

## THE ESL TEACHERS' TEACHING STRATEGIES FOR WRITING MOTIVATION AND THEIR RELATIONSHIP WITH 8<sup>TH</sup> GRADERS' WRITING HABITS IN THE CONTEXT OF GILGIT-BALTISTAN

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### ABSTRACT

Motivation for learning is key aspect of teaching and learning of language, especially English as second language. The present study investigated teachers' motivation-oriented teaching strategies in use and its relationship with students' writing habits on a sample of 8 graders from the Pakistan ESL context, at Gilgit District. A self-developed questionnaire was used to survey perceptions of students on their teachers' motivation-oriented strategies use (MOTSU) for developing writing skills in classroom and their writing habits. The sample consisted of 200, ESL students, selected through stratified random sampling, from District Gilgit. The MOTSU measured students' reported use of the strategy on a five-point rating scale, from 'Strongly Agree' to 'Strongly Disagree'. Writing Habits (WH) were measured in terms amount of time spent on writing on daily basis. It was found that students spent on writing, from minimum 10 minutes to maximum 5 hours daily. Motivation-Oriented-Teaching-Strategy Use (MOTSU) had no significant relationship with the first component of WH, Daily Writing Habits. However, Teacher-Modelling Strategy (TMS) seemed to have highest influence on WWH ( $r_{rho} = .202, p = .007$ ) of all the five strategies explored in the current study model. Both school system and gender appeared to have no significant influence on the relationship between MOTSU and DWH and WWH.

**Keywords:** Second Language, Motivation, Teaching, Strategy, Writing Habits,

### INTRODUCTION

Communicating in English has always been a strenuous task for the second language learners specifically in writing, by the students of ESL. Studies from Pakistan have been continuously reporting to have low quality in English literacy skills, one of the reasons of which are thought to have been teachers' use of ineffective strategies (Din, 2023; Siddiquah, et al., 2021). In the face challenges, ineffective teaching being one, English has become a language that people worldwide want to learn and

speak fluently (Lestari, et al., 2019). Given its significance, it is necessary to grasp the four basic skills of reading, listening, writing, and speaking, for effectively functioning in the world of English. The interconnection of the four skills are now widely recognized for language learning. Research studies even suggest that writing can help speaking English fluently (Din, 2023). Although writing is the most difficult of these skills for second language learners, especially in the settings of Pakistan, where English

is a second language and given greater emphasis on reading more than speaking and writing (the productive skills). However, variation in emphasis with in the four skills, research studies perpetually report on students' low English literacy skills (South Asian Forum for Educational Development [SAFED], & Idara -e-Taleem-o-Agahi [ITA], 2017); Bhatti, et al., 2020; Din, 2023; Haider, 2012).

Among the various challenges ESL learners in an English learning lesson include difficulties in patterns of subject-verb agreement, proper context of the use of tenses, spelling errors (Bhatti et al., 2020). Yagoda (2009, p. 13) called the various challenges as "seven deadly sins of student writers": dangling modifiers, omitted commas, gratuitous commas, improper use of semicolons, vagueness and other issues of style and grammar usage. These issues of writing may arise in the English's non- native countries speakers but whatever Graham and Sandmel (2011) said that it is not only the dilemma of the students of the ESL context but also the American and other native countries' schools where writing is nearly a neglected skill.

According to Bano et al. (2018), in Pakistan, students in all levels score lower in writing than other domains and it is the area that needs to be developed fully (SAFED & ITA, 2014; Siddiquah et al., 2021;). Among the many reasons accounted for this problem is the lack of teachers' effective strategies use—the strategies which hold motivational value to the teaching process-- for the development of writing habits. Motivation would lead to reducing self-doubt and anxiety of students by considering writing tasks challenging but not shying away from writing (Blackmore, 2013; Kamardeen, 2013; Pajares, 2003; Thomas, 1993). Teachers seem to ignore the strategies that could be potential motivators towards students writing habits or almost negligible in some remote areas of Pakistan (Khan et al., 2017). Such instructional strategies can motivate learners towards more writing practice.

Although it is not clear whether teachers specifically use any strategy keeping its motivational value in mind, however, they seem to be using it in unconsciously manner and, at time, randomly use. Such a use can be better reported and perceived by their learners in classroom. There are very few studies that address teacher's consideration for

students' motivation in their approaches to providing opportunities to students for writing skills in English language courses, thus their impact is also unknown on students' performance in EFL context (Ijaz, et al., 2013). Thus, the present study aimed to investigate the use of the motivation-oriented teaching strategies (as perceived by students) and their impact on students' writing habits, with the following specific objectives:

1. To explore strategies with motivational value for developing English language writing habits in young learner in the EFL/ESL context.
2. To what extend the strategies that have motivational value are in use by teachers in developing students' language writing habits in the sampled schools.
3. To explore the relationship between teachers' motivation-oriented strategies and student's writing habits in English languages teaching course.
4. To explore the variations in the relationship based on school system and gender.

## **Literature Review and Theoretical Framework of the Study**

### **The Motivational Side of Teaching and Teaching Strategies**

Motivation refers to the urge of achievement of ones' goals (Haque, et al., 2014). To Stirling (2014), motivation is always "failure avoiding pattern" (p. 5). From psychological perspective, motivation is any stimulus in the environment that elicits a particular behavior in an individual (Stirling, 2014). In the academic context, motivation can be defined as the student's desire, willingness and need to get success in the process of learning (Moenikia et al., 2010). Reynolds and Miller (2003) theorized three key dimensions of motivation: (1) Expectancy, (2) Value and (3) Affective components. 'Expectancy component' as they explain is the "belief about one's ability to control, perform or accomplish a task" (p. 8). The Value component includes purpose, beliefs and utility of the task while the 'affective' component includes general feelings about one's self, emotional reactions to a task which "affect cognitive resource and performance" (Reynolds & Miller, 2003, p. 8). It is a mean of instilling a high degree of motivation to achieve corporate objectives,

and it's achieved by meeting some individual need. Based on the above motivation model related to expectancy, value and affective components, various teaching strategies can be identified in the literature that have some elements of each the components mentioned above. These strategies have been named as motivation-oriented learning strategies (Kamardeen, 2013). Such strategies which are more relevant to teaching of writing skills are presented in the following sections.

### **Motivation-Oriented Teaching Strategies for Writing Skills**

Teaching strategies encourage students to observe, analyze, express an opinion, create a hypothesis, seek a solution, and discover knowledge on their own through teaching strategies (DiCecco & Gleason, 2002). It's quite challenging to find out the strategies with a motivational value in it by itself, however, various field studies report some evidences how motivation is embedded by with in certain strategies. Some of the teaching strategies mentioned in DiCecco & Gleason, (2002) do seem to have a motivational value, such as Games and simulation, Learning based on problem solving, Role playing, Presentation, Discussion pane, Brainstorming (Kamardeen, 2013). The definition of strategies itself seem to be yet another criterion which can help in conceptualizing the motivational value of any teaching strategy. For example, in identification of purpose for certain teaching strategies, few experts indicate that a teaching strategy which "regulates the goal related behavior and are such motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dornyei, 2001 p. 28). Many of such strategies have been identified by previous researchers. Based on the above two areas of the literature, we identified such strategies which hold motivational value.

### **Graphic organizers.**

A graphic organizer can be defined as a visual and graphic display that depicts the relationships between facts, terms, and ideas within a learning task. The findings from Mostafa (2017), Abdulla (2010), and Ellis and Howard (2007) suggest that the use of advance organizer teaching strategy results in higher students' motivation. Apart from motivational

elements in these strategies, researchers indicate that graphic organizers' contribution in learning content areas, for instance, they help kids with learning impairments organize their thoughts, develop ideas, and connect material learnt through literature to past concepts (Strangman, et al., 2003).

### **Writing at one's own pace.**

Writing consists a number of other activites, hence is a unique challenge in that the writer must participate in a variety of activities to "deliberate semantics" (Emig, 2003, p.125). It allows learners to set their own time; goals and efforts thus make them self-regulating learners (Hariri, et al., 2021), self-regulation has a psychological benefit and thus motivational value.

### **Connecting writing to reading and other content area.**

Pamuji (2015) stated that reading attitude positively correlates with writing achievement. A successful and competent reader engages in a constructive process by engaging in a variety of mental tasks. Learner organization tactics and active engagement in their learning process are extremely successful in both comprehensive reading and learning realization. In reality, excellent reading comprehension and a successful writing process are intimately linked (Keer &Verhaeghe, 2005; Wormeli, 2005). According to Al-Busaidi (2013), language skills can be gained as a result of other skills. He demonstrates this by comparing and contrasting reading and writing abilities. According to him, reading stimulates the development of vocabulary and linguistic structures, which in turn aids in the development of writing (Owusu, et al., 2014).

### **Blogging.**

The Internet has provided opportunities for writers to express their ideas in a variety of ways, including blogging & social networks, such as Facebook, Yahoo or Google blogs, Tagged blogs, and many search engines allow users to create their own blogs and wikis in English (Beach et al., 2008; Maag, 2006). A study by Pinkman, (2005) and Zhang (2010) stated that blogging in EFL contexts boosts student interest and motivation in reading and writing, as well as fosters learner independence and

autonomy. Although blogs should not replace face-to-face interaction, they can provide a practice environment where students can think, reflect, and create language slowly for a real-life audience. The Socio-cultural Theory (Vygotsky, 1978; 1987) emphasize that learning is rooted within social events and happens when a kid interacts with people, things, and events in the environment, underpins the use of blogs for English learning. The socio-cultural theory of learning asserts that human intelligence is rooted in culture and society, and that individual cognitive growth takes place in two stages: interpersonal (engagement with the social environment) and intrapersonal (connection with oneself) (internalization) in keeping with Vygotsky's Zone of Proximal Development (ZPD), which states that humans learn best when they work together (Fageeh, 2011). Blogging can provide an opportunity to benefit writers from these aspects of learning how to write.

### **Goals setting for writing.**

Goal-setting cycles are typically necessary, coupled with feedback on progress toward the objectives, to activate a full capacity for self-monitoring and self-regulation due to which the literature on motivation states that goal setting and progress tracking are two consistently facilitative factors in this respect. Goals will lead to higher levels of performance, especially if they are specific and challenging (Brunning & Horn 2000). Writers must change their aims as they write; the manner in which these changes occur is crucial to preserving desire to write.

### **Students' own selection of content for writing.**

Giving students the option to choose their own topics encourages ownership in writing assignments. The topic autonomy, according to Bonyadi (2014), can enable learners explore the range of their vocabulary size in creating language that could not otherwise be used in teacher-selected writing projects. Gradwohl and Scumacher (1989) contrasted children's knowledge levels on themes they wanted to write about (want topics), things they didn't want to write about (don't-want topics), and topics the teacher picked (teacher-chosen topics) (teacher topics). The results of their study indicate that

students had much better knowledge on the wish topics than on the instructor themes. Their findings also claimed the importance of content knowledge in the writing process and topic selection, boosting students' self-option of writing themes.

### **Teachers modeling of their love of writing.**

Teachers exhibiting their enthusiasm for writing by sharing their own compositions with their pupils are a key motivational tactic. The primary task of teachers is to show children that writing is enjoyable, feasible, and worthwhile. However, there is no way to assist youngsters write if the instructor does not believe writing is fascinating, feasible, or worthwhile (Sulak, 2018). Literacy experts say that instructors, in particular, should develop a writing habit in order to help pupils improve their writing abilities. According to several researches (e.g., Cutler & Graham 2008; Gallagher, 2011), teachers who are doubtful about their writing skills engage in less writing activities with their pupils and are less engaged in these activities.

### **Providing a supportive context for writing, and e-journals.**

Context serves to bridge the distance between authors and their audiences, improving readers' understanding and reducing misinterpretation of the writer's goal. The level of expertise necessary to execute a writing activity successfully is also determined by context (Brunning & Horn, 2014). Students must be able to harness motivational resources embedded in the task itself (e.g., perceived value), in their own interests and motivational histories, and in the feedback they receive or give themselves during the writing process in order to fully engage and succeed in writing. Moreover, pursuing activities within real-world social and physical contexts have been strongly emphasized (e.g., Hardy & Clughen, 2012).

### **Psychological Factors Affecting ESL Students Writing Motivation**

(1) **Anxiety:** Anxiety in writing can arise due to the expectation of failure, when students are asked to write about a specific topic and when they think of writing as a translating activity. Anxiety can be alleviated by introducing familiarization, guided

writing, and free writing (Fulan 2006; Kirmizi, 2009). Similarly, Elias, et al. (2005) and Ismail (2011) reported that anxiety and frustration in writing may be caused by unnecessary focus on spelling and grammar, instead of content. (2) Self-doubt: Self-doubt is the opposite of confidence in writing ability. Sometimes students do not trust in their abilities due to the type of feedback they receive from their teachers or the outside sources (Tardy, 2010). By not being focused on the errors of a writing piece, a student feels permitted and confident to express his thoughts more freely. Teachers need to work on helping learners to overcome such behavior (3) Fear of grammar errors: Students of English as second language feel difficulty in constructing sentence, punctuations, exclamation marks, hyphen, tenses and other elements (Bhatti et al, 2020). Grammatical mistakes affect the students writing expressions and that lead to their writing habits in English. An indirect way of teaching grammar is more suggested such as through inductive process (Din, 2023). (4) Weak reading background and skills: Reading and writing are both complimentary skills and develop simultaneously (Mubagna, 2010). Mubagna further added that writing is more about the expression of ideas, the more one reads the better they are in writing which clearly shows that how much reading is important in order to have good writing habits. Students are mostly not motivated to write but forced to memorize. They are not supported and encouraged by parents to learn (Cole & Feng 2015). Students also are not motivated by themselves because they might have had thought of writing a difficult and complex activity. Furthermore, Ismail (2011) and Fageeh (2015) reported that creative writing skills can be developed by acknowledging the learner's interests and providing frequent opportunities to practice writing so, that he can feel motivated.

### **A theoretical framework: Writing habits and motivational value of strategies**

For most people, writing is a necessary talent, not a skill. Some believe that if it is a skill it must be learnt (Widosari, et al., 2017). Even if it is taken as talent, a talent needs to be polished through practice and habituation. Planning, drafting, forming, editing, reviewing, as essential process of writing involves

some degree of mechanism and automation (Widosari et al., 2017). These skills need become the part of the learners' daily habit. A "Habit is defined as a characteristic behavioral pattern that is learnt and reinforced in a manner which is realized in every case automatically" (Erdem, 2015, p. 3984). A habit enters to our lives and slowly becomes a part of it after a period of time which if are not quitted become needs (Aksaçoğlu, 2005). Reading habit is also defined as the act of reading in a consistent, regular, and critical manner throughout one's life since it is considered as a need and a source of enjoyment by the individual (Erdem 2015). Similar is the case with writing habit. Writing habits involve the usage of writing skills in everyday life (Culter & Graham, 2008), different types of writing texts (Graham, 2006), and beliefs about writing (Draper, et al., 2000). According to Whiteman (2010), using a single writing style goes against each of writing patterns. Depending on their writing habits, people write various sorts and standards of things. Writing habits of Students are to write about their own lives and experiences.

We used Reynolds and Miller (2003) model to identify and select teaching strategies from the literature for our study frame. According to Reynolds and Millers' theory of motivation in context of teaching and learning includes expectancy, value and affective components. 'Expectancy components' as they explain is "belief about one's ability to control, perform or accomplish a task" (p. 8). Value component include purpose, beliefs and utility of the task while 'affective' components include general feelings about one's self, emotional reactions to a task which "affect cognitive resource and performance" (Reynolds & Miller, 2003, p. 8). It is a mean of instilling a high degree of motivation to achieve corporate objectives, and it's achieved by meeting some individual need.

### **Methods**

The correlational design was used to determine how motivational teaching strategies relate to students' writing habits. The study variables: (1) Motivation-Oriented Teaching Strategy Use (MOTSU), (2) Writing Habits (WH). The Motivation-oriented teaching strategy use was measured by students' views in regard to the use of strategy by teachers, on

a number of items with five-point rating scale of ‘Never to Most frequently’. Writing Habit (WH) was the part of the demographic portion of the questionnaire to be self-reported by students’. The ESL students of public and private schools of Elementary level in District Gilgit were the population of the study. Within District Gilgit the schools of Danyore region were the target population with a total 44 schools (including public, private). From the target population, a sample of 200 ESL students was selected from both private and public schools as per their ‘population’ ratio. The total size of the targeted population was 1320 students from the selected 44 schools in the region. The principal component factor analysis yielded five key

components which were identified as the teaching strategies use in class (1) Promoting students-centered pace of writing, (2) Connecting reading to writing, (3) Goal setting for writing, (3) Students own selection of topic for writing, (4) Teacher modeling their love of writing, (5) and finally Internet use related strategy, (6) Blogging. Students’ writing habits is measured in their writing text types and the frequency of writing daily or weekly basis as measured by previous studies (Erdem, 2014; Kamardeen, 2013). The Cronbach’s reliability alpha for the aggregate reliability was 0.718 which was an acceptable value according to Pallant (2010). Reliability of each construct is shown in Table 1.

**Table 1: Cronbach’s Alpha Value for All Dimensions.**

S. N	Constructs	No of items	Cronbach’s alpha
1.	Blogging	9	0.865
2.	Connecting writing to reading of other content areas.	8	0.718
3.	Goal Setting	5	0.781
4.	Students own selection of writing topic	3	0.667
5.	Teacher modelling their love for writing	2	0.633

**Demographic characteristics of the participants**

A brief description of the actual sample, has been presented in Table 2. Only the valid (properly,

accurately and completely filled) questionnaires were considered for analysis. 180 questionnaires out 200 were filtered out for inclusion in the analysis.

**Table 2: Sample demographics**

Demographics	Number	Valid %
Public schools	30	16.7%
Private schools	150	83.3%
Boys from Public Schools	14	7.7%
Boys from Private Schools	75	41.6%
Girls from Public Schools	16	8.8%
Girls from Private Schools	75	41.6%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 2 shows a high ratio of private schools to those of public schools. Within public schools 14 (7.7%) were boys and 16 (8.8%) were girls. Within the

private schools, 75 (41.6%) were boys and 75 (41.6%) were girls. Together, 89 (49.4%) were male students while 91 (50.6%) were female students.

## Analysis and Findings

**Description of Scale Items.** The description of each items gives a broader view students' views or experiences on the strategies used by teachers. Along

with the mean the median has also been reported since the mean value is not a true representative of the data in case of skewed data (as was the case in present data distribution) see Table 3.

**Table 3. Means, Medians and SDs for Motivational Strategies**

S. No.	Items	Mean	Median	SD
<b>A. Blogging</b>		<b>2.498</b>	<b>1.777</b>	<b>1.647</b>
1.	My English subject teacher uses blogging for assignments and other text material.	1.894	1.000	1.485
2.	Blogging has improved my writing in English.	2.805	3.000	1.769
3.	I enjoy English writing on blogs for developing my writing skills.	2.743	3.000	1.748
4.	I feel comfortable in English writing on the course blogs than on notebook.	2.483	2.000	1.632
5.	Writing of English on the blogs made me use academic writing style, register and vocabulary.	2.494	1.000	1.719
6.	English writing on the blogs made me more careful about sentence and paragraph structure.	2.594	1.000	1.808
7.	Blogging has enhanced my English writing vocabulary.	2.576	1.000	1.710
8.	Blogging has improved the quality of our academic English writing.	2.721	3.000	1.675
9.	I don't have access to Blogging.	2.174	1.000	1.611
<b>B. Connecting Reading to Writing</b>		<b>4.147</b>	<b>5.000</b>	<b>1.0298</b>
10.	Our English-subject teacher encourages various types of writing such as essays, stories, summaries, review reports, poems, letters etc.	4.405	5.000	.989
11.	Our English subject teacher integrates examples from other disciplines (e.g., science, math, social studies) in our English writing lesson.	3.522	4.000	.392
12.	Our English-subject teacher uses various examples from daily life to support our writing skills	4.222	5.000	1.116
13.	Our English subject teacher helps us improve our vocabulary.	4.527	5.000	.977
14.	Our English-subject teacher gives his written feedback on our home tasks/homework.	4.266	5.000	1.194
15.	Our English-subject teacher engages us to discuss about our writing skills.	4.088	4.000	1.159
16.	The teacher of English subject sets goals for our writing himself	4.039	4.000	1.158
17.	Our English language teacher himself checks whether we are achieving our goals or not.	4.111	5.000	1.253
<b>C. Goal Setting</b>		<b>3.799</b>	<b>4.000</b>	<b>1.366</b>
18.	The teacher of English subject in our school assists students in setting their own writing goal.	3.788	4.000	1.218

19. The teacher of English subject provide examples of different kinds of writing (e.g., self-expressive, persuasive, entertaining).	4.072	5.000	1.254
20. The teacher of English subject asks students to write about topics of personal interest.	3.538	4.000	1.529
21. My teacher of English subject gives feedback on progress toward writing goals.	3.737	4.000	1.308
22. The teacher of English subject suggests us to write on various topics.	3.864	5.000	1.523
<b>D. Students' own selection</b>	<b>3.465</b>	<b>4.000</b>	<b>1.495</b>
23. The teacher of English subject gives us choices of topics to write on.	3.536	4.000	1.518
24. The teacher of English subject allows us to retain control over our writing.	3.488	4.000	1.466
25. Our English teachers encourages to write on the topic of our interest	3.372	4.000	1.502
<b>E. Teacher Modelling of Writing</b>	<b>3.194</b>	<b>3.500</b>	<b>1.515</b>
26. Our English subject teacher shows their own writings with us.	3.106	3.000	1.658
27. Our English subject teachers shows us various models of writing stories, essays etc.	3.277	4.000	1.737

In Table 3, the median value less than 2.5 indicates least use of MOTSs, the media around 3 (2.5-3.5) indicated medium the median above 3.5 indicated relatively high use of the MOTSs. Under the MOTS, Blogging had the Median = 3.00, an example of which included “I enjoy English writing on blogs for developing my writing skills.” Overall Blogging, received a median between 2.5, and 3 indicated the lowest use of Blogging as a writing strategy. Since, Pakistan being an under developed country is lacking in advance means of communication use for educational purposes, such as having lack of internet facilities, the use of blogging could be more problematic for both teachers and students, in terms of necessary attitudes and skill to use Blogging (Batool & Din, 2023). The second least used strategy is ‘Teacher modelling of writing’. The strategy,

“Connecting writing to reading and other content area” were rated to the Median = 5, indicating the highest use of all the strategies. For the third strategy, the “Goal setting”, the median is 4 indicating the second most frequently used strategy. Similarly, all the items of the strategy named as “Allowing learners to select the topic of their personal interest” were rated to Median= 4. The overall median value is also greater than 3. It means that this motivational strategy according to the students is often used strategy by teachers to develop writing habits.

After the descriptive analysis of the individual items of the questionnaire scales, we studied the relationship between the Motivation-Oriented Teaching Strategy Use by teachers (MOTSU) and students Writing Habits (WH), as shown in Table 3.



**Table 4. Correlation Matrix (Spearman’s rho)**

Variables Descriptions	1	2	3	4	5	6	7
1. Blogging	...						
2. Connect Reading to Writing	.158*	...					
3. Goal Setting	.158*	1.000**	...				
4. Student Selection	.035	.661**	.661**	..			
5. Teacher Modeling	.286**	.436**	.436**	.542**	...		
<b>6. Total MOTSU</b>	<b>.729**</b>	<b>.652**</b>	<b>.652**</b>	<b>.563**</b>	<b>.595**</b>	...	
7. WH (Daily time spent)	.117	-.075	-.075	-.025	.058	.107	...

\*Spearman rho is significant at .01 (2-tailed).

As we can see from Table 4 that variable 6, which was a total summed response of all statements reflecting the five dimensions (the teaching strategies), had an insignificant correlation with the WH of students’ time spent on writing tasks daily. However, writing habits had a low moderate significant correlation with two of the teaching strategies, that is, Blogging ( $r_{rho} = .195$ ,  $p < .01$ ), and Teacher Modelling specifically ( $r_{rho} = .202$ ,  $p < .01$ ).

### Impact of School System and Gender on the Relationship between MOTSU and WH

In order to examine the impact of the School System on the relationship (Spearman rho) between teachers’ Motivation-Oriented Strategies Use (MOTSU) and students’ writing habits (WH), (Weekly time-based), separate relationship values were extracted as shown Table 6.

**Table 6. Correlation Matrix for Public and Private School Systems**

Variables Descriptions	1	2
1. MOTSU	1.000	.110
2. WH (Writing Habit)	.090	1.000

Note. \*Spearman rho corr. is significant at .05; and \*\*significant at .01. Relationship above diagonals are for private school (N=154) while the correlation below diagonal are for public (N= 30).

Table 6 shows the relationship for both public and private schools. The MOTSU was compared with the WH (writing habits). The school system did not show any significant impact on the relationship

between MOTSU and WH in the selected sample of schools/students. Similar procedures were used for assessing the impact of gender on the relationship as can be seen in Table 6.

**Table 6. Correlation Matrix for Males and Females**

Variables Descriptions	1	2
1. MOTSU	1.000	.128
2. WH (Daily)	.059	1.000

Note. \*Spearman rho correlation is significant at the .05 level; and \*\*significant at the .01 level. Relationship above diagonals are for males (N=89) while the correlation below diagonal are for females (N= 91).

Table 6 shows that the writing habits daily basis had no significant relationship for both males and females.

## Discussion and Implications

Teaching strategy when effectively used is supposed to render desirable outcomes. Our investigation into the strategy use revealed that Blogging was the least used strategy, however it was a bit high in terms of motivating students towards writing, while connecting reading to writing was the most frequently used one. An explanation to this finding could be that teachers tend to use the strategy with which they seem to be more aware and find the ones which are relatively easier for them (Bruning, & Horn, 2014; Din, 2023; Erdem 2015). Since Blogging required online platform for which quality internet connectivity, and necessary skills and attitudes are required (Erdem, 2015; Al-Busaidi, S. (2013).), ability and necessary knowledge (Oramas et al., 2016) and necessary hands on skills, and attitudes are required (Al-Busaidi, 2013; Oramas et al., 2016) to use Blogging as an opportunity to develop writing skills. In Pakistan, Covid-19 had pushed teachers and students to opt for online strategies hence (Al-Busaidi, 2013). Its use was increased which again reduced when the emergency situation of Covid was over (Batool & Din, 2023).

In regard to the second key finding, the overall, total MOTSU had no significant correlation with the WH (writing habits on daily basis), while Teacher Modeling had relatively the highest correlation with MOTSU. It revealed that the teachers' own writing practices positively contributed to increased involvement of students' in writing activities. One of the limitations of the study seem to be its inability to capture writing habits weekly basis, however 8<sup>th</sup> graders students are supposed to involve in writing activities daily basis which should have shown significant results as we expected. It may imply that students writing habits do not significantly relate with the fact whether teachers use writing motivation oriented teaching strategies or not. However, the relationship, even though insignificant, yet was relatively higher for private schools. The finding on the impact of school system are consistent with many other previous findings with regard to the private school system having better performance as according to Pervaiz et al. (2021) the private schools provide a greater level of opportunities for writing variety of contents in comparison to public (Pervaiz, et al., 2021; Pontes et al., 2013). However, some

studies (as our present study did) reported no significance difference between public and private students' performance in certain other areas of learning and in some regions, hence indicating variations in findings of previous studies (Javed, et al., 2013).

## Conclusions, and Recommendations

The present study detected the emerging pattern in the relationship between teaching strategies and learning outcome indicating a shift of strategies compared to teaching strategies a decade or two ago. The focus of the study was to see the relationship with full consideration for students' perspectives in mind which is an ignored approach to researching teacher strategies in developing countries such as Pakistan. It was found that teachers' use of Motivation Oriented Teaching Strategies (MOTSU) and its impact on students' writing development (in form of their writing habits), significant relationship in terms of teachers' own engagement with the learning process is of high importance for students' motivation to engage in writings tasks. However, compared to the recommendations of studies for variety of teaching strategies to be used, in the sampled schools, we found that teachers seem to be less frequently using strategies, especially the ones used in the advanced countries, and are reported to be more students centered, however as said earlier that the trend is appearing to be changing, even though at a very low pace.

According to the findings, students' involvement in writing also need attention as students spent very little time on writing daily basis, reflecting that they do practice writing which may emerge when measured for longer period such as weekly writing, whereas the emphasis is placed for effective development of literacy skills, on schools needing to engage students more in reading and writing tasks on daily basis. The practice was more obvious in the private sectors schools; though however the study results may not be generalizable due to insignificant correlation. The aspect of teaching strategies which holds the motivation value can be further enhanced and tested for their impact on students' literacy skills, especially in ESL context and the context of underdeveloped environment. Such practices within educational institutions may contribute to the quality of education, for future success of students at elementary grades. Teacher training programs should also develop

training programs, creating opportunities to practices a number of research-supported teaching strategies.

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