

INVESTIGATING AN EFFECTIVE COLLABORATIVE TEACHING WRITING APPROACH IN NON-ELITE ENGLISH MEDIUM SCHOOL IN SOUTHERN PUNJAB-PAKISTAN.

Agha Masood Ahmad Khan*, Qamar Sabira**, Abdul Ghafoor Awan***

ABSTRACT

The objective of this research paper is to investigate an effective collaborative teaching writing approach and the problems faced by the learners while writing a non-elite English medium school, Early Learners' Campus, (ELC henceafter) Multan- Pakistan. In order to find the difficulties faced by the learners, both qualitative and quantitative methods were used and semi-experimental research was conducted by implementing a blended collaborative teaching writing approach V.S.P.O.W. that stands for word/phrase pooling (V), sentence making (S), paragraph writing (P), and outlining (O) and essay writing (W); introduced by a Chinese researcher Wong, 2009 at elementary level. In qualitative research, pre and post tests were given before and after teaching sessions to check learners' English writing ability and data was analyzed through SPSS software (Version 20). Our study results show that learners were facing a lot of difficulties and significant improvements were observed after implementing V.S.P.O.W. approach which had enabled the learners to write and produce individual texts at the end of action research by using collaborative approach. We recommend to employ V.S.P.O.W. writing approach at school level and also to conduct teachers' training workshops and professional trainings for the teachers to overcome the difficulties encountered by the learners and teachers in writing skills.

Keywords: English Language Teaching (ELT), Collaborative writing approach, V.S.P.O.W. (vocabulary pooling, sentence making, paragraph writing, outlining and essay writing), non-elite school, Southern Punjab.

Type of Paper: Research paper.

* Assistant Professor English, Government Degree College Jalalpur Pirwala, Multan. aghamasoodkhan@gmail.com. Cell # 03084182482.

** M.Phil English Linguistic Scholar, Department of English, Institute of Southern Punjab-Pakistan. Sabira.qamar@hotmail.com. Cell# 0345 7272070.

*** Dean, Faculty of Management and Social Sciences, Institute of Southern Punjab, Multan-Pakistan. drabdulghafoorawan@gmail.com. Cell # 923136015051.

1. INTRODUCTION

In Pakistan, especially in Southern Punjab, teaching writing is usually ignored. The teachers are unaware of using any specific approach or method to develop writing skills at school level (Shamim 2012). Farooq (2012) divulged the opinion of Second Language Learning (SLL) about conditions of second language teaching in Pakistan that writing skill is being taken as sub-skill of reading and speaking skills, instead of tackling teaching writing skill to SL learners through specific approach the students are forced to cram the summaries and selected questions to pass examinations by English teachers. Pakistan is a developing country (Coleman, 2010) especially the Southern Punjab region has very restricted chattels, low proficiency rate and less educational resources due to poverty and lack of awareness as compared to Northern Punjab (Chandio, Khan and Samiullah, 2013). There are also different inward and outward components in Southern Punjab that affects the students' Second Language Learning (SLL) process. Yaqoob and Zubair (2008) stated that Pakistan is divided into different social groups where education for each class status differs from the other; thus ELT and ESL courses are designed differently for elite, non-elite and government schools. Farooq (2012) stated that the family matters, social issues and school environment play vital roles in learning process especially learning ESL, owing to the students belonging to middle and low classes have to join some non-elite English medium school. Rahman (2007) stated that it is evident that the learners from non-elite and poor background are unable to show satisfactory results in L2 learning in contrast to those belonging to elite background. The students of elite schools are perceived as academically more compatible than non-elite school students (Clark and Bono 2013).

A great number of students, who are studying in non-elite schools, take this seven letter word "English" an otherworldly and haunted word" but due to non-professional attitude, lack of training, and limited resources they are just taught what to write rather than how to

write (Hassan 2008). Siddiqui (2007) revealed about the traditional class rooms of non-elite schools and disclosed their condition and aspects by stating that they consist of teacher centered activities where students play a passive role and supposed to be quiet, listen to the lecture silently and just copy the written material from the board or are provided by the written notes. Thus, in Pakistan, especially in Southern Punjab, effective teaching writing is not viable. Awan and Hiraj (2016) stated that the teachers should use the method which is simple, comprehensive and understandable for the students.

1.1 Objectives of Research

The main objective of present research is to investigate and to address the problems faced by learners and teachers in non-elite English medium schools in Southern Punjab and to check the adaptability of V.S.P.O.W. approach for teaching writing skill at elementary level. It was planned to know the problems in teaching and learning English language acknowledged with accurate use of vocabulary, punctuation, sentence structure, spelling and logical sequencing, and enable them to produce a complete comprehensive and coherent text by the end of the research work. We put theory into practice and observed its implementation in socio-economic and cultural context.

2. LITERATURE REVIEW

2.1 Writing Mechanics

Writing is not a natural activity, so lucid commands are necessary for learning this (Aronoff & Rees- Miller, 2002). “Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered exactly without intervention of the speaker” (Daniels & Bright, 1996). As writing is an unnatural activity, so first a learner should get the linguistic knowledge about the specific patterns and detailed instructions about how to write effectively (Rahman 2013) and needs considerable understanding and systematic learning (Aronoff and Miller, 2002). Writing is perceived as

human's best academic success based on skills like organization, cohesion, coherence, linguistic conventions and relevant lexical choices. So, the restricted linguistic patterns have to be followed in order to convey the desired meanings (Connor 1984). If a writer doesn't follow these instructions, the result ends in frustrated failure (Cook 2001).

2.2 Type of schools and teaching writing in Pakistan

As categorized by Yaqoob and Zubair (2008) there are three types of schools prevailing in Pakistan; Elite, non-elite, and government schools. A school's culture either supports or destroys the student learning process (Taimur-ul-Hasan and Sajjid, 2013). Haider (2012) stated that in Pakistan, HEC has designed different research projects in ESP but writing field is unobserved, moreover, while discussing about teaching writing issues in Pakistan, he stated that unfortunately so called attention towards writing is paid to the learners by comparing their writing products with good intellectual writers. Teachers build their own standards and want the learners to fulfill their hopes. Teenvo (2011) disclosed the repression of the children that they are most often suppressed emotionally and psychologically by their parents, teachers and elders; they are always expected to be passive and obedient blindly (Chandio, Khan and Samiullah 2013). Process approach spread its wings in late 1960s in reaction to the dominance of product-centered approach (Matsuda, 2003). In the 1970s and 80s due to emergence of ELT, the teachers started becoming conscious about learners' interest and needs and their involvement in the whole writing process (Hedge 2011). Since then, many researchers get involved in teaching writing to second language learners (Haider 2014). Their findings revealed that writing is a highly complex process and needs considerable understanding and systematic learning, and should be taken as creative and tentative. According to Ali Shehadeh (2014) it is teachers' and school's administration responsibility to develop writing skill among students.

2.3 Socio constructive collaborative learning and V.S.P.O.W. Approach

Chee (2015) claimed that peer work has a significant effect on the quality product of writing and helps the learners to learn autonomy. It gives them freedom and a chance to clarify, discuss and defend their ideas with others in an explicit way. Mander (2012) implemented collaborative teaching writing approach to elementary level learners and explored the cognitive, social, and affective factors that contribute to the development of writing skill of the students of elementary level, the results distinctly showed a high level of academic achievement in writing. Inspired by socio-constructive collaborative learning, a Chinese researcher Wong (2009) introduced V.S.P.O.W. approach for improvement of Chinese writing of Singaporean learners and noticed a remarkable difference before and after peer work. Wong explained the rationale behind bottom up process that dividing and writing the text into small chunks help them write individually and leads to expert writing process by focusing on micro skills. Wong and Lin (2011) implemented the same model at elementary level to enhance writing skills of Thailand learners and proved its effectiveness through statistical data and results. Awan and Khaliq (2016) argued that lack of guidance and causal way of teaching and focusing on notes are some cause of poor learning of the students at school level.

2.4 Teachers training programs and lesson planning

Mansoor (2009) disclosed about non-elite schools that they are unexciting and boring places, lack trained and professional staff, the semi-educated teachers compel their learners to cram the knowledge from substandard and unauthentic material, thus kill creativity of the learners. Aziz (2015) stated that lack of training sessions and inefficient teaching lead to inadequate learning at school level in Pakistani private sector schools. The teachers are less aware of Applied Linguistics so they insist the students to cram the material in spite of training them to write efficiently. Lack of opportunities of using A/V aids and less awareness of using these aids are major cause of failure. Ahmad (2011) held a research

program to investigate the issues faced by students at school level in Pakistan in learning English language and concluded that special training is needed to make them ready for effective teaching writing among English language teachers so that they should be aware of micro and macro skills involved in writing. Teenvo (2011) declared that the teachers aren't qualified enough and lack professional training in required field, they do control writing and totally unaware of lesson planning for writing lessons.

3. RESEARCH METHODOLOGY

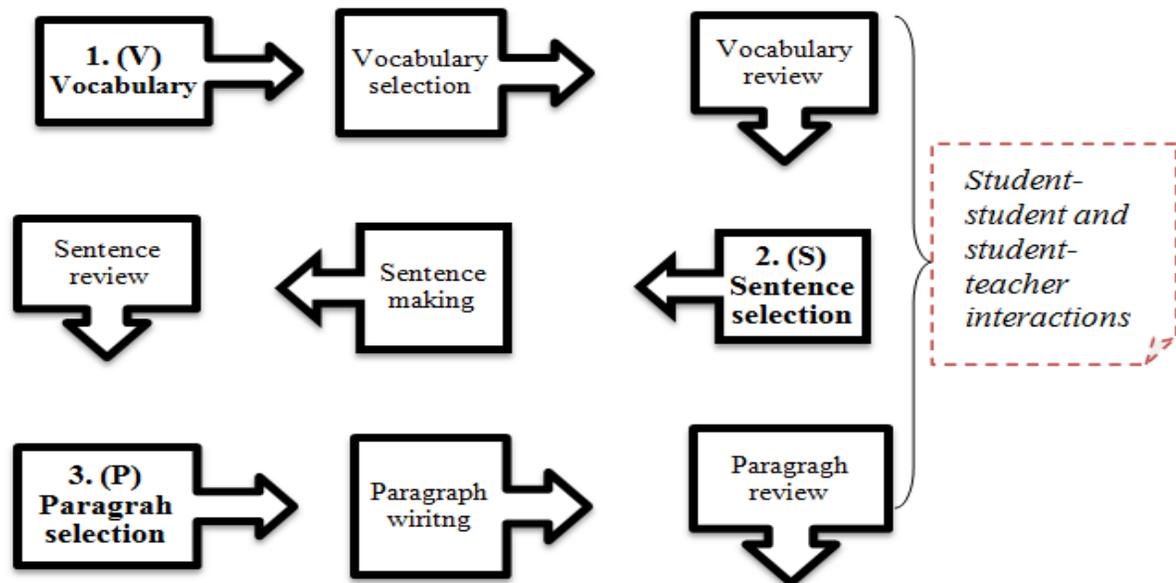
3.1 Research Sample

The geographical area of this study is a private non-elite English medium school, ELC (Early Learners' Campus) Multan. The sample size is 22 included 2 *teachers* for observation, semi-structured interviews and 20 students (girls and boys) of elementary level who were taught for five weeks. Pre-test and post-tests were conducted before and after experiment to measure improvement.

3.2 V.S.P.O.W. process as model

Wong (2009) introduced a blended collaborative writing approach, V.S.P.O.W. We have taken as a model approach of our study. It enables the learners to work step by step collaboration-based "word/phrase pooling" (V), "sentence making" (S), "paragraph writing" (P), and "outlining" (O); and eventually individual essay writing (W). The collaborative learning effects on elementary students were analyzed and their differences were checked through comparisons and contrasts. So by applying V.S.P.O.W. process, it was tried to improve their writing ability. The recent V.S.P.O.W. approach provides an opportunity to L2 learners to improve their micro skills like vocabulary, sentence making and go a level head by organizing paragraphs and finally composing a well knitted and comprehensive writing that are necessary ingredients of a well composed writing. The sketch of the model is shown in Figure 2.

Figure 2 The V.S.P.O.W. Process Model (adopted from Wong,2009)



3.2.1 Research plan

It was decided to teach the V.S.P.O.W. process in five weeks, giving one week to each stage. Week 1 was dedicated to practice relevant vocabulary selection and spellings. Week 2 was planned to practice sentence construction. Week 3 was devoted to teach and practice paragraph writing by using cohesive devices. Week 4 and 5 were allocated to practice outlining and individual essay writing in the given time frame.

There were 20 students in the elementary class. These 20 students were equally divided into 4 groups, 5 students in each group, including girls and boys, according to their intelligence level. In each group there were at least one smart and intelligent and two dull or weak students.

3.2.2 Stages of V.S.P.O.W. process

There are five stages of V.S.P.O.W. process.

- i. (V): Vocabulary selection.
- ii. (S): Sentence making
- iii. (P): Paragraph writing
- iv. (O): Outlining
- v. (W): Individual essay writing

The first three stages (V.S.P.) are pre-writing stages and stage four and five are drafting and reviewing stages of writing. The process helps the students to start from micro level and progress to the complex level by reviewing micro and macro skills involved in writing process.

Stage-I: Selection of vocabulary

The students were divided into four groups having four students in each group. A topic was chosen according to students' interest and grammar structures were discussed, then, they were divided into groups so may choose the vocabulary and reviewed vocabulary according to selected topic. The teacher helped them in selection of vocabulary and spellings where needed.

Stage-II: Sentence-making vocabulary

V → S was the second stage of the process. They made sentences out of that selected vocabulary, changed them into meaningful sentences, prepared a rough draft and reviewed these sentences. It took a couple of days to practice collaborative work and practice grammar structures. This step involves student-student and student-teacher interactions. This stage improved their vocabulary and sentence structures.

Stage-III: Sentence to paragraph writing

S → P: The third stage was about converting and arranging those sentences into paragraph form. The critical task of presenting thoughts in an organized manner was taught to them

at this stage. On the first day of paragraph process, they were taught about paragraph writing and the techniques to write a single paragraph, the basic ingredients of a paragraph and the manner in which sentences are joined together to make one paragraph where each paragraph consists of an introductory sentence, a topic sentence and a concluding sentence. For this practice, they made a rough draft and mind maps to think over a specific topic, like “My dreamland”, and then they wrote the points that come into their minds, discussed with their peers and draw one introductory, topic and concluding sentences out of those ideas. Moreover, they learned how to write the supporting details of each topic sentence. Through peer work, the sharp students help weak students. Each group had different types of students. So they supported each other very well. Then, in next coming one week they practiced writing paragraphs about different themes, on the same topic. They wrote different descriptive essays like My Dream Home, My favourite TV program, An Alien etc. They exchanged their writings and gave feedback and re-write these paragraphs. Continuous help and support was present at every stage by the teacher. At this stage they learned cohesion and coherence devices used to present a logical sequence between the sentences and paragraphs

Stage-IV: Outlining of paragraph writing

P → O: In the next step, they were taught to organize their paragraphs and develop an outline out of those paragraphs and ideas. So they made outline of their previous written texts in groups. Again the outline was finalized by S-S and S-T interaction and finalized.

Stage V: Outlining of writing (essay) writing

O → W: Well, this was the real game, where they discussed about different topics and had their outlines but had to compose individual writings without peer work. Initially, it was a difficult task, they were a little bit confused, but through my emotional and moral support, they agreed to write of their own. So, they composed their essays out of that outline. Again

they exchanged their scripts with each other and gave feedback. At first, they wrote concisely, but as they learned the tricks “How to write 5 paragraph essays like an expert” they improved. Then next one week was planned to teach them organization of those paragraphs as a complete essay in a given time period. So, it was started as usual practice of mind maps and drafts, then they were taught to specify one paragraph for introduction, three paragraphs for supporting details, one paragraph of conclusion within forty minutes. Moreover, they were directed that each paragraph must consist of a theme or an idea and have a topic sentence and concluding sentence. By the end of the session they wrote individual essays efficiently and confidently.

3.3 Research Tools

Both qualitative and quantitative research tools were used for data collection. Quantitative research is used to avoid personal biasness in social sciences study. In quantitative research English language writing achievement (pre and post) tests were designed and in qualitative research, semi structured interviews and observations were designed and observed. For writing issues, the problems of writing mechanics like task achievement as whole, cohesion and coherence in between the sentences and paragraphs, correct use of lexical resources and grammar and accuracy were focused. IELTS and British Council writing test criteria and descriptors are taken as scale, bands and remarks were given according to it.

3.4 Data collection

In the first phase, the general introduction and information about the students were gained, their books and notebooks were analyzed and their English lessons were observed, semi structured interviews were held with English teachers and it was noticed that no special attention is given to writing lessons by English teachers. In the second phase, in order to test their writing abilities and teachers’ teaching impact on their writings, a Pretest was given to the learners. After that, 3 weeks teaching session was held with these students and V.S.P.O.W. approach was implemented, at the end of the session, a post test was given to

them to validate the learners' credibility and V.S.P.O.W. approach's adaptability in the relevant skills.

4. DATA ANALYSIS

Mansoor (2005), Frenkel and Norman (2006) strongly recommended to use some kind of software for statistical analysis of data. As quantitative research produces hard numbers that can easily be turned and analyzed through statistics, reduce the probability of errors and mistakes and ensures completeness (Mansoor 2005). Thus, for statistical data analysis, obtained from test tool, IBM SPSS (version 20) had been used. For qualitative data, obtained through observation and semi structured interview, thematic analysis technique had been used. For writing issues, the problems of writing mechanics like task achievement as whole, cohesion and coherence in between the sentences and paragraphs, correct use of lexical resources and grammar and accuracy were focused. IELTS and British Council writing test criteria and descriptors are taken as scale, bands and remarks were given according to it. A comparison was made to analyze pre and post-tests difference. It was analyzed whether research answered the research questions put forth in the start or not and how much it is helpful it obtaining its objectives. The results of pre-tests and post-tests are shown in the Tables and Figures in next section.

4.1 Improvement of students' skills in ESL writing and attitudes

Table 1 shows the results of the paired-sample *t*-tests applied to compare the students' performances on the four skills in the pre- and post-tests

Table 1: Paired-sample *t*-tests between pre-test and post-test (n=20)

		Mode (bands)	Minimum bands	Maximum bands	Mean	SD	Mean difference	t
Task Achievement	Pre-test	3	2	7	4.7	1.6	-3.6	-8.22
	Post-test	9	7	9	8.3	.74		

Cohesion & Coherence	Pre-test	2	1	7	4.0	1.9	-4.1	-9.56
	Post-test	8	7	9	8.1	.67		
Lexical Resources	Pre-test	2	2	7	4.3	1.84	-3.5	-9.03
	Post-test	8	6	9	7.8	.81		
Grammar & Accuracy	Pre-test	3	1	7	3.9	1.8	-4.5	-10.71
	Post-test	9	7	9	8.4	.68		

Note: ***p< 0.001

The sample size of 20 students was relevantly small even than it shows an incredible transform and improvement in students' attitude and performance towards writing. A difference between the pretest result and post test result can be seen here in the above table. The most occurred band, mode, in pretest was 2 and 3 and in posttest it is 8 and 9. In the same we see a notable change in task achievement minimum bands from 2 to 7, cohesion and coherence from 1 to 7, in lexical resources from 2 to 6, in grammar and accuracy from 1 to 7. Thus it is noticeable that earlier the highest bands were 7 and after V.S.P.O.W. approach it changes to 9 bands. The standard deviation of all levels has dropped, indicating that due to collaborative work the differences among the students in their writing skills have decreased. Mean difference is also dropped and t values represent the difference between traditional writing versus V.S.P.O.W. writing process

4.2 Student collaborative writing process

Table 2: Examples of how students helped each other within their groups

Group A			Group E		
Students	Contributed in	was helped by peers	Students	Contributed in	was help by peers in
S1	Vocabulary/ phrases	Sentence making	S16	Vocabulary & Spelling	Sentence making, Cohesion & coherence
S2	Sentence making	Cohesion & coherence	S17	Cohesion & coherence	Grammar& outlining
S3	Grammar & outlining	Cohesion & coherence	S18	Organization & paragraphing	Cohesion & coherence
S4	Organization& paragraphing	Grammar & outlining	S19	Grammar & outlining	Organization & paragraphing
S5	Cohesion & coherence	Organization & paragraphing	S20	Sentence making	Spellings & outlining

The students within each group helped and shared information with other and offered a great help in removing hesitation and problems faced by them and lead them to produce an outline, and filling that outline with individual and independent essay writing. The above given table illustrates an example how they shared and cooperated with each other in different levels and stages. Thus, collaborative model enabled them to improve their pre and post drafting, enhanced mutual understanding and team work spirit and, observed a significance improvement in their confidence level and skills.

Table 3: Comparison between Pre and Post Test Final Band

	Final band pretest	Final band posttest
n	20	20
Valid	20	20
Missing	0	0
Mode	2	8
Std. Deviation	1.542	.686
Minimum	2	7
Maximum	6	9

Table 3 represents a comparison of bands between pre and posttest taken before and after training session and implementation of V.S.P.O.W. writing process where it apportions 100% as n that is number of students appeared in test. The above table shows the validity 20 out of 20 with zero missing. The most occurred bands, mode, in pretest were 2 and in posttest 8. So, the standard deviation dropped from 1.542 to 0.686. The lowest bands in pretest were 2 and in posttest it reached to 7. In the same we observed a notable change in the maximum bands from 6 to 9.

Table 4: Student-wise Comparison between Pre and Post Test

	Pretest Bands	Remarks	Post test bands	Remarks	Difference
S1	3	Extremely limited user	8	Very good	-5
S2	6	Competent user	7	Good user	-1
S3	2	Intermittent user	8	Very good	-6

S4	2	Intermittent user	8	Very good	-6
S5	4	Limited user	9	Expert	-5
S6	3	Extremely limited user	7	Good user	-4
S7	5	Modest user	8	Very good	-3
S8	4	Limited user	9	Expert	-5
S9	6	Competent user	9	Expert	-3
S10	2	Intermittent user	7	Good user	-5
S11	4	Limited user	8	Very good	-4
S12	2	Intermittent user	8	Very good	-6
S13	4	Limited user	7	Good user	-3
S14	3	Extremely limited user	8	Very good	-5
S15	2	Intermittent user	9	Expert	-7
S16	2	Intermittent user	8	Very good	-7
S17	7	Good user	8	Very good	-1
S18	5	Modest user	8	Very good	-3
S19	6	Competent user	8	Very good	-2
S20	5	Modest user	7	Good user	-2

Table 4 shown table shows student wise individual bands and remarks gained in pre and posttests. The difference between their pre and posttests bands show the change in their

individual essay writing skill by taking help of their team members in just first four stages and completion of task at the given time with less mistakes and increased confidence.

Figure 2: Student wise graphical representation of comparison between pre and posttest.

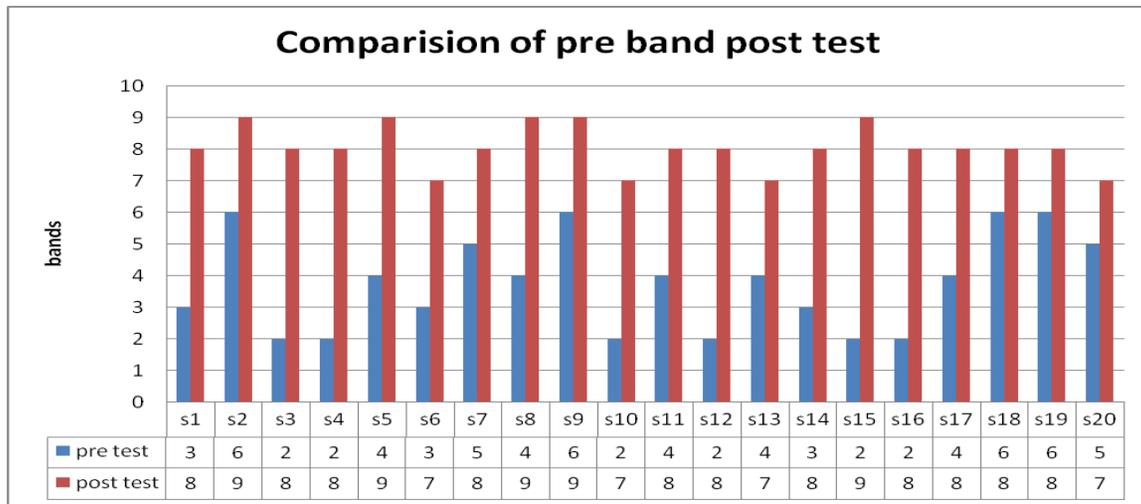


Figure 2 illustrates a clear cut difference between proficiency of the students before and after implementation of V.S.P.O.W. approach and action research.

Table 5: Final bands and remarks according to IELTS Writing Test Criteria (n=20)

Bands	Remarks	Pre test (f)	Post test (f)
9	Expert	0	5
8	Very good	0	11
7	Good user	0	4
6	Competent user	4	0
5	Modest user	2	0
4	Limited user	5	0

3	Extremely limited user	3	0
2	Intermittent user	6	0
1	Non user	0	0
0	Didn't attempt test	0	0

Table 5 shows the band descriptors and remarks according to IELTS and British council writing test criteria that was taken as scale for test checking. The table shows that before action research there was not a single “expert, very good or good user”. There were 4 “competent” users, 2 “modest”, 5 “limited users”, 3 “extremely limited users”, and 6 “intermittent users” but after V.S.P.O.W. writing approach we flourished 5 “expert” users and prove that these five students have a full operational command of the language, their use of English is appropriate, accurate and fluent, and show complete understanding, 11 “very good” users that indicates these students have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage, they may misunderstand some things in unfamiliar situations, and they handle complex detailed argumentation well. We got 4 “good” users that points out they have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally, they handle complex language well and understand detailed reasoning. Thus the ultimate improvement goal was achieved through proper planning, collaborative work and new strategies to involve them into learning process. The great difference between pre and post test results exhibits the success of V.S.P.O.W. approach and provides a feasible and easy step by step writing process to expertise writing skill.

4.3 Standard writing process versus V.S.P.O.W. writing process

Table 6: A comparison between traditional process writing and V.S.P.O.W. writing process.

Skills	Traditional writing process	V.S.P.O.W. process
Vocabulary (lexical items)	Doesn't provide opportunity to the writers to write independently and through peer work.	The first four stages put a great emphasis on micro skills involved in writing,
Sentence making		
Paragraphing		
Outlining		
Mutual understanding	Distinct or rash to be done in controlled writing.	Develop peer work and remove group members' weaknesses.
Organization and logical connection	Done under teachers' guidance and given structure.	Emphasis on organized and compact of text along with logical sequences and coherence between sentences and paragraphs.
Self-review	Often done at the end of writing draft.	Hardly any student reviews his/her text.
Peer review	Done only if writers have mutual understanding.	Step by step takes place in all levels during group work.
Writing process	Emphasis on product rather than creativity.	The bottom up or group work can be used or its outline can be used in individual writing.

Table 6 shows a comparative analysis between traditional writing processes teachers used in almost all non-elite schools in Southern Punjab. As mentioned earlier, the deficiency lies in non-professional traits and isolated structure and lexical resources are provided to the writers providing no room for displaying their imagination and flourish creativity by sharing their thoughts, ideas and providing them chances to remove each other's weaknesses and helping them to stand along with shiny students of the class where everybody have almost equivalent skill and no one is less than other making them confident

enough to produce their independent texts without having fear of empty paper.

4.4: Qualitative data (interviews and observations) and Teachers' Training Works

Semi-structured interviews and observations were held to know the problems faced by the learners in writing. The results revealed that no proper attention or special consideration is given to lesson about writing skill and had just one writing lesson per week was delivered. It is insufficient to make good writers. The teachers used traditional controlled writing and given them notes or recommended helping book for writing that lead to cram the provided written scripts. Thus, at the end of the research work, in coordination to school administration, 2 days-teachers' training workshop on "Effective teaching writing skill" was organized, which was divided into 6 sessions according to problems faced by learners and teachers both as shown in results.

- i. Importance of writing skill at school.
- ii. Effective approaches used in teaching writing.
- iii. How to make students proficient writers?
- iv. Employing V.S.P.O.W. approach in teaching writing skill.
- v. Planning writing lessons.
- vi. Collaborative writing activities.

5. CONCLUSIONS

The comparative analysis of both tests showed a clear improvement in students' writing before and after implementation of V.S.P.O.W. model. In the start it was hypothesized that teaching writing to the students with proper planning, consideration and modern approach can produce proficient writers. The results and findings of the study accept the hypothesis and confirm that V.S.P.O.W. writing approach made them proficient and helped the learners in removing their hesitation, weaknesses and confusion regarding writings. It is proved that

the theory which was chosen to put in practice has successfully achieved its set targets and goals. It successfully answers the research questions that V.S.P.O.W. collaborative writing approach can enable the students to produce a single concise and compact 4 to 5 paragraphs essay without any hesitation or confusion and write like to prove its testability at elementary level, making the young writers proficient enough to pass any written exams. We can also conclude that somehow, traditional writing process, unplanned writing lessons and lack of training sessions especially related to teaching writing are responsible for students' deficiency to write efficiently. The result fulfills the objectives of study. The students after learning these skills can use them in any type of writing, like stories, letters, applications, dialogues etc. The results of post test showed the exact achievement, motivation and learning proficiency of ELC writers who dragged not only themselves but also their peers from band 3 to band 9. The glittery eyes and exciting shouts of those learners' asking researcher to do more writing tasks, by the end of the session, was the real success not only of learners but researcher also. However, it is believed, "*Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.*" This proverb was proved in our empirical study.

6. RECOMMENDATIONS

As the school course books, notebooks and worksheets were observed in the start, it was revealed that no proper attention or consideration is being paid to writing lessons along with A/V aids. So, a wise suggestion was given to the English teachers to plan their lessons and prepare detailed planners of writing lessons. Moreover, school administration should increase the number of writing lessons per week. There should be at least three writing lessons per week. It is strongly recommended that school administration should organize teachers' training programs especially related to teaching of writing skill so, the teachers can improve themselves. The teachers must involve in curriculum development, having authority to modify the topics according to need of the learners and adapt new teaching

techniques and approaches. The instructional model must be easy and simple for the learners to follow and use. For further studies we would suggest to introduce of teaching writing of different genres and conduct training workshop for them and try to update the existing teaching approaches for writing skills.

REFERENCES

- [1].Ali Shehadeh, C. C. (2014). Task-Based Language Teaching in Foreign Language Contexts: Research and Implementation. Amsterdam and Philadelphia: John Benjamins. *The Modern Language Journal*, 690-692.
- [2].Asma Abdul Aziz, M. U. (2011). Learning difficulties and strategies of students at higher secondary schools in Punjab. *Journal of Policy Research*, 55-61.
- [3].Awan, Abdul Ghafoor & Abdul Aziz Hiraj (2016). "Teaching English as a secondary language in Pakistan at secondary level", *Global Journal of Management and Social Sciences*, Vol 2 (1):24-37.
- [4].Awan, Abdul Ghafoor & Ayesha Khaliq (2016). "An evaluation of the causes of low achievement in English at Elementary level in District Vehari.", *Global Journal of Management and Social Sciences*, Vol 2 (2): 89-96.
- [5].Ayuob, Muhammad Tariq, Sobial Suleman, Abdul Ghafoor Awan (2016). " Analysis of code mixing in Pakistani English.", *Global Journal of Management and Social Sciences*, Vol.2 (4):57-76.
- [6].Charles Cooper, L. O. (1977). *Evaluating Writing: Describing, Measuring, Judging*. National Council of Teachers of English.
- [7].Chee Kuen Chin, C. G. (2015). The Effects of Wiki-based Recursive Process Writing on Chinese Narrative Essays for China as a Second Language (CSL) Students in Singapore. *The IAFOR Journal of Education*, 45-59.
- [8].Coleman, H. (2010). *The Role of Language in Education*. Islamabad: British Council.
- [9].Connor, U. (2009). A study of cohesion and coherence in English as a second language

- students' writing. *Research on Language and Social Interaction* , 310-316.
- [10].Cook, V. (2001). *Second Language Learning and Language Teaching*. London: Edward Arnold.3rd edition.
- [11].Damon Clark, E. D. (2013). The Long-Run Effects of Attending an Elite School: Evidence from the UK.
- [12].Haider, G. (2014). An Exploratory Study of Organizational Problems Faced by Pakistani Students Writers with Learning Difficulties (LD) in EFL Writing. *International Journal of English and Education*, 127-145.
- [13].Haider, G. (2012). Process Approach in Writing: Issues and Implications for Teaching in Pakistan. *International Journal of Humanities and Social Science*, 147-150.
- [14].Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- [15].Hedge, T. (2011). *Teaching and Learning in the Language Classroom*. Oxford. Oxford Handbooks for Language Teachers.
- [16].Hywel Coleman, T. C. (2012). *Language in education in Pakistan: Recommendations for policy and practice*. British Council.
- [17].Jawed Hassan Chandio, H. M. (2009). Condition of Creative Writing in the North and South Punjab. *Pakistan Journal of Commerce and Social Sciences*, 321-330.
- [18].Lung-Hsiang Wong, C.-P. L.-L.-C. (2011). Group Scribbles to Support Elementary Students' Writing Based on VSPOW Model: A Preliminary study. *Asia-Pacific Society for Computers in Education*.
- [19].Lung-Hsiang Wong, W. C.-S.-K. (2011). A blended collaborative writing approach for Chinese L2 primary school students. *Australasian Journal of Educational Technology*, 1208-1226.
- [20].Mander, E. (2012). *Successful Urban Adolescent Writers: A study of a collaborative model of teaching writing*.

- [21]. Mark Aronoff, J. R.-M. (2002). *The Handbook of Linguistics*. Blackwell Publishing.
- [22]. Mastuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing* , 65-83.
- [23]. Muhammad Akram, A. H. (2012). Problems in Learning and Teaching English Pronunciation in Pakistan. *International Journal in Linguistics and Lexicography*, 43-48.
- [24]. Muhammad Shahid Farooq, M. U.-u.-H. (2012). Opinion of Second Language Learners about Writing Difficulties in English Language. *A Research Journal of South Asian Studies* , 183-194.
- [25]. Muhammad Yaqoob, S. Z. (2012). The Role of English Language with Specific Reference to Tolerance and Militancy. *Pakistan Journal of Social Sciences (PJSS)*, 529-540.
- [26]. Nasir Ahmad, S. A. (2011). The Nature of Difficulties in Learning English by the students at Secondary School level in Pakistan. *Journal of Education and Practice*, 18-24.
- [27]. Peter Daniels, W. B. (1996). *The World's Writing Systems*. Oxford University Press.
- [28]. Rabia Tufail, A. K. (2015). Urdu Speaking EFL Students Problems in Learning English in Public and Private Schools of Punjab Pakistan. *Bulletin of Business and Economics* , 43-47.
- [29]. Rehman, A. (2013). *The Use of Cohesive Devices in Descriptive Writing*. SAGE Publishing.
- [30]. Sabiha Mansoor, A. S. (2009). *Emerging issues in TEFL : Challenges for Asia* . Karachi: Oxford University Press.
- [31]. Shamim, F. (2011). *English as the language for development in Pakistan*. British Council.
- [32]. Siddiqui, S. (2007). *Rethinking education in Pakistan : perceptions, practices, and*

possibilities / Shahid Siddiqui. Karachi: *Paramount Publishing Enterprise*.

[33]. Su-Jian Yang, C.-P. L.-H.-J. (2011). Computer-supported Collaborative Learning for Elementary School Students on the Effectiveness of Reading Comprehension. *Asia-Pacific Society for Computers in Education* .

[34]. Taimur-ul-Hassan, A. R. (2013). ICTs in learning: problems faced by Pakistan. *Journal of Research and Reflections in Education* , 52-64.

[35]. Teenvo, R. A. (2011). Challenges in teaching and learning of English at secondary level class x. *International Journal of Human Resource Studies* . , 27-35.

Contribution of Authors

This research paper is a part of the dissertation written by Qamar Sabira under the supervision of Mr. Agha Masood Ahmad Khan. Prof. Dr. Abdul Ghafoor Awan, provided guidance to Qamar Sabira regarding formatting of paper. He also edited the whole paper and gave final shape as per international research standard. In this way, it is an original research paper. Qamar Sabira chose the title of her paper, collected relevant material and finalized the paper. Agha Masood Ahmad Khan provided necessary guide in selection of title, relevant material, research methodology and analytical techniques. Thus, this paper is the joint efforts of three authors.