative writing and the problem they are facing because it helped me to know and them to reveal their knowledge, ideas and opinions regarding their practices on teaching creative writing. I interviewed the participants to find out what perception and experiences they have regarding teaching writing and also about their practices on it. I conducted the interviews which would fulfill the goal and to generate the questions from the immediate contact. I used open ended questions in interview as Barbour (2008) suggests that it as the hallmark of the interviewing. It will allow the participants to expose their perception on the issues with the greatest importance. I showed my interest to listen to my participants through which I could perceive and understand their perception properly. I offered supportive feedback to the respondents.

I interviewed three times with five different English teachers of Lower Secondary Level to know about their perception and practices about teaching writing. I took interview for three times because I wanted to be clear about some questions which I could not understand or be clear about their perception. My first interview started from very general questions related to teaching writing such as; What is writing?, Is it necessary to teach in ELT classroom or not?, How does writing help to improve English language proficiency?, Do you use any strategies to teach writing?, etc. I also asked specific questions led by general questions like; Do you think these strategies help to improve in the performance of the of the students while writing?, What are the challenges you are facing while using those strategies?, What other strategies should be used in order to improve in the performance of the students?, etc.

In my second interview, I also repeated only those interview questions on which answers were not clear in the first interview and again I asked some more questions which were related to their responses of previous interview. As my interview was open-ended, some questions were different from one another. I wanted to go in depth and as my interview was open-ended, I asked them different questions on the basis of their answers.

Again I took third interview and this time I returned back to my respondents after observing their classes. I was curious to know their views about their views regarding their activities in the classrooms. So that I again went back to them and asked some more questions on which I wanted to be clear. With respondent 2, I only took two interviews. Then, I ended my interview because I got the required information from my participants. I recorded all the interviews in my recording device.

Observation

Observation means the act of watching. In other words, observation means watching how people do their job. Observation can also be a purposeful, systematic and selective way of watching and listening to an interaction or performance as it takes place. Observation is one of the parts for collecting data. Through observation a researcher can collect data for the research study. As Richards (2003) suggests, "Find a way of disguising the note-taking. So that it is possible to make notes as events unfold" (p.116). I took note or running commentary while observing the classes.

According to Richards (2003), "Observation is more than a mechanical process to be gone through; it is a commitment to apply the full range of our perceptual and analytical skills as intensively and extensively as we are able to in the pursuit of understanding" (p. 106). Observation is a process and an opportunity for the researcher because it provides the chance to the researcher to collect the live data for the research. In regard to this, Cohen et. al. (2007) state that … observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social data. (p. 396).

"Observation methods are powerful tools for gaining insight into situations" (Cohen et. al.2007, p. 412). So I also applied the technique related to observation which became the vital tool for me to receive the actual data. I observed the participants' performances on teaching writing too, which provided me the information about their real condition and helped me to step forward for the solution of the problem. Another reason for choosing this tool was that those data which I had collected from the observation helped me to make my research valid, too. Moyles (2002) says that observational data are sensitive to contexts and demonstrate strong ecological validity (in Cohen, Manion & Morrison, 2007, p. 396).

I tried to use different strategies like; consent, honesty, privacy, recording everything while observing, etc. as well as consider those ethics while doing research.

When we observe different things around us then we can learn about them and response according to the nature or behaviour of the observed things. It means, by observing we can learn how to behave according to the situation or condition. By observing phenomena around us, we can test our personal theories. It can also be helpful to refine our theories through the observation of the social and psychological behaviours of others and ourselves. Richards and Farrell (2005) state that …observation – the direct watching of someone teaching something in front of some learners inside the formal classroom- is done mostly in order to gain an understanding of some aspect of teaching-learning or classroom interaction (as mentioned in Bhatta, 2009, p. 37). Through this statement I wanted to show that it is necessary for me to understand what types of strategies are being practiced while teaching writing creatively. Thus, observation was the vital source for me to collect the data. So, I used it as data collection technique. Through this, I believed, I became able to get the guideline or way to find the major problem as well as solution.

While observing I went with the blank sheet of paper and noted down whatever I had seen in the classroom. I applied participants' observation as a tool for data collection because the purpose of my research also was to find out the practices and perception of the teachers on teaching writing creatively. I observed their three different writing classes to see the activities they used in their classroom, strategies or ways of teaching writing creatively, involvement of the students and the process of teaching it. In my first classroom observation, I found that some of the participants were conscious to lead the process of teaching writing and some others were in confusion. In the second classroom observation, I found some changes in their

practices because they used different strategies such as; guided writing, parallel writing, question answer method, etc. in their classrooms. They also asked the students to work in pair or group. In my third classroom observation, they used some new techniques but other activities were same as before. Then I stopped classroom observation. I also compared the information obtained from the interview with the classroom observation to find out the differences.

Quality Standards

Quality standards are very essential to prove the authenticity of my research work. In order to ensure the quality standards, the following strategies were employed.

i.Prolonged Engagement- As my research study needed my own participation in research and observation to make this study qualitative I used this standard. I spent completely a whole month in the field and observed three different classes of my participants and interviewed them three times. Due to my involvement in research site, it was helpful to find out the context and participants' real perception. With the help of this I avoided misinformation. Through this I tried to build the trust which was necessary to construct the real life situation and enabled me to develop an in-depth understanding the proposed study.

ii. Persistent Observation- According to Lincoln and Guba (1986), "…sufficient observation to enable the evaluator to "indentify" those characteristics and elements in the situation that are most relevant to the problem or issue being pursued … them in detail". As the prolonged engagement affords the depth to the scope, it is one of the objectives of this observation. So, to identify the main elements which are relevant and essential to my research, I applied this quality standard. I observed their classes three times to indentify the elements which were related to my issue.

iii. Peer debriefing- It is the process where disinterested peer engage for the discussion of one's findings, conclusions and analysis. I asked those disinterested people to discuss with me about working hypotheses outside the context and about the methodologies, too. In my view, while doing research, it would obviously help me to reduce monotony and stress because I also discussed with my colleagues and friends about my findings and conclusions. There was no doubt that it would be useful to increase credibility of qualitative research.

iv. Member Check- It is the process of testing hypothesis, data, preliminary categories and interpretations with respondents. With the help of this a researcher can collect the original constructions. It was occurred continuously in data collection and analysis. As it can be used in the sense of communicative validation of data and interpretations with members of research, in this process they can also get the chance to correct their errors of interpretation. It observed accuracy of the data gathered, descriptions and even interpretations that narrates participants' perspectives. So that I met and talked with the respondents three times in order to know whether their information was right or they wanted to correct their errors or perception of interpretation.

Data Collection Procedure

As the nature of my research, I used two different tools i.e. interviews and observation to collect the primary data. First of all, I identified five government schools in Lalitpur district which are in eastern part of the district. Then I visited the identified schools and shared the background information about the research area , problem and the questions with both the school administration and Lower Secondary English teachers due to which they felt easier and comfortable to share their perception and understanding and fixed the time and the date for the interview. I interviewed at first to know about their perceptions and secondly I observed the classes of the participants

to find out their practices they are using while teaching writing creatively and also slightly talked about their experiences, and perception regarding teaching writing using creativity.

In the first interview, I asked them general type of interview questions related to teaching writing such as; What is writing?, Is it necessary to teach writing in ELT classroom?, Do you use any strategy of teaching writing?, What is your perception about your strategies of teaching writing?, etc. Then I went for the classroom observation.

I observed their real classroom to find out the practices they are doing in the classroom. It was also for finding out the differences between what they said and what they did in their practical classrooms. I found that they were trying to implement the strategies which they said in their interview. I noted down their activities in my notebook. Then I fixed the time for next interview.

I transcribed the recorded interview and also studied my notebook and tried to investigate the facts, causes and reasons behind the dissimilarities between what they said and what they did. In the second interview, I went to them with the transcript and again asked them the previous questions if any answer was not clear to me. Then I asked them some other interview questions according to their responses in the first interview like; What type of field work should be given for teaching writing?, What type of clues do you provide to the students?, Why do you think it is difficult to teach writing in government schools?, How do you conduct free writing?, etc. Each question was different to respondent because I had asked the questions by keeping their previous responses in my mind and I also tried to relate the new question with their responses. Again I fixed the time for the next classroom observation.

For the second time, I observed their classes to see the strategies and the techniques which they had not used in the first class. In their second classroom observation, I found some changes. They were using different techniques to teach writing creatively and also organizing group and pair-work. After observing their second class I thought that I must be clear about the steps and strategies they were trying to follow in their classrooms. I wanted to know their understanding about the stages of teaching writing and also the strategies they were applying in the classrooms. Then I fixed the time for third interview and again studied whole data collected and also the transcript of the second interview.

In the third interview, I asked them about their understanding regarding parallel, guided and free writing and also about the stages of teach writing viz. pre writing, writing/while writing and post/re-writing. Furthermore, I wanted to know about their ideas of applying these in their classroom and also their roles while teaching writing creatively. After taking the third interview, I fixed the date for the third classroom observation. In this class I wanted to observe whether they would use any other strategies and also I was curious on how they would follow the stages and play the different roles as they said in the interview.

In the third classroom observation, they were trying to follow all three stages of writing and also using new techniques to teach it in more creative way. They engaged all the students in the activities, two of the teachers made web, some used pictures, guided writing and also free writing. After this I stopped taking interview because I have already got the information from interview which my research study demanded for. I also got enough relevant information from their classroom observation as well.

I collected the raw data, code them as R1, R2, etc. and recorded the responses. I selected five teachers on the basis of their experiences and qualifications. As Cohen et.al. (2007) believe, "Qualitative data often focus on smaller numbers of people… yet the data tend to be detailed and rich" (p. 461). These information guided me to make questions for the interview. I used open-ended questions which were especially intended to elicit their perception, views and experiences. For this I conducted face-to-face interviews with participants and recorded the interview as well as recorded information using hand written notes. I made transcription and provided the participants with a copy of their interview transcripts to make improvements if needed and assured them I will not flash their opinions and ideas with other. Later, I triangulated the data collected from observation and interviews. Finally, I presented my findings and conclusion from the research.

Data Analysis

According to Richards (2003), "Analysis addresses the identification of essential features and the systematic description of interrelationships among them-in short, how things work" (p. 270). As I believe data analysis is the act that helps in transforming data and it aims to extract useful information and facilitate conclusions. Cohen, et.al. (2007) advocate that qualitative data analysis involves organizing, accounting for and explaining the data; in short making sense of the participants' definitions of the situation… (p. 461).

Data analysis is a systematic process of dividing the data into different parts which must be meaningful. It helps to segment the different parts of data that is collected. It helps the researchers to convey detail and deep information within small number of participants at the same time they have to organize and interpret the gathered data. It is also a process in which the obtained data has to be separated into

meaningful part with the understanding and the researchers also have to summarize it but without knowing cause and effects of the research problem it will be difficult task. As data collection is done after collecting the data, I also started analyzing it.

For data analysis, I used the words or actions of the research participants which were captured through interviews and observation. I proceeded it systematically and rigorously and focused on responding to research questions. I transcribed the interview data which I recorded in my recording device. Then I coded my participants like; R1, R2 up to R5.I collected the data and thought about those data and categorized them. I reflected upon those views, comments and insights of the research participants and tried to discover the real meaning and got the sense of the information by studying that thoroughly. I prepared the transcription of the interview. Cohen, Mannion and Morison (2007) believe that in qualitative data the analysis …is almost inevitably interpretive; hence the data analysis is less a completely accurate representation (p. 469). I arranged the categories in different ways. It provided me with an opportunity for looking perspectives, connection and patterns differently. Then I connected the interpretation and ideas which were generated through different procedures to my concepts and sought for explanation and understanding. I also wrote a summary of each individual interview and observed things.

Finally, I rethought and rewrote to find out whether my research objectives have been met or not. If not I returned to the participants with a summary and conducted a second interview. Through this, I checked whether the essence of the first interview has been accurately or fully captured. I collected the further data which were gained through those insights.

Ethical Considerations

Ethical considerations play an important role while conducting a research to establish boundaries about what can or cannot be done which furthermore refers to moral guidelines that the researchers have to follow during data collection process in the field. Richards (2003) believes that qualitative inquiry discovers about people they do not know themselves and might want others to know, if something went wrong it hurts a lot. Therefore, ethical considerations are essential while conducting any research because they lead the researcher by sketching boundaries about different things such as; what to do, what not to do, and how to do while collecting data. They also give the sense of respect towards the participants. Creswell (2003) said, "Do not put participants at risk and respect vulnerable population" (p. 64). During research, the dignity, privacy and interest of the participants should be respected and it is the researchers' duty to assure them there will not be any risk. In addition to this the researchers also have to take permission from the participants and concerned administrative person.

The researchers should take the responsibility to protect the participants from any sort of harm or effects as Houser (2008) has suggested. According to him, "One of the most fundamental ethical principles in research is beneficence or do no harm" (p. 59). Another ethic is related to the identity of the participants which they may not want to expose. Thus, the researchers must respect their feelings and not reveal the real names, addresses and occupational details of them as well as the researchers also do not have the right to provide them with the imaginary names because there are a lot of chances of match up their names with another person. It is better idea for the researchers that allocating numbers or symbols for the participants' identity. McNiff, Lomax and Whitehead, (2003) also suggest that allocate initial numbers or other symbols to identify participants" (p. 51).

"Other procedures of data collection involve gaining the permission of individuals in authority (e.g., gatekeepers) to provide access to study participants at research sites" (Creswell, 2003, p. 65). it shows that researchers need to take permission before entering the organization or class from the authoritative persons and in addition to this they also have to explain the purpose and procedure of the research clearly to both of them. It is also necessary to assure the participants that their ideas will not be violated. While observing the classes of the respondents, we must follow some other ethical considerations. There are four general strategies for observing which are suggested by Richards (2003). They are

- Observe and record everything.

- Observe and look for nothing-that is nothing in particular.

- Look for paradoxes.

- Identify the key problem confronting the group. (p.134).

There are some ethics too as suggested by him.

- Consent- Before observing the class, I took consent for entry from the entire related authoritative person.

- Honesty- I have tried to be honest while releasing their observed information.

- Privacy- I kept everything secretly, if the participants do not want to reveal something out. I did not assume that the matter of the privacy is closed once permission obtained.

- Ownership- I carefully considered the data thinking to what extent it belongs to me. My all decisions were based on respects for the participants involved.

- Harm- I dealt all above issues properly due to which there will be minimum chances of harm.

By keeping all these views in my mind, I adopted the following ethical issues regarding my own research.

i.I took permission with the school administration and afterwards with the Lower Secondary teachers before entering into the class.

ii. I informed and explained the respondents the purpose and also made them clear about what sort of information I require.

iii. I assured them about not releasing their privacy and maintaining confidentiality.

iv. I took permission before recording their interview in my recording device.

v. I did not compel them to respond any question if they felt difficult and in the way as I wanted.

Chapter Summary

In this chapter, I tried to link the various aspects of my study with research methodology. I described my paradigmatic considerations, view of science in my research, methodology of the study, data collection tools, data sources and quality standards. Finally, I presented the ethical considerations for my proposed study.

CHAPTER IV

DATA ANALYSIS, INTERPRETATION AND DISCUSION

OVERVIEW

The main goal of this chapter is to analyze and interpret the data collected from different tools. So, this chapter begins with the analysis and interpretation of the data which I obtained from the interview and direct observation. I have analyzed and interpreted all my research data separately under the four different themes.

Discussion, Analysis and Interpretation of the Data

I discussed, analyzed and interpreted the data collected from interview and direct observation. I verified the interview information through classroom observation. Then, I transcribed the interview data and drew the four different themes for analysis and interpretation which are helpful to find out answers of my research questions and fulfill my research objectives as well.

Theme 1: Strategies to Teach Writing Creatively

To teach writing effectively and in a creative way is a very tough and challenging job. We cannot teach writing but we can use different techniques and follow different strategies to help our learners to learn creative writing. To make the writing class effective and to help the students to write in their own ways, we must know about different strategies of teaching it and also about its implementation. Different scholars have suggested various strategies and stages for teaching and learning creative writing but the three strategies seem more useful. There are parallel writing, guided writing

and free writing. Parallel writing is a writing where a teacher gives sample writing before teaching writing and helps the students to learn about new topic. Likewise, with the help of clues and outlines given by teacher, students create their own writing in guided writing. Finally, in free writing the students pour out their feelings and opinions in their writing where teacher can involve the students in different activities. I analyzed and interpreted my research data on the basis of these three different strategies of teaching writing creatively.

Sub theme 1: Parallel writing. While interviewing my respondents they disclosed different perception about parallel writing. Respondents 3 and 5 said that they have no idea about what it is. But respondent 1 told that he knows about it and he is also implementing it in lower secondary level to teach essay or paragraph writing. In response to a question "How do you conduct essay writing?" his answer was, "For essay writing I will write sample writing about a cow or a dog or anything else. Then I will tell them to write about another topic similarly." It was similar to Bright and Gregor as they believe in parallel writing lexical framework, order, arrangements are also provided to the students to make them write their own sentence (as cited in Subedi, 2006, P. 238). Likewise R2 also revealed the same answer. He expressed his ideas as:

> "Yes, I have been teaching in secondary level and lower secondary level. I teach parallel writing as one of the items in our class. First, we give an example of writing to our students to develop the similar type of writing. For example, I give the topic to our students, 'My Friend'. They will write something about my friend, after that I will encourage them to write about my brother. So, my friend and my brother, when they are able to write about my friend, automatically this writing will help to write about my brother. So, they

should involve into similar kind of thing to next writing. So, that is called parallel writing."

He also provides with an example of a cow as R1 had given. R4 also gave same kind of response. So, the views of R1, R2 and R4 were similar to Pandey (2001) who believes that at this stage student produces sentence with minor changes on what he/she learned previously (p.115).

From their responses, I assumed that they know about parallel writing and it is an easy way to teach the lower level students. Teaching parallel writing also enhances the students' creativity and helps them to get ideas about writing creatively. It is a controlled type of writing where the students are not free enough to use their own imagination but they can learn about the structures of the sentences and it paves the wall for them to write effectively. According to O'Malley and Pierce (1996) "…. progress through a number of stages as they gain competency in writing" (p. 144). So, parallel writing is more useful in lower level and fruitful for the beginners where the students are already introduced with the sentence structure. In this stage, students produce new sentences with the help of the knowledge they have got previously and can think of new vocabulary as well.

To be sure about their responses, I also observed their three different classes to know whether they use all those activities or strategies in their classes which they have said in their interview or not. I found they tried to apply such strategies in their classrooms. I also found that the students were encouraged towards such strategies. While observing my respondents' classes, I found that some of them were using it. Similarly, R1 and R4 also used parallel writing in their classrooms. R1 taught his students how to write personal description about someone in his second class in Grade VII. First of all, he wrote the information about someone then converted that into a

passage and asked his students to write same kind of information and description about their friends. It was like a combination of parallel and guided writing because he had also given clues to the students. R4 also used it in his first class in Grade VII. He taught about "My Mother". He wrote about his mother and then asked some questions to the students such as; Do you love your mother?, How old is she?, etc and also about their opinions about their mothers. He asked them to work individually and share their answers in the classroom. He corrected their errors and gave his students to write about their friends in the same way at home. It was also a combination of parallel and use of question answers to teach writing creatively. Interestingly, R3 who told me that she was unknown about it was also using it to teach writing. Here is the detail of her classroom observation.

When I observed her second class, I found that she was using it to teach 'Thank You Letter' in Grade VI. As we entered in her class, she greeted and told her students about the topic that they were going to learn that day. She wrote a 'Thank You Letter' on the board as a specimen for the students. Before providing that sample she told her students when we should thank to other. After writing that she explained the letter in detail and asked them to write the same type of thank you letter to their teacher about the lesson they have learned that was my country but she had written the thank you letter to the teacher for teaching them about the martyrs. She instructed them to use the same format. She asked them to share their answers and corrected the errors herself.

From their classroom observation I found that most of the respondents are alert about parallel writing. R2, who knows about it, did not implement it and R5 also did not use it in her class and she has no idea about it as she had told in her interview. Consciously they were trying to use it in their classrooms. All the students were also

not feeling comfortable as they were not using this kind of activity in their classrooms but they were looking so motivated and curious in their class.

So, on the basis of above discussion and analysis, it can be interpreted that they have good understanding and knowledge about parallel writing such as giving sample, asking the students to produce writing on new topic, etc but some respondents could not perform well in the classroom as they were getting puzzled or in dilemma on what to do first and next. Some respondents did not give an opportunity to the students to share their answers and only paid attention to the students who were asking questions. They were giving topmost priority on correcting grammatical errors which I felt was not good. Sometimes, they read aloud the new or interesting sentences written by the students which were effective part of teaching to motivate the students. Finally, it is one of the effective strategies to be used in the classroom for teaching writing creatively which helps to promote students' writing habit.

Sub theme 2: Guided writing. Guided writing, which is another step of writing or another strategy to teach writing. After interviewing my respondents, I came to know that they all are familiar with this strategy to teach writing and they are using it in their classrooms very often. When I interviewed my respondents, they revealed same kind of responses about its concept. R2, R4 and R5 revealed the same concept regarding guided writing. They said that they would like to use it most of the time in lower level or they would provide with the more clues to the students of lower classes in written form. For senior students, they describe the subject matter often orally and sometimes in written form. Here I would like to share the concept of R2 about it which he had shared with me. "In lower classes, I would like to give more guidelines to the students. So that they can change the single word or phrase to a sentence and finally they complete a paragraph." His views seem somehow related to

Hobelman and Wiriyachitra (1986) as they state that it gives the student more freedom to use the vocabulary, idioms, ideas and organization introduced (p.125, in Creative Writing Activities, 1995). In addition to this in next question related to guided writing he said,

> "Certainly, I do have ideas because I teach guided writing to my secondary level students. When we give some kind of points or outlines to our students before they write that is called guided writing. So, normally we can give skeleton story, sometimes to write in a particular topic, we give them a special fact about that by explaining the fact our student can complete the writing. So, I am successful to teach guided writing in my class."

In the same way R4 said,

"If I have to give hints to the senior students, I won't give hints to them. I just give hints to them orally only. They must be capable to catch whatever I have said and they have to characterized whatever I have said. So, these strategies will be appropriate according to the level. Suppose, for the junior students, we have to give clues and they will write the answer according to these clues. Whatever we have mentioned on the board but for the senior students we do not have to give clues but we can explain them."

Similarly, R5 also revealed that senior students have background knowledge of the subject matter and lower level students may not have or they might be blank on subject matter. So, she would like to help them with guidelines. R1 and R3 also believe that guided writing can help the students in writing creatively and we can use it in essay and story writing. To be clearer about guided writing, I went back to my participants and asked them to define guided writing as per their understanding. They evoked almost same type of answer. According to R1 in guided writing we just give

guidelines and tell them about something. Then ask them to write about that thing and it is done with guidelines. Likewise, I went to R3 and asked her about it. She also exposed the same answer but with example of a cow. R4 shared his view by explaining that it teacher provides the skeleton part and with the help of that students will compose story, paragraph, essay, etc. We can compare these views with Raimes (1983). As he believes students are given an outline to fill in, uses of questions to respond or information to include in their piece of writing (p.103).

From the responses gathered from the respondents I assumed that in this strategy a teacher guides the students to write new thing providing outlines or hints to them. Students also get more freedom in selecting lexical and structural items for their writing exercise within a framework. I also assumed that after providing clues to the students, they can select new vocabularies and use their feelings in different way. According to Raimes (1983), "Guided composition is an extension of controlled composition" (p.103). He also says that if a teacher provides guidelines for discussion that control he imposes has the advantage of letting him help the students beforehand with the vocabulary and sentence forms that they might need in their discussion (p.72). So, in it the teachers can ask the students to write stories, articles, passages, etc. with the help of guidelines.

In order to know whether they use these kinds of activities in their classes or not, I also observed their three different classes and I found that they were trying to use it in their classroom. I also saw that they were using it most of the time in comparison to parallel writing. I went to observe the classes of all the teachers and here I want to show some glimpses of what I saw in their classrooms.

They all used guidelines to teach their students but in different ways. They used different techniques to teach it in their classrooms. R1, R2 and R4 taught a story

with the help of outlines. They instructed the students to use outlines in proper way. They tried to facilitate them. There was contradiction between their ways of teaching. R2 seemed different than R1 and R4 because he encouraged and helped the students to be involved in writing. He also observed their tasks and provided with an opportunity to correct the errors themselves whereas R1 and R4 directly asked the students to write the story with the help of guidelines and they also corrected the errors themselves and did not provided an opportunity to the students. There were similarities too. They all provided with outlines for the story and asked their students to create a readable story. All of them made their students aware about the use of tense and also made them clear to use new ideas which they can think of. Similarly, R5 also used clues to teach an essay writing in her first class. She asked them to write about their own villages or town using given clues. She corrected the errors of the students herself as R1 and R4 did and also provided with feedback

R2, R4 and R5 also taught an essay writing using question and answer method. They created different questions and asked the students to be sure about the topic and explained the questions. They also asked them if they have any difficulty regarding given questions. They also helped the students to select or choose appropriate vocabulary. Here also R2 was different than R4 and R5. R2 not only encouraged the students to give the answers but also elicited heir answers on the board and used those answers to made them clear about the topic and also about the vocabulary items. They all gave place for their personal views and opinions on the given topic and they also gave opportunity to the students to share their answers and provided with feedback. Likewise, R3 and R4 used same kind of guided writing by creating webs. That activity was more about free writing however, they used some guidelines.

As I showed the glimpses all the respondents' classes, I also want to present overall view of R1's class.

It was his second class and he was teaching about personal description. First of all, he talked about the previous writing class and then introduced the topic for that day and provided with a model for writing. He wrote the information about someone then converted that into a passage form and during that he had also written some questions related to the model such as; How old is he?, What is his address?, What is his father's name?, etc. Then, he asked his students to write same kind of information and description about their friends. It was like a combination of parallel and guided writing because he had also given clues to the students. He moved around the class and observed their task. After that he asked few students to share their answers with the whole class. He talked about the passage and provided with home assignment which was changing the information of the form replacing their own identity and writing passage about that.

From their classroom observation, I came to know that all the respondents were trying their best to implement the activities which they expressed in their interviews. Some respondents were mixing or merging up the activities like guided and free writing. I also saw that all the respondents are well-known about guided writing because all the respondents used it in proper way and they also felt easy to use it in their classroom. In some of the respondents' classes students got puzzled because they were not clear about what to write especially in their opinion part. While observing I also noticed that students were involving in the activities and they also seemed familiar with guided writing.

After discussing and analyzing all the data, it can be interpreted that they have better understanding of guided writing. They tried their best to implement it in their classrooms. They also encouraged the students to use new words and told them to be free to write whatever they wanted. Sharing the answers with the whole class was also

good. As guided writing focuses on using new words, adding new sentences and making paragraph or writing story with the help of guidelines, they tried to do everything. Due to unclear instruction and the correction of errors by the respondents themselves, students sometimes got puzzled. It clearly shows that there were some lacking parts in their performance. At last, while using guided writing, students can use new vocabulary items and idioms along with their ideas and understanding in writing and it is easy way for them because they get outlines from the teachers and they do not have to worry about selecting vocabulary items and the content. It means what kind of things can be included are outlined.

 Sub theme3: Free writing. Free writing which is another developmental stage or type or strategy to teach writing creatively is more innovative and artistic way with full of imaginative and ingenious thoughts that students can invent themselves. In my research I also found it as a strategy to be used in the classroom for teaching writing by using creativity. By keeping this thought in my mind, I went to take interview of my respondents. They seemed aware about free writing. I had already taken their views about the concept of the free writing but again I went back to my respondents and requested them to define free writing as they have understood. All the respondents presented almost same answers.

 In response to the question, "What is free writing?" R1 said, "We do not give any guidelines or something and students will be able to write something by creating something of their own." Likewise, R2 exposed his view in this way,

> "Free writing is to some extent different from guided and parallel writing because in free writing students have to use their creativity under a particular topic. For example; when I ask my students to write free writing, at that time I just provide them topic. Under the topic, they will consider many points by

themselves. But teacher wants to give them topic. After they make up their mind about the points, main facts about the particular topic, then they will write and show me. So, comparatively free writing is more difficult for them than guided and parallel writing."

His view shows that it is different from other and at the same time he cleared about the application of free writing in the classroom. "Free writing means that whatever the students know they can write without any clues, without any guidelines." (R3).

Similarly, R4 responded, "In free writing topic will be given to the students and they write themselves whatever they know about it in depth or in surface. They compose and write what they know about the particular topic."

In response to the same question another respondent 5 said, "Those writing that is free from any restriction. Writers are free to express their views."

The views of all the respondents are somehow similar to Harmer (2007), "This provides powerful motivation to find out the right words to express their experiences" (p. 328). In the same way Raimes (1983) evokes that free writing often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing tasks (p. 7).

Regarding techniques to be used in free writing they shared their ideas about different techniques. All of them evoked various ideas. R1 said that he wanted to use essay writing or story writing. But R3 has different view than of other respondents. She said that she prefers field work for creative writing. According to her, "I think to make their writing perfect we have to give them field work." Furthermore, she added, "It helps a lot to improve English language and especially speaking. If we let them to a real field, they can know about the particular thing. Then, we can gain some

knowledge about the particular thing" in response to the question "How does field work help to improve English?" She also added that we need to let the students in the real field to gather the information about the particular thing to be written.

Likewise, R5 has also different view. She uttered that she prefers the use of newspaper, mass media and dialogue and communication for teaching free writing. In reply of a question "How do you conduct free writing?" She answered back, "As I have already told you, free writing is a writing that comes out after something inside your inner feelings and emotions and I always prefer my students to create their own imagination but the problem is same."

I had some more queries regarding use of newspaper and dialogue and communication. So, I asked her how they are useful in teaching writing creatively. She enlightened that through newspaper students can learn the words that are not familiar and get information. It is similar to Subedi (2006) who portraits about free writing which , "… involves individual selection of vocabulary and structures for the expression of personal meaning" (p. 236). R5 also revealed that dialogue and communication are important to encourage the students to be involved in the conversation in the classroom with their friends or teachers.

After interviewing them, I considered that free writing is one of the stage as well as strategies and another name of creative writing because it is directly linked with it. While using this strategy, students are free to jot down their ideas or thinking in their creation. They do not need to match up their ideas and belief with other. As they shared different techniques which I think are constructive. Moreover, the students can use their creativity to keep the good impressions on audience in such type of writing and they can introduce them as an independent writer in a familiar topic. It is similar to Glazer and Brown (1993) as they say, "Students who customarily

write at the developing stage may exhibit characteristics of independent writers with familiar topics or genres" (as cited in O'Malley and Pierce, 1995, p. 148). Finally, it is a kind of writing in which students can scatter their feelings. I also came to know that the teachers can apply various techniques such as; use of newspaper, and field work.

To confirm this, I observed the three different classes of all the respondents. All of them applied the free writing in one of their classes. R1 did free writing by asking the students to write whatever they want to write about their school. R2 used pictures in his class to conduct free writing, and R3 and R4 made web and gave some clues to the students to do free writing. R5 also did free writing. She used newspaper in one of her classes but she also used question answer method in that class. In another class she taught free writing by asking the students to interpret the text as they want. I had keen interest to observe the classes because I wanted to know how they all teach free writing. I observed the classes of all the respondents but here I would like to present the glimpses of R2's class.

I went to R2's school for the observation of his class and it was his third class. We talked for a while and after sometime he told me that he is going to teach in Grade VIII and teaching item was 'Describing Pictures'. He started the class asking a question 'Do you like to draw pictures or not?' After that he displayed a poster and asked about the pictures in that poster. He also asked the students to describe other pictures which are hung on the wall. He appreciated their work and complimented by saying "Good job, very good". He asked the students to guess about the topic and when they guessed he displayed one picture in which there were some people, houses, beautiful park, hill. He asked them to describe that picture individually and encouraged them to ask the questions about those pictures. He observed their activities and asked them some questions like, What are the things you can see in the

pictures? How many children are there?, What are they doing?. He also facilitated

them to write the answers. After completing the task, he divided them into pairs and

asked them to compare their writing and share their answers with each other. He also

asked them to share their writing with the whole class and facilitated them to correct

the errors themselves. He also tried to know about how they felt. Students were telling

him that it was nice but little bit confusing for them. He also provided with homework

and it was drawing picture as their wish and describe that.

After observing the class I came to know that use of pictures in the classroom is also an appropriate way to teach writing creatively but the teacher needs to facilitate the students properly otherwise they may get puzzled and they will meet the complexities in selection of vocabulary. Raimes (1983) also believes that picture provides a shared experience for students in the class, a common base that leads to a variety of language activities (p. 27). I also found that students were encouraged due to the use of the pictures. I also found that both the teachers and students were feeling difficult in free writing. It seemed difficult for them to run the activities smoothly because though the students were encouraged, without guidelines they were getting nervous. They tried their best to perform in the classroom and it showed that they are not habituated with such kind of activities.

On the basis of above discussion and analysis, it can be interpreted that free writing is a bit complicated for both teachers and students because in this writing students cannot get the guidelines and it is very difficult for them to choose vocabulary themselves. It might be due to the level of the students because in lower level obviously it is a tough job. Another thing is that students may commit a lot of errors in free writing. In nutshell, all the respondents facilitated their students in proper manner and to teach free writing we can use different techniques like; making

web, using picture and newspaper as suggested by Langan (2005) which can be the splendid options to be used in the classroom.

Theme 2: Stages Followed by the Teachers to Teach Writing

To write effectively or to teach writing in an effective way, one should follow its stages in the classroom which obviously will be a successful idea to get the students involved in writing activity. Writing creatively is where students can use their own imagination and opinions about the subject matter but for the students of the school level, we must help them for writing. Otherwise they may get puzzled. So we should teach it following its stages to make our students to understand the topic.

There are different stages/steps for writing. They are pre-writing, writing/while writing, re-writing/post-writing. These three steps of writing consist of thinking about topics, selecting needed information or appropriate ideas to be used in writing and helping the students with different structures for teaching writing creatively. They also help the teachers to lead discussion on the given topic and also encourage them to promote pair or group work in the classroom. I analyzed and interpreted my research data on the basis of these three stages of teaching writing creatively.

Sub theme 1: Pre-writing stage. Pre writing is a stage where a writer brings and uses some background knowledge about the topic and language to be used. In response to the question "Do you know stages of teaching writing?" My respondents said that they know about this. After that I asked them very specific question about these three stages of writing to know about their opinion or knowledge about them. I asked "What is pre-writing stage?" In response to this question all the respondents revealed almost same kind of answer. When I asked this question to R1, he said, "In pre-writing stage, student will write themselves about something without any idea of

teacher." Obviously in this stage students' knowledge about the subject matter can be checked but his answer was a bit contrary from R3's view as she told me, "It is the first step of writing. First of all we have to give them clues." Her view shows that to check their knowledge on subject matter we must help them by giving clues.

Likewise, R2 explained,

> "Pre-writing is the step for writing. Everybody should be mentally ready to write and should be prepared to write on the particular topic. So, pre-writing is before writing activity on a particular topic student should have fact about that topic. They should have some background knowledge about it. By using that background knowledge about the topic, there is a kind of warm-up of teacher side so the students can discuss with each other or sometimes teacher provide them varieties of questions about the topic, which is pre-writing."

I asked R4 a question "Do you know about stages of writing? If yes you can elaborate them." In response to this question he expressed his view in this way, "There are different ways of writing- pre-writing, while-writing and post-writing." Moreover, he added, "In pre-writing teacher will not give anything. He just motivates and facilitates the students and during this he just gives one topic and with the clue of that topic, students try themselves."

Though his view is not clear or there is confusion in this statement, it also shows that it is one of the planning stages where teacher does not do anything but provides with the guidelines for writing. In this stage teachers need to interact a lot and motivate them for digging out their background knowledge of the subject matter. R5 also said that she knows about the stages of teaching writing and she defined pre-writing in such a way, "Pre-writing is a writing that is done before the actual writing like making plots, collecting subject matter." Here we can see similarities between R2

and R5's view. R3 also seems somehow agreed with their views. R1 and R4 have revealed same sort of answer.

From their responses, I assumed that they know about pre-writing stage of writing and it is the stage when they prepare their students for writing and also use it as a warm-up activity. It can be taken as giving guidelines. In this stage students can explore some more ideas and outlines for writing which help to remove dilemma on what to write. This stage also brings experiences of previous writing and reading. In this stage students can collect the data for writing.

To verify this, I observed their three different classes as well to know whether they use all these activities which they said in their interview. I found that they tried to apply such activities consciously what they said in their interview. I also found that the students were not familiar with such activities because when the teachers asked pre-questions to their students, they felt uneasy to respond. For instance.

I went to R4's school. When I met him in the school, he was planning to teach that day's lesson. He informed me that he has class in Grade VII and he was going to teach story writing. Then we entered in the classroom. The number of students was not so big. So I could observe each student's activities clearly, sitting on the last bench. He started his class by telling that they were going to write a story. He asked questions like; "Do you like to write a story?" They simply smiled and nodded their heads. Then he again asked them, "If I don't give you clues, then can you write?" This time students got little bit confused and after that he wrote a question on the board. "Construct a readable story through the given clues and give the appropriate title." He provided with outlines for the story writing. He explained the outlines and while explaining he asked the questions related to the story such as; "What will be the replies?, What will happen next?" and at the same time he was encouraging them for

prediction. He described everything for preparing writing story. He observed their activities and facilitated them. He also encouraged shy students and helped them for writing. After completing the task, he asked them to share and provided with feedback. He also helped them whenever they felt difficulty while presenting. He provided with another outlines for writing story as homework. After that he wrapped off his class.

From their classroom observation, I found that all the respondents were very conscious in their classes as they were not using such types of activities in their usual writing classes and I also found that students were not feeling comfortable in the beginning but later on they also became familiar with the terms. All the respondents were using pre writing activities like, asking them questions related to the topic, giving hints, encouraging students for predicting or releasing their background experiences about the subject matter. However, most of the students did not response. This might be due to not being familiar with such activities.

So, on the basis of above discussion and analysis, it can be interpreted that they have good understanding and knowledge about pre-writing activities such as; asking questions, guessing/predicting answer, showing picture, giving samples, etc. But, sometimes their performance did not seem effective and interactive because most of the time students just sat silently and as a passive listeners and very few students responded in English. Most of the time they preferred Nepali. In some of the teachers' class even few students did not respond. Therefore, most of the time the teachers themselves asked questions and they responded themselves.

Sub theme 2: While writing stage. While writing is a stage where students should be encouraged in draft writing. In this stage students write a first draft after getting outlines in pre-writing stage. Responding to the question related to while

writing stage almost all the respondents shared same sort of answers. Regarding this question, R1 said, "By imaging and copying something, students write something which is while writing activity." His view shows that it is the actual stage where the students write on the given topic and they can express their feelings and opinions. Copying is also right because students can use sample or outlines drawn in pre-writing stage. R2 also gave his response in this way:

> "In this stage, students have already got the ideas and they start writing. From the beginning to ending, they organize their writing in a better way and in a good explanation, good handwriting and using facts and example that is while writing."

R3 said that she is unknown about this stage of writing. She said, "I don't know about while writing." It might be true. However, she was using these stages or teaching her students step by step, she could not define what while writing stage is. R5 who has completed her Master in English Literature said, "This is the implementation stage which means the actor has to give his/her views here. Writers have to execute their views in this stage." Her view shows that it is the stage for the students where they can implement the outlines that they have gathered in the pre-writing stage. Here, they can also execute their views and feelings as creative writing focuses on. In response to the same question, R4 shared different view. He responded, "In while writing, teacher herself or himself helps them." I think R4 emphasized on what the teachers do in this stage. All the respondents' views show that in this stage students prepare a first draft by expressing/jotting down their own feelings in a passage form where they also use the information explored in pre-writing stage.

After interviewing I found that R1, R2 and R5 revealed almost same type of answer and their responses show that they are known to this stage of writing because

they said that by using and organizing their own imagination students can express their feelings as well as it is the actual phase of writing. Similarly, R4 also have understood the while writing stage but he focused on role of the teacher in this stage. In writing/while writing stage, of course, students need the help of a teacher to keep all the collected raw data in a systematic way. According to Clouse (2004), "This activity is writing based because your focus is less on your reader than on expressing your ideas the best way you can" (p. 70).

So, the students can develop their writing habit by practicing it a lot and they also need to think and use their opinions. At the time of while writing, the teachers' role is to guide facilitate and encourage the students.

In order to know whether they use these sorts of activities in their classes or not, I also observed three different classes or not, and I found some similarities and some contradiction between what they said in their interview and what they did in their classroom. During the observation, I found that they were simply instructing their students to write a passage or essay on the basis of hints/outlines they had provided with. They directly asked them to write with the help of outlines in their some of the classes but they also encouraged them to add whatever they think and know about the topic. At last they also asked them to exchange their exercise books with each other and share their writing by forming groups or dividing them into pairs. The following is a description of a classroom what I saw.

I went to R5's school in the morning to observe her class. When I reached there, she had just arrived. She told me that she has class in Grade VIII and she was going to teach them paragraph writing. There were only 12 students in her class and it was easier for me to observe each and every activity. It was her second class or I was going to observe her class for the second time and she started the class by

sharing about her best friend and also gave them an opportunity to predict the topic. She used a newspaper and showed them an article which was about friend. She interacted with the students and asked them what they know about the friend. She elicited their answers and appreciated their attempts. After that she provided with some questions on the board to write a passage about best friend. Questions were like; 'Who is your best friend?, What is his/her name?, When did you meet him/her?'. She explained all the questions and asked them if they have any difficulty regarding those questions. She instructed that they need to write the answers of those questions to form a paragraph at first. She observed their activities by sitting in front of them but time to time she was reminding them that they could use their own thoughts regarding subject matter. Later on she asked them to exchange their copies with each other and recheck that writing and again asked some of the students to share their writing. At the same time others had to check their own writing. She also provided with feedback where necessary and asked them to correct the errors themselves. She appreciated their task and asked them to write that again in proper order at home and remaining students have to share their writing in next class.

From their classroom observation, I found that the respondents clearly tried to implement all the stages of teaching writing and they also tried to use all the activities related to those stages of writing in their classrooms by dividing them in group or pair works which I could not find in their first classes. They had only asked few students to share their answer with the whole class. They also encouraged their students to use their own thoughts in the writing piece in their other two classes. In their first observed classes, they did not observe the students activities frequently. They did not give care for the students' which I felt was not good. In other two observation of their

classes they also facilitated them to sequence the raw data collected in the pre-writing stage and convert them into a meaningful piece of writing.

On the basis of close analysis and discussion, it can be interpreted that they have good understanding of while writing activities but practically, somehow, they are failure to implement in their classroom. In while writing stage, students work individually and compose a writing piece where teacher has to go from student to student and suggest or encourage them for writing or to express their opinions. So, in while writing stage, students should reflect their opinions, views in writing by not expecting for a readymade piece of writing. Though, they had divided them into group or pair, there I could not find interaction between them which I felt was not good aspect.

Sub theme 3: Post-writing stage. Rewriting/post writing, which is a stage where students try to find themselves the self mistakes on writing and also the errors on spelling and grammar in while writing stage. Here they can revise all the aspects of a piece of writing. Responding to the question related to post writing activities. R1, who has been teaching in Lower Secondary Level for 6 years and completed his B .Ed. and doing M.Ed. with major English, said, "After writing about something; students have idea or knowledge about something. Then, they write about something that is post writing." His view does not seem clear but obviously after completing a piece of writing themselves they can grasp the knowledge about the written topic and have good understanding of it. R2, who has been teaching for many years in Secondary Level, gave different view than of R1. He responded, "Post writing is after we write something and if we finish just student go back and look at the writing they have done. So, they correct the result, they do post writing and it does not have some

special effects." I again added one more question to him regarding its implementation in his writing class, "How do you use these stages in your class?" Then he explained,

> "As I mentioned earlier, I use this stage by completing three parts. In the first part, I do some warm up at that time I will provide some hints, outlines under the particular topic to our students and get background knowledge and they get idea in pre-writing and in while writing. I teach my students about the particular terms, difficult words and the examples they wanted. And in the post-writing, I will just state the feedback only."

Similarly, R5, who has done M. A. in English Literature and been teaching for several years in Secondary Level revealed the same view like R2 regarding my question. She answered, "Post writing is the correction stage. We can analyze, re-correct as well as take suggestion in this stage." Furthermore I asked her "How do you conduct these three stages in your class?" She responded in this way:

> "I'd do these things: first I give the topic. Then, I ask them to give their views, knowledge about it. If they don't have any idea, then I'd give them few clues indirectly. After that I make them to write their feelings."

Similarly, Hobelman and Wiriyachitra (1990) state, "After the composition is written, it will be given to another student or other student who makes comments on the contents and form. Then it is rewritten and submitted to the teacher for her comment" (p.125, in Creative Writing Activities, 1995). Their views also show that there is need of correction after completing the task.

R4, who is doing M.Ed. in English Language and has been teaching for 3 years responded, "In post writing, topic will be given and students write whatever they know." I could not be clear about his view. Then I added another question, "How

do you apply these three stages of writing in your classroom while teaching writing?"

Then he responded,

> "I have faced problems while talking about creative writing but it can be applied in the classroom. Suppose, I am going to teach about one topic or about a family. Before that I ask them to write about it. I can explain what is family and simply I sketch few sentences and lines on the board. Then after I can compose a paragraph on the board. Later on, I ask to my students "Now your turn. You write about your family'."

R3 again expressed that she is not familiar about post writing stage of writing. She said, "No, I don't know about the post writing."

From their responses, I assumed that some of the respondents have the concept regarding post writing activities and some others view was confusing and also not clear. At the same time R3 told that she is unknown about while and post writing. I felt that they are failure to change and update their concept and knowledge. It might be due to not consulting different books, journals and research. Only two respondents, I felt have the clear concept about it.

To verify this, I also observed their three different classes as well to know whether they apply such activities in their classes or not. I found that they were asking their students to share the answer and correct the errors. They have committed in while writing stage. Sometimes, they corrected the errors committed by the students themselves and sometimes they gave the opportunity to correct the errors themselves. They also provided them with feedback and helped them to analyze the written piece of writing. As for example;

> *I had keen desire to observe R2's class as he had told me that in this stage*
> *students go back and correct the errs in his interview. Thus I went to his school and*

met him and when I observed his class I saw these things. As we were talking about that day's class he told me that he was going to teach them story writing. We entered in the class and I sat in the left corner of the classroom from where I could see everything clearly. The number of the students was big there. He started his class with interaction, asking some questions such as: "What day is today?, In which day we have holiday?" After that he asked them to share the lesson from the previous class and appreciated their attempts and also provided with the feedback. Then he told them that they were going to write another story and looked for their interest and asked them whether he should provide them with guidelines or not. Students wanted guidelines, so he provided with them for a story writing which they were going to write. Before starting writing he also asked some questions related to the story and encouraged them to answer those questions. He made them aware about the tense that they have to use while writing story. While the students were writing he observed their activities and asked them whether they have any confusion or not regarding given clues. After completing the task, he asked them to share their ideas and appreciated their ideas and asked them to add the title and moral of the story. Though there were some errors, he encouraged them to share the story they had written and provided with feedback. He also motivated them to find out the errors themselves and underline them. At last he asked them to write the same story correcting the errors.

After observing their classes, I came to know that they were trying to implement the activities of post writing in their classrooms. They were also giving positive comments and encouraging them for sharing. They also motivated them to find out the errors themselves and also conducted the group or sometimes pair-work. I could see this in their second and third classes. But, regarding the correction of errors, most of the time teachers themselves corrected it and provided with the accurate

answer. They did not ask the students to find out the errors themselves but they asked them to re-write the task in correct version. This means they provided with the chance to writing in correct version.

On the basis of above discussion and analysis, it can be interpreted that the teachers have theoretical knowledge about the post/re-writing stage of writing but in practical behavior they could not perform it well. In re-writing stage, there is need of feedback and it is the time for finding out and correcting the errors themselves. If the teachers correct the errors in students' exercise book, then the result will not be good. Some teachers were correcting the errors themselves and telling the exact answer or writing the accurate answer in their exercise books. They have divided the students in group or pair but did not ask them to find out each other's errors and discuss to solve them.

Theme 3: Role of the Teacher While Teaching Writing

In every aspect of teaching learning process, a teacher needs to play different roles according to subject matter, time and situation. He or she needs to be with their students in every condition to facilitate or to inspire them. It is also necessary to make them understand the subject matter. According to Subedi (2006), "The teacher is also believed to be one of the factors" (p. 27). Regarding teaching writing, teacher has to be a motivator, facilitator, guide, resource person or facilitator who creates the free environment for the learners to create meaning and think of new ideas. As Harmer (2007) has also suggested some of these roles of a teacher regarding writing. He or she also needs to encourage them to be more creative and to drag out the meaningful conclusion. A teacher can also be a motivator who always motivates and encourages the students to generate something new and innovative and he or she can play the role of facilitator who always facilitates to construct everything themselves. Teacher can be a resource person who never feels irritated to help or guide his/her students in time of need. "The primary task of the teacher is to permit the student to learn, to feed his or her curiosity. Merely to absorb facts is of only slight value in the present and usually of even less value in the future" (Rogers, 1983, as cited in Head and Taylor, 1997).

So, after interviewing and observing the classes of my respondents, I found that they have keen interest to play different role in their classroom while teaching writing creatively. Here, I am going to discuss and analyze different roles of the teacher in teaching writing creatively as they have shared in their interview. As my respondents want to be a motivator, facilitator, guide, or a role model, I want to discuss them briefly in this section.

For innovating new ideas or thinking, a teacher must play the role of the motivator or the creator while interviewing my respondents regarding their roles in teaching writing using creativity, they shared their ideas about it. They shared their deep desire to play the different roles according to the situation and as their students feel comfortable. As Harmer (2007) states, "One of the principle roles in writing tasks will be to motivate the students, creating the right condition for the generation of ideas" (p. 330). This view of Harmer seems similar to the view of the respondents. When I asked them "What can be your role while teaching writing creatively?" They gave different answers. Some said that they want to be a motivator because they want to motivate their students or raise interest in teaching writing creatively in their students as Subedi (2006) believes that strongly motivated students or learners are probably easier to teach (p. 25). As motivation is needed for the students in access amount, teachers should always be ready for motivating them. Without motivation it will be difficult to engage the students in writing tasks.

While interviewing, R1 shared his ideas in this way:

"I use to teach in class in many ways. Sometimes I become motivator, sometimes I play role of students or they could get time to do their task themselves. I use more child centered method. I just want to be a guide to them and they will do their tasks themselves and at last I correct them."

According to his view a teacher can play different roles at the same time. Similarly, another respondent, R3 said, "Actually English is too much difficult for government school students and first of all we should have to encourage them to write in English and I want to tell them English is very easy, if you want to try them. If you want to do something in English, we have to be very strong one." From her view also, she has indicated towards the role of the motivator. She preferred to be a motivator.

As she told me that she would encourage her students to write in English. Furthermore, she added that she wants to be like a friend or her role would be friendly to them while teaching writing creatively.

In the third interview of R4, he revealed his answer of the question "What can be your role while teaching writing?" was like this:

> "If we talk about creative writing, a teacher can play different role like; a motivator, facilitator, role model. Especially, in my class, I just demonstrate and when I demonstrate or explain I play as a model. They can practice and they can try to imitate. They have the habit of imitating the seniors and if I play as a role model, it will be effective for creative writing."

It also shows that a teacher can play different role according to the situation and we can take it as a role of a motivator because through role playing he wants to motivate/encourage his students to write something. Some of the respondents also want to be a facilitator for teaching writing creatively. As facilitator facilitates the students to do different things by not writing all the answer as they wanted. They motivate a lot to create new thing and help them to innovate new things and to understand the things which they are doing or writing. As Harmer (2007) states, "Especially during more extended writing tasks, we should be ready to supply information and language where necessary" (p. 330). This view of Harmer shows that a teacher needs to be a facilitator or resource for the students who will always be ready to help the students for selection of everything while writing. My respondents also answered me,

> "While teaching creative writing, my role is to facilitate my students to think more and more about the particular topic and try to find out some example about the exact topic." (R2).

"My role is both guided as well as facilitator because students are not perfect. In that case guided teaching is most essential and for some brilliant students I just play the role of facilitator." (R5).

Their views seem somehow similar to Harmer. They also want to be a facilitator and guide most of the time. They also want to make sure that they will always help or guide their students in need. Harmer (2007) believes that we need to tell students that we are available and be prepared to look at their work as it progresses offering advice and suggestion in a constructive and tactful way (p. 330). So their views regarding facilitator or guide look similar to Harmer's view regarding resource as a role of teacher while teaching writing.

After interviewing, I found or learned about different ideas about the role of the teacher in writing classroom. They seem very curious to play different roles according to the situation. They have awareness about their own roles as their students feel comfortable. They all want to engage their students in the activity to write in better way. They all want to make their students feel easy to write in English or to be a creative writer. Their views are similar to Harmer's view as he believes, "Where students are involved in creative writing activity, it is usually the case that some find it easier to generate ideas than others" (p. 330). In teaching writing creatively the teachers' role is most important to make the students write in their own because without inspiration and encouragement of the teachers it will be difficult for the learners to be involved in such activity.

For the verification, I went to observe my respondents' classrooms. I wanted to be sure on whether there was similarity what they said and what they did in the classroom. As my question was related to their roles while teaching writing using creativity, I wanted to know how they behave and help their students in the classroom.

I found that they tried their best to help their students to be involved in the activities. They also encouraged their students to create new thing. Here, I want to show the glimpses of my respondents' classes where they had played different roles.

As I have observed three different classes of all the participants, I got chance to see different things in each class. When I observed R1's class to see how he behaves/encourages his students I found that in two of his classes (first and second), he only instructed his students directly like: do this or write about your school or change the given information to a passage. As he told me in his interview that he wants to play the role of the facilitator or a motivator but in these two classes I could not see anything as he said. In his third class obviously he was trying to motivate and guide his students for writing. In his third class he taught story writing providing with outlines. In this class he frequently observed their activities and facilitated them where necessary. He was also asking whether his students have any difficulty or not.

Likewise, I also observed R2's class to see how he plays the role of a facilitator in his class as he said in his interview that he wants to be a facilitator and facilitates his students. Obviously, there was no doubt; he played the role of a facilitator in his class. I observed three different classes of him and he was always ready to help his students. He always motivated them, observed their activities and also appreciated their deeds. He explained everything and encouraged them to write whatever they think about the topic. He moved around the class as much as possible and facilitated them whenever they had confusion. He encouraged them to ask the more questions about the topic and while he was using pictures for writing in his third observed class, he again motivated them to ask more questions about the given pictures and also to give answers themselves for describing the pictures. He encouraged them to give the answers themselves and facilitated them to write about

the topic in their own way. In all three classes of him, he gave more places for their views and opinions and also encouraged them to correct the errors themselves.

Similarly, to know about R3's role, I also observed her classes where I found she was really polite and friendly to her students. In her first class where she was teaching writing on the topic "My Village or Town", of course, she was encouraging her students to be involved in the activity but her instruction did not seem clear for them and simply she checked their work and corrected the errors herself. There I could not find any motivating factor for creating new thing in writing and also for using their own opinions or ideas. In her second observed class, she tried to help her students to correct the errors and motivate them to share their ideas with other where she was teaching to write a "Thank You Letter" by using a sample. In her third observed class where she was teaching them to write about "A Cow" by using web, she directly instructed them what to write but she moved around the class and observed their activities which I felt was really good. She also encouraged and facilitated them to share their answers. She appreciated their deeds which was a motivating factor for the students.

In three different classes of R4, I found that he was motivating and facilitating his students to get involved in the activities. He always encouraged his students to tell the answer or motivated them to interact with each other and share their ideas with their partners as well as with the whole class. He provided lots of place for their views in his second class where he was teaching story writing using outlines. He encouraged shy students to feel comfortable and share whatever they have written. He also motivated or tried to feel them comfortable by asking "How is it?, Is it easy?, Yes…." In such a way, he helped and facilitated them to write. Whenever they needed help, he was always there but he told me that he wants to play the role of role model or

demonstrate more things himself, because according to him students do/imitate whatever their teachers or elders do. He also said that he prefers demonstration but he did not demonstrate anything and he also thinks it is effective for the students if a teacher becomes a role model which is really a good point. Every time he was correcting the errors himself. He did not give opportunity to correct the errors themselves which I think was a lacking part.

Similarly, I also observed the three different classes of R5 as she answered me in her interview regarding her role in teaching writing creatively that she wants to be a guide for her students while teaching it. To know about it in detail, I observed her classes. In her first class she told her students that they are going to describe or write about their village and provided with the help of outlines and instructed them to write. She was encouraging her students to write but not guiding or facilitating them to write. In her second class where she was teaching writing on the topic "My Best Friend" using question answer method. She interacted with her students about the topic and provided with questions and explained all the questions and instructed them to write the answer of those questions as a form of paragraph. She observed only whether her students were writing or not but she did not asked or interacted with her students regarding the difficulties they were having while writing. But in her third class she observed their activities and guided them where they felt difficulty. She also encouraged them by telling that they are free and can add any kind of question. She also helped them to correct the errors themselves and appreciated their tasks too. Somehow she tried to be a guide for them. As I have already mentioned everything that I saw in the real classroom practices, I again want to present the particular data of observation of R5's first class.

It was the first class of respondent 5. She started her class by greeting and asking them what kind of things should be written while writing/describing any object. Then, she elicited the answers and told them that they are going to write about their village by providing some points for writing. Such as; name, district, structure, location, people, facility, climate, environment, your opinion, conclusion. She explained the hints and asked them if they have confusion. After that she asked them to write and observed their task. She checked their answers and asked some of them to share their answer. She corrected their errors and also appreciated their attempts. She again asked them to exchange their exercise books and write about their friend's village at home. In this way she ended that day's class.

From their classroom observation, I found that all the respondents were trying their best to play the role as they wanted. They tried to be a facilitator, guide, motivator and a friend with their students. R4 who told that he wants to be a role model or a demonstrator was not trying to be it, but he became a good motivator and facilitator for his students. Being a role model cannot be seen in the classroom but it can change the behavior and the way of thinking in the students. Consciously they were trying to help or facilitate their students in the classroom. All the students were also trying to feel comfortable with their teachers. They were really looking motivated and encouraged towards the activities. They were also looking very curious, even shy students were also motivated and engaged in group as well pair activities conducted by their teachers. I also noticed that they were also being a feedback provider as they always provided with it to their students with special care, however, they had not revealed about it in the interview. All the respondents were playing this role in their classrooms. Their activity can be supported from Harmer's (2007) view. According to him, "Teachers should respond positively and encourage to the content of what the students have written" (p. 331). Obviously all the respondents appreciated the attempts of the students and encouraged them to do more.

So, on the basis of above discussion and analysis, it can be interpreted that they have good understanding about their roles while teaching writing creatively. They know what can be their roles to help their students to become a creative writer. All the respondents were conscious about their roles. Some of the respondents did not give the opportunity to the students for correcting the errors themselves. They corrected the errors committed by the students themselves which was not a good thing. They told that they want or guide or facilitate their students but they were not doing such thing in their first or second classes except R2. However, they improved it in their classes which I could see and feel was good and effective part of teaching. The respondent who told that she wanted to be a friend and behaves her students like a friend but some of the students were feeling odd with her friendly behavior.

In a nut shell, role of the teacher also effects for the writing class. if we, teachers, play positive role and help our students for writing, they can be a successful writer and at the same time we need to help them in selection of vocabulary, and language. It is one of the essential parts in teaching writing due to which we can successfully teach it in ELT classrooms, and similarly feedback is also necessary to improve the students' writing.

Theme 4: Factors Affecting in Implementation of the Strategies of Teaching Writing

For teaching every skills of language, we need the help of all the factors which are inter-related with our subject matter. Those factors sometimes may help and sometimes affect and create hindrances for the teachers to apply the strategies. In other words, there might be some challenges which are creating obstacles for the teachers to implement those strategies in their classrooms and due to which teachers perceive their strategies complicated to be used in the classroom. While doing my

research and interviewing my respondents, they told me about different factors or challenges because of which they are not being able to teach writing properly. They perceive that their strategies are useful and their perception towards those strategies is positive however, there are a lot of obstacles to overcome. R5 told that economical, political affairs and family background are also creating huge problems for her. In this theme I have tried to draw out the perception of the teachers and the challenges they are facing while using those strategy in their writing class.

Sub-theme 1: Classroom environment. As we all know that classroom setting or the environment of the classroom always play a vital role to teach the students effectively. It can include over all thing that we can see within a classroom such as; physical infrastructure of the classroom, the activities that students show while teaching or the obstacles created by the students during their learning period. "Classroom setting can dramatically affect students' attitudes toward and habits of learning" (www.eduplace.com/rdg/res/classroom.htm/). This view also shows that the environment of the classroom must be organized properly which can arouse the curiosity in the learners.

When I interviewed the respondents about their perception on the strategies they are using and the challenges they are facing, they revealed same type of answers in both questions. They said that classroom environment is one of the problems which they are facing and it has created lot of obstruction to use any strategy in a proper way. In response of the question, "How do you perceive your strategies of teaching creative writing?", R2 showed his discontentment and said,

> "It depends on the facilities in the classroom. You could see that our students
> are packed inside the classroom. Actually I wanted to conduct a group work in
> the classroom but I have to limit myself only into the pair work because there

is no congenial environment in the classroom. So, as the facility grows in the classroom, I can do better than this. So that, finally, we can change this writing skill into the modern type and we can make our students independent writers."

In this answer we can see his dissatisfaction about the setting of the classroom. In addition to this he exposed other things in response to the question related to challenges that he is facing. He told that there is lack of good management in the furniture sector and lack of teaching materials inside the classroom which is also another factor affecting him to teach writing effectively using his strategies. This is the same view as Kaser says, "The physical arrangement of the classroom can serve as a powerful setting event for providing students effective instruction and facilitate positive teaching learning interaction" (www.education.odu.edu/esse/docs/classroomenvironment.pdf).

From the interview, I came to know that there are different barriers due to physical infrastructure of the classroom as well as the different activities done by the students or behaviors that the students show inside the classroom. They are creating difficulties for the teachers to teach or to apply those strategies inside the classroom. The noise that the students produce is also a part of challenge for them.

To be sure about what they had said, I also observed their different classes and I had keen interest to know about the actual problem or what the reality is. I wanted to know whether those factors are really creating obstacles for them or not. When I went for observing their classes, I saw that the classroom setting of the some schools was in bad condition. I also found that due to some shy students and their noises or sound were also creating problem. The respondents had told me about different problems that they are facing which were related to classroom environment and I observed all the classes by keeping all the things in mind that they have told me in their interview.

I went to observe each respondent's classes and I noticed various things inside the classroom. Here, I have presented some prominent things of each respondent's classes because I felt it is necessary. I went to R2's school and obviously the classroom was narrow but the number of student was not so big. I could see there was no place even to move around but he guided his students properly. He asked his students to work individually in his first class and second classes but in his third class he organized pair work which was very effective. Here is the detail of one of his classes and it was his second class as he had raised this issue strongly.

It was his second class where there were 28 students. The classroom was congested and he was teaching essay writing with the help of question answer method. The topic was 'Female Education'. He started the class asking some questions such as; 'Are all the girls getting chance of education like boys?, Where do girls go for study?' Then he encouraged them to give answer and noted down on the board. He provided them with some other questions and explained them and asked them to write. He also asked them to share their answers with each other. He observed their activities and asked them to write an essay on the basis of given questions. After that he divided them into pairs and asked them to share answer and also provided with the feedback and wrapped up the class providing assignment to bring correct version of the essay.

While observing their classes, I found that the students were discussing with their friends and sometimes asking question with their teacher. I could not hear any noise of the students there. Similarly, in R5's class, I saw that she did not encourage the shy student of her class to be an active participant of the activity but in her third class she was encouraging that student to share his ideas with the whole class and he also tried to do so.

From their classroom observation I found that some respondents themselves speak in Nepali in the classroom. I did not find any loud voices in the classroom. The sounds which I heard was natural because while conducting group or pair work we can hear some natural voices automatically. There was only discussion in the classroom. Of course the classroom was not spacious but they could conduct pair and group work easily because the number of the students was not so big to be adjusted in the classroom. Some students were hesitating which is their nature, but at the same time the teacher motivated and gave emphasis to them which was good aspect.

After discussing and analyzing the data, I have drawn some interpretation. I interpreted that obviously, there are some problems regarding use of strategies due to the environment of the classroom. As I think, although, there are problems, we need to think in an alternative way to overcome those challenges. The teachers need to think that the noises of the students is natural which can lead them to the discussion and help them to learn more things from each other. Regarding setting and narrow classroom we cannot do anything but there is no doubt on using our own tricks and involving our students in different activities. In terms of using teaching materials, for writing we can design some of the materials ourselves.

Sub-theme 2: Time management. Time is the most essential factor to do anything. It also plays a crucial role in conducting classroom activities and according to my respondents due to time, it is being difficult for them to apply such strategies in their classrooms. Time management depends on the teachers themselves because they need to decide how to conduct each and every activity smoothly.

During interview R1, R2 and R3 did not reveal anything that due to time they are not using those strategies in their classrooms, but R4 strongly said that lack of time is the main cause for him because of which he is not being able to conduct

writing using such type of strategies. R5 also revealed to some extent similar answer. Her answer showed that the time is also creating problem for her. Regarding challenge, when I asked R4 a question, he told that the main problem is that the time won't be enough for him and again I asked him another question to know about his view and the question was, "How long time will it take to apply these strategies in classrooms?" He replied,

> "It depends upon the classroom and number of the students. If inside the classroom there are few students like, ten students or there are five students, it will be enough for them to take care individually within 40 to 45 minutes but if the number of students is more in that classroom, it will be the problem because the teacher could not get chance to see them individually and check the answer whatever they have written individually. So, I think that at least 50 - 55 minutes to one hour is needed for the guided writing for primary as well as upper level to make them understand and to make them clear about writing. It is necessary to give them enough time."

So, from his view we can guess he is not satisfied with the time provided with.

Likewise, R5 also told that there is some restriction for her to give clues or to do guided writing. From her answer we can guess about the time factor and the curriculum of the class.

From the interview, I assumed that due to time factor also they are facing challenges and their indication is towards the curriculum which they need to complete anyhow within a given time. To complete the course within a given time, they do not want to spend more time for only one class. They always do hurry to run the course of study. They want additional time for the classes.

In order to know whether time is one of the challenges or the affecting factors for the teachers to use the strategies of writing or not, I went to observe the classes of the respondents. Though, I had not asked any question to other respondents (R1, R2, and R3), regarding time as a challenge for them, while observing their classes, I kept it in my mind because, though they had not told anything about it I wanted to be sure whether they are also facing the similar trouble or not. My especial concern was towards R4 and R5 as they had raised this issue.

I observed the classes of all the respondents by thinking about the time management. I went for observation of R4's class who had talked about time and told that it was the main problem for him to implement those strategies in his classroom while teaching writing. The time durable of his class was of 40 minutes and the number of the students was only 15. In his first and second classes, he only focused on individual work due to which he could not complete the task within 40 minutes but in his third classroom observation, I found that he divided the students in group of three and in that class he became able to complete the task within 40 minutes. As he had raised this problem very strongly, I want to present whatever I had seen in one of his classes.

It was his first class. There were only 15 students and the classroom was also wider and he had 40 minutes. As he entered in the classroom, he greeted and told them that they are going to write an essay and also wrote the topic 'My Mother' on the board. He also asked them some questions related to the topic. He also provided with some adjectives and encouraged them for writing detail description about their mother. He observed their activities and asked them to share the answer individually. He himself corrected the errors of the students turn by turn. At last he asked them to

write about the topic in correct version. As I felt the time was sufficient but he did not manage it properly.

Similarly, when I observed the class of R5, there was also same kind of problem. The number of the students was only 12 and she could conduct the class easily within the time she had provided with. She did everything within 40 minutes but all the students did not get chance to share their ideas. In her third observed class, I could see pair work which I felt was more effective than the previous classes. As I observed the classes of R1, R2 and R3, I saw that it was really difficult for R1 and R2 to manage the time because in R1's class there were 35 students and in R2's class there were 28 students. It was difficult for them to complete everything within 40 minutes. But, they tried to complete it within prescribed time. In R3's classroom, there were 20 students and she also emphasized on individual work and it became difficult for her too.

After observing their classes, I came to know that obviously, time also plays a vital role to run every activity in the classroom thoroughly. As R4 and R5 raised this issue, there was not problem for them regarding time management. But, it was really difficult for R1 and R2. In their classrooms, of course, they need 50 minutes to one hour to conduct each and every activity and to involve all the students in those activities. They can also conduct group work, but for big or many groups it takes longer time for discussion. They used their trick by conducting group and pair work to complete the task within given time which was praiseworthy indeed. All the respondents tried their best to complete the task and conduct the writing activities properly.

On the basis of above discussion and analysis, it can be interpreted that time management is an affecting factor for using different strategies in writing classes, but

it is also one of skills of a teacher because a teacher can manage his/her time with the help of planning and using classroom dynamics. In nutshell, time is one of the factors which really can create obstacles while applying the new strategies in teaching writing creatively as the students need more time to be involved and grasp the ideas for writing. They may not be able to complete each and everything and if they do hurry they may not understand the subject matter also. So it is the teachers' duty to manage the time and if they conduct group or pair work they can save the time. Finally, it is a crucial part of teaching writing.

Sub-theme 3: Hesitation in speaking English language. As speaking and writing both are productive skills of language learning, they obviously support each other. Speaking always can play vital role in writing. Due to speaking habit of the learners in the target language, they can be able to write. Most of the time, our students feel hesitation to speak in English. They prefer Nepali language to talk with their friends and teachers. We, teachers also speak in Nepali with them which is affecting their learning a lot. The views of the teachers also showed that due to lack of speaking habit in target language, students are also not being able to write creatively in English language.

During the time of interviewing, all the respondents raised this issue except R2. They said that hesitation of the students in speaking English language is also creating hindrances on teaching writing creatively. The students prefer Nepali language and they do not speak or tell anything in English language. R3 shared that she is not contended with the strategies she is using, and inside the classroom, students speak in Nepali most of the time and it is also another problem for her. According to her, the students do not know the English language and they cannot write anything what they want to express or say. Moreover, she added that they do not

know the way to write. She shared this when I asked her what the actual challenge is for her while conducting creative writing and while answering back the question, "What can be the reason behind the students' inabilities to say or write anything about the subject matter?" She said,

> "If we let them to speak in Nepali, they can speak anything but they do not know the English language. Basically, they are very weak in English grammar. Before that we have to include them in speaking habit."

Furthermore, I asked her, "Do they understand the questions in English or not?" She answered back in this way; "They can understand the questions but they cannot express. This is the main problem." She strongly said that we have to focus on speaking. After that we can go for writing.

R1 also has the same view like R3. He also finds the strategies useful but the students cannot give the ideas though they know and they also feel difficulty to express ideas in English. While responding to the question, "What are the challenges of using these strategies?", R4 also revealed that there is problem due to lack of speaking habits of the students in target language. Furthermore, he added, "Students prefer Nepali language to talk and respond to the teachers. They feel hesitation and uncomfortable to speak in English language. I think due to this, they are not being able to write in an effective way as they try to translate their mother tongue to English language. So, it is also another big challenge for me." He again added that it will be difficult in the initial stage and to make them comfortable we must involve them in practice.

Likewise R5 also shared her ideas about the challenges she is facing. She told that her students feel hesitation. So that, they do not want to be involved in the activities. In response to the question, "In writing class, how do they react?" She

answered that they feel difficult and hesitated. She also gave an example of boy of her class.

After taking interviews I came to know that various factors are affecting in implementation of the strategies to teach writing creatively. Among them the main problem my respondents thought was hesitation of the students to speak in English language. Their preference is in speaking or using Nepali language in the classroom is affecting in teaching learning process. They feel difficulty due to coy students who are creating obstacles to the teachers in writing class.

To be sure about what they had said, I also observed their different classes and I had keen interest to know about the actual problem. I wanted to know whether hesitation of the students in speaking English is really creating obstacles for them or not. When I went for observing their classes, I found that the problem was creating due to lack of English language environment in the classroom and some shy students. I observed all the classes by keeping all the things they have told me in their interview.

I went to R1's school first and found that his students were speaking in Nepali but he did not try to encourage them to speak in English. He was answering back his students in English, but I could not see his effort for the students to make them speak in English. I found, as his classroom was big, the number of the student was also huge. He was not being able to pay attention individually. But, I was interested to observe R3's class as she raised this problem strongly. So that I decided to observe her class and went to her school.

I went to observe her class and I saw her classroom was narrow but it was fine because there was not huge number of the students. On that particular day she was teaching paragraph writing on the topic "My Village". She asked her students a

question, "Tapainharuko gaunma ke-ke chha?" (What do you have in your village?) and the students were also answering in Nepali, "Thulo bato chha." (There is a big road.) She provided with some guidelines and asked them to write. She asked them most of the questions in Nepali such as; "Vannus ta." (Tell me). "Halla nagarnuhos ta" (Don't make noise). In this way she was teaching her students and not asking them to speak in English. After completing the task she asked them to share their answers and they were giving that written paper to her. She appreciated their deeds but did not ask them to tell the answer in English.

Similarly, in R5's class, I saw that she did not encourage the shy student of her class to be an active participant of the activity but in her third class she was encouraging that student to share his ideas with the whole class and he also tried to do so.

From their classroom observation I found that some respondents themselves speak in Nepali in the classrooms. They were even not encouraging their students to speak in the target language. Some of them encouraged their students to speak in the target language and also not responding in Nepali though the students asked the questions in their mother tongue. Some of the students were trying to speak in the target language.

After discussing and analyzing the data, I have drawn some interpretation. I interpreted that obviously there are some problems regarding use of strategies due to the hesitation of the students in speaking English language. All the time, blaming the students and showing only the students' fault is not good thing. We must think about the alternative ways. For shy students our motivation and inspiration are needed in access amount.

Chapter Summary

In this second last chapter, mainly I discussed, analyzed and interpreted the information that I collected from the interview and classroom observation under four different themes.

CHAPTER V

SUMMARY OF THE FINDINGS, CONCLUSIONS, IMPLICATIONS AND MY REFLECTION

In this last chapter, I present the summary of the findings of my study. From the finding, I draw the conclusions. I also present the implications, my own reflection and experiences that I gained from the beginning to the end of this research.

Summary of the Findings

After analyzing, discussing and interpreting the research data gathered through interview and observation, I present the findings under the four different headings.

Strategies to Teach Writing Creatively

a. Even though all the teachers knew about different strategies to teach writing, they failed to implement some of them. They used parallel writing, guided writing and free writing in their classrooms.

b. While using parallel writing to promote students' writing habit, some teachers were found getting puzzled. All the teachers have theoretical knowledge about it, but some teachers used it and some of them did not use.

c.   Regarding guided writing, all the EFL teachers have good understanding and knowledge about it. They all used it in their classrooms in a proper way. They asked their students to write stories with the help of outlines given, essay

providing questions, and something passages or description about something creating cluster. They had wide-range of understanding of it.

d. Sometimes, due to unclear instruction, students got in puzzle but they felt very easy to write while using it. Though all the teachers had wide understanding of it they felt difficulty to conduct it in their classrooms.

e. They said that in free writing teachers can use newspaper, field work, pictures, etc. While using this strategy of writing, students feel a little bit difficulty in comparison to other two strategies, however, they are free to include anything they know about the topic.

f.   They especially felt difficulty in selection of vocabulary items. Teachers also tried to instruct them properly but they still felt difficulty.

Stages Followed by the Teachers to Teach Writing

Most of the time we, teachers, think that we do not need to follow any stage to teach writing or some of the teachers even do not know that there are some steps we should follow to make our students feel comfortable to write. We always just ask them to write about some topics and sometimes we provide some outlines which is not enough for them to write. In the following points I have tried to present the summary.

a. Even though the EFL teachers conducted different sorts of pre-writing activities such as; asking guessing type of questions, using pictures, providing with guidelines/outlines, brainstorming about the text, and using samples. Only few students participated actively in such activities and maximum students just listened as passive listeners but they were looking so curious and excited. So, they were found in the favour of scene setting of the topic.

b. Even though they have some understanding and theoretical knowledge about while writing activities, practically all the EFL teachers could not implement it

properly in their first classes. But in other classes they really tried to use it properly by asking them to use the outlines or ideas collected in pre-writing stage. They also gave place for their views, opinions and feelings on the subject matter.

c. Knowingly or unknowingly they tried to use it and also divided them into different groups and pairs but they did not succeed because there was not interaction and discussion between the students and students in their groups.

d. All the EFL teachers asked their students to share answer and they also gave them chance to analyze their writing and provided with feedback too. They provided them with opportunity correct the errors themselves and at mean time asked their students to write same type of writing at their homes.

e. The EFL teachers' views were confusing; however, they tried to use it in their classroom. They were failed to update their knowledge and skill according to time and situation even though they were young, energetic, experienced and some of them had been studying in M.Ed.

Role of the Teacher While Teaching Writing

a. Regarding the role of the teachers, they tried to play different roles such as; a motivator, facilitator/guide and feedback provider. They facilitated their students to complete the writing.

b. All the EFL teachers with whom I did my research had good concept about their roles in writing class and they are very conscious regarding their roles in the ELT classroom. They motivated, guided, facilitated and provided with feedback in an effective way, however, sometimes they corrected the students' errors themselves and instructed them directly for writing.

c. They created pleasant and friendly environment in their classes to make their students feel comfortable especially for coy students.

d. Though, they conducted group work, pair work and gave opportunity for sharing, sometimes they only provided opportunity for few students to share their answer. They always appreciated their deeds.

Factors Affecting in Implementation of the Strategies of Teaching Writing

a. All the teachers said that there are different factors or challenges they have to face while implementing those strategies of writing in their classroom. They showed that there is not tranquil environment, not enough teaching materials, good environment and time management which are creating a lot of obstacles for them.

b. They also said that they felt difficulties due to coy students.

c. They showed students' fault on not creating English language environment. They also wanted more time where the number of the students is big.

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Conclusions

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The summary of my research finding enabled me to look for different strategies, stages, roles of the teachers and affecting factors while teaching writing especially of different government schools of Lalitpur district. To sum up, the findings of the study helped me to figure out conclusions.

Teaching writing plays crucial role in ELT class because it provides opportunity to students to play with language and it obviously helps them to improve fluency in language and also enables the students to grasp more vocabulary power as well as motivates them to pour out or expose their feelings. Similarly, I have concluded that though parallel writing helps to promote students' writing habit in the initial phase, the teachers want to engage their students in guided writing and free

writing rather than applying parallel writing in their classrooms. I also found that guided writing is one of the easiest ways to teach writing as the students can use new vocabulary items and idioms along with their ideas and understanding without worrying as their teachers provide them with outlines. Regarding free writing, it is a tough task for the students of Lower Secondary Level because there is chance of committing a lot of errors. Moreover, the EFL teachers face difficulty to conduct free writing because students have less knowledge of English language and it is difficult for them to select vocabulary and write in a proper order.

Three different stages of writing viz. pre-writing, writing and re-writing can be followed while teaching writing, but some of the EFL teachers even do not have the idea about these three stages of writing. Moreover, the EFL teachers have good understanding of pre-writing activities as they tried to set the scene for writing and students were also curious. However, they have theoretical knowledge about while writing stage of writing, they failed in practicality. They are not familiar with the activities of post/re-writing stage. They do not try to use classroom dynamics in their writing classes and at the same time they did not give chance for correcting the errors to the students rather they corrected the errors themselves.

I have also realized and came to the conclusion that every time teachers should play different roles. They have to be an active guide and clear instructor and sometimes a facilitator, motivator or feedback provider for the better writing production and at the same time students have to be an active producer or researcher. Many obstacles occur while teaching writing such as; classroom environment, physical infrastructure due to which teachers feel difficulty to conduct writing class using different strategies and techniques. Likewise, coy students, noise of the students, lack of English speaking environment and teaching materials are also

creating hindrances to the teachers. Time management is another factor that creates obstacles while using new strategy in teaching writing as the students need more time to understand the ideas for writing.

To conclude, teaching writing is necessary in ELT classrooms as it helps the students to learn different aspects of language and at the same time to teach it, teachers can follow three different stages viz. pre-writing, writing and re-writing stages along with new techniques and strategies like; parallel, guided and free writing. To produce good production, teachers always have to play various roles for the encouragement. Some teachers do not have ideas regarding how to perform different strategies and stages in their writing classes, and moreover there are those different factors which are creating hindrances.

Implications of the Study

On the basis of the above findings and conclusions, the following implications of this study have derived.

a. By keeping the level of the students in our mind, we can follow different strategies thoroughly. We can involve our students in parallel, guided and free writing. We can use parallel writing for the promotion of writing habit of the students by using sample writing in the beginning. Likewise, through guided writing, we can encourage our students to learn new ideas and vocabulary items about the subject matter and finally in free writing, we can let our students to think of new ideas themselves. But, we need to facilitate and motivate them.

b. The teachers should follow all the three stages of teaching writing in a proper way. In pre-writing, we can involve our students to collect all the information and content knowledge themselves, but before this, they should be well

instructed about their task. In while writing stage, we, teachers should facilitate our students to organize the collected ideas in pre-writing stage and also help them in selection of vocabulary and formation of the sentence.

c. For providing feedback, we, teachers can engage our students in group or pair-work through which they can share their ideas and try to find the errors themselves. Due to this they can think of their errors themselves and teachers also have to encourage them for self-correction rather than correcting the errors themselves. Teachers should facilitate and motivate them along with positive feedback.

d. As free writing is a tough task to teach it, we, teachers can use different techniques like: making cluster, using picture and newspaper and at the same time they need our guidance and facilitation.

e. Teachers need to give emphasis on child-centered learning due to which they get opportunity to expose themselves and their shyness can also be reduced. For this, we can emphasize on group or pair-work. It also can help to solve the problem regarding congested classrooms.

f. Teachers have to interact with the students and also give them opportunity to discuss with their friends in target language. But, while conducting group or pair-work, teachers must think that the noise of the students is natural which can lead them to the discussion and help them to learn more things from each other.

g. For the selection of vocabulary, we can teach our students antonyms and synonyms.

h. To manage the time, every teacher must have pre-plan about the lesson before entering the class and also they can use classroom dynamics.

i.   Rather than blaming and digging out the students' fault, we, teachers have to think of alternative ways and self-realization.

My Reflection

Whenever I used to meet my seniors and talk with them, they told me that to complete thesis in K.U. is really very tough and challenging job. They also used to tell me that they have already completed all the semester and paper but they are lingering due to thesis. After listening to their stories I had fear in my mind but simultaneously I thought that it will be really exciting job in which I need to spend more time and I also have the opportunity to look the things from my own perspective. By thinking that I became happy as well as the fear was also in my mind regarding completing it.

In the third semester, the time came and I had to write a dummy proposal. First, I choose this topic but changed the heading two times. Finally I came with the heading. While writing proposal I was curious and excited. I consulted different books, journals and magazines but I felt it is very difficult. Anyway, I completed a dummy   proposal of about forty pages under the proper guidance of my teacher, Dr. Bal Chandra Luitel and submitted to him as a classroom assignment. He had corrected it many times and provided with feedback which really helped me to complete it. Finally, he gave good comments. So I felt at the time I had completed almost sixty percent of task.

After fourth semester I revised my dummy proposal under the guidance of my respected tutor, Assoc. Prof. Laxman Gnawali and presented on 19th June 2011. From the proposal presentation I found myself encouraged to move forward for completing thesis. I was hopeful that due to my tutor's inspiration, I would complete it soon. As I had chosen the remote area of Lalitpur district where no one had done any research, I selected five different government schools. I enjoyed this process a lot. I got an

opportunity to learn a lot of things and to be introduced with the teachers and students. I spent completely a whole month in the field to collect my data. I returned back to them many times. I enjoyed a lot, however, I had to face some problems during this process. The respondents were very helpful and cooperative but sometimes they felt irritated especially in the beginning. At that time I really felt bad and got nervous. Anyhow, I had to do this so I always behaved them as my own friends. Slowly and gradually we became good friends. We shared a lot of things with each other. We also shared our techniques of teaching and problems regarding our profession. They also used to ask me about how I teach writing. I felt as we were discussing and discovering different things.

I had thought that it would go smoothly but it was not as easy as I had thought. I collected data but could not move forward. After a long gap I again started but I really felt irritated with this thesis in the chapter four because it was late and everything was fresh for me. I also went to meet my tutor, so he always encouraged me keeping his inspiring words in my mind. I tried my best and finally succeeded to write my complete thesis under the continuous guidance of my respected tutor Assoc. Prof. Laxman Gnawali. So, I felt that it is not a tough task as I had thought. As I felt we need an inspiring and skillful guide, and to spend more time and patience.

Through this research, I got an opportunity to sharpen and develop my interpersonal skills, communicative skills along with emotional skills. I could also think of the area of my interest for specializing in this particular aspect of language learning. I was able to think of and accept different perspectives, flexibility in my own work ethics and differences while doing this research. In a nutshell, writing dissertation has created a different realistic world where I got place for learning and relating my theoretical understanding as well as to strengthen my professional career.

Chapter Summary

In this final chapter, I described the summary of the findings of my study. From the

findings I sketched out the conclusions. I also presented the implications and my own

reflection and experiences that I learned from the beginning to the end of the research.

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APPENDICES

Appendix 1

Interview Schedules

- In your opinion, what is writing?

- Is it necessary to teach it? If yes why?

- How does it help to improve English language proficiency?

- Do you use any strategy to teach writing creatively? If yes what are they?

- Do you think these strategies help in the performance of the students?

- What is your perception about your strategies of teaching writing?

- What are the challenges of using these strategies?

- What type of strategies should be followed in order to implement while teaching writing?

- What can be your role while teaching writing?

Appendix 2

The main points which I observed in my participants' classroom:

- Scene setting

- Pre-writing activities

- While writing activities

- Post-writing activities

- Planning

- Group and pair work

- Classroom discussion

- Teachers' behaviours

- Reaction of the students

- Classroom management

- Time management

- Use of different strategies

- Students' reaction