



Journal of Research in Education (JoRE)

ISSN: 3059-9741

Published by: Central Department of Education, Central Campus

A Multidisciplinary Peer Reviewed Open Access Journal

DOI: <https://doi.org/10.3126/jore.v2i1.92025>

Email: jore.centralcampus@gmail.com

Website: <http://education.fwu.edu.np/>

Improving Writing Skills in ELT Classrooms: Insights from Action Research

Deepak Raj Bhatt

Sainik Awasiya Mahavidyalaya, Teghari, Kailali

deepakbhatt6078@gmail.com

Abstract

Writing is the most important skill for English language learners. It demands not only the grammatical accuracy but also the coherence, cohesion, organization, creativity and originality. This exploratory action research explored the strategies to uplift students' writing skill in the English Language Teaching (ELT) classroom. The study was carried out in 34 students of grade 8. The study strictly followed a framework of exploration, planning, action, observation, and reflection. The implementation included guided writing practices, peer review works, the use of clues, and collaborative learning strategies. The researcher collected data through open and close-ended questionnaires, samples of students' written work, classroom observation records, and reflective journals of the teachers. The result stated that students faced difficulties in generating and organizing ideas, choosing appropriate vocabulary and structures, and organizing it to their writing. Collaborative practices in the classroom increased students' engagement and encouraged them to have fun along with writing. Teacher feedback greatly supported them to improve their accuracy and clarity. The research explores that using process-oriented techniques with supportive classroom practices creates and strengthens a more productive environment for developing writing skills on the part of learners. The study summarizes that exploratory action research provides teachers with a valuable input for modifying methods according to learners' needs improving both linguistic proficiency and learner autonomy in the ELT classroom.

Keywords: Writing skill improvement, English Language Teaching (ELT), Exploratory action research, Peer Review, Peer feedback, Learner autonomy



Introduction

English language is used dominantly in all the aspects of our life. Crystal, (2003) states that English has achieved the status of a global language, functioning as a medium of communication across nations without being limited to a particular country. English is included in the curriculum as a subject, a Foreign Language (EFL), or a Second Language (ESL) . In the Nepali context, English is taught as a compulsory subject from the primary level to the tertiary level and it is taught as a major subject in the intermediate to postgraduate levels (Sharma, 1990). The growing demand and evolving nature of English language highlights the need for continuous pedagogical innovation (Crystal, 2003). Language learning basically includes four important skills they are listening, speaking, reading, and writing. Among them speaking is taken as the most vital and important skill which is the most challenging for EFL and ESL learners (Ur, 1996; Richards & Renandya, 2002). In the same way, English language teachers are expected not only to deliver knowledge and contents but also to adjust the methodologies, digital tools, and learner-centered pedagogy in their classrooms (Nunan, 2003).

In the broad field of English Language Teaching (ELT), writing pedagogy has transformed from a product-oriented approach, which emphasizes error correction and final output, to a process-oriented approach that focuses on brainstorming, drafting, revising, and incorporating feedback (Seow, 2002). While writing, students involvement in different processes like brainstorming, generating ideas, organizing them together, drafting, and revising helps them to bring the good level of grammatical accuracy in their writing. Process-based instruction enhances grammatical accuracy and fosters creativity and learner autonomy. Moreover, collaborative techniques in the classroom such as peer review, group writing, and cooperative learning tasks increase learners engagement and enhance their confidence level (Rollinson, 2005; Hyland, 2003). When these approaches are incorporated in writing classes they absolutely encourage students to actively reflect on and refine their own writing. Students also get benefitted from peer interaction, coaching and feedback.

Action research provides teachers with a systematic framework to address challenges in writing classroom. By engaging in continuous cycles of plan, action, observation, and reflection (Burns, 2010) . Teachers use different strategies and

modify their existing techniques according to the learners' needs in order to enhance learner achievements. Particularly, Exploratory action research emphasize the teacher initiated inquiry, allowing them to bridge the gap between theoretical findings and classroom applications (Smith, 2015). So, EAR gains wide appreciation in ELT settings in which writing challenges need context-oriented and modifiable techniques and approaches to be addressed.

Moreover, EAR supports the learners' cultural, social, and linguistic backgrounds and motivate teachers to design and implement the context sensitive pedagogy. Teachers who actively engage in exploratory action research are not only limited to refine their instructional techniques but also excel in professional development strategies and innovation in the field of ELT (Wallace, 1998). Therefore, integrating exploratory action research in ELT classrooms fosters both linguistic competence and learner autonomy.

The researcher has been teaching at a private school where all subjects, except *Nepali*, *Samajik*, and *Hamro Godawari*, are taught in English medium. The school focuses on English-writing activities following the curriculum guidelines on improving students' writing skills. To support the plans in order to improve the writing skills of the students, the school organized a variety of co-curricular activities, such as diary writing with sharing platforms, essay competitions, letter and email writing exercises, anecdote writings and sharing, story completion and presentation tasks, poetry writing contests, report writing, and even writing marathons or free writing competitions. In spite of these efforts, participation of the students was limited, only a small group of students were regularly participating in these activities. In the classroom, most of the time, students brought little interest in writing tasks. They are found to be facing anxiety when asked to write something in English. Research highlighted that writing anxiety is a major barrier for learners in EFL contexts (Horwitz et al., 1986). As an English teacher, researcher found it the most challenging to motivate and engage students to active writing. The situation prompted researcher to address the issue within his classroom with the help some rigorous strategies. The researcher understood that the classroom itself could provide students with the most effective opportunity and platform to implement and experiment with context sensitive teaching strategies. It was essential to create a collaborative, supportive, and inclusive environment where students could practice writing with confidence in order to develop their writing skill not only in the classroom but beyond it.

To address these frequently observed challenges, researcher realized the essential need for an immediate and structured intervention in the classroom. The researcher believed that Exploratory Action Research (EAR) would provide an effective framework for exploring the classroom challenges in depth and designing strategies associated with his students' needs (Smith, 2015a). The main objectives of the study were to identify the root causes of students' writing anxiety, determine the strategies, and implement them to address the issues and uplift the students' writing skill in the classroom. The teacher researcher also got to know the importance of collaborative activities with students, colleagues, and school administration to develop practical and improvement oriented solutions suitable for his teaching context. Researcher also surfed on the internet, discussed with the colleagues, and has gone through the EAR studies across the world to better understand the existing scenario and improve the learner achievement.

Keeping the fact in mind, researcher decided to carry out an Exploratory Action Research aimed at finding strategies emerged in real classroom experiences. The researcher planned to establish a supportive, need based and autonomous learning environment where students could feel more confident and motivated towards writing tasks.

The researcher planned to continue the inquiry in order to find out the responses of the following research questions:

- a) What are major factors causing writing anxiety among students in the classroom?
- b) What approaches or strategies can be implemented to minimize this anxiety and promote students engagement in writing activities?
- c) How can existing classroom practices be modified in order to create a more collaborative and autonomous environment that helps developing students' writing skills?

Literature Review

Among four language skills, writing is a basic component of language learning, as it makes students able to express their ideas clearly, organize their thoughts and feelings logically, and communicate effectively in both academic and everyday situations. Harmer (2004) states that writing is not simply a tool for organizing language but also a process for generating and exploring ideas, which helps develop learners' critical thinking skills. So, critical thinking and writing

skills are intimately connected. Additionally, regular writing practice develops and uplifts vocabulary, grammar, and overall language proficiency.

Oli (2024) conducted an EAR to explore the reasons behind grade 8 students' reluctance to speak English in ELT classroom and to decide and implement the practical solutions in order to nullify the problem. The researcher used a mixed-method design that included questionnaires (open and close-ended), focus group discussions (FGDs), and reflective notes. The study found that students were motivated to communicate in English, but they often resisted due fear of making mistakes and being humiliated by peers. To address this situation, the researcher decided some strategies such as encouraging students to keep self-reflective notes, avoiding laughter with clapping as a means of positive reinforcement and appreciation, promoting learner autonomy, organizing pair and group activities, and providing clear instructions in English. These interventions were effective in minimizing students' anxiety to speak English and increasing their willingness to participate in oral English tasks. The study shows that EAR allows teachers to identify context-sensitive solutions along with innovative, learner-centered techniques to enhance language learning achievement in Nepalese classrooms.

Karki (2024) conducted research on improving the reading comprehension skills of Grade 10 students. The main objective of the study was to find out students' perception towards reading and the difficulties they face during reading and devise practical strategies to address the issue. The researcher implemented practical interventions such as vocabulary-building exercises, interactive reading classes, and the use of locally available reading materials to address the challenges. The study found that these techniques enhanced students' comprehension skills and created a more engaging and effective learning environment. This study emphasizes the effectiveness of EAR in identifying classroom challenges and implementing practical strategies leading to meaningful and enhanced improvements in student learning outcomes.

Sharma (2022) explored the use of reflective journals and their efficiency to enhance writing skills among grade 9 students in a Nepalese EFL classroom. The researcher implemented an action research combining classroom observations, student journals, and interviews to identify challenges and issues existing in classroom such as low motivation, limited vocabulary, and writing anxiety. To address these issues, Sharma implemented strategies including guided writing

clues, peer feedback sessions, and regular reflective writing exercises. The findings revealed that these practical and context sensitive interventions increased students' engagement, improved their writing proficiency, and reduced anxiety. The study highlights the value of action research in developing context-specific, learner-centered strategies to enhance language learning outcomes.

Bhandari (2024) conducted a research on challenges of teaching and learning writing skills in Nepalese English classes. The research was conducted in ten public schools in Rupandehi district of Nepal with twenty teachers and sixty students. The main objective was to explore the challenges faced by the teachers and students during teaching and learning writing skill. The researcher used close-ended questionnaire as a tool to collect the opinions from the respondents. The research concluded that majority of the students struggle while learning writing due to the lack of vocabulary, poor grammar, spellings and punctuation. It also found that students face difficulties in writing due to the lack of preparedness, motivation, and internet facilities. Similarly, the research found that the teachers face difficulties in teaching writing due to the lack of professional experience, lack of support from the students and their parents. Moreover, teachers' inability to prepare suitable writing tasks for the mixed ability students and lack of opportunity for teachers to participate in professional development training also created difficulties for the teachers to teach writing skill effectively. The research highlighted the need and use of context sensitive pedagogy and varieties of writing tasks in the language classroom to teach writing skill effectively.

Methods

The researcher used Exploratory Action Research (EAR), a practice-oriented, teacher-led classroom study planned to address the practical classroom challenges by using a cyclic process of exploration, planning, action, observation, and reflection. According to Smith and Rebolledo (2018), "EAR is an effective way to address and cope with genuine issues in the classroom since it enables teachers to gain a better understanding of their classroom contexts and develop appropriate ways of teaching" (p. 4). Researcher used open- and close-ended questionnaires, students' written work, classroom observation notes, and reflective journals in order to investigate the causes of students' English writing anxiety. The questionnaires were distributed to 34 students of grade 8A where there were 22 boys and 12 girls.

Researcher deeply studied and critically analyzed students' written work to identify frequently appearing issues and patterns of problem, strengths, and the areas that needed prompt improvement. Classroom observation notes were used to capture the interactions, teaching strategies, and levels of student engagement. It also helped to identify reoccurring challenges in ELT classroom. Reflective journals enabled both students and the researcher to record thoughts, feelings, and insights regarding the learning process, supporting a deeper understanding and informing continuous actions within the EAR cycle.

Findings and Discussions

Students' Written Work

The result showed that students generally improved vocabulary and sentence construction while many others continued to face challenges with coherence and the organization of ideas. Grammatical errors, incorrect spellings, repetition of the words, and writing incomplete sentences were the regularly observed errors. The study also highlighted the areas that required solution oriented instruction and support. Analysis and evaluation of students' written work helped to conclude that they needed guidance in structuring ideas, correcting grammatical structures, and enhancing coherence and cohesion.

Classroom Observation Notes

The researcher observed the students in classroom for about one week in order to get the detailed ideas on their engagement in writing. Observations showed that students were highly engaged during interactive activities but not found to be actively participating in individual or written tasks. The teacher's strategies and techniques used in the classroom largely encouraged involvement and promoted productive group discussions; however, some students faced difficulty in understanding the instructions. Interaction patterns in classroom also showed that peer collaboration enhanced learning, though students required more supportive and secure place to express their ideas clearly and confidently.

Moreover, the observations helped in providing structured guidance. It also suggested to incorporate more supportive activities during individual tasks such as giving clues, appreciating them, etc which could help students build confidence and improve their independent writing and critical thinking skills. Encouraging

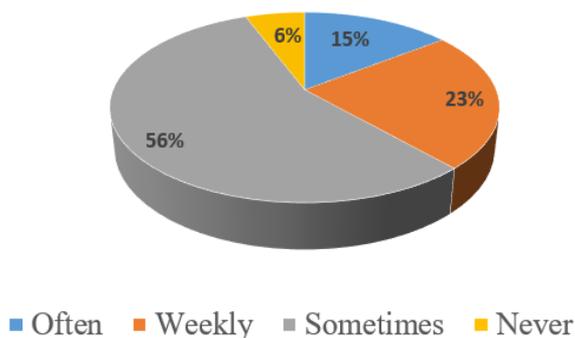
regular reflection and feedback would likely strengthen both their engagement and learning achievement.

Questionnaires

Figure 1

Frequency of Writing

How often do you write in English (essays, paragraphs, letters, etc.)?



The majority, 56%, of the students responded that they write in English sometimes or once a week, and only a few said that they write regularly. They feel less confident and make not expected progress in their writing skills because of this limited and confined practice. When teachers encourage students to do short writing activities every day, it can help them become more fluent, feel more confident, and reduce their anxiety of writing in English.

The findings show that students do not write English most of the time which decrease their level of confidence and pace of learning. They need regular and consistent practice to improve this situation. Providing students with daily writing tasks can help them build fluency, increase confidence, and slowly reduce their writing anxiety, marching to better improvement in English writing.

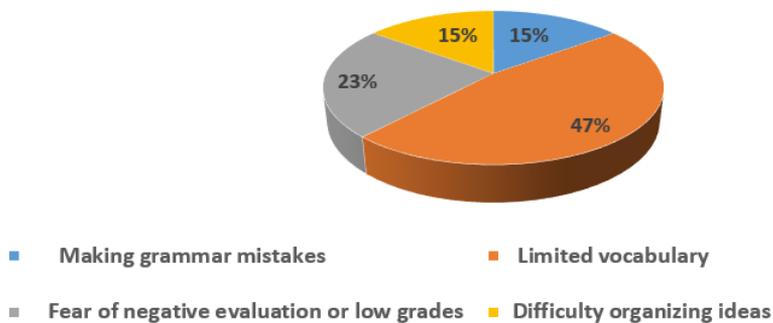
In order to address the limited English writing practice among students, diverse but effective strategies can be implemented. First, teachers can incorporate short, daily writing exercises into classroom routines, such as keeping daily records of their school activities, sentence production, or short-paragraph writing which helps to promote consistency and clarity. Second, peer review, feedback and collaborative writing activities can motivate students by providing constructive feedback on regular basis and creating a supportive learning environment. Third, integrating

writing prompts according to the students' interests can make the tasks more engaging and helps to reduce writing anxiety. Fourth, providing positive reinforcement and inspiring feedback can help build confidence and encourage risk-taking ability in writing. Moreover, setting achievable writing goals and slowly increasing writing complexity can help students experience progress without feeling embarrassed. Finally, using digital tools and platforms for writing practice, such as blogs, online journals, or language learning apps, can make writing more interactive and engaging for the students. These strategies establish regular practice, enhance fluency and accuracy, build confidence, and reduce anxiety, ultimately strengthening English writing skills.

Figure 2

Writing Anxiety and Stress

When you are asked to write in English, which of the following makes you feel most anxious or stressed?



This question helped to find out the main sources of anxiety or stress students feel when they attempt to write in English. 47% of the students responded that limited vocabulary creates difficulties, making them feel most anxious during writing tasks. Similarly, 23% of the students responded that the fear of negative evaluation or low grades raises their stress while writing. This shows that how limited vocabulary and fear of negative evaluation can discourage confidence in writing.

In the same way, 15% of the students also highlighted the fear of making grammar mistakes and another 15% students mentioned difficulties in organizing ideas. These responses suggest that the students struggle with language accuracy and structuring their thoughts clearly while writing.

Concluding, the findings show that students face a variety of difficulties in English writing. Among the challenges students face in course of writing, limited vocabulary and fear of visible and external evaluation are the most common

sources of anxiety. Vocabulary-building activities, supportive and positive feedback, and guidance on writing structure could help minimize stress and encourage students to write more confidently.

The results presented in the chart provided with some ideas and insights to implement some steps in order to overcome the situation. Teachers can encourage students to learn new words regularly through reading in order to increase the vocabulary power which is the most common source of anxiety.

Creating a supportive and students friendly classroom environment is crucial for the students who fear negative evaluation or low grades. Teachers can focus on constructive feedback rather than strict criticism highlighting strengths rather than the weaknesses. Peer review and feedback activities can be the best part for increasing students' level of motivation so that they can feel less judged and more motivated.

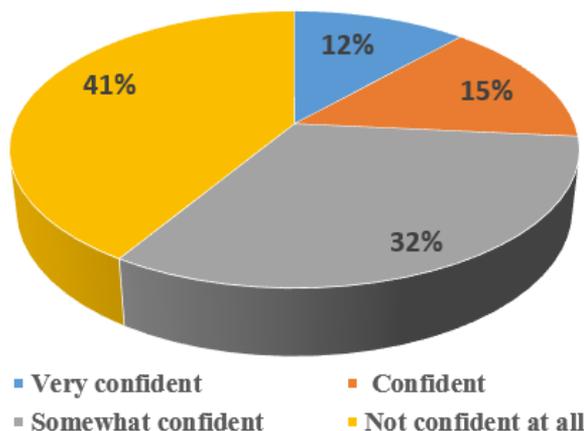
Regular practice with students using friendly and positive error-correction techniques and guided writing activities can build confidence and accuracy. In the same way, barriers in generating and organizing ideas can be reduced by engaging students in brainstorming activities and outlining before preparing for final writing.

Concluding, effective and regular practices, encouragement, and a supportive guidelines from teachers and peers can reduce the stress and help students gradually engage in writing with greater fluency, confidence, and creativity in English.

Figure 3

Confidence and Motivation

How confident and motivated do you feel when writing in English?



The pie chart demonstrates the level of confidence and motivation students feel when writing in English. According to the data, only 12% of students responded being very much confident, while 15% considered themselves as confident students. A larger percentage, i.e. 32% felt somehow confident, and the highest percentage, 41%, admitted that they were not confident at all in their English writing skills. This clearly indicates that a significant majority of learners struggle with motivation when they have to express themselves through writing in English. The fact proved that less than one-third of the students responded that they are confident in writing in English which is a major challenge and source of anxiety for most of the students.

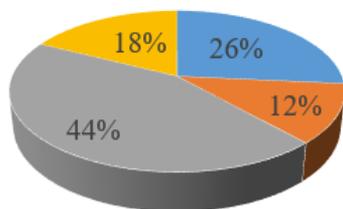
To tackle and reduce these challenges, some solutions can be implemented. One effective strategy is to encourage regular practice through short, daily writing exercises such as reflections, anecdotes or summaries. These activities help learners build fluency gradually and confidence. Teachers also play a pivotal role by providing students with constructive feedback highlighting their strengths along with areas to be improved. This keep motivating students rather than discouraging them. Another way is to make writing tasks more engaging by incorporating creative activities such as story writing, letter writing, blogs, or even collaborative group writing projects. These can make the process more enjoyable and less humiliating. Peer collaboration and feedback is another important activity as task together helps reduce anxiety and builds mutual encouragement and collaborative effort. Moreover, using technology in writing classes such as writing apps and online grammar tools can provide them with prompt support and make writing feel more interactive and engaging. Finally, connecting writing tasks to real-life situation and the aims of the students such as drafting emails, reports, or applications can help students realize the practical value of writing which helps to increase motivation.

In conclusion, the above mentioned result highlights that the most of the students lack confidence in writing English, where only a small percentage responded to be confident. The solutions for this is regular practice, supportive teaching methods, creative approaches, and practical applications. Along with the implementation of these strategies and techniques, students can gradually minimize their fear, gain confidence, and develop stronger writing skills in English.

Figure 4

Peer and Teacher Support

How does peer and teacher support influence your English writing?



- It increases my confidence and motivation to write.
- It helps me identify and correct my mistakes.
- It makes writing tasks less stressful and more enjoyable.
- Not helpful

The result presented in the above pie chart demonstrates that how peer and teacher support influences students' English writing. According to the responses, 26% of the students feel that peer and teacher support increases their confidence and motivation to write, while 12% responded as it helps them identify and correct their mistakes. The largest percentage, 44%, reported that support from peers and teachers makes writing tasks less stressful and more enjoyable. Similarly, 18% of students responded that support from teachers and peers was not helpful for them. This suggests that most of the students acknowledge the positive effect of peer and teacher guidance where a small number of students feels that such support does not effectively address their writing challenges.

The responses presented above show both the strengths and weaknesses. The strengths are that the peer and teacher support clearly boosts confidence, reduces stress, and provides opportunities for learning. This indicates that many students benefit from encouragement and collaborative learning. This makes writing feel less humiliating and irritating. The students also indicated that ineffective teaching strategies, lack of personalized and positive feedback, or peer interactions do not contribute meaningfully to learning. Students also prefer the independent work. They also feel that feedback is overly critical and intimidating rather than constructive and positive.

In order to tackle the situation, the counter measures should focus on supporting more effectively and inclusively. Teachers should provide individualized, constructive feedback that encourages improvement without discouragement. At the same time, peer activities such as group writing, peer proof reading, or collaborative projects can be structured to ensure active participation and meaningful feedback. Creating a positive classroom environment can also reduce stress and increase engagement where mistakes are taken as the signs of learning process. Moreover, the alternative and more effective techniques can be employed for the students who feel support is not helpful, so that all learners can benefit from the writing class. By improving both the quality and variety of support, more students can find writing less stressful, more enjoyable, and finally more successful and rewarding.

Over all, The responses collected from the students can be associated with many factors. Many students do not practice writing on regular basis as they take writing as a difficult task and give less emphasis compared to reading or speaking in classroom activities. It is pretty sure that without regular practice, fluency and confidence in writing remain incomplete and underestimated. Similarly, the fear of making mistakes in grammar, spelling, or vocabulary discourages students from writing in free and fearless environment, which reduces students' interest and readiness to engage in writing tasks. The students, who engage in traditional writing activities, stay unmotivated. Moreover, the lack of positive, supportive and regular feedback makes students hesitant and less confident. Teacher and peer support with constructive feedback helps students take writing task less stressful and more enjoyable. Students sometimes connect their writing with deep criticism and a matter of humiliation and insult rather than growth. As a result, a large number of students remain less confident and demotivated.

Plans for Action

After collecting the data and exploring them, the causes of students' writing anxiety can be addressed by implementing practical interventions over a two-month period. Researcher used a variety of learner friendly techniques and strategies into his teaching. He started to assign brief writing tasks each day, such as anecdote writing, short paragraphs on topics of students' own interest, or quick responses to the given clues. In the same way, researcher motivated the students to begin with simple exercise or activity and then gradually move to more complex

writing, helping them build confidence step by step or in simple to complex hierarchy. They were also encouraged to share their work in small groups or pairs to receive constructive feedback rather than open criticism and humiliation.

Moreover, the researcher asked students to choose the topics related to their own experiences, hobbies, or opinions so they could feel comfortable and freely express their ideas, stories, and feelings. Teaching vocabulary clearly and comprehensively and practicing sentence formation helped students remain engaged and build a strong writing foundation. Researcher also started weekly “Peer Review and Feedback Sessions” to reduce fear or intimidation to encourage active interaction. Students worked in pairs or small groups to share ideas or write short texts together, which helped create a positive and motivating classroom atmosphere.

At the end of each week, researcher divided the students into the group of four and allowed them to have short reflective discussions aimed to help students evaluate their own progress and identify the areas where they still needed support. This strategy helped the students find out the area they needed the further support and guidance from the teachers. This also helped researcher to modify the teaching approaches according to the need of the students. The continuous discussion sessions strengthened the teacher- students bond so that students could reduce the fear of humiliation.

Additionally, researcher celebrated small achievements and progress accomplished by the students. Meanwhile, he provided students with the appropriate practical tips to engage them in writing. Providing students with the practical tips and guidelines helped in increasing their level of confidence and greatly encouraged them to generate ideas, organize them and stay engaged in writing. Observing students’ increased sense of affiliation with writing and their self-motivated engagement satisfied the researcher. He also used internet tools for editing the writing tasks and providing students with the grammatical support, which made writing more interactive and comprehensible. Gradually, these methods helped students recognize writing as a meaningful and effective way to share their ideas and opinions instead of taking it as stressful. This gradual reduction in their stressful thinking minimized their writing anxiety and helped them develop the level of confidence in writing English.

Results of the Practical Classroom Interventions

After incorporating a variety of techniques and strategies in teaching, students showed incredible progress in writing skill. It developed the level of confidence and motivation of the students. Providing students with short and preferable writing task everyday such as diary writing, anecdote writing, concise paragraphs about their thoughts throughout the day, and paragraphs on topics of personal interest helped students practice writing regularly without feeling stressed. Eventually, starting with simple and easy tasks and gradually moving to more complex and difficult writing fostered their confidence noticeably.

Creating the environment to share students' write ups in small groups or pairs allowed them to get constructive prompt feedback in a safe environment that helped them reduce the level of writing anxiety and fear of being criticized. Students actively engaged in writing about personal experiences, hobbies, and opinions, which increased their level of motivation and made the write up more meaningful and appreciative. Clear and easy vocabulary and sentence construction practice, and comprehension exercises strengthened their language base helping them use a wider range of words and different sentence structures independently.

Organizing peer review and feedback sessions on regular basis promoted the sense of collaboration by minimizing feelings of embarrassment and humiliation. Students worked together to brainstorm ideas, collaborate short writings, and provide feedback which enhanced both writing skills and interpersonal communication. Over a time period, students showed the greater confidence and willingness to take risks in writing, and showed improved clarity, coherence, and creativity in their work. This increased the risk taking ability of the students.

Moreover, the researcher ensured that students' progress was recognized and celebrated through positive reinforcement and appreciations. Small achievements were acknowledged through verbal praise, written comments, or displaying good work, which motivated students to continue improving. Technology-based tools such as grammar checkers and e-collaborative platforms were also introduced to make writing more interactive, engaging and less humiliating. These practices not only reduced writing anxiety but also cultivated a growth mindset among learners. Overall, the interventions created a supportive, engaging, and motivating

environment that enabled students to view writing as an funny process of expression and learning.

Conclusions and Implications

The Exploratory Action Research conducted in researcher's classroom showed that practical interventions can effectively address students' classroom problems. The implementation of students informed teaching techniques and strategies had a positive impact on students' writing skills, confidence, and motivation. Everyday stress free writing tasks along with gradual transformation from simple to complex assignments helped students develop their writing abilities reducing anxiety. Collaborative activities in classroom such as sharing work in pairs or small groups and engaging in peer review and feedback sessions created a safe, exciting and supportive environment that encouraged constructive feedback and enhanced self-confidence.

This study disclosed some of the reasons behind the reluctance of students to write in English and minimized this issue to some extent with some practicable techniques in the participation of the students. Engaging and easy way of vocabulary and sentence construction, and comprehension exercises strengthened students' language foundation allowing them to express ideas more clearly and creatively. Writing on personally meaningful and interested topics increased engagement and motivation making learning more relevant and enjoyable.

It is found that teachers should incorporate regular, low-pressure writing activities to build students' confidence and reduce their writing anxiety. Peer collaboration and feedback sessions are very much influential in order to create a supportive classroom environment and improve communication skills. Moreover, targeted instruction in vocabulary, sentence structure, grammatical construction, and comprehensive exercises enhance students' engagement in writing. It also encourages expression using meaningful, interest-based writing that increases motivation and fosters regular and active participation.

In conclusion, this EAR emphasizes that teacher-initiated, context-sensitive action research can bring meaningful improvements in both teaching practices and student achievements emphasizing the value of reflective, student-centered approaches in minimizing classroom challenges. Moreover, the research shows that small but regular changes in teaching techniques can lead to long-term

progress. This research provided the insights that designing and implementing activities aligned with students' needs can bring unexpected positive changes among learners. The success of these interventions shows the importance of flexibility, creativity, and continuous reflection in teaching and learning. The research motivates the educators to engage students in reflective practices to improve their writing skills by continuously adapting strategies, encouraging collaboration, and celebrating progress. Teachers can transform writing from a source of anxiety into an empowering tool for learning and self-expression. Finally, this approach not only improves academic performance but also nurtures confidence, resilience, and lifelong learning behaviors among students.

References

- Bhandari, B. L. (2024). *Challenges of teaching and learning writing skills in Nepalese English classes*. *Tribhuvan University Journal*, 39(1), 50–62. <https://doi.org/10.3126/tuj.v39i1.66667>
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Canagarajah, S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9–34.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Karki, D. (2021). Improving the reading comprehension of Grade 10 students. In *Stories of Nepalese EFL Teachers* (pp. 19–25). Kathmandu: Nepal English Language Teachers Association (NELTA).
- Nunan, D. (2003). *Practical English language teaching*. McGraw Hill.

- Oli, I. K. (2024). Supporting students' speaking skill in ELT classroom: An Exploratory Action Research. *Journal of Janta Multiple Campus (JJMC)*, 3(1). ISSN: 3021-9515.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23–30.
- Seow, A. (2002). The writing process and process writing. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 315–320). Cambridge University Press.
- Sharma, G. N. (1990). The impact of education during the Rana period in Nepal. *Himalaya, the Journal of the Association for Nepal Himalayan Studies*, 10(2), 3-7. <https://digitalcommons.macalester.edu/himalaya/vol10/iss2/6>
- Sharma, P. (2022). Enhancing writing skills through reflective journals: An action research study in a Nepalese EFL classroom. *Journal of English Language Teaching and Research*, 10(2), 45–58.
- Shrestha, S., & Dangal, M. R. (Eds.). (2019). *Stories of exploratory action research in Nepal*. Kathmandu University.
- Shrestha, S., Laudari, S., & Gnawali, L. (2022). Exploratory action research: Experiences of Nepalese EFL teachers. *English Language Teaching Journal*, 77(4), 407–415.
- Smith, R. (2015). Exploratory action research: Why, what, and where from? In K. Dikilitaş, R. Smith, & W. H. Banegas (Eds.), *Teacher-researchers in action* (pp. 37–45). IATEFL Research SIG.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge University Press.