

## Teaching of English Writing Skills at Secondary level in Muslim Countries: A Comparative Study of Public and Private Schools in District Muzaffargarh, Pakistan

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### Abstract

In this global world communication plays a dominant role. Language is basic tool for communication. To learn a second language, humans require to learn the skills of that language. The learners ever find it difficult to acquire writing skills because it encompasses a lot of practice due to intricacy of syntactic and morphological structure. So, the present study deals with the teaching of English writing skills at secondary level in District Muzaffargarh. The aims of current research were to find out main problems related to writing skills faced by Pakistani ESL learners at public and private schools in District Muzaffargarh, to investigate ESL educators' insights about English writing at public and private schools and to recommend strategies and techniques to improve ESL learners English writing skills. A sample of 25 teachers and 75 students was taken from private schools while 25 teachers and 75 students were taken from public schools in District Muzaffargarh. The data was collected through two Questionnaires: one for teachers and other for students. Data was analyzed statistically through SPSS 22. The findings

revealed that both public and private schools' students face difficulties in written vocabulary, right utilization of tenses, utilization of accentuation marks, spelling issues and issues in associating one paragraph with other. The result also revealed that both public and private schools' teachers stated that use of proverbs, use of idiomatic expression practice in spelling can make improvement. Teachers also agreed that overcrowded schools, over workload, lack of supporting structure and material, and students' lack of commitment as L2 learners are some issues of ESL students. Both public and private schools' teachers suggested that sense of responsibility and punctuality of students and home-based written assignments can play vital role for the L2 learners writing skills.

**Keywords:** English, Teaching, Skills, School, Secondary Level

### **I.1 Introduction**

Language is a powerful tool for conversing humans' ideas, feelings, expressions and opinions to other fellow human beings. So, language skills play vital role in order to keep their affiliation with others. To learn a language, humans require learning the proficiencies of that specific language. To learn second or foreign language such as English language, the students have to learn all sorts of skills for better and fluent communication. The learners ever find it problematic to learn writing skills as compared to other skills i.e., speaking, listening and reading. Last three skills are more convenient and easier to approach for any learner. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge. As far as the writing skill is concerned, it involves a lot of practice due to complexity of its morphological, semantic, syntactic and structure. All public and private teachers have to think of implementing alternate methods in their classroom level. Therefore, both public and private instructors have to familiarize different approaches, new and novel techniques for approaching and enhancing writing skills among the students. The public and the private

teacher's main focus is on teaching effective writing skills to the English language learners. The importance of English as international language can never be denied. Both public and private teachers admit language skills are the top priority for the learners to develop their communication skills in English. Writing skill is the important most skill among all. So, both private and public teachers of English agree on a single point that there is no concept of proper learning without writing skills with latest techniques.

### **I.2 Objectives of Research**

The chief objectives of current study are:

1. To find out main problems related to writing skills faced by Pakistani ESL learners at public and private schools in District Muzaffargarh.
2. To investigate ESL Educators insights about English writing at public and private schools.
3. To recommend strategies & techniques to improve ESL learners English writing skills.

### **I.3 Research Questions**

The current study tends to answer following research questions:

1. What are the most regular writing challenges faced by ESL learners at public-and private schools in District Muzaffargarh?
2. What are the impressions of ESL educators about English writing issues faced by ESL learners at public and private schools in District Muzaffargarh?
3. What are the strategies and techniques to improve ESL learners English writing skills?

### **I.4 Significance of Current Work**

The latest study shall throw light on the tactics & techniques on writing skill when they teach English as second language. It will also enlighten us about strategies & techniques for teaching writing skills. It can also lead to better understanding, expression, power, and creativity among the learners when they are learning English as a foreign language. By understanding and knowing these challenges English as a foreign language teacher in both private and government sector specially in backward District just like Muzaffargarh.

Teachers in both sectors will be prepared to deal with them and, more crucially, will play a key role in changing learners into better writers through strengthening students' writing skills.

### **I.5 Delimitation of the Study**

The current study was limited to:

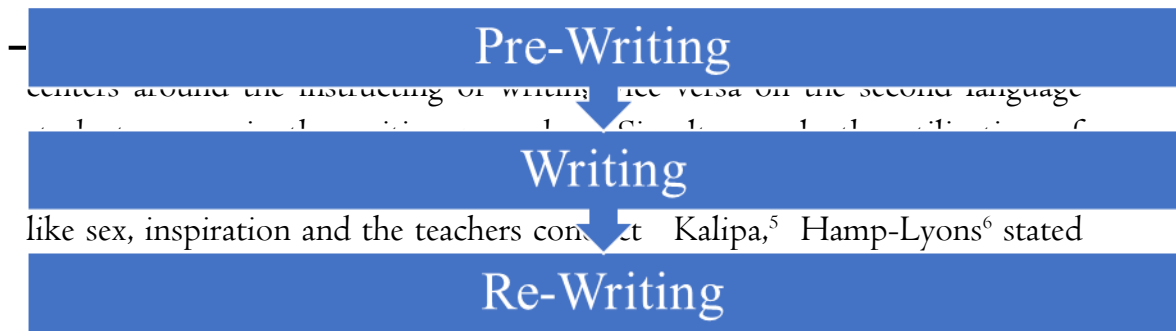
- The comparison of both public and private ESL educators' insights about English writing.
- The comparison of public and private students' responses about main problems related to writing skills faced by them.
- The schools under study were Faiz- E-Aam Girls Science Secondary School Karam Dad Qureshi, Zakriya Girls Science Secondary School Karam Dad Qureshi, Govt Boys High School Karam Dad Qureshi and Govt Boys high schools Sharif Chajra.
- Participants (students) aged between 16 –24.

### **I.6 Assumptions**

The proposed study ensured that the participants of study are of equal level in terms of qualification i.e., secondary level students, gender, age, background and subject matter. While study conducted at secondary level in District Muzaffargarh.

## **2. Literature Review:**

Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential Dar & Khan<sup>1</sup>, Hyland<sup>2</sup>, Mahboob<sup>3</sup>, Myles<sup>4</sup> states that learner's writing in a L2 is resist with society and intellectual difficulties identified with second language acquisition. students might keep up on displaying mistakes in students composing for the given society problems: mince demeanor to the objective language, proceeded with absence of promotion in the second language. Another social problem covers a vast friendly and mental gap among students and the objective way of living and an absence of combining and equip mental inspiration for gaining knowledge. In any case, as per author, most exploration in second language composing



*Fig 2.1 Stages in writing*

### 3. Research Methodology:

This study has focused to compare the English writing skills of public and private schools in District M. **Research Design** method has been used for this purpose. A sample of 150 students and 50 teachers was taken for current study.



*Fig 3.1 Research Design for current study*

Purposive sampling technique was used. Purposive sampling centers on the units that are explored grounded on the researcher’s judgment. Data was analyzed through statistical package for social science (verion 22).

*Table 3.1 Sample size of teachers and students from different Educational Institutes*

Institutes’ Names	No.of Teachers	No. of Students
Faiz-e-Aam Girls science secondary school karam Dad Qureshi	12	37
Zakriya Girls Science Secondary School Karam Dad Qureshi	13	38
Govt Boys High School Karam Dad Qureshi	13	37
Govt Boys High School Sharif Chajra	12	38
Total	50	150

### 4. Data Analysis:

#### 4.1 Students’ Questionnaire Analysis

Table 4.1 What are the challenges faced by Pakistani ESL Students while writing in English?

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	Institutes	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1. It is difficult for me to use troublesome words.	Public	51	2	10	11	1
	Private	50	11	7	6	1
2. I face trouble while utilizing aloof voice in my composition	Public	39	9	12	12	3
	Private	48	14	7	5	1
3. I utilize various words to communicate the comparative implications.	Public	51	14	4	5	1
	Private	41	25	3	5	1
4. Composing is hard for me since I have absence of jargon.	Public	44	7	8	13	3
	Private	35	12	11	14	3
5. I compose English expositions in the manner I do in Urdu.	Public	46	9	6	13	1
	Private	36	20	8	8	3
6. The successive issue which I face while composing is the right utilization of tenses.	Public	37	12	11	12	3
	Private	31	25	6	9	4
7. I think about a sentence in Urdu first and afterward make an interpretation of it into English.	Public	49	6	7	7	6
	Private	39	15	7	4	10
8. I deal with issue to compose spellings of the word that is unfamiliar to me.	Public	38	11	12	13	1
	Private	44	19	6	3	3
9. I am regularly befuddled in the utilization of accentuation marks.	Public	37	10	14	12	2
	Private	35	12	12	10	6
10. I get horrible scores on account of helpless spellings.	Public	40	5	7	17	6
	Private	32	10	11	16	6

11. I feel befuddled while alluding to the things which I have effectively referenced in composition.	Public	32	1	16	13	13
	Private	25	6	19	10	15
12. My sentences are not efficient that is the reason I can't convey well.	Public	25	4	16	15	15
	Private	24	6	7	20	80
13. My composed articulation is not acceptable in portraying the previous occasions.	Public	44	2	10	16	3
	Private	37	8	9	16	5
14. I feel issues in the utilization of restrictive sentences.	Public	42	4	13	15	1
	Private	40	8	8	13	6
15. I deal with issues in associating one passage with the other.	Public	39	7	9	19	1
	Private	43	13	7	7	5
16. I as a rule find hard to comprehend sentence structure in English.	Public	25	4	11	19	16
	Private	31	3	10	14	17
17. My composed articulation is not acceptable in portraying the grounding of occasions.	Public	29	2	19	14	11
	Private	20	6	19	16	14
18. While composing I regularly deal with the issues of associating thoughts.	Public	51	5	8	9	2
	Private	43	15	2	11	4
19. My sentences do not pass on complete sense as I am bad at checking commas in sentences.	Public	36	5	8	21	5
	Private	35	10	4	22	4

#### 4.2 Teachers' Questionnaire Analysis

RQ2: What are the impressions of ESL Educators about English composing issues looked by L2 students at Public and Private schools in District Muzaffargarh?

RQ3: What are the healing measures to improve L2 students' English composing abilities?

Table 4.2 Teachers Questionnaire Analysis

	Institutes	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
1. Practice in spelling may make improvement.	Public	20	1	—	4	—
	Private	16	7	1	1	—
2. Vocabulary is more basic reserve that can boost students L2 learning activity many times.	Public	13	10	—	1	1
	Private	13	6	2	4	—
3. Sentence construction is very important in students' daily life which ever makes students writings dominating & fluent.	Public	16	7	—	2	—
	Private	19	5	1	—	—
4. Tense is students burning issue as a special case when students are learning English language as a foreign language.	Public	15	6	1	3	—
	Private	15	6	—	3	1
5. Proper command over Idiomatic expressions can make students writing distinguish and impressive as L2 learners.	Public	17	3	1	3	1
	Private	12	8	1	1	3
6. Use of proverbs can make students writing dominating and reflect their extra ordinary efficiency as a L2 learner.	Public	10	7	2	6	—
	Private	14	4	3	—	3
7. Writing speed is most	Public	11	9	1	2	2

important in students' exposure during exam as a L2 learners, students can increase only with the help of maximum practice.	Private	16	4	1	3	1
8. Writing skills ever had importance specially when students are L2 learner so with the help of maximum practice.	Public	17	6	1	—	1
	Private	16	4	2	2	1
9. Overcrowded schools are very often problematic for L2 learner concise number of students can facilitate us in this regard.	Public	17	4	1	2	1
	Private	15	6	1	2	1
10. Over workload is also very often problematic for L2 learner. So, teachers can solve this problem if we minimize the learners over workload.	Public	13	8	1	2	1
	Private	17	5		2	1
11. Lack of qualified teacher is burning issue for L2 learner so we can tackle this problem by providing the learner properly qualified teacher.	Public	8	7	4	1	5
	Private	7	3	5	2	8
12. New curriculum is often confusing for both teachers and L2 learners so first of all teachers must be trained properly about new curriculum.	Public	13	7	1	3	1
	Private	17	4	2	1	1
13. Students' lack of Commitment as a L2 learner is another issue, it is the teacher who can make attract the	Public	15	7	2	—	1
	Private	14	6	1	3	1

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students by making his lecture charming for them.						
I4. Lack of supporting structure and material is often problematic for L2 learner so teacher must make sure the provision of each and everything first.	Public	I6	3	3	2	I
	Private	I4	7	I	2	I
I5. Inadequate development is another problem for L2 learner on high school level so must make sure the development of schools first on this level.	Public	I2	7	3	3	_____
	Private	I4	4	3	2	2
<i>I6. Regularity and punctuality of teachers is another factor that can play vital role for the L2 learners writing skills.</i>	Public	II	8	3	2	I
	Private	I7	3	2	2	I
I7. Sense of responsibility and punctuality of students is also important to boost up writing skills of L2 learners.	Public	I2	9	2	I	I
	Private	I8	2	3	I	I
I8. School time written activity on maximum level practice is also important for L2 learners in teachers, strict custody.	Public	I2	6	4	2	I
	Private	I7	5	_____	2	I
I9. Home based written assignment from teachers' side is very essential for L2 learners for their written practice perfection.	Public	I4	7	I	I	2
	Private	I6	5	3	_____	I
I20. Lenient and cooperative administration plays vital role in this regard to facilitate both	Public	I6	6	2	_____	I
	Private	I5	5	I	4	_____

learners of L2 and teachers.						
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### 5.1 Findings

The following findings emerged as the result of analysis of data:

- ❖ Students have difficulties in written vocabulary both at public and private schools.
- ❖ Students use various words for communication of comparative implications.
- ❖ Writing is difficult for students as they have absence of jargon.
- ❖ The successive issues which students face while writing is the right utilization of tenses.
- ❖ Students face spelling issues of the words that are unfamiliar to them.
- ❖ Students have issues in proper use of punctuation.
- ❖ Practice in spelling can make improvement in writing English.
- ❖ Proper command over idiomatic expressions can make students' writing distinguish and impressive as L2 learners.
- ❖ Overcrowded schools are very often problematic for L2 learners, concise number of students can facilitate in this regard.
- ❖ Over workload is also very often problematic for L2 learners. So, teachers can solve this problem if they minimize the learners over workload.
- ❖ Regularity and punctuality of teachers can play vital role for the L2 learners writing skills.
- ❖ Sense of responsibility and punctuality of students is also important to boost up writing skills of L2 learners.
- ❖ Lenient and cooperative administration plays vital role to facilitate both learners of L2 and teachers.

### Discussion

The results given in table 4.I shows that majority of both private and public schools' students in Pakistan face difficulties when they use difficult words in their writing and when they use passive voice in their writing. The results also show that majority of both public and private schools' students face difficulties when they utilize various words to communicate the modified

changes while writing in English. Yoon (2004) found that students were positive about the use of corpus in L2 writing<sup>7</sup> In Pakistan, majority of public and private schools' students face difficulties due to lack of vocabulary. Haryanto<sup>8</sup> said that learning grammar cannot be separated from learning a foreign language. The results also show that majority of public and private schools' students face difficulties when they use punctuation marks.

The result given in table 4.2 presents that mostly both public and private schools' educators face tense issues in students while teaching in English. According to Dr Fareed Saddique we need to know how to conjugate verbs properly by focusing on the structures of tenses and modal tenses, so that you can create clear and effective sentences<sup>9</sup>. The results also show that majority of both public and private schools' teachers face the problem of overcrowded schools while teaching in English. Leki<sup>10</sup> said that big classes pose challenges for promotion of writing abilities.<sup>11</sup> The results show that lack of supporting structure and material is not problematic only for the students but the teachers as well. The result shows that majority of both public and private schools' teachers suggested that lenient and cooperative administration are ever important for L2 learners while teaching in English. In Pakistan, majority of both public and private schools' teachers recommended to assign their students school time written activity on maximum level while teaching in English. The results also reveal that both public and private schools' teachers suggested that they must assign students home based written assignment while teaching in English.

### **Conclusion**

Writing is an essential skill for the production of language. Though, it is regarded a complicated skill, especially in the context of English as a second language (ESL) where pupils encounter many trials in writing. Hence, the research was conducted with objective to find out main problems related to writing skills faced by Pakistani ESL learners at public and private schools, investigate ESL educators' insights about English writing at public and private schools and to recommend strategies and techniques to improve ESL

learners English writing skills. Hence, considering the students' main problems, ESL Educators' insights and strategies to improve students writing skills, it can be concluded that Pakistani ESL learners face numerous difficulties in their writing, but their writing skills can be improved via home-based written assignment from teachers' side and by regularity and punctuality of both teachers and students.

### **Recommendations**

In the light of above-mentioned findings and conclusion following general recommendations were made:

1. Guardians as parents should be involved and be prepared to help youngsters to work on writing and do should work at home. This should be possible through enchantment programs that should be carried out by the everyday schedule of education.
2. Educators should encourage learners how to deal with the obstruction of mother language and to stay away from the blunders while writing in English language.
3. Educators should also be introduced with new strategies to show writing abilities.
4. Educators should introduce a trend of studying to the learners. Composing contest should also be launched to inspire the students for the betterment of their writing abilities. Where important there should be prize as costs in order to motivate the students.

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