Promoting Freewriting Skills of English Language Learners: An Action Research on Grade 10 Students at Sudurpashchim Secondary School

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Abstract

Developing freewriting skills presents significant challenges for Nepalese English language learners. Students in Nepali medium schools often face various difficulties in acquiring freewriting skills which hinder their overall English language learning. This action research identifies the challenges encountered by Grade 10 students at Sudurpashchim Secondary School in developing freewriting skills and proposes effective strategies to address these issues. To achieve this, a qualitative action research approach was employed, involving classroom observations, students' writing samples, and focus group discussion with students. Data were collected over a six-week intervention period during which the researcher implemented a series of freewriting activities tailored to the students' needs. The analysis focused on identifying recurring difficulties, student perceptions, and observable changes in writing fluency and confidence. The findings reveal that the students struggle due to poor English language backgrounds, inadequate grammar knowledge, limited writing exposure, anxiety, and a lack of awareness of freewriting strategies. These factors lead to difficulties in constructing even grammatically correct sentences, writing cohesive paragraphs, and composing basic descriptive essays. The research highlights that employing translanguaging and personalization approaches significantly enhanced the students' freewriting abilities. These techniques proved effective for learners with limited English proficiency and difficulties in generating ideas. The study emphasizes the importance by analyzing classroom challenges before designing action plans to address students' specific needs effectively. The results suggest that teachers should integrate these strategies into their instruction to improve students' freewriting skills. Such approaches not only address linguistic gaps but also enhance confidence and creativity in students, contributing to their overall language development.

Keywords: Writing skills, challenges, translanguaging, personalized strategies

Introduction

This action research focuses on improving the writing abilities of Grade 10 students at Sudurpaschim Secondary School in Attariya, Kailali. In this school, a cohort of 58 students, both male and female, has demonstrated ongoing challenges in producing grammatically correct and coherent sentences, constructing simple paragraphs, and writing basic descriptive essays in English. These struggles highlighted a need for effective pedagogical interventions to enhance students' proficiency in writing.

Despite learning English for several years, these learners continue to face difficulties that may stem from limited exposure to English outside the classroom, as well as the cognitive demands of writing in a foreign language. Recognizing this, the study implemented an intervention based on translanguaging and the personalization approach. Translanguaging involves strategically allowing students to use their first language to scaffold English learning, which can help lower cognitive barriers. Meanwhile, the personalization approach encourages students to relate writing tasks to their personal experiences, enhancing engagement and relevance.

By integrating these approaches, this action research aims to foster an environment that supports students' gradual mastery of written English, enabling them to express ideas more effectively and confidently in a second language. The study will track changes in students' writing abilities through various assessments, thereby providing insights into the effectiveness of these combined techniques in addressing the specific challenges faced by secondary-level English learners in a Nepali educational context.

Literature Review

Writing Skills in English

Language as a means of communication is used in terms of four skills: listening, speaking, reading, and writing. Writing in English as a second language enables speakers to express their ideas verbally and in writing, as well as to share them with others (Bello,1997). At first, Elbow (1973, 1998) revealed freewriting as writing without pausing and editing, which can be used as a powerful technique for developing student writing. Freewriting is a discipline-specific strategy for improving student learning and writing in the disciplines (Fishman, 1997; George & Young, 1991; Somerville & Crème, 2005).

Yule (2010) asserted that writing involves the use of visual symbols to convey meaning, and this skill can be acquired and improved through deliberate and continuous effort. Writing encompasses the cognitive processes of generating, expressing, and

organizing ideas into coherent statements and paragraphs (Nunan, 2003). Similarly, Harmer (2004) argued that effective writing necessitates attention to mechanical aspects like handwriting, spelling, punctuation, as well as the structuring of sentences, paragraphs, and entire texts. Writing can be defined as the creation of written content, resulting in a text that must be read and understood for communication (Celce-Murcia & Olshtain, 2002). McMahan et al. (2016) contended that the objectives of writing include expressing emotions, entertaining, informing, and persuading readers.

Moreover, Elbow and Belanoff (2000) explicate that through freewriting students are able to overcome from hesitation which they fell while writing in initial phase. This should focus on generating ideas rather than editing. The challenge is not only in developing and organizing ideas, but also in translating them into a language that is understandable. Therefore, students should give more time to writing. Freewriting can be used to enhance the writing abilities of the learners (Richards & Renandya, 2006). Although students acknowledged the existence of form variations, they acknowledged that their major writing challenges came from attempting to understand the deeper layers of variation in writing and how to use them (Street, 1998).

Furthermore, writing inspires children to concentrate on using appropriate language and stimulates language growth as writers work to overcome the issues that the writing causes them to think about (Harmer, 2004). Moreover, Brown (2010) explicates that writing includes more than just producing words and sentences. The students' written language communication skills are crucial in clearly communicating their knowledge and comprehension since writing includes more than just producing words and sentences.

Importance of Freewriting

Free writing helps learners to be more active and engaged in the classroom. Engaging in creative writing fosters students' interest and enhances their thinking abilities, ultimately improving both their creative and academic writing skills. When students develop a passion for creative writing, they can apply these skills effectively to their academic and other forms of writing (Pokharel, 2023). Similarly, Kew (2021) reveals that freewriting-focused writing class helps to develop students' confidence to write in English easily. It contributes to an improvement in the quality or complexity of the writing, and freewriting is very helpful in supporting students in overcoming their inhibitions in order to be able to write freely. However, some people consider this type of writing subjective, time-consuming, and complicated.

Similarly, Setiawan et al. (2014) contend that writing proficiency encompasses the application of grammar rules, vocabulary, and various principles of sentence construction. Effective writing requires individuals to tap into and organize their

existing knowledge. Writing serves as a transformative process, leading individuals from ignorance to the enlightenment of knowledge. This underscores the significance of literacy, as someone unable to read and write is often referred to as illiterate and lacking in knowledge (Khan & Khan, 2020).

Furthermore, Li (2007) argued that freewriting has the potential to have numerous applications in a variety of teaching and learning environments to improve student engagement in higher education and it is a helpful pedagogical tool in the context of developing academic skills, particularly in academic writing. Li (2007) further revealed that freewriting will empower students to think through issues, make discoveries, gain insights, and express themselves with confidence through spontaneous writing that focuses on a particular topic when it is fully utilized and adopted as a regular and essential part of the teaching and learning process.

Translanguaging in Developing Freewriting Skills

Translanguaging is a dynamic pedagogical practice that allows multilingual learners to utilize their full linguistic repertoire when engaging in language learning and literacy development (García, 2009). In the context of freewriting, translanguaging provides students with the freedom to draw from all their linguistic resources, facilitating idea generation, reducing anxiety, and fostering creativity. One of the key benefits of translanguaging in freewriting is its ability to enhance cognitive and linguistic flexibility. When students are permitted to alternate between languages, they can conceptualize and articulate ideas more effectively (García & Li, 2014). This process enables deeper cognitive engagement, as learners are not restricted by their proficiency in English but instead use all their linguistic knowledge to explore and develop their thoughts. Research suggests that when learners are allowed to use their first language (L1) alongside the target language (L2), they demonstrate improved problem-solving skills and conceptual understanding (Cenoz & Gorter, 2017).

English as a Second Language (ESL) and English as a Foreign Language (EFL) learners experience anxiety when writing in English due to concerns about grammatical accuracy and vocabulary limitations (Horwitz, 2001). Translanguaging mitigates this anxiety by allowing students to begin their writing in the language they feel most comfortable with before transitioning to English. This strategy reduces cognitive overload, making the writing process more accessible and enjoyable (Creese & Blackledge, 2010). Through translanguaging, students focus more on content and idea development rather than linguistic correctness, which aligns with the core principles of freewriting—unrestricted, continuous expression without the immediate concern for grammar and structure (Elbow, 1998).

Translanguaging serves as a bridge between students' inner thoughts and their written expression. Many learners struggle with articulating complex ideas in English because they think in their native language. By allowing students to draft ideas in their L1 and gradually refine them in English, translanguaging supports deeper engagement with the writing process (García & Sylvan, 2011). Additionally, this practice fosters metalinguistic awareness, as learners become more conscious of language structures and how ideas can be expressed differently across languages (García & Li, 2014).

Personalization Approach in Developing Freewriting Skills

The personalization approach in language learning emphasizes tailoring instruction to align with students' interests, needs, and backgrounds (Nunan, 1997). In freewriting, personalization plays a vital role in enhancing engagement, motivation, and linguistic development. By integrating topics that are personally meaningful to students, instructors can create a more dynamic and student-centered writing environment.

One of the most significant advantages of personalization in freewriting is its ability to increase motivation. According to Ushioda (2011), learners are more engaged and invested in language tasks when they see personal relevance in them. Freewriting topics that connect with students' experiences, emotions, and aspirations make writing more meaningful and encourage learners to express themselves more freely. When students write about topics, they are passionate about, they demonstrate greater fluency and creativity in their work (Richards & Rodgers, 2001).

Personalization fosters a sense of ownership over the writing process, which is essential for building confidence in language learning (Benson, 2001). When students have the autonomy to choose their own topics or relate assignments to their personal lives, they are more likely to engage deeply with the writing task. This ownership leads to greater investment in refining their writing, experimenting with language, and expressing ideas in a more authentic manner (Ur, 1996). Furthermore, when students feel that their voices and experiences matter in the classroom, they become more confident in their ability to communicate in English (Lamb, 2017).

A personalized approach to freewriting also helps bridge the gap between academic writing and real-life communication. By allowing students to write about their experiences, cultural backgrounds, and aspirations, instructors create a learning environment that values students' identities and diverse linguistic resources (Dörnyei, 2005). This relevance encourages students to view writing as a tool for self-expression rather than just an academic requirement. Additionally, research suggests that when writing tasks are personally meaningful, students are more likely to retain vocabulary and develop a more natural writing style (Nation, 2009).

Combining translanguaging and personalization creates an inclusive and empowering approach to developing freewriting skills in English. Translanguaging allows students to access their full linguistic repertoire, facilitating idea generation and reducing writing anxiety, while personalization ensures that writing tasks are meaningful and engaging. This combination aligns with learner-centered pedagogies, fostering autonomy, creativity, and linguistic confidence (Canagarajah, 2011). In practical classroom applications, teachers can encourage students to draft their initial thoughts in their native language and later translate or adapt them into English. Additionally, teachers can design freewriting prompts that connect with students' personal experiences, aspirations, and cultural backgrounds. This integration of translanguaging and personalization ensures that freewriting becomes a fluid, meaningful, and enjoyable process, ultimately enhancing students' overall language proficiency and self-expression in English.

Challenges in Developing Freewriting Skills

Even though freewriting helps develop students' confidence to write English easily and contribute to improve students writing, students are having problems while developing such writing. Sarwat et al. (2021) reveal that the students are having difficulties while writing due to a lack of creative ideas, writing anxiety, weak structural organization, dependence on L1, poor command over English tenses, grammar, syntax, and insufficient vocabulary. Authors suggest that English teachers should provide creative writing exercises to their students, set up a variety of writing-related learning, and the differences between the learners should be considered continuously in the classroom to improve the writing skills of the learners. Similarly, Fhonna (2014) argued that the challenges of writing typically become apparent as soon as the first words are written. The process of identifying and coming up with ideas, then organizing them and choosing words and vocabulary to begin writing, is difficult. The issues persist when the student is required to write in the context of a particular discipline, such as politics, economics, education, and many others. One of the major challenges that students experienced in producing error-free free-writing was their awareness of grammatical rules, their lack of ideas/difficulties in organizing ideas as well as their problems with grammar (Fhonna, 2014).

In a similar vein, Suvin (2020) confirmed that students make various errors in composition and application writing, and students in the school exhibit varying levels of difficulty in their writing, with significant challenges observed in vocabulary, grammar, and academic style. The most common errors encompass spelling, sentence structure, accurate verb usage, tense, capitalization, punctuation, and vocabulary. Furthermore, Sarwat et al. (2021) mentioned that students face primary challenges in their English

writing due to limited proficiency in English tenses, grammar, syntax, and a limited vocabulary. Inadequate creative thinking, anxiety about writing, ineffective structural organization, and overreliance on their native language (L1) also significantly contribute to students' subpar English writing skills. Regarding teaching creativity, Suvin (2020) explicates that pedagogical challenges arise during creative writing instruction, mainly tied to student engagement, learning aptitudes, and collaboration issues. To improve students' creative writing skills, activities should be carefully selected to serve as writing development tasks.

Students achieve a good level of writing proficiency while practicing freewriting. However, Toba and Noor (2019) argues that some of the students encountered challenges in various aspects of writing, including content, organization, vocabulary, grammar, and mechanics. These difficulties were attributed not only to their limited knowledge of writing concepts and the specific essay format but also to personal factors such as a lack of writing practice, aversion to writing, anxiety about writing, negative perceptions of writing, low motivation to write, insufficient time during writing tests, and inadequate teaching of the writing process by their instructors. Furthermore, Toba and Noor (2019) explicates that to address these issues and enhance their writing skills, it is crucial to integrate improvements in writing instruction that involve both EFL students and their instructors. Moreover, students encounter a range of writing challenges across different educational levels, which can typically be grouped into cognitive, psychological, linguistic, and pedagogical difficulties (Andrew, 2019).

The Purpose

Writing is a fundamental skill in language learning, yet many students struggle with it and show little interest in engaging with writing tasks. Various factors, such as lack of confidence, insufficient practice, limited exposure to diverse writing tasks, and a focus on rote learning, may contribute to this issue (Bhandari, 2024). Understanding the specific challenges students face in writing is crucial for developing effective strategies to enhance their skills and motivation. Thus, this action research aimed at identifying the reason of students less interest and lack of motivation in developing and improving freewriting skills.

Plan for Exploration

To gain a deeper understanding of students' writing challenges, it was essential to investigate their experiences, perceptions, and engagement with writing tasks.

Therefore, the study sought to explore the specific problems students encounter in writing, their attitudes toward different writing activities, and the conditions that influence their participation. For that, I planned to explore the following questions:

1. What problems are there with students' writing?
2. What do students say about different kinds of writing tasks?
3. When do students participate/do not participate in writing activities?

Methods and Procedures

At Sudurpashchim Secondary School, Grade 10 students face several challenges in freewriting. Many of them find it difficult to generate ideas and write fluently, often feeling anxious about grammatical correctness. To address this issue, this action research was conducted with the aim of promoting students' freewriting skills by encouraging creativity, reducing fear, and fostering self-expression. The study, following several phases of action research, incorporated a personalized approach to make writing more engaging and a translanguaging approach to help students bridge the gap between their first language and English.

Planning Phase

This action research was conducted to enhance the freewriting skills of Grade 10 students at Sudurpashchim Secondary School, Attariya, Kailali. 58 students, including both boys and girls, participated in the study. Before implementing the intervention, an initial assessment of students' freewriting abilities was conducted through informal writing tasks. Students were asked to write a short paragraph on familiar topics such as "My Daily Routine" or "A Memorable Day in My Life." Their responses revealed common challenges, including difficulty in generating ideas, hesitation due to fear of making mistakes, reliance on rote learning, and limited vocabulary. Some students wrote only a few sentences, while others left their work incomplete. Many expressed frustrations, stating that they did not know what to write or feared that their English was incorrect.

Based on these observations, a structured plan was developed to encourage fluency and creativity in writing. Two key instructional techniques were integrated: the personalized approach, which allowed students to choose their own topics and express their ideas freely, and the translanguaging approach, which permitted students to use their first language (Nepali or other local languages) for brainstorming and outlining before transitioning to English. These approaches aimed to increase engagement, reduce anxiety, and foster self-expression in writing.

Action Phase

The intervention lasted for one month and involved daily freewriting exercises. Activities were structured to gradually build students' confidence and fluency in English writing. The personalized approach played a key role in this phase by allowing students to write about topics of personal interest. Instead of assigning generic writing topics, students were encouraged to write about subjects that mattered to them, such as "The Funniest Thing That Happened to Me," "If I Had a Superpower," or "My Dream Journey." This method helped them feel more connected to their writing and motivated them to express themselves more freely. They were encouraged to write continuously for 10–15 minutes without worrying about grammar or spelling, focusing instead on fluency, creativity, and self-expression. For instance, one student who initially struggled with writing chose to describe his experience of visiting his grandmother's village. At first, he hesitated, but after being encouraged to write without the fear of mistakes, he produced a whole paragraph describing the trees, the river, and his feelings. Over time, he became more confident in sharing his experiences in English.

In addition to the personalized approach, the translanguaging approach was used to help students bridge the gap between their first language and English. Recognizing that students often struggle to think directly in English, they were encouraged to brainstorm ideas and outline their writing in Nepali before transitioning to English. For example, a student writing about "My Best Friend" might first list qualities and experiences in Nepali, such as मेरो सबैभन्दा मिल्ने साथी राम हो। (My best friend is Ram.) and हामी सँगै फुटबल खेल्छौं। (We play football together.) After brainstorming in their first language, they were guided to translate and expand their ideas into English. This process reduced writer's block and made writing less intimidating. A student who initially wrote only a short sentence like "My friend is good" later expanded it into "My best friend is Ram. He always makes me laugh. We play football together after school. He helps me with my studies and supports me when I feel sad." Through this process, students gained confidence in expressing their thoughts more fully in English.

Observation Phase

Throughout the intervention, student progress was closely monitored using various methods. Teacher observation focused on noting changes in students' attitudes toward writing, identifying those who became more confident and engaged. Student writing samples were collected and analyzed to track improvements in fluency, coherence, and expression. Peer and teacher feedback were incorporated to create a supportive learning environment. Students shared their writing in pairs or small groups, offering each other encouragement and constructive feedback. The emphasis remained on helping students develop confidence rather than correcting mistakes.

The observations indicated that students who had previously written only two or three lines in a writing session gradually progressed to writing complete paragraphs. Their hesitation decreased, and they became more willing to experiment with their ideas. The fear of making mistakes, which had initially prevented many from expressing themselves, diminished as they became more accustomed to writing freely.

Reflection and Evaluation Phase

At the end of the one-month intervention, students' writings were compared to assess improvements in fluency, coherence, and confidence. Their initial freewriting samples were analyzed alongside their final pieces to identify growth in the length, clarity, and organization of ideas. To gain deeper insights, focus group discussions (FGDs) were conducted, where students shared their experiences with the personalized and translanguaging approaches. Many students expressed that having the freedom to choose their own topics made writing more enjoyable. Others mentioned that being allowed to think in Nepali first helped them organize their ideas before translating them into English, making the writing process feel less overwhelming.

Additionally, students participated in self-reflection exercises, where they assessed their own progress and confidence in writing. Many reported feeling less fearful of writing and more comfortable expressing their thoughts in English. Some students who had previously avoided writing tasks began to view writing as an enjoyable and meaningful activity rather than a challenging academic exercise.

Data Analysis

This action research utilized qualitative methods to analyze the collected data, drawing on student writing samples, classroom observations, and focus group discussions (FGDs). A thematic approach was employed to identify recurring patterns and trends in students' writing progress, engagement levels, and perceptions of the intervention strategies. Initial and final writing samples were compared to measure improvements in fluency, coherence, and confidence. Additionally, students' reflections and feedback provided insights into their experiences with personalized writing tasks, translanguaging, and peer collaboration.

Analysis of Writing Samples

The students' initial writing samples revealed several common challenges, including limited vocabulary, difficulty in organizing ideas, and hesitation due to fear of grammatical mistakes. Many students produced incomplete responses, with

some writing only a sentence or a few disjointed phrases. However, by the end of the intervention, a significant transformation was evident. Students who initially struggled to write coherent paragraphs were able to construct more structured and expressive compositions.

For example, an early writing sample from a student on the topic "My Best Friend" read: *"My best friend is Ram. He is good. We play."* After engaging in continuous freewriting activities and peer feedback, the student revised the response to: *"My best friend is Ram. He always makes me laugh. We play football together after school. He helps me with my studies and supports me when I feel sad."* This demonstrated notable progress in sentence expansion, idea organization, and descriptive details. The critical aspect of this improvement is not just the increased word count but the depth of expression and the ability to convey relationships and emotions more effectively. This supports the argument that students' engagement in meaning-focused writing activities fosters both linguistic and cognitive growth (Nation, 2009).

Classroom Observations and Student Behaviour

Observational data collected over a six-week period at Sudurpashchim Secondary School in a Grade 10 English class indicated a gradual shift in students' attitudes toward writing. Initially, during the first two weeks of classroom observations, many students hesitated to participate in freewriting exercises, expressing concerns about making mistakes and being judged. The classroom atmosphere was marked by minimal engagement, with only a few students volunteering to write or share their work.

By the third and fourth weeks, as students were regularly exposed to fluency-focused writing activities without the pressure of immediate correction, a noticeable change emerged. Students began to write more freely, taking risks in their language use and showing greater willingness to experiment with ideas. Observation notes from Week 4 recorded increased student confidence, with one student remarking during an informal discussion, "I feel better when I know the teacher won't mark my mistakes right away."

During Weeks 5 and 6, the implementation of structured peer feedback sessions led to increased student interaction and collaborative engagement. Initially, students were reluctant to share their writing with peers. However, by the end of the observation period, many were actively exchanging feedback, asking questions, and offering suggestions. The classroom environment evolved into a more supportive and communicative space. This progression aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), illustrating how peer interaction and guided support can facilitate both language acquisition and writing development. Through scaffolded learning in these peer discussions, students demonstrated improved writing fluency, increased motivation, and greater self-efficacy.

Focus Group Discussions and Student Reflections

The FGDs provided deeper insights into students' perceptions of the intervention. Many students expressed that having the freedom to choose their own topics made writing more enjoyable and meaningful. Others highlighted that brainstorming in Nepali before transitioning to English reduced anxiety and helped them structure their ideas more effectively. Several students who had previously struggled with writing reported feeling more confident and willing to write without fear of mistakes.

For instance, one student stated: *"Before, I was afraid to write because I thought my grammar was bad. But when I wrote about my own experiences, I felt more comfortable. Also, thinking in Nepali first helped me organize my ideas before writing in English."* This suggests that allowing students to draw on their first language as a cognitive resource can significantly reduce writing apprehension and enhance clarity. Research by García and Wei (2014) supports this, arguing that translanguaging enables bilingual students to develop a deeper understanding and cognitive flexibility in writing.

Another student remarked that writing in a relaxed manner without immediate correction allowed for more creative expression. This aligns with Krashen's (1982) Affective Filter Hypothesis, which posits that anxiety and fear of correction hinder language acquisition. By reducing these affective barriers, students were able to focus more on the meaning of their writing rather than mechanical accuracy, ultimately leading to greater fluency and confidence.

Results and Discussion

The findings from this action research highlight the significant role of personalized writing topics and translanguaging approaches in improving students' writing skills. The intervention led to increased student engagement, improved fluency, and greater confidence in expressing ideas. Several key themes emerged from analyzing student writing samples, classroom observations, and focus group discussions.

Personalized Writing Approach Increased Engagement

One of the most significant discoveries was the positive impact of allowing students to write about topics of personal interest. When students were given the autonomy to choose their own subjects, they demonstrated greater enthusiasm and investment in their work. For example, when asked to write about "A Special Memory," students wrote extensively about family gatherings, festivals, and personal achievements, showcasing deeper emotional engagement. This finding aligns with Dornyei's (2001)

argument that motivation is a crucial factor in second language acquisition, as students perform better when personally invested in a task.

Further supporting this, Flower and Hayes (1981) suggest that writing is a cognitive process that requires idea generation, organization, and translation into text. When students wrote about topics of personal significance, they displayed increased cognitive engagement, generating more ideas and demonstrating better text organization. Similarly, Ferris and Hedgcock (2014) emphasize that meaningful writing experiences contribute to greater investment in the learning process and long-term skill retention.

Translanguaging Enhanced Idea Development and Reduced Writing Anxiety

Translanguaging enabled students to clarify their thoughts before transitioning to English. Many students reported that brainstorming in Nepali first made it easier for them to organize their writing. For example, a student who initially struggled with writing about a holiday first wrote, "मेरो बुबा मलाई पोखरा लिएर जानुभयो। हामीले फेवा ताल घुम्यौं।" (My father took me to Pokhara. We visited Fewa Lake.) Later, they translated and expanded it into: "My father took me to Pokhara during the holidays. We visited Fewa Lake, and I saw a beautiful sunset. I also went boating with my family. It was an unforgettable experience."

This finding aligns with Garcia and Wei's (2014) research, which highlights the cognitive benefits of translanguaging in multilingual learners. They argue that allowing students to utilize their full linguistic repertoire fosters better comprehension, encourages deeper thinking, and ultimately improves the quality of writing. Creese and Blackledge (2010) also advocate for translanguaging, emphasizing its role in creating an inclusive learning environment where students feel more confident in expressing their thoughts.

Fluency First Approach Led to Greater Writing Confidence

Another crucial finding was the impact of prioritizing fluency over grammatical accuracy in the initial stages of writing. During the intervention, students were encouraged to write continuously for 10-15 minutes without focusing on correctness. Over time, this approach led to notable improvements in their writing fluency. Students who initially wrote only a few lines gradually expanded their responses into complete paragraphs.

This observation aligns with Nation's (2009) argument that fluency development is an essential component of language learning. He emphasizes that allowing students to produce language without immediate correction fosters confidence and a willingness to take risks. Similarly, Harmer (2004) states that excessive focus on accuracy can

hinder fluency, particularly in early language development stages. Creating a low-stakes writing environment made students more comfortable generating ideas and experimenting with language.

Conclusion

The findings of this action research demonstrate that integrating personalized writing topics, translanguaging strategies, and a fluency-first approach significantly enhances students' writing abilities. The intervention led to improved engagement, reduced writing anxiety, and greater confidence in self-expression. Students who initially struggled with generating ideas and organizing their writing showed remarkable progress in their ability to construct coherent and meaningful texts.

This study has several implications for English language teaching in similar contexts. Firstly, providing students with opportunities to write about personally meaningful topics can significantly increase motivation and investment in writing tasks. Secondly, adopting a translanguaging approach allows students to leverage their first language as a cognitive resource, facilitating deeper understanding and idea development. Lastly, prioritizing fluency over accuracy in early writing stages encourages students to take risks and develop confidence, ultimately leading to long-term improvement in writing skills.

Future studies could explore the long-term effects of personalized writing and translanguaging on students' overall language proficiency. Additionally, further research could examine how peer feedback strategies can be refined to maximize their impact on student writing. Expanding the study to different grade levels and educational contexts would provide a broader perspective on the effectiveness of these instructional strategies.

While the findings of this action research are promising, the study is not without limitations. The research was conducted within a specific classroom setting with a limited number of students, which may affect the generalizability of the results to broader educational contexts. The short duration of the intervention also restricts insights into the long-term impact of personalized writing, translanguaging strategies, and the fluency-first approach on students' writing development. Additionally, the study relied primarily on qualitative observations and student writing samples, without incorporating more diverse data sources such as standardized assessments or longitudinal tracking. These limitations suggest that the findings should be interpreted with caution and invite further investigation in more varied and larger-scale settings.

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