

## **Teaching Practices Used for Developing English Writing Skill at Secondary Level**

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### **Abstract**

*This paper explores teaching practices for developing writing skills in English language classrooms at secondary school level. Teaching practices were determined on three domains of writing i.e. generation of ideas, organization of ideas and language facility and conventions. Through convenience sampling 12 teachers of the selected schools were included in sample. Data were collected through questionnaire and observation protocol to identify the teaching practices in English writing classrooms. Questionnaire was administered to 12 teachers while 4 teachers were selected for in-depth investigation of teaching practices. Findings explicitly revealed that teachers do not involve their students in process of writing. They use product oriented approach which is based upon memorization. They rely on textbooks, choose the writing topics from textbooks and use those topics for writing in the classroom. Teachers prefer lecture, written clues, provision of vocabulary words, oral and written feedback for teaching writing in English language classrooms.*

**Keywords:** Teaching practices, English writing skills, secondary school level

### **Introduction**

Writing is the most important skill that second language learners need to develop. Writing integrates the other three skills i.e. listening, speaking and reading. It is used for written communication and plays a significant role in students' educational and professional development. Writing can be defined as purpose communication that takes place in variety of contexts and environments (The Nation's report card, 2012). Students at secondary level face problems in developing English writing skills even after studying from early years (Chughtai, 1990); Maqbool (2006) & Ahmed (2011). There are various reasons of it and practices of teaching are one of them. This study was designed to determine the teaching practices used for developing English writing skills of students of secondary level.

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English language is a compulsory subject for all the students of Secondary school. The curriculum of English language at Secondary school level for the development of writing skills encourages the process of writing. It includes development and organization of ideas with clarity, accuracy and fluency as well as appropriate use of grammar, sentence structure, style, lexical aspects and mechanics. Students' achievement in English and other subjects is measured on the basis of their proficiency in writing. Teaching practices play a significant role in learning writing. Relevant teaching practices helps in attaining the desired goals set by teachers in English language classrooms. Teaching practices demonstrates the knowledge and skills of teachers to ensure the effectiveness of teaching. This research has been conducted to determine the use of teaching practices under revised curriculum of 2006. Previous research did not determine the practices of teaching used in private schools for improving writing at secondary level. Prior research looked for teaching practices used by teachers of government schools.

Literature supports a variety of approaches on the use of teaching practices for developing writing skill. When students work with each other they perform better than students who mostly work independently. They are not provided any opportunity to work with others in the form of pair or group (khabbazbashi, 2017). Through role play students can be provided opportunity to use English in real life situations. When students are engaged in any kind of role play it is easy for them to write about it. In this way they can focus on all aspects of writing. Literature found no enough evidence on the use of role-play for developing writing at secondary level as it is time consuming. To make teaching more effective teachers conduct discussion to engage students to construct and share their ideas with class fellows. Through this teachers' focus is to express, communicate, and explored through discussion (Arnold, 1991).

Berstein (2000) defined that teaching practice is the art and science of organizing knowledge and demonstrating relevant skills. Writing skill can be developed through variety of ways. The best way is practice writing by going through the process of writing i.e. planning, organizing and accurate use of mechanics and conventions (Harris, 1993). Literature proves that when students involve in process of writing they make an outline in the form of words and sentences, organize and edit it to produce a piece of writing. At the end they proofread to correct any errors that were unnoticed during the process of writing.

Bibi (2002) explained the importance of group work that it enhances cooperative learning, collaborative activities, brainstorming, discussion and organization. Ashwell (2000) indicated that feedback given by teachers help students to improve their writing. Students' writing is refined when they learn from teacher's comments. Docherty (2017) found that writing skill can best be taught by extensive reading. When students read extensively they come across different aspects of writing.

Lloyd, Blaus, Sousa (2017) identified that group work helps the teacher to attain the learning outcomes regarding developing writing skill. They elaborated that students learn more when they are provided opportunity to work in the form of groups than working individually. In groups students share ideas and discuss with their classroom which improved learning.

Naeem (2011) discussed that at secondary level teachers focus on lecture method and grammar translation method. Korhonen (2010) discussed that traditional ways of teaching should be avoided in English writing classroom which includes translation, vocabulary tasks from book, grammar and essay from books which students used to memorize. Rahman & Ambrin (2018) explores that writing connects high level of thinking. It involves individuals in planning, outlining, drafting, summarizing, composing and revising the content.

Kendall and Khuon (2006) suggested the teaching practices to develop writing skills that includes brainstorming ideas, discussion, and writing workshop. They discussed that due to different backgrounds and exposure students cannot understand every context. For making writing motivating and understandable, pictures, objects and model relevant text can be provided to students. Similarly, graphic organizers, mind maps, and use of concrete objects may facilitate writing. Nirmala (2008) explained that students of Secondary school are not proficient in writing because of traditional teaching practices used by teachers. They have no knowledge about the process of writing. The reason is the poor system of examination which is main hindrance in the way of becoming proficient writers. Students are even not skilful in tasks which they perform in daily class activities. For example, they have limited and inappropriate use of vocabulary, spelling, and punctuation. They feel difficulty in the use of prepositions, tenses and translation. Coleman (2010) identified reasons of students' low proficiency due to lack of resources in teaching writing and use of grammar translation method in English language classrooms. Khan (2012) investigated that English teachers do not develop creative abilities of students in Pakistan. The reason is that they focus only on textbook. Classroom teaching is based on the content given in textbook which they used to teach in mother tongue. Corneille (2017) found that students with limited proficiency in English face difficulties in writing assignments. He suggested that assignments should be given in classroom setting under the supervision of teachers.

Graham and Perin (2007) described the importance of collaborative writing. They discussed that when students work with their peers it results in effective writing. Similarly, they identified that more teachers' direction develops lack of independence because they do not rely on their own work. On the other hand, writing abilities of the students are enhanced if teacher guide and motivate the students to engage in process of writing and give on time feedback on students' work (peer and teacher feedback). Hayes and Flower (1980) suggested that feedback is an indispensable tool for

improving the teaching and learning of writing. It is done by providing information to students on the performance of their work. Through feedback the writer learns where he or she has mislead or confused the reader by not supplying enough information, illogical organization, lack of development of ideas and inappropriate word choice or tense.

Hayes and Flower (1980) also explored that ‘asking questions’ and giving an outline are the most frequent activities by which teachers teach writing. Students perceive that writing important points on the board and asking questions are the most common ways. They expressed that skilled writers have a sense of audience and write for their readers, while less skilled writers produce a writing which leads to be more topic oriented.

In the field of language teaching and learning strategies Rubin (1975) and Stern (1975) carried out pioneer work. In 1981, Rubin identified two types of learning, one is which contribute directly and other is associated with indirect learning of students. Cognitive and metacognitive strategies are much preferred in language learning as compared to affective and social strategies. In ancient times, Latin and Greek were taught by grammar translation method. In this method more emphasis of teacher is on teaching rules of grammar and doing translation exercises. It is most suitable with students with poor proficiency in English.

Slavin (1980), earlier cognitivist, explained that cognitive learning strategies deal with individual tasks. Similarly, metacognitive strategies are concerned with planning, understanding and evaluation of own learning. Learning of language students need both cognitive and metacognitive strategies.

Constructivists look by way of understanding human experiences (Cohen & Manion, 1994). Its assumption is that reality is socially constructed. Constructivism and interpretivism generate meanings by considering participants’ views of the situation. Interpretivists are associated with qualitative research methods, for example interviews and observations.

From the above discussion it can be concluded that writing can best be taught by involving students in the process of writing. In Pakistani classroom teachers do not focus on the process but on the product of writing. Due to this there is more emphasis on rote memorization in English language classrooms. Therefore, teachers use the teaching practices that help students in memorizing the content.

Keeping this scenario there is a challenge for language teachers to develop writing skills of students by using teaching practices mentioned in textbook as well as criteria given in curriculum. Purpose of the study was to determine the teaching practices used by teachers at secondary school level for developing English writing

skills. Use of teaching practices was determined on three domains of writing i.e. development of ideas, organization of ideas, language facility and conventions.

### *Objectives of the Study*

English writing skills of students can be developed by involving them in the process of writing that is based upon three domains i.e. generating ideas, organizing ideas and developing language facility and conventions. The objectives of the study were to

1. determine the teaching practices used by teachers for generation of ideas
2. identify the teaching practices used by teachers to organize ideas
3. seek out the practices of teachers for developing language facility and conventions.

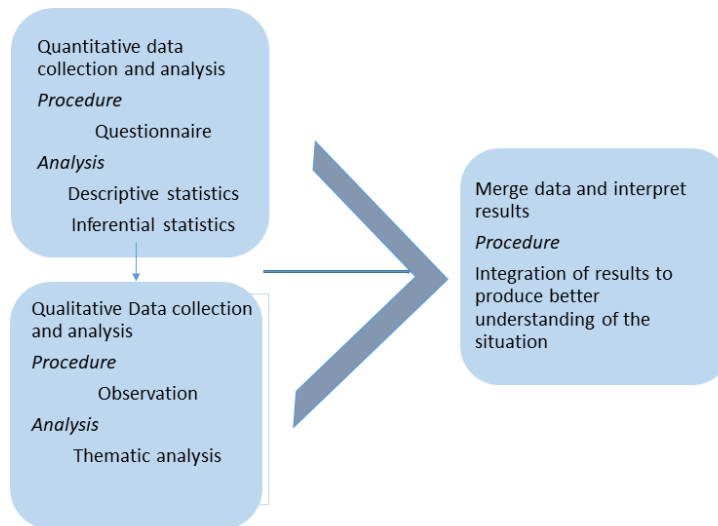
### **Method of study**

Mixed method research was used to collect and analyse data. At the onset questionnaire was administered 12 teachers to collect data about their use of teaching practices in English writing classrooms for teaching writing. Along with getting information from teachers on questionnaire (quantitative approach), observations (qualitative approach) were also conducted to verify, explain and interpret the findings from the quantitative data for the use of practices in English writing classroom.

The research design in this study involved collection and analysis of quantitative and qualitative data. Sequential explanatory design (QUAN followed by qual) was followed to answer questions of the study. In this research qualitative and quantitative data were collected simultaneously but the analysis of the two strands of data conducted independent of each other. Quantitative data collection was wider in scale than the qualitative data. It took place through the administration of questionnaires. Qualitative data were collected through observation of teachers. Content analysis was used to determine the themes identified from qualitative analysis of observation data. Findings from the qualitative data strands will be used to build up a fuller picture of teaching and learning situation at secondary level in Pakistan regarding developing English writing skills.

Twelve private secondary schools were selected in the sample through random sampling. Through convenience sampling technique 12 teachers were selected for administering questionnaire. The questionnaires were developed on 5 point scale from 5 (always) to 1 (never). It contained three parts related to generation of ideas, organization of ideas and language facility and conventions. After that four teachers were selected through opportunistic sampling for in-depth investigation of teaching practices. Although convenience and opportunistic sampling have less credibility because of the influences beyond the control of researcher and sampling error but due to ease of research and to be completed within short duration of time this method was

adopted. Four classes of each teacher were selected to observe. In this way eight observations were conducted in two classrooms to determine the teaching practices. Field notes were taken to observe classroom teaching practices, activities and events in real learning environment. All observations were video recorded. The researcher recorded the overall quality and effectiveness of teaching on three aspects i.e. *generation of ideas, organization of ideas, and language facility and conventions*, use of resources and feedback provided to students. Detailed notes were also taken during observation to highlight each aspect. The purpose of repeated observations was to seek out the effectiveness of teaching in classroom setting by the use of teaching practices of teachers. Duration of each lesson was of forty minutes and the class strength was maximum during observation. At the end, the themes were used to triangulate both what the participants expressed and what went in real classrooms regarding teaching writing skill.



**Figure 1.** Source: research design (based on Creswell, 2009)

## **Findings**

### *Teachers' perception on the use of teaching practices for developing writing skills*

Questionnaire on 5-point Likert type scale was used to determine the teaching practices claimed by teachers. Mean values were computed to determine the practices in English writing classrooms. Frequency was calculated to determine how many teachers are agree or disagree, about the use of teaching practices in English language classrooms. Table 1 shows to what extent teaching practices are used in classrooms for teaching writing.

Table 1

*Teachers' responses for the use of teaching practices on generation of ideas*

Teaching practices	Mean (N=12)	SD	Yes n(%)	No n(%)
Brainstorming	2.92	1.67	0 (0)	12 (100)
Group work	3.25	1.13	2 (17)	10 (83)
Written clues	3.33	.88	2 (17)	10 (83)
Assignments	3.08	.99	0 (0)	12 (100)
Presentation	3.25	1.13	2 (17)	10 (83)
Lecture	4.08	.99	6 (50)	6 (50)
Question answer	4.58	.51	9 (75)	3 (25)
Extensive reading	5.00	.00	12 (100)	0 (0)
Model text	2.50	1.26	0 (0)	12 (100)
Role play	3.75	1.35	5 (42)	8 (58)
Written feedback	3.50	1.50	3 (25)	9 (75)
Oral feedback	4.67	.65	10 (83)	2 (17)

Table 1 shows the teachers' claim of the use of teaching practices for generating ideas. Extensive reading, oral feedback and questioning are frequently used by teachers of SSC (100%, 83%, and 75% respectively) for teaching generation of ideas. Teachers' responses showed that almost half of the teachers used lecture (50%) and role play (42%). Practices least preferred by teachers are written feedback (25%), presentation (17%), written clues (17%) and group work (17%). However, data revealed that teachers of SSC do not use brainstorming, assignments and model text as none of the teachers reported the use of these practices for teaching generation of ideas.

Table 2

*Teaching practices used for teaching organization of ideas*

Teaching practices	Mean SSC (N=12)	SD	Yes n(%)	No n(%)
Group work	2.58	.79	0 (0)	12 (100)
Assignments /projects	2.08	.79	0 (0)	12 (100)
Presentation	2.25	1.42	0 (0)	12 (100)
Lecture	3.75	1.21	5 (42)	8 (58)
Question-answer	3.66	1.23	4 (33)	8 (67)
Extensive reading	3.25	1.28	2 (17)	10(83)
Written feedback	4.41	.99	8 (67)	4 (33)
Oral feedback	4.00	1.12	6 (50)	6 (50)

Table 2 shows that eight teachers (67%) reported the use of written feedback for teaching organization of ideas for developing students' writing skills. Six teachers (50%) responded the use of oral feedback while the remaining teaching practices i.e. lecture, questioning and extensive reading are not much used by teachers (42%, 33%, and 17% respectively). Data depicts that there are three practices which are not reported by any of the teachers i.e. group work, assignments and presentation.

Table 3

*Teaching practices used for developing language facility and conventions*

Teaching practices	Mean (N=12)	SD	Yes n(%)	No n(%)
Editing	2.07	.78	0 (0)	12 (100)
Group work	4.00	1.12	6 (50)	6 (50)
Written feedback	4.05	.65	6 (50)	6 (50)
Oral feedback	3.58	1.37	3 (25)	9 (75)
Drill	3.05	.98	0 (0)	12 (100)
Peer review	4.08	.66	6 (50)	6 (50)
Self-review	4.33	.48	8 (67)	4 (33)
Homework	4.25	.96	8 (67)	4 (33)
Presentation	2.58	1.50	0 (0)	12 (100)
Lecture	3.75	1.21	5 (42)	8 (58)
Question answer	3.66	1.23	4 (33)	8 (67)
Extensive reading	3.25	1.54	2 (17)	10 (83)
Dictation for spelling	3.41	.90	2 (17)	10 (83)

Table 3 shows that practices highly used by teachers (8 teachers) of SSC for developing language facility and conventions are self-review and homework. Data depicts that both of these practices are used by 67% of teachers for teaching writing. Almost half of the teachers responded that they use group work (50%), peer review (50%), written feedback (50%) and lecture (42%) to teach writing conventions. Practices least used by teachers for developing language facility and conventions are questioning (33%), oral feedback (25%), extensive reading and dictation for spelling as reported by two teachers (17%). However, drill, presentation and drill are not reported by any of the teachers.

### **Qualitative Component Findings**

Qualitative data analysis was done for observational data which involved processes and procedures to explain, understand and interpret the people and situations. A total of sixteen observations were made of four teachers (4 observations of each teacher). Observations were completed within the time period of eight days. Researcher used to sit at the end of the class during observation without any involvement.



However, after the observation sessions, at the end of the lesson researcher asked some questions related to the use of practices.

The findings from qualitative component are listed as:

Generation of ideas

Brainstorming

Lecture

Written clues

Organization of ideas

Lecture

Language facility and conventions

Oral feedback

Written review

Peer review

Teaching vocabulary

Self-review

Lecture

### **Generation of Ideas**

Observation data of sixteen classrooms show that teachers of SSC level use various practices for teaching writing in English language classrooms. According to observation data, teachers of SSC do not give much emphasis on generating ideas. However, to some extent, teachers used *brainstorming*, *written clues* and *lecture* for developing ideas.

#### *Brainstorming*

In four of sixteen classrooms, teachers used brainstorming. Although teachers used it but the time allotted to this practice was very short and without real spirit. They provided opportunities to students to think about the topic. After that they asked students to share their points. Teachers wrote their ideas on board. In this way students gather ideas for generating piece of writing. In the rest of the classrooms (12 classrooms) there was not emphasis on it. These teachers do not consider it important to develop ideas through brainstorming.

Classroom observation showed that although four teachers used this practice but it was just for two to three minutes. Teachers were not enthusiastic to develop this

aspect among students. However, students answered teachers' questions during brainstorming.

### *Lecture*

In all classrooms (16 classrooms) teachers delivered lecture about how to generate ideas. The duration of lecture was not more than two minutes. Teachers told the students that before writing they should list ideas which come in their minds. Although teachers delivered lecture but it was not in detail.

It seemed that students already knew it therefore teachers were not giving much attention to it or they may be thinking that this practice is not going to be very helpful for their writing. However, students participated in classroom during lecture and shared their ideas with teacher.

### *Written clues*

In all the classrooms (16 classes) all teachers used this practice. Along with floating questions on the topic, teachers also provided written clues to students which they can use in their teaching. Though this practice students were ready to develop their writing. Students were active for noting down the clues because they knew that with the help of clues they will produce their writing now. However, they were responding to teachers' questions when teachers were demanding clues.

### *Organization of Ideas*

After listing ideas, classroom teachers did not ask the students to organize it. For organizing ideas no specific method was used. This part was totally ignored by teachers. It seemed that teachers do not consider it useful in the process of writing. Only in one classroom, teacher told the students about the sequence of the points but did not involve them in doing so. After generating ideas, students were asked to produce their piece of writing.

### *Language Facility and Conventions*

For developing language facility and conventions following subthemes included oral feedback, written feedback, peer review, self-review and vocabulary.

### *Oral feedback*

This practice is used in all the classes (16 classes) of SSC. Teachers used to give continuous oral feedback for developing language facility and conventions. Feedback was given on all these errors committed by the students in their writing. Feedback was also given while doing textbook questions.

Due to large class size it was not possible for teachers to focus on each student. Therefore, most of the time teachers gave collective feedback to all students. Individual feedback to few students was also given. In some classes due to shortage of time and

large number of students in class teachers announced the correct answers of the questions without giving individual feedback.

#### *Written feedback*

In six classrooms out of sixteen students were asked to practice writing. Following essays were given to students to write i.e. religion, a visit to hill station, my aim in life, my hobby, the rain, and my favorite personality. Students were asked to write essays. Students completed their work and handed over to teachers for checking. Teachers gave written feedback on their writing.

#### *Peer review*

In four classrooms (out of 16) students were asked to review each other's work. Teachers guided students to highlight the errors made by their peers. This practice was done due to shortage of time.

It is worth mentioning that students highlighted few mistakes were related to development of language facility and conventions. They did not thoroughly check each other's work. The reason is that teacher did not give enough time how to check on each aspect.

#### *Vocabulary*

All the teachers (4 teachers) in 16 classes' emphasis on vocabulary to teach the words given in textbook. Two teachers provided them list of words and the other two involved them to learn the words from textbook for improving vocabulary.

#### *Self-review*

In two (out of sixteen) classrooms teachers asked the students to review their own work. Teacher read aloud the answers and asked students to correct their mistakes. Teachers use this practice because of shortage of time. Teacher was preparing him/herself for doing next questions. He/ she just asked how many have done it and moved to next segment of the lesson.

#### *Lecture for teaching grammar*

All the teachers used grammar in classroom for teaching writing. It was used in eight classrooms in which teachers used to teach grammatical rules through lecture. All the teachers give emphasis on teaching grammatical rules to students for developing writing.

#### *Practice writing*

All the teachers (4 teachers) involved their students in practicing writing. Teachers assigned topics to students. All the students wrote on what teachers asked to write about it. This is worth mentioning here that those topics are taken from textbook and are already memorized by students. Although all teachers giving impression that

students are producing their own piece of writing but in reality it was not. When researcher saw the piece of writing of all students, it came to know that they are memorized from the same book.

### *Home work*

All the teachers (4 teachers) assigned homework to students to develop writing skill. Teachers check students' work on next day. Homework questions are directly taken from textbook that do not demand for creativity. Teachers did not instruct them to use the whole process of writing for producing their piece of writing. Essay topics and letters are assigned to students as home work.

When students' scripts were seen by the researcher it showed that all the feedback on students' homework is related to sentence structure, grammar, vocabulary, spelling and punctuation. There were no comments on generating and organizing ideas. It showed that focus of all the four teachers of SSC was on developing language facility and conventions.

### **Critical analysis**

It can be analyzed from observations that teachers of private secondary schools have detailed knowledge of content. They incorporate variety of teaching practices in classroom to teach writing. Highly dominating resource in classroom was textbook which was used daily in classroom by all teachers. Although textbook covers many questions on process of writing but those questions are not discussed in classrooms. It was noted from these observations that teachers did not try to accomplish the objectives of teaching writing. They were least concerned for their students to learn writing through process of writing. The common writing tasks focused by teachers in the classes were grammar, translation, essay and letter writing.

While teaching about essay or letter writing the emphasis of teachers was just to tell the format. It was found that teaching practices used in almost all the classroom were lecture, written clues for writing, homework oral and written feedback. It was observed that there was no preplanning of the lesson. No activities were arranged in the classroom for teaching writing. Although textbook covers various activities that teacher can use in classroom for developing writing skills but it is not used at all.

Observations revealed that teachers did not involve their students in process of writing. Although process of writing has been emphasized in curriculum and even in textbook but class routine did not allow teachers to focus on these aspects that are necessary for developing writing. It seemed that teachers did not have knowledge of how to teach writing but they do not consider it important while teaching writing. There may be little motivation and interest by the teacher because they think that examination system does not demand the process of writing as its focus is on product. Therefore they do not focus on variety of teaching practices for developing writing skills.

A possible area of concern is the use of practices which teachers reported as highly used but observation does not support it. Another aspect is the use of practices responded by teachers as moderately used but observation in contrast to these responses reported the frequent use of the practices. There appear to be two explanations for the use of particular practices which teachers focus and for that type of practices which are not used at all. One is that teachers are more concerned with covering the content given in textbook. It is alarming that they prefer only that content which is important according to examination. They do not cover the content which is not going to be assessed in board's examination point of view. For this purpose, may be the traditional teaching strategies work more with that type of content. They ignore that practices which are not effective for teaching writing but to cover the content which has to be memorized by students.

#### *Connecting the questionnaire and observation data*

Quantitative data (data obtained from questionnaire) were combined with qualitative data (observation of classrooms) to complement each other. Qualitative component sheds light on the quantitative component for in-depth understanding. In current study quantitative data claimed by teachers revealed that highly used practices for generation of ideas were lecture, questioning, extensive reading, oral feedback and questioning. Findings from the qualitative component showed that teachers highly use written clues and lecture to students for developing ideas. Although teachers claimed the high use of extensive reading, oral feedback and questioning in English language classrooms to teach generation of ideas but it was not observed in any of the classrooms. Teachers also claimed that moderately used practices for generating ideas were lecture and role play. None of the classes showed the use of role play for generating ideas. Observation does not report the use of this practice for generating ideas. Teachers reported very less use of brainstorming for teaching generation of ideas in English writing. Observation conformed that this practice is less used by teachers to teach ideas generation.

Teachers claim about the use of teaching practices for organizing ideas showed that oral and written feedback is moderately used for teaching organization of ideas. Observation on the contrary, does not report any practice for teaching organization of ideas. Classroom observation showed that none of these practices are used in classroom for organizing ideas. Teachers of SSC do not teach the students how to organize ideas.

For teaching language facility and conventions, frequently used practices reported by teachers were homework and self-review. Observation does not report high rate of self-review. However, observation conformed the use of homework as frequently used practice. Classroom observation showed that highly used practice for teaching language facility and conventions for teaching grammar was lecture for teaching grammar, practice writing, oral and written feedback. Teachers' responses

showed that moderately used practices in English writing classrooms for teaching language facility and conventions are oral feedback, lecture, questioning and extensive reading. Interestingly, oral feedback is moderately used as claimed by teachers but observation on the other hand reflects frequent use of this practice. This gap is more salient in the use of extensive reading which has been never observed in any of the classrooms. However, observation conformed the use of oral feedback, vocabulary, teaching rules of grammar as highly used practices for teaching language facility and conventions. Observation showed the use of self-review, peer review, and written feedback as least used strategies.

### **Discussion**

The purpose of the study was to identify use of teaching practices at secondary school level for developing writing skills. Brainstorming is important strategy of teaching writing but teachers of SSC do not use it in classrooms. Khan (199) and Bibi (2002) suggested the use of brainstorming for teaching writing. Lloyd, Blaus, Sousa (2017) found that group work is useful practice for teaching writing. Similarly, teachers claimed that extensive reading is highly used in classrooms but observation showed that this practice is not used at all in any of the classes. Moore (2014) explored that by using extensive reading students' writing skills are improved. Finding showed that teachers of SSC use oral feedback and use of grammar to teach students. Kohonen (2010) highlighted that these practices are not much useful in English language classes. Teachers of SSC use oral and written feedback for teaching writing, consistent with Fatima and Akbar (2017) who found that oral and written feedback is used at SSC level but students' proficiency is low. The possible reason is that teachers do not give indepth feedback on students' writing. Although teachers claimed in questionnaire that they use brainstorming, group work, extensive reading, presentation, role play but classroom observation revealed that there was no use of these practices even in a single classroom.

Generation and organization is ignored in English writing classrooms. While checking students' work teachers do not give feedback regarding generation and organization of ideas. This finding is consistent with Khan (2012) who emphasized that teachers use product oriented approach. Although process of writing is given in textbook for the guidance of the teacher but is not followed in classroom. According to teachers it is useless activity that demands time and that type of questions are not asked in examination. Secondary school teachers use lecture method for teaching writing. Naeem (2011) discussed that lecture method is not very effective for teaching writing. Finding also showed that teachers of SSC use pair work for their students to teach writing. Literature showed that along with pair work, group work is also effective practice in which students share and discuss their ideas (Lloyd, Blaus, and Sousa, 2017).

Although English language learning starts at initial level in Pakistan, but the secondary school entrants have poor writing skills. Main reasons in this regard may be examination system that is the main cause of demotivating students. It is only aimed to get maximum marks. It checks only memorization instead of the application of knowledge. All the questions are taken from textbooks therefore students do not put any efforts to learn beyond it.

Although National curriculum 2006 demands creative writing skills of students through the process of writing but in classroom teachers do not use writing process. The reason is that both teachers and students know it is not going to be assessed in examination. They always try to complete syllabus within prescribed time from the examination point of view. The focus of both students and teachers is on product of writing. Whenever students are asked by teacher to write any story, essay or letter, it is exactly same for all the students. For teaching writing, experimental studies may be conducted to determine the effectiveness of teaching practices and their effect on students' achievement.

### **Conclusion and Recommendations**

Secondary school students face the problems of poor proficiency in English language. There are many reasons and teaching practices are one of them. Findings which are presented here showed that highly used practices at SSC are lecture, written clues, and homework, oral and written feedback. The problem which is highlighted here is that teachers do not focus on how to teach writing. Teachers choose topics for writing from textbook and ask students to memorize it. Most importantly, writing is carried out in the form of solving exercises of chapters from the textbook. This activity may be useful at early grades but not applicable to secondary school entrants. Teachers should use that type of teaching practices that invite students' ideas, organization of ideas and correct use of mechanics on familiar as well as unfamiliar topics. Similarly, practice of the language is very important to get command on it. Due to lack of practice at lower levels, students face problems at higher level in the form of poor writing skill. Therefore, more attention should be given by involving students to practice writing. Teachers should give comprehensive feedback on students' work. Instead of giving questions directly from textbook, teachers should give unseen question in classroom for writing. Teaching writing demands a lot of time so in time table of students there should be separate classes for writing.

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