

Exploring the Writing Techniques of ELT Practitioners in Private and Public Schools

Dr. Azhar Pervaiz¹, Abdul Majid Khan Rana², Irfan Bashir³, Naima Batool⁴, ¹Assistant Professor, Department of English, University of Sargodha, ²Assistant Professor, Institute of Education & Research, University of the Punjab, ³Assistant Professor, Department of Education, University of Management and Technology, Lahore, ⁴Lecturer in English, University of Mianwali

The aim of this research is to analyse the usage of writing techniques used by the ELT practitioners in English textbooks used by the teachers in elementary level government and private schools. To meet this objective, the present study is divided into two parts: the questionnaires (consisting of 20 statements) which were filled by the ELT practitioners (40 government teachers and 40 private teachers) about the writing techniques they were using in classroom situations in Sargodha city. Secondly, the English books of OUP and PTBB of elementary level were analysed on the basis of nine questions. The study has marked the differences between the writing techniques used by the government and private school teachers in the classrooms. The study revealed that the techniques adopted by the private teachers are pre-planned, structured and well-constructed while the techniques adopted by the government school teachers are basic, introductory and are ill arranged. Investigations further reveal that writing techniques are mostly adopted by the English books of OUP of elementary level and as a result, the writing techniques adopted by the private school teachers are effective and have better outcomes. The study finally recommends that teachers of the public sector must adopt modern writing techniques to have fruitful results.

Keywords: *Writing Techniques, Writing Skills, Grammar Translation Method, Communicative Language Teaching, English Language Practitioners*



Introduction

Language is the most important way of communication between two or more than two people for conveying information. Nowadays, the growing demand of English language has made it compulsory to acquire English language to survive in this global world. According to Nawab (2012), in Pakistani society, English is taken as a means of success or failure. The most significant role in acquiring English language is played by the teachers. The role of teacher is not only to transfer information but also to enable students to read, write, listen and speak skilfully.

In Pakistan teaching is dependent on different constituents, syllabus, curriculum and the examination system. In Pakistan, teachers are not permitted to teach any content without the permission of the higher authorities. According to Khan (2011), the enforcement of curriculum, assessment and the examination system has challenged the creative teaching skills of the teachers. Moreover, two streams of education are working in teaching i.e. government schools and private schools. In these two sectors, the techniques and methods used for teaching are different and are dependent on the syllabuses and books adopted by the schools.

Writing skills means to share our thoughts and which must be clear, simple and understandable. Effective writing needs continuous drill. There are different types of writing and every type has its own dynamics, the student must know the strategies of writing different formats. Writing means use of letters which conveys meanings. Writing is also said to be a record of a speech. According to Ishaku, Ibrahim and Alu (2014), writing is a way of communication which is represented through symbols and signs. Writing is growing as an important skill in academics and professional life. Writing is never ignored, it is as important as listening, reading and speaking but it requires practice to have specific consistency. The students should be asked to write about their ideas, thoughts and experiences. The teacher must appreciate the efforts of the students.

In teaching learning process, the significant part is played by the technique used in classroom situation. According to Evaolita, Fauziati, Hum and Masykuro (2016), a teacher should learn the difference between approach, technique and method. Approach means the way of thinking about something. Technique means a way of doing something and method is defined as an organised way of doing something. Different techniques and methods are used while teaching English as a foreign language. The use of these techniques varies from situation to situation. There are some common and significant techniques used to generate ideas on any topic. These techniques are brainstorming, mind mapping, flow charts, tree structures, note taking, listening ideas and dictogloss.

Objectives of the Study

The objectives of the present study are to:

- figure out the differences in the adoption of the activities between Pakistani government and private schools.
- find out the similarities and dissimilarity adopted by OUP and PTBB books in the use of writing skills.
- investigate the treatment given by the government school teachers to the writing skills and techniques as compared to the teachers of the private schools.

Research Questions

1. What type of activities are adopted by the government school teachers as compared to the private school teachers in Pakistan in writing skills at elementary level?
2. What techniques are used while dealing with the writing skills by the private school teachers against the government school teachers in Pakistan at elementary level?
3. What are the differences between the learning outcomes of the private schools by the students against the government schools due to the exercise of different writing skills and techniques by the government school teachers and private school teachers at elementary level?

Review of the Literature

In the modern world, if one wants to have a better job, one must acquire the English language as it has become the language of technology and internet and almost every type of data is documented and presented in this language. Further, international channels use English language for telecasting commentaries of sports and games. Further, most of the games are also available in English. According to Shamim (2008), the rank of English language in Pakistan can be seen in the importance of English as an international language and as a lingua franca. Although there have been efforts to change the status of English in Pakistan yet the efforts are not fruitful (Abbas, Pervaiz & Arshad, 2018). However, the goal of teaching English globally as well as in Pakistan is to prepare learners for four basic skills: writing, reading, listening and speaking. Reading is the process of getting meaning from the written text according to your own knowledge and experiences. The basic purpose of reading is to get specific information from a text or to have pleasure. Readers can read with two useful strategies i.e. skimming and scanning. Listening skills means the capability to concentrate and effectively illustrate what the other person is saying. Speaking skills enable us to communicate effectively and its main purpose is to convey information, thoughts and feelings effectively.

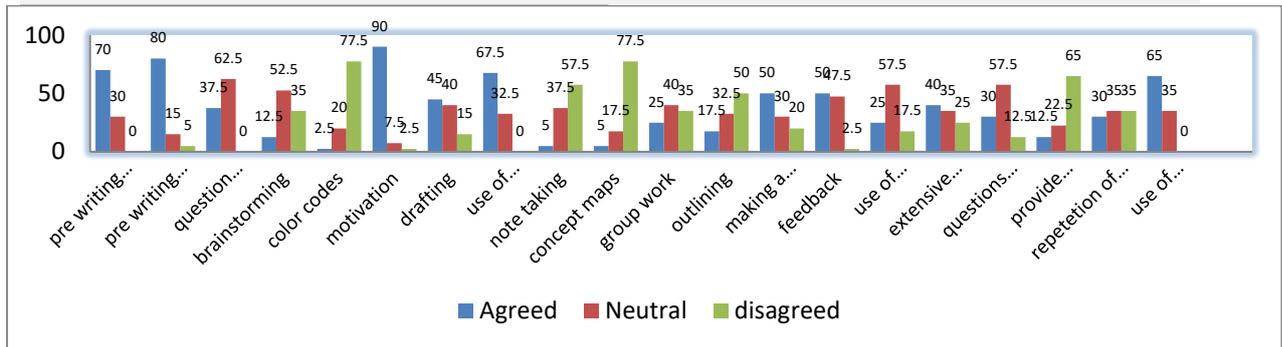
Writing skills include the ability of expressing ideas and feelings in the written form. Writing skills cannot be taught as they can only be learned. If we look towards the use of writing in the classrooms, it is only for the purpose of formal education as the students have to write an essay, a letter, an application or maybe answering questions. Teachers use different techniques during teaching writing skills i.e. mind mapping, dictogloss, outlining, mistake buster, free writing, colour code, dictation and grouping. According to Buzan (2006), mind mapping is a technique which helps a lot in achieving the objectives set for writing. According to Bukhari (2016), mind mapping is the simplest way of developing ideas in a human mind and to bring those ideas to paper. In outlining technique, the writer notes down the main points so that he can give it an effective composition while writing. According to Amin (2015), mistake buster technique is a technique in which the students play the role of a mistake-corrector and corrects his own mistakes of grammar and spellings. According to Pertiwi, Ngadiso and Drajadi (2018), the reconstructed text is not the replica of the dictated one because the learners share their own ideas and knowledge to construct a text. Textbooks have the written published curriculum. In addition to this, in the profession of English language teaching, different types of syllabuses are available and they all are made for specific situations. According to McDonough and Shaw (2012), there are six types of syllabus and the first one is arranged according to the grammatical structures. In this type of syllabus more attention is given to grammar and the language structures, it is called grammatical or structural syllabus.

Methodology

Mixed method approach is used in the present study. The data is collected through the tools of questionnaire and comparison technique. In a quantitative approach data were collected through questionnaires from 80 teachers i.e. 40 from the private English teachers of elementary level and the other 40 from public school English language teachers. After the collection of data, the data were analysed through SPSS and the result is presented in the form of percentages. The differences between the public and private English language school teachers of elementary level in the usage of writing techniques are presented in percentages. In qualitative research English books OUP and PTBB of elementary levels are analysed through the comparison technique. The books are compared through a parameter of nine questions and the differences in the adoption of writing skills are presented in the form of percentages.

Analysis and Discussion

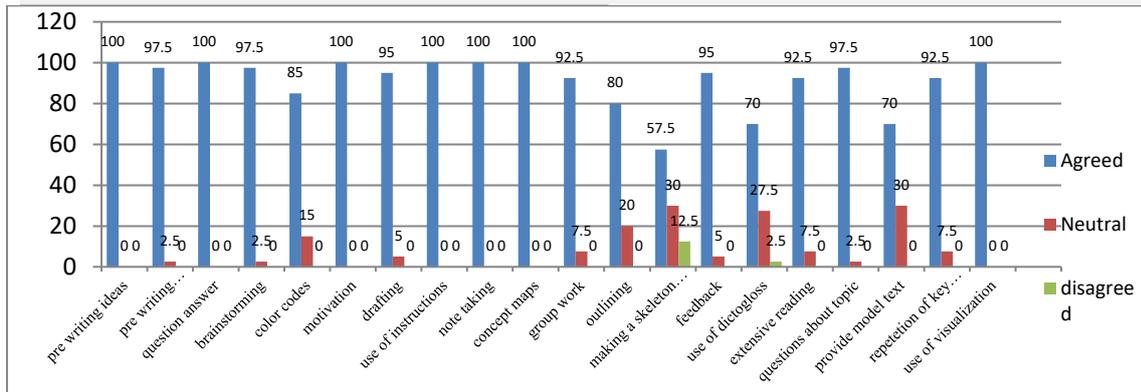
The data was analysed after the collection of data. Many interesting findings are drawn from the collected data. The first graph is given as below:



Graph-1 Responses of the government schoolteachers on the adoption of writing techniques

In the above graph, the responses of the English government school teachers of elementary level are given. The above graph shows that 70 percent of government school teachers' pre writing ideas are important for the learners. In the second question, teacher's opinion about the importance of pre writing vocabulary was asked and 80 percent of the teacher's vocabulary about the topic going to be read in the class is significant whereas in the third question, teachers were asked about the usage of question answer technique during teaching. According to the responses, 37.5 percent of teachers use this technique during teaching, 62.5 percent of teachers were neutral and zero percent of teachers disagreed, which means sometimes teachers use this technique. In the fourth question, teachers were asked about the adoption of brainstorming technique during teaching, meaning they gather ideas from the students on the topic before teaching the topic and according to the responses only 12.5 percent of teachers use this technique.

In the fifth question, teachers were asked about the use of colour codes during teaching and according to the responses only 2.5 percent of teachers uses this technique, 77.5 percent of teachers disagreed and 20 percent of teachers gave neutral response that sometimes they use this technique. Teachers were asked about the importance of motivation in the fifth question on which 90 percent of teachers said that motivation is an important factor in teaching learning process, 7.5 percent of teachers gave neutral response and only 2.5 percent disagreed about the significance of motivation in teaching learning process. In the seventh question, teachers were asked whether they check the first draft of writing and give it back to the students for further improvements. According to the responses only 45 percent of teacher's uses this technique during teaching but 15 percent of teachers disagreed and 40 percent gave neutral response. Likewise, the ninth question was about the usage of note taking technique in the class and according to the responses only 5 percent of teachers adopted this technique, 37.5 percent of teachers gave neutral response and 57.5 percent of teachers said that they do not prefer the usage of this technique in the class.



Graph-2 Responses of the private school teachers on the adoption of writing techniques

In the above graph, the responses of the English private school teachers of elementary level are given. The above graph shows that all the teachers of private schools agreed to the statement that “English teaching writing skills require pre-writing ideas on the part of the student.” So, according to the evaluation private school teachers discuss the key points of the topic and gather ideas of the students about the topic. In the second question, teachers were asked about the importance of pre-writing vocabulary on the part of the students and according to the analysis 97.5 percent of teachers use this technique during teaching and 2.5 percent of teachers gave neutral response that they sometime use this technique. The third question was about the adoption of “Socratic method” and according to the responses of the teachers, all the private teachers use this technique of question answers while teaching. The teachers were asked about the usage of brainstorming technique and the authors found that 97.5 percent of teachers use this technique and gather student’s ideas on the topic by doing discussion and 2.5 of percent private teachers do not use this technique. In the fifth question, teachers were asked about the usage of colour codes during teaching and according to the research 85 percent of teachers use colour as visual ads and develop the interests of the learners towards learning during teaching and 15 percent of teachers do not use this technique. The sixth question was about the significance of motivation during teaching leaning process and according to the analysis of the responses 100 percent of private school teachers agreed to the statement that motivation is an important factor in learning English as a second language and by motivating the students the teachers get fruitful results.

The teachers were asked whether they check the first writing draft of the students and give it back to them edit. According to the analysis, 95 percent of teachers adopt this technique during teaching writing skills and give the feedback to the students about their writings and tell them their short comings to edit it, but five percent of teachers gave neutral response about the usage of this technique. In the eighth question, teachers were asked about giving instructions during teaching writing skills and evaluation shows that 100 percent of teachers use this technique during teaching and make the points clear to the students.

One hundred percent of private school teachers said that they use the technique of note taking during class which allow the students to do creative writing and saves their time at the time of exams. In the tenth question, teachers were asked about the adoption of the technique of concept maps during teaching and the authors found that 100 percent of private school teachers use this technique and link student's prior knowledge with the recent one and check their short comings with the help of concept maps. The eleventh question was about the adoption of grouping technique in the class and according to the private school teachers, 92.5 percent of teachers use this technique which makes the environment of the class better, enables students to have effective communication and build their ability of responsibility. But 7.5 percent of teachers do not use this technique in their classes.

Further, the teachers were asked about the usage of outlining technique in the class and according to the evaluation 80 percent of teachers prefer their students to make outlines of the topics and 20 percent of teachers gave a neutral response about the usage of this technique. In the thirteenth question, teachers were asked if they ask their students to make skeletons of the sentences. According to the analysis 57.5 percent of teachers adopt this technique, 30 percent of teachers gave a neutral response about this statement and 12.5 percent teachers said that they do not use this technique. This technique is not used by the private school teachers due to its link with the old teaching traditions and it affects the creative skills of the students and only allows them to cram the structures of the sentences.

The teachers were asked whether they give feedback to the students about their writing and tell them the positive and negative points of their writing and according to the responses of the teachers, 95 percent of teachers give feedback to the students on their writings and five percent of teachers gave a neutral response. The fifteenth question was about the adoption of dictogloss technique by the teachers and I found that 70 percent of teachers use this technique, 2.5 percent do not use this technique and 27.5 percent of teachers gave a neutral response about the adoption of dictogloss technique. The teachers were asked whether they want their students to do extensive reading before coming to the class and 92.5 percent of teachers agreed to this statement that they want their students to do extensive reading before teaching them the lesson and 7.5 percent of teachers gave a neutral response. Similarly, the last question was about the usage of visual ads during teaching writing which attracts the students towards learning and helps them to learn the content for a longer time. According to the analysis 100 percent of private school teachers use this technique in their classes.

Discussion

According to the analysis, most of the government school teachers consider that students must have pre writing ideas about the topic that is going to be taught in the class which will make them understand the topic in an effective way. The teachers must know the prior knowledge of the students about the topic before starting the lesson which will make the teaching learning process fruitful. Students must have a vocabulary bank about a topic which

will make it easy for them to learn because in ESL, students must have a vocabulary which helps them give productive results. Most of the government school teachers agreed to this and only a few of them said that this is not significant. Government school teachers may not use this technique because of the usage of traditional methods that they only want their students to copy the material from the books, to write the lesson dictated by the teachers and they are less concerned about the concepts, understanding and learning of the students. In learning a second language, motivation is the most important factor and the government teachers agreed about the significance of motivation in learning. The teacher must motivate the students to learn more and to resolve the ambiguities which they face during learning second language. Most of the government school teachers do not use this technique because they have unjustified numbers of students in a class and it is not workable for a teacher to examine the work of the whole class and to give them feedback in a single class. Most of the teachers gave a positive response about giving instructions to the students maybe at the start of the lesson or during the activities in the lesson and almost 38 percent of teachers gave a neutral response which means that some of the teachers do not give proper instructions during class. The teachers must instruct the students which will allow them to have effective learning.

The teachers must ask the students to make their own notes instead of dictating to them and asking them to write what is written on the board. Note taking will help the students in making key points of their own. Most of the government school teachers do not want their students to write the key words or the main ideas of the topic due to the practice of old methods which only allow the students to listen and then to answer the questions. According to the government school teachers they do not make concept maps on the board for the better understanding of the students. The teachers do not use this technique because they have less time and their lessons do not have logical patterns which do not allow them to make concept maps.

Most of the teachers disagreed to the usage of grouping technique in the class. The government teachers do not use this technique because they do not have much time to make groups in the class and to give them topics. Group discussion is for making the communication of the students better and government school teachers only focus on completing the syllabus not on the communication skills of the students. The teachers of government schools do not allow the students to make an outline of the topic which affects the future learning of the students.

Fifty percent of teachers of government schools want their students to make skeletons of the sentences because this technique is mostly used in GTM and it is also used nowadays by some of the government teachers. This technique is for basic level classes but is used in higher classes also which affects the learning of the students. This technique is used because the teachers want their students to translate the sentences and to cram the structure instead of understanding it.

Half of the government school teachers said that they give feed back to the students on their writing and ask them to correct it and some of them are neutral in their responses. Government school teachers do not give feedback or check the writings of the students because it is not an easy task to give feedback to each and every student of the class and to ask them to correct it. It is also a process that takes time.

There is no check and balance on the notebooks of the students and most of the time government school teachers do not pay attention to checking of the writing of the students. Only 25 percent of teachers use the technique of dictogloss which means the students do not write the key words in the class and are not permitted to construct their own texts after the lesson. Government teachers do not use this technique in their classes because the constructed texts of the students also need their feedback and it is difficult to give feedback to larger number of students. According to the teacher's responses, they don't want their students to have extensive reading before coming to the class during the teaching of creative writing because government teachers do not focus on the creative writing of the students. They only have to complete the given syllabus in the books or students only have to pass the exams. So, the teachers are less concerned with creative skills of the students. For doing extensive reading, the students need extra material from the teachers, which is not provided. The students of government schools do not have library resources from which they can borrow books. Lack of these resources also affects the learning process.

According to the analysis, all of the private school teachers consider that students must have pre-writing ideas about the topic that is going to be taught in the class which will make them understand the topic in a fruitful way. The teachers must know the prior knowledge of the students about the topic before starting the lecture which will make the teaching learning process productive. The students must have a vocabulary bank about a topic which will make it easy for them to learn because in ESL students must have a vocabulary which helps them to give effective results, all of the private school teachers agreed to this. The teachers of the private sector use the technique of question answers during teaching writing skills with the help of which teachers arouse curiosity in the students about the topic and it also gives a logical pattern to the lesson. Teachers use this technique to develop effective interaction in the class and to bring knowledge of the students on a conscious level. Private school teachers use this technique because in their lesson plans there is a portion of question answers which the teacher has to ask in the class.

The teachers in the private sector are monitored during their classes and whether they have an interactive lesson or not and how many students are participating in the class. The teachers use brainstorming technique in their classes because the main objective of the private schools is to enable students to have effective communication which is made possible with the help of discussions in the classes. Teachers of private schools use colour codes in their classes in



different forms such as charts, videos and pictures. Colour codes help the students to relate their ideas with different colours and to have a better understanding of the concepts.

Private school teachers use this technique because they are well trained in using modern techniques of teaching. All the private school teachers agreed that motivation is an important factor in teaching learning process. A teacher must motivate and encourage students to learn things by appreciating their work. The teacher must motivate the students to do creative writing by giving them feedback on their writings and by telling them the positive and negative points of their writings. Private schools motivate their students to do creative writing by arranging distinguished competitions like essay writing and encourage them by giving them certificates and prizes.

Teachers of private schools check the writing drafts of the students and give them feedback. By adopting this technique, the teacher comes to know the needs and short comings of the students. Private school teachers adopt this technique because they have pressure from the administration to check the written work of the students. The teachers provide the students with clear instructions in the classes to make the points clear to the students. Instructions must be clear otherwise it wastes the time of the class and creates ambiguities during class.

Private school teachers use note taking technique during class in the form of charts, maps and tables. Private school teachers use this technique because they prepare the students for higher level learning where note taking technique is used nowadays. The teachers of private schools use the technique of concept maps and link the prior knowledge of the student with the present one. Private school teachers use this technique because they are asked by the higher authorities to first ask the questions about the topic and brainstorm the ideas of the students to bring their ideas at a conscious level. Teachers make groups in the class because the main focus of their teaching is to prepare the students for effective communication and to enable them to learn how to cooperate with each other. This technique also creates a positive environment in the class. Most of the private school teachers prefer their students to use a note taking technique which helps them to learn the key points of the topic. Private school teachers also use the technique of outlining during teaching writing because it gives a logical pattern to the writing and creates a sequence in the writing of the students. Private school teachers use these techniques because their lessons are planned according to the modern techniques of writing and the private sector focuses on the uses of modern techniques.

They also arrange distinguished workshops for their teachers to train them in using modern methods, approaches and techniques. According to the analysis, few of the teachers use the skeleton making technique during teaching writing skills. They do not prefer to use this technique because it is an old method of teaching and it does not enable students to do creative writing and to develop new structures of writing. So, this technique is not preferred in private schools.

To give feedback is an important technique in teaching writing skills. Private school teachers adopt this technique because they encourage their students by giving them feedback on their writings and by telling them how they can make their writings more effective and productive. Private school teachers use this technique because the notebooks of the students are rechecked by the higher authorities and teachers are answerable to the administration. Seventy percent of the private school teachers use dictogloss technique because the books used in private schools of OUP do not support this technique. This technique is used by some of the private school teachers because this helps the students in developing linguistically rich writing by using their own knowledge. Teachers of private schools prefer their students to read extensively before coming to the class and they can use this technique because private schools provide their students with a rich resource of books from their libraries. By using this technique, the students of private schools have good reading skills.

The teachers of private schools ask key questions to the students about the topic. By giving answers to the questions, the students develop their speaking skills and confidence. The teachers of private schools prefer their students to do creative writing and arrange different creative writing tasks for the students like essay writing. The teachers agreed that they provide their students with the model texts with the help of which their students came to know about their shortcomings. So, the authors found that modern techniques of teaching writing skills are adopted by private school teachers which give productive results.

Discussion on the Analysis of Books

The authors found the differences in the English books of class one of PTBB and OUP; in the book of OUP four basic skills are treated individually but in the book of PTBB skills are not divided and activities are not planned according to the four basic skills. In the book of OUP learning outcomes are mentioned at the start of the book but in the book of PTBB learning outcomes are not mentioned. In OUP book, the students' opinions are given importance through the planned activities but in the book of PTBB, students are not asked about their opinions which affect their creativity and critical thinking. In the book of OUP students are motivated to do creative writing through the writing activities but in the book of PTBB there are no creative activities that will motivate the students to do creative writing. So far as the similarities in the English books of class one of OUP and PTBB concerned, the teachers are not provided with the instructions, teachers are provided with the resource books and colours are also used to attract the students towards learning.

The authors found the differences in the English books of class two of PTBB and OUP i.e. in OUP books, four basic skills are divided and activities are planned according to each skill but in the book of PTBB skills are not divided and activities are not planned. In the OUP books, learning outcomes are mentioned but in the PTBB books, learning outcomes are not

mentioned. In the book of OUP students are motivated to do creative writing through the writing activities but in the book of PTBB there are no creative activities that motivate the students to do creative writing. The resemblance in the English books of OUP and PTBB of class two also of the same type as is observed about the class one. Moreover, student opinions are not given importance in the book of PTBB but in the book of OUP students are asked to describe their opinions. In the book of OUP learning outcomes are described at the start of the book but in the book of PTBB learning outcomes are not mentioned.

The authors also found some similarities and differences in the English books of OUP and PTBB of class five. The authors found that in both of the books writing activities focus on developing the creative skills of the students; four skills are divided and activities are planned according to four skills; students are encouraged to do creative writing; colourful visuals are adopted to attract the students; instructions are not given to the teachers in adopting the writing techniques; teachers are provided with the resource books; and student opinions are given importance.

The authors also found differences in both of the books and found that in the book of OUP learning outcomes are mentioned but in the book of PTBB they are not mentioned. In the book of OUP four skills are linked with each other which give effective results but in the book of PTBB skills are not connected with each other.

The similarities in the English books of PTBB and OUP of class six found that in both of the books writing activities pay attention to developing the creative skills of the learners; four skills are divided and activities are planned according to four skills; students are motivated to do creative writing; colorful visuals are used to attract the students; learning outcomes are mentioned in both of the books; learners opinions are given preference; and teachers are facilitated with resource books. In the book of OUP teachers are not provided with the instructions while formulating the questions but in the books of PTBB instructions are present for the teachers. In the book of OUP four skills are linked with each other but in the book of PTBB they are not connected.

The similarities in the English books of PTBB and OUP of class seven found that in both of the books writing activities pay attention to developing the creative skills of the learners; four skills are divided and activities are planned according to four skills; students are motivated to do creative writing; colourful pictures are used to attract the students; learning outcomes are mentioned in both of the books; learners opinions are given preference; and teachers are facilitated with resource books. It was further found that in the book of OUP teachers are not facilitated with the instructions while formulating the questions but in the books of PTBB instructions are present for the teachers and skills are linked in the book of OUP but are not connected in the book of PTBB.

There are some resemblances and differences in the English books of OUP and PTBB of class eight also. It was found that in both of the books the students are motivated to do creative writing through the activities; resource books are provided to the teachers; four skills are divided in the books; student opinions are given importance in the books which encourages their critical thinking and creative skills; and learning objectives are described in the books. The differences found in both the books are that in the book of PTBB colours are not used but in the book of OUP colourful visuals are adopted to attract the learners; instructions are given in the book of PTBB but are not present in the book of OUP; and in the book of OUP skills are connected with each other but in the book of PTBB skills are not linked with each other. So, we can say that there are differences in the books of OUP and PTTB regarding the adoption of writing skills which also affects the writing techniques adopted by the teachers in the classroom and also affects the learning process of the students.

Conclusion

The above analysis shows that there are differences in the usage of writing techniques by English language teachers of elementary level public and private schools. To ask question answers during class is significant and effective for learning and helps the students in making their queries clear. According to the responses of the teachers, 100 percent of the private school teachers use this technique during class and only 37.5 percent of the public-school teachers use this technique. There is difference in the usage of brainstorming technique by the teachers and the finding shows that 97.5 percent of private school teachers and 12.5 percent of public-school teachers adopt this technique during teaching. Visual aid colour codes are used by 85 percent of private school teachers and 2.5 percent of public-school teachers which attract the students towards learning.

The most important factor of learning ESL is motivation and students should be motivated to do creative writing. According to the responses, 100 percent of the private school teachers motivate their students and 90 percent of public-school teachers motivate their students to do creative writing. In the same way, 92 percent of private school teachers prefer to work in groups and only 25 percent of the government school teachers adopt a grouping technique during teaching which affects the learning of the students and does not allow them to work with responsibility in a positive environment.

Result shows that there are differences in the adoption of the outlining technique because 80 percent of the private school teachers agreed to the usage of this technique and only 17.5 percent of the government school teachers agreed to the usage of outlining technique. To make skeletons of the sentences during learning writing skills is an old method of learning and there are differences in the adoption of this technique. The finding shows that 57.5 percent of the private school teachers and 50 percent of the public school teachers use this technique during teaching writing skills.



Dictogloss technique is mostly used by the private school teachers because responses show that 70 percent of the private sector teachers and 25 percent of the public school teachers use this technique. To do extensive reading helps the students in enhancing their vocabulary of a second language. 92.5 percent of the private school teachers during teaching creative writing skills prefer their students to do extensive reading before coming to the class but in public schools only 40 percent of the teachers want their students to do extensive reading. Previous knowledge of the students can be checked by asking questions about the topic, the technique of asking key questions during teaching is mostly used by private school teachers and the percentage of usage is 97.5 and in public sector the usage of this technique is 30 percent.

Resources like model texts are provided to the students of private schools by the teachers because analysis shows that 70 percent of the private school teachers provide their students with the model text and in public schools 12.5 teachers show their students the model texts. Key points should be repeated at the end of the lecture to reinforce the key points to the students and 92.5 percent private school teachers and 30 percent of the public school teachers use this technique. In private schools students are taught with the help of the visual aids because all of the private school teachers use this technique, but in the government sector, due to the lack of resources only 65 percent use recourses during teaching.

To conclude we can say that writing techniques are mostly adopted by private school teachers. From the analysis of the books, the authors have concluded that four basic skills in the English books of PTBB are divided in class five but in the books of OUP the skills are divided from class one. In the English books of OUP students are motivated to do creative writing through the writing activities planned in the books but in the books of PTBB writing activities are not creative and they do not motivate the students to do creative writing. Finally, the use of colourful pictures attracts the students towards learning and reading the topic. The analysis shows that colourful pictures are used in both OUP and PTBB books but in the book of eight class of PTBB, black pictures are used which do not attract the learners towards learning.

References

- Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4 (1), 199-214.
- Abbas, F., Jalil, M. K., Zaki, H. N., & Irfan, F. (2020). Implicit measure of language attitude: study of Punjabi native speakers by using matched guise technique. *International Journal of Innovation, Creativity and Change*, 13 (1), 194-206.
- Abbas, F., Pervaiz, A., & Arshad, F. (2018). The competing status of Urdu and English after declaration of Urdu as official language in Pakistan. *Journal of Research (Urdu)*, 34(1), 142-158.
- Ahmed, S. Abbas, F., Jalil, M. K., & Ahmed, M. (2019). Language anxiety as a detrimental factor in English language learning: A survey of religious Madaris. *Al Qalam* 24 (2), 346-363.
- Amin, B. (2015). The Use of Mistake Buster Technique to Improve the Students' Writing Skill. *Exposure*, 4(1), 1-25.
- Bukhari, S. S. F. (2016). Mind Mapping Technique to Enhance EFL Writing Skill. *International Journal of Linguistics and Communication*, 4(1), 58-77.
- Buzan, T., & Buzan, B. (2006). The mind map book. Pearson Education.
- Evaolita, V., Fauziati, E., Hum, M., Qanitah Masykuroh, S. S., & Hum, M. (2016). *Classroom Techniques Used by The Teacher to Develop Students' English Writing Skill: A Naturalistic Study At Sman 1 Watumalang In 2015/2016 Academic Year* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Iqbal, A., Javed, Z., & Muhammad, N. (2020). The impact of school heads' demographic characteristics on their leadership styles. *Competitive Social Science Research Journal*, 1(2), 19-30.
- Khan, H. I. (2011). Testing creative writing in Pakistan: Tensions and potential in classroom practice. *Journal of Humanities and Social Science*, 1(15), 111-119.
- McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.
- Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic research international*, 2(2), 696
- Pertiwi, D., Ngadiso, N., & Drajiati, N. A. (2018). The effect of Dictogloss Technique on the students' writing skill. *Studies in English Language and Education*, 5(2), 279-293.
- Pratiwi, M. D., Fauziati, E., & Hum, M. (2016). *Classroom Techniques To Develop Students' English Writing Skill: A Naturalistic Study At Smp Muhammadiyah 1 Surakarta* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Reddy, M. S., Mahavidyalaya, P., & Hyderabad, K. (2016). Importance of English Language in today's world. *International Journal of Academic Research*, 3(4), 179-184.
- Salas, M. R. (2005). Grouping techniques in an EFL classroom. *Actualidades investigativas en educación*, 5.
- Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3), 235-249.



-
- Shams, J. A., & Iqbal, M. Z. (2020). An investigation of prospective teachers' perceptions about research training environment at university level in Pakistan. *Competitive Social Science Research Journal*, 1(1), 1-13.
- Su, S. W. (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of Language Teaching & Research*, 3(1).