



Teachers' Experiential Strategies for Bridging Writing Proficiency Gaps among Secondary Level Students

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Abstract

The secondary level English curriculum of Nepal aims to enable students to produce various forms of writing items, such as paragraphs, essays, reviews, stories, dialogues, and letters in both personal and academic contexts. However, many students in Nepalese context struggle in the early stages of writing proficiency due to which they are unable to accomplish the competency as targeted by the curriculum. Therefore, this study intends to explore the strategies to bridge the gaps between target of curriculum and proficiency level of students in Nepalese ELT classes by collecting data from secondary level English language teachers through in-depth interview under the framework of hermeneutic phenomenology and interpreting their lived experiences creating the themes on the basis of broader and specific meaning units. I found that the ecosystem in language teaching created the atmosphere to learn language skills and aspects integratively. Additionally, the theme and genre-based writing activities enabled learners to develop writing skill with proper style and cohesion. This study will be beneficial for those English language teachers who are facing problems of writing proficiency gaps in their students while developing writing skill. With the help of strategies suggested by this study, the teachers can guide students to develop both initially fundamental writing skills and then gradually take them to the level of creative writings to meet the target of curriculum.

Keywords: Supportive environment, model writing, ecosystem in language teaching

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Introduction

As the integral part of writing proficiency, linguistic competence indicates ability of learners to comprehend and use the language possessing the sound knowledge of phonology, morphology, syntax, semantics, and pragmatics (Chomsky, 1965). Among them, the writing skill is closely linked with syntax and pragmatics where syntax is a proficiency to form and use coherent and correct sentences and pragmatics is an ability to comprehend and use the language in oral and written form in varied sociocultural settings (Canale & Swain (1980). Additionally, writing proficiency is the ability to express ideas in target language with reasonable coherence and accuracy (Murcia, 1979). Furthermore, proficiency in writing includes forming words and sentences mechanically, producing original pieces of writing creatively, and critically employing complex cognitive skills (Dragomir & Niculescu, 2020). In other way, writing proficiency is a product of creativity regulated through knowledge and intellectual worthiness (Gautam, 2019). Similarly, some scholars see writing as a pragmatic practice and some see it as an ideological practice (Benesch, 1993 cited in Raimes, 2002). Raimes further claims that writing is ideological because it includes political implications by applying critical analysis in any form of expression. Thus, writing proficiency is the ability to reflect not only language skills and aspects but also their thoughts creatively and critically in systematized style in written form according to socio-political contexts.

Moreover, the concept of writing proficiency gap can be grasped when we link it with the concept of zone of proximal development (ZPD) (Vygotsky, 1978). As ZPD indicates the distance between the actual dependent and independent problem solving abilities (Vygotsky, 1978), the writing proficiency gaps also shows the abilities of learners what they can do without help and with stepwise support of more knowledgeable others. Similarly, Graham & Perin (2007) explain writing proficiency gaps as the disparities in the abilities of learners to meet the expected target of writing due to lack of effective teaching, time to practice, linguistic aspects. Meanwhile, writing proficiency gaps indicate differences in proficiency between learners because of exposure to learning writing skill, quality of instruction, and learning environment of students that they get at home and at school (Hyland, 2003). Thus, the writing proficiency gap is a divide between the real ability and target ability of the learners that they must achieve at a certain level. Moreover, if the students are not using language as proficiently as intended by the curriculum at a certain level, there is a gap in learning. Olson et al (2017) presented the data that there is a vast achievement gap of writing skill in English learners from grade seven to twelve.

Although the secondary level English curriculum (2078) has expected the same traits of proficient writers under the competencies of writing skill; the students should be able to produce a variety of texts creatively for personal, academic and functional

purposes, the students still lack basic skills in writing. Similarly, the curriculum has prescribed the writing items (viz. interpreting charts and tables, writing stories, notices, news reports, different letters, biography, dialogue, essays, review of books and movies, and newspaper article) to be taught in grade nine and ten but in the context of Nepalese secondary schools, the proficiency gap of students is stopping them to write varied writing items for different purposes due to writing proficiency gaps in students. The studies of Giri (2017) and Khati (2022) also indicate that the students are struggling in their early stages of writing skill.

Bashiri & Shahrokhi (2016) studied about how process based approach can improve the writing proficiency and found that the approach improved the proficiency level of Iranian EFL students, similarly, Khatri (2022) investigated about the writing proficiency of secondary level students and pointed out moderate proficiency of them. Giri (2017) researched about proficiency of grade ten students on guided writing and noticed that students are good at paragraph writing and poor at narrative writing. Meanwhile, Olson et al (2017) explored reducing achievement gaps in academic writing for Latinos and English learners in Grades 7–12 and emphasized the significant role of teachers to fill the achievement gaps. Chanda (2014) examined the impacts of language learning strategies on proficiency in academic writing and found weak relation of strategies with writing proficiency due to ignorance of students about learning strategies. And other previous studies have focused on the approaches, methods, techniques, and strategies to enhance writing skill and effectiveness of different techniques of teaching writing (Norhidayah et al., 2021; Rappen, 2002; Bingo, 2023). However, there is less attention on exploring the strategies to bridge the writing proficiency gaps of secondary level students in Nepal. Therefore, this study is focused on filling this research gap exploring strategies to help students in their initial stages of writing and to bridge the gaps in writing proficiency delimiting the study within the research questions about reasons behind proficiency gaps, ways to get students to start writing, and experiential practices of English language teachers to bridge the gaps in writing proficiency.

The theoretical base for my study is sociocultural theory, especially zone of proximal development (ZPD) and scaffolding which guide teachers to identify actual level of learners and provide stepwise support with more knowledgeable others, such as peers, teachers, and technology as ZPD can guide to identify the prior ability of students in writing skill and design activities to help them to achieve the target of curriculum. Meanwhile, the scaffolding framework provides a planned support to the students to accomplish the task with the techniques, such as modeling, chunking tasks, and providing constructive feedback until they are able to work independently ((Vygotsky, 1978); Bruner, 1976). Similarly, the input, interaction, and output theories are also the strong foundation for this study as they guide to give comprehensible input, engage students in

collaborative activities, and create an environment to produce different writing items in supportive mechanism (Krashen, 1985; Long, 1981; Swain, 1995).

Research Methodology

I applied the constructivist research paradigm as it guided me to create subjective meaning based on the context where the English language teachers live and work on (Creswell & Creswell, 2018). Additionally, the research is based on existing subjective reality and the knowledge has been constructed through the interpretation of secondary level English language teachers' lived experiences within a framework of hermeneutic phenomenology. Meanwhile, the value of knowledge constructed through this study is valuable for English language teachers to bridge the gaps in writing proficiency at secondary level and make students proficient in writing skill. Through this qualitative research design, I created knowledge about social phenomena (e.g., strategies to bridge the writing proficiency gaps) by contrasting, comparing, replicating cataloguing and classifying strategies of enhancing writing skill which are existed in the literature and which the English language teachers have been practicing to enhance their learners' proficiency in writing (Creswell & Creswell, 2018; Clark, 2013).

Sampling and Data Collection Tools

In phenomenology, the data is collected through in-depth interview and multiple interviews, observation, journals, taped conversations, formally written responses, and accounts of vicarious experiences of dramas, films, novels, poetry, and music (Creswell, 2013; Clark,). By following this, I have collected data selecting four secondary level English language teachers as the participants of in-depth interview and taped conversations. I have selected them purposefully as we have been sharing professional experiences of English language teaching for a long time. All of the participants are between thirty to forty age ranges with master degree academic qualification and possess the experience of teaching English language in both private and public schools of Nepal at secondary level for over five years.

Data Interpretation Procedures

According to Van Manen (1990), the thematic analysis under hermeneutic phenomenology guides researchers to identify and understand central themes based on participants' lived experiences. So, at first, I transcribed the audio of phone calls and noted the experiences that we have already shared related to this issue. And then I developed the themes that rhyme research questions with experiences of English language teachers. Similarly, I categorized the responses of participants on the basis of themes, putting them into broader units of meaning and specific units of meaning to get the essence of experiences. I interpreted the essence of lived experiences of different English teachers in the context of English language teaching in Nepal and made common

understanding of the strategies to bridge the writing proficiency gaps. Furthermore, I interpreted their experiences about what they encountered and how they felt while using the strategies to enhance writing skill of secondary level students. Moreover, I described the lived experiences of the participants with the help of their verbatim quotes associating them with the context of enhancing writing skill of secondary level students in Nepal (Van Manen, 1990; Moustakas, 1994; Creswell, 2013).

Ethical Considerations and Quality Assurance

To maintain ethical issues, I have stored audio files of interviews and noted down the experiences that we have shared. Additionally, I have prepared an interview checklist and protocol to collect data through mobile phone calls. As they have agreed to be a part of my research, they shared their experiences in face to face meetings and in phone calls (Creswell, 2013). We talked on the phone and I recorded the conversation with their permission. We agreed for their pseudonyms, I thanked them for their invaluable time, and promised to save their anonymity and confidentiality using their responses and experiences merely for this research purpose. Additionally, I assured them that I would store the data safely and no one would have access to the data except me and the review team of the journal (Van Manen, 1994; Moustakas, 1994; Creswell, 2013).

Results and Discussion

All of the participants of my study emphasized that before implementing the strategies to bridge the writing proficiency gaps in ELT class, it is essential to apply the strategies to develop fundamental skills in writing by creating the motivating and supportive environment for the students, understand the reasons of writing deficiency, determining the essentials for teaching writing, and use the techniques to enable them to start their writing and then moving forward to enhancing their writing skill to bridge the gaps of writing proficiency as follows.

Understanding the Reasons of Writing Proficiency Gaps

The most common reason for writing deficiency that I noticed is that the students have neither motivation nor the learner strategy skill for writing skill. Bikram, a teacher with eight years of teaching experience mentioned, "Exactly, sir! In the beginning of my teaching I find my students frustrated about their writing skill, they feel it most difficult. So I motivate them, first". Cahyono & Rahayu (2020) also agree that lower levels of motivation hinders writing skill. In addition to this, Chand (2014) presented the fact that the use of learning strategy determines the level of proficiency. Similarly, Lalu, a teacher with five years of teaching experience thought that insufficient time allocated by teachers for teaching writing causes writing deficiency. Further, Lalu said, "As our classroom teaching is disturbed by more leaves and sudden closure of public schools, we do not get sufficient time for teaching English language skills and aspects".

All of the participants agreed that lack of interest for learning writing, lack of basic knowledge in vocabulary, grammar, writing style and format, and lack of information about the topics lead the students to writing deficiency. Regarding this, Harmer (2004) mentions that lack of knowledge about vocabulary, grammar, handwriting, spelling, and layout, and punctuation skill cause low proficiency in writing. Similarly, Raimes (2002) found a fact that both learning and teaching writing causes anxiety for native students and teachers as well. Many teachers do not entirely feel comfortable while planning writing and they feel it is like walking in a minefield. Moreover, students felt worried, embarrassed and hampered while writing in English. At the same time, the reasons for writing proficiency gaps include having no skill to generate ideas and organize them. Rajesh and Bikram exclaimed, "It's too challenging to make students good at writing as they arrive at secondary level without learning basic skills in writing".

Bikram mentioned that the lack of collaboration between co-teachers stops good planning for teaching writing. Janak, a teacher with six years teaching experience agrees with this and explains, "Although here, we are more than three English teachers in the same school, it is challenging to make an instructional plan collaboratively due to variation in students' level and teacher aspirations." Additionally, Bikram asserted that the diversified classes are regulated with a banking approach due to which the students with linguistic and cultural diversity cannot learn better. Ellis (1994) as cited in Chand supports this that the students cannot develop their writing skill as intended by the curriculum due to both social and cognitive factors. Similarly, Bikram emphasized, the more focus on separate teaching of writing without integrating it with language function and integrated activities hinders learning writing skill. Rajesh found that the focus on weak points of students rather than their hidden talent causes deficiency in writing, meanwhile, Bikram claimed that the negligence of teachers, their unplanned and banking approach oriented teaching also cause the gaps in writing proficiency. Moreover, participant-Lalu experienced that overload of family duties and low attendance in the class and no study environment at home and at school are the reasons to make students deficient in writing. Meanwhile, Janak believed that the absence of prewriting skill and lack of teacher guidance to manage their study also cause the deficiency in writing.

Creating Motivating and Supportive Environment

Bikram claimed that motivation is also essential for writing. He declared, "My initial classes of teaching writing are focused on encouraging students by telling them why and how writing skill is significant in student and daily life." Additionally, Lalu expressed his experience that the personal story of learning writing skill of teacher motivates students to write a page on any given topic as they thought writing is just like baby's walking activities at early age and he added the students' story of learning

writing can also motivate the students. Furthermore, Rajesh asserted, “I motivate them by showing good handwriting through a projector and I tell them to copy the text with good handwriting.” Harmer (2004) believes that sufficient time, motivational stories, and appropriate resources and contents motivate learners to start their writing journey. Raimes (2002) opines that the latest, relevant, and real life reading materials based on the needs and level of students arouse interest and engage students in writing tasks. Thus, the teachers can make their students ready for participating in writing activities by sharing their and other English teachers' journey of learning writing skill, elaborating the value of writing, and exposing them to interesting reading and writing activities.

Providing Freedom for Topic, Situation, and Language

Janak reported, “Providing varieties of topics, letting students to write freely at home, in the classroom or outside the classroom, and allowing them to write in their mother tongue or in Nepali language and then converting the information into English language helped my students to be engaged in prewriting activities.” Similarly, Bikram agreed with Janak in terms of using mother tongue in the initial stage of developing writing skill for generating ideas and he announced that without pre-writing activities, telling students directly to write a page on any topic is not a good idea. He further explained, “Do you remember? We had also faced the same problem of blank mind while our teacher used to say to write a page on any topic. So, in my case, first of all, I localize the curricular activities and I encourage them to collect information about the topic by asking their family members and meeting authorized persons in the community. For instance: there is a question of writing an essay on festivals celebrated in the community, for this topic, the source of information can be family members or the community.”

Regarding this, Yadav (2014) explained that the role of mother tongue in learning a second language can be positive too as the first language can be the source to manage the features of the second language and the cultural aspects of the first language can be supporting input for learning a second language. Similarly, Raimes (2002) mentioned that the students feel relaxed when they get a chance to write in native language in comparison to the target language. Hence, I also believe that a first language can help learners to generate ideas in their initial stage of writing and in every level of writing which is related to cultural aspects of the society. Moreover, the national curriculum framework (2076) has the provision to educate the children stepping on their mother and all the participants have agreed that mother tongue can help in developing writing skill too.

Providing Handouts of Sample Writing

Janak along with other participants highlighted the significant role of sample writing while teaching students basic skills in writing. Bikram told, “I distribute handouts

to the students and tell them to produce similar text on the topic, such as I write on my favorite games and they write about their favorite games.” Similarly, Lalu reported, “I write a sample writing on the board, discuss mechanics of writing and contents to be included and then I assign them to work on similar topics.” Moreover, Rajesh illustrated that he had been using modeled text for providing an overall picture of writing style and mechanics. At the same time, I have also been using this technique not only in class nine but also in grade eleven for those students who are struggling in their initial stage of writing as parallel writing aims to raise the students’ awareness of how a particular text or genre is constructed before imitating them (Harmer,2004). Modeled writing helps younger students to replicate the text by making comparisons between different text models. It provides a good opportunity to be exposed to different genres as well. Furthermore, it Provides guidelines and model examples of vocabulary, sentence structure, paragraphing and style of writing (Kathleen, 2016). All the participants shared a common point that teachers should focus on fluency rather than on accuracy in the initial stage of writing skill development.

Giving Structures/Guidelines for Intended Writing Items

Students feel confused about what to write and how to write in each section of writing items. For this, Bikram suggested to provide structure or skeleton of writing items. Bikram strongly believed that the structures and guidelines given to the students enabled them to write up to fifteen pages although they hardly wrote a page before. Similar to this, Rajesh explained, “I write a sample of writing on any one topic and I discuss the structure with students in the classroom and help them to prepare guidelines based on the sample writing and then I provide many topics to the students to work in the same way.” Additionally, Lalu and Janak expressed the same experience and they further explained that they sometimes use multimedia and help students through digital structure and guidelines for the writing items.

The existing literature is also supportive to this finding. Such as, Outline strategy is similar to this as it includes important and relevant ideas and supportive sentences to help students start writing quickly and improve the writing skill as well (Kartawijaya, 2018). Prompts, in the form of visual, spoken, written guidelines for students, help to enhance writing skill in target language. Such as, the teacher puts photos, flash cards, real things, body language, facial expression, and key words or questions to help learners in writing to generate ideas about the topic (British council, 2024). Regarding this, Janak described that he used cued pictures related to the topic and students generated ideas. Templates are also similar to this as they work as models of writing items or skeleton frameworks to help students start writing with appropriate sentence and paragraph style and they help students to minimize the anxiety related to writing tasks providing them basic outline

about the topic (Akdemir & Eyerci, 2016). Templates are truly helpful for the beginners in writing to produce structured writing (Graff & Birkestein, 2014).

Designing Vocabulary Based Writing Tasks

Janak stated that he lists the possible words related to the topic and guides students to make different sentences by using the words. And then he develops a style of writing and facilitates students to put the sentences in a related section of writing item. Similarly, Lalu expressed his experience, "I make the cluster of words grouping them and guide students write about the topic by using the words grouped in a certain category." Clustering technique is related to this finding as it encourages brainstorming and generating ideas. Similarly, this technique improves students' scores in writing by supporting them to create ideas and organize them in paragraphs. Students can make a cluster of words related to any topic with the help of friends and teachers and put them into paragraphs (Sari & Wahyuni, 2018). According to Lewis (2002) lexical approach is helpful to enhance writing skill through lexis, words, and word combination as they help learners to understand the structures of linguistic utterances. In addition to it, Abdulkader et al. (2017) concluded that lexical approach improved essay writing skill and accuracy in writing through lexical units.

Creating Ecosystem in Language Teaching

Bikram as well as Rajesh and Janak experienced that the language skills and aspects are not separate, they are interrelated with each other and all of them can be learnt while teaching any language skill. Regarding this, Bikram added, "Really sir! Teaching writing skill directly is not fair. Before focusing on writing skill, I focus on language function, listening, reading and then writing. Most of the time, I link writing skills with all of them." He further added that initially, teachers can teach the language function 'suggesting' for both spoken and written purposes together. First of all, students can learn and practice speaking skills. Such as, suggesting a friend whose head is aching and then writing a suggestion note to the friend from the side of the doctor including foods to take, medicine taking time, daily routine to follow until recovery. Similarly, grammar, vocabulary, and other language skills can be taught in the same way integrating with writing activity. Rajesh asserted that interpreting charts and tables can be taught while teaching present tense, story writing can be taught while teaching past tense and the essay on my aim in life can be taught while teaching future tense.

Tangpermpoon (2008) claimed that a single approach or technique is not sufficient to enhance writing skill of students. Therefore, the teachers should design the activities to teach writing skill combined with process, product and genre based approaches. This finding is similar to the experience of Janak as he emphasized to integrate writing skill with reading where students can take the text as the source of information, sample

of any genre (e.g., essay, story, drama etc.), and model of writing to produce another one. Additionally, Maru et al. (2020) inferred that integration of listening and writing contributed to the proficiency level of language learning and expanding knowledge on the related topics.

Conducting Theme-Based and Genre-Based Writing Tasks

Bikram and Rajesh mentioned that they used theme based reading texts and different genres of literature as the sources of information and as a model of writing. Bikram further illustrated, "I conduct reading activities first and then writing activities. For example: there is a theme in unit one of grade ten textbook named current affairs and issues based on which I design writing activities as well. Students can observe the newspaper article entitled how driverless cars will change the world mentioned in the book and they can write similar articles on the future of mobile phones and students' learning style." Similarly, Janak claimed that the reading texts mentioned in the textbook are the best sources to collect information about many topics to do writing tasks. Lalu added, "I get my students to read the text again and observe the sentence structure, organization of ideas in certain genres and help them to produce the similar text or writing items." Thus conducting genre based or theme based writing activities in English language teaching classrooms are also better ways to bridge the writing proficiency gaps as they provide sample, purpose and information for certain types of writing. All the participants have emphasized on the use of this approach to make students familiar with different purposes and types of writing. After doing reading activities of the genre (i.e. story) story writing activity can be conducted and other genres of literature as well. Ariyanfar & Mitchell (2020) also found that the genre based teaching helps students to understand different genres of literature and purpose of writing with authentic language through which the students can collect main points of the topic and include them in their own writing items in their own style.

Giving Opportunity for Scripted Oratorics and Role Playing

Involving students in speaking activities also enhances the writing ability of students. Bikram described the value of scripted oratorics and role playing as they involve students in reading and writing activities before taking part in the speaking activities. Rajesh highlighted, "I conduct speech, debate, and drama presentations based on the script through which my students develop all language skills and aspects together." In addition to this Lalu presented his experience that he provided the topics of essays and titles of the stories and assigned students to collect information about them and encourage students to present essays and stories orally in the class and in the morning assembly. I have also been implementing this approach for a long time by engaging my students in giving speeches, telling stories, and performing scripted role playing in the morning

assembly which developed all language skills and aspects together. Similarly, I get my students to select any aspect of language, prepare for it, and teach their friends in the class. Moreover, I link internal assessment with these integrated activities which help me to teach more content in a limited time frame.

Helping Students in Each Step of Writing

Friends as a teacher and teacher as a facilitator in the class create the support system for the students in each step of writing due to which learners continuously participate in the writing activities and reduce writing proficiency gaps. Bikram asserted, "As writing skill is a regular process, we should help our students whenever they need our help. Some students need repeated and stepwise support for the same topic while others need varied activities to deepen and advance the language skills. For them we should simplify the writing tasks and assign the tasks one after another according to the difficulty level of the task." Similarly, Rajesh told, "I make a cluster of students ensuring a proficient student in each group and I provide extra support that they could not solve in the group." Lalu believed that dividing writing tasks in pre, while and post activities helped him to make the suitable sequence of writing activities from simple to complex tasks.

Scaffolding and zone of proximal development guide to design the learning activities from basic to advanced level and provide support to the learners until they are able to learn independently (Vygotsky, 1978; Bruner, 1976). Further, Vygotsky (1978) mentioned three levels of proximal development; level of learners to perform the task without a more capable supporter, level to work together with friends, and level to learn without any help. So the teachers identify the actual level of students in writing and design and assign the activities according to the three levels of students. Bruner (1976) claims that this is not sufficient; again the teachers should support each type of student in each level of writing tasks through scaffolding technique. Additionally, Ikawati (2020) concluded that scaffolding can be applied to enhance writing skill by integrating with process based approach of writing. Scaffolding can be used in the cyclic process with the techniques creating the context, providing the models, observing and analyzing the text, recreation of text, and creating new text independently (Liang, 2007, Gibbons, 2002, and Dewi, 2013 cited in Ikawati, 2020).

Conducting Writing Workshops and Writing Contests

For revision, test, and practice of writing skill, workshops and writing competitions are useful in developing writing skill. Regarding this, Rajesh presented his experience that he did these activities in three ways first assigning students to collect information from any open source about the topic as much as they can, then reorganizing the information in the class by following given format of writing and then compiling them

in a file after developing at least five sets of writing in the workshop. Similarly, Lalu and Janak explained that they do these activities on Friday at school and assign homework for holidays to do the same at home. Furthermore, Bikram highlighted the value of conducting writing workshops as they provide maximum exposure of information while reading and live practice of writing.

Publishing a Booklet of School

When the students participate in publishing leaflet, brochure, and booklet based on what they have done as the assignments of writing skill, they can improve clarity, accuracy, and mechanical aspects of writing skill. Bikram agreed with this and said that publishing booklets develops not only writing skill but also creative and collaborative skill as the learners accomplish it by helping each other. Rajesh and Janak mentioned that they had been involving their students in publishing monthly magazines with the contribution of a child club from which the students developed reading habit, coordination ability, and clarity in writing.

Conclusion

As the purpose of this hermeneutic phenomenological study was to explore the strategies to bridge the gaps in writing proficiency among secondary level students of Nepal based on the research questions about strategies to enable students to start writing at least a page developing basic skills in writing and the strategies to bridge the gaps to enable them to accomplish the competency of writing skill prescribed by the secondary level curriculum of English language, I found really useful and practical strategies from the lived experiences of four English language teachers along with my experiences of developing writing skill of same type of students.

If I had not conducted this research, I would not have pointed out such valuable findings; creating supportive and motivating environment in pre-writing activities, providing freedom to choice topic, situation, and language at the initial stage of writing, sufficient exposure of outlines, guidelines, and sample writing, and designing vocabulary based writing activities for enabling students to start writing tasks and then using ecosystem in language teaching, applying theme and genre based approach, involving students in scripted oratories and role playing, helping students in each steps by following premises of scaffolding and ZPD, conducting writing workshops and competitions, and publishing a booklets are really useful for bridging the gaps in writing proficiency. If we, English language teachers, teach writing skill just focusing on the target of curriculum ignoring the proficiency level of students and design the activities just for completing the course, our hard work can go in vein because without applying these strategies in teaching of writing, students cannot learn writing skills and we have to face the challenge of failing students in final examinations. Therefore, this study is reasonable in the context

of Nepal.

I limited my study in the context of Far western province of Nepal only through hermeneutic phenomenology collecting data from taped conversation and in-depth interview of four English language teachers, The study can be conducted through case studies and grounded theory research methods as well collecting data from multiple sources and the effectiveness of the strategies that I found in this study can be further researched. Finally, the strategies that I pointed out here can work better when students get required time, resources and support from teachers, peers, and technology.

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