

*Teaching Strategies and Their Influence on Students' English Writing Skills: A
Qualitative Analysis from the Perspective of School Principals*

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Abstract

This paper aims to assess the impact of teaching practices on student's performance on written English among school principals in Hyderabad City Sindh. Thus, the study aims based on 24 qualitative interviews with the principals reveal the major themes of the strategies, difficulties, and advancements in the focus area of students' writing improvement. The implications reported here are intended to help teachers choose the intervention to adopt in order to respond to students' language development profile.

Keywords: Teaching strategies, English writing skills, qualitative analysis, school principals, Hyderabad

Introduction

Teaching techniques involve a central role in improving students' written English performance especially in countries where students are not native speakers of the language. To learn English language writing, for instance, students need to devise new teaching practices that offer a proper structural framework and insight for students to break from perplexing language barriers (Singh et al., 2020). Teachers have begun to pay attention to various instructional methods that will not only work on the mechanics of writing, including correctness in grammar, but which also develop the higher order thought processes that allow students to write coherently on various issues. As reported by Khaleel et al., (2021) it is quite evident that such strategies are vital for enhancing achievement and studying English as the second language areas including Hyderabad.

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These teaching strategies involve school principals as agents of change in education and in creating appropriate conditions for language learning. In addition, they also equip information and promote approaches intended for the teachers to fulfill students' needs to develop writing skills thus; enhancing writing skills is highly importance among teachers (Handayani & Aminatun, 2020). Their input as such is a good guide on what instructional designers and caregiver administrations could do to help educators achieve the difficult endeavours attached to enhancing students' composition skill as seen in Wiyaka, (2020). These findings are especially important in parts of the world where there may be limited funds available to devote to students and where instructional techniques must be employed as pragmatically as possible.

Synchronous and asynchronous collaboration and feedback processes, as well as use of technology has also enhanced skills of writing among students. Studies show that projects, in writing classes promote learning from each other and boosts students' confidence, making the class setting more conducive (Anggraini et al., 2020; Utama & Hidayatullah, 2020). For instance, the use of smartphone applications and social networking deserves close attention: these tools are among the primary ones when considering how new technologies can be used to engage students and develop the effective means of practicing-write skills (Rahimi & Fathi, 2022).

Nevertheless, there is still much, which principals and teachers have to overcome to ensure that efficiency in teaching strategies enhances writing skills in students. Lack of resource or even inadequate training of teachers, and the diverse learning abilities of the students also work against progression (Bulqiyah et al., 2021). This research was undertaken to explore the insights and opinion of school principals in the city regarding these challenges and possibility of enhancing students' written English in Hyderabad to implement the findings of the study. This research therefore aims at adding to existing knowledge on teaching strategies for English writing skills and to offer practical implications to principals, educators, and policymakers, in improving language instruction in such settings.

Objectives

1. To examine the understanding of school principals on the teaching strategies employed to improve student's English writing skill.
2. To assess the perceived effectiveness of various teaching methods on students' English writing skills.
3. To explore the difficulties experienced by school principals in enhancing the teaching of beneficial writing skills in the use of English.

Literature Review

Many techniques used in teaching and eradicating deficiencies of writing English have been documented by the research studies conducted; presumably, the lesson execution techniques that encourage critical thinking and group work are preferred. According to Singh et al. (2020), there cannot be a better approach than the strategies with the intention of the higher-order thinking specifically in the English writing since it creates academic gains among learners. This accords with Suteja and Setiawan (2022) study where the authors observed that through project based learning, both authors' skills and critical thinking abilities are

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boosted. Further, the incorporation of these mentioned approaches in daily teaching learning activities have revealed desirable results, especially for students with ELL backgrounds.

Another strategy which is often mentioned when it comes to developing collaboration in teaching English writing is collaboration. According to the study conducted by Anggraini et al. (2020), enhance students writing skills and increase their attitude toward writing positively. Similarly, Utama and Hidayatullah noted that, Mobile applications used in collaborative exercises improve the writing skill since the normal writing process becomes more engaging. Rahimi and Fathi (2022) noted that wiki- mediated collaboration enhances students self-regulation in writing, which also points towards the positive effects of collaboration in learning the language.

Technology has changed teaching methodologies by availing new techniques in writing teaching methods. The study made by Handayani and Aminatun in 2020 shows that writing practice on social media such as WhatsApp is ongoing, enabling students to practice writing in an environment other than classroom. In a study by Marzuki, Baharudin, & Ahmed, (2023), study the impact of AI writing tools by finding that the use of these tools can help students with content mapping that in turn improves the students writing structure. But such authors warn that the constant use of those tools may in fact hinder students' ability to write on their own.

Issues of practice in developing good strategies for teaching writing skills have remained thorny especially where there is restricted resource. In a study done by Budjalemba and Listyani (2020) they established that lack of resources particularly instructional texts and poor training of teachers hamper writing teaching. Bulqiyah, Wan Salleh, & Alias (2021) also found the same assertion that the students fail to produce academic writing due to poor writing skills, coupled with a lack of adequate and proper instructions. All these challenges point to the increasing need for resource and training to help teachers, and in extension the learners, enhance their writing skills.

The most important duty of a principal in providing support to writing instruction is vital in that the principal can assign resources while creating a welcoming learning atmosphere. Khaleel et al. (2021) note that strategies like principals' leadership on the expectation of allocation of resources afford considerable comprehension of students' writing. With the backing of principals, Pasaribu et al. (2022) also found that teachers' pragmatic strategies enable students' individual writing difficulties to be met to foster a better learning environment for the development of the skill. Lastly, teacher beliefs and practice are a significant determining factor as to the kind of writers the students become. According to the study conducted by Mulyah and Aminatun in 2020, educators who pay much attention to all those specific aspects that involve the mastery of the language – grammar, for example, or vocabulary, might inhibit creativity in writing among learners. Nonetheless, the lead authors who support the moderation process of technical and expressive aspects in writing pedagogy can actually contribute to enhancing the teaching practices and the students' achievements (Marzuki et al., 2023).

Hypotheses

H1: School principals estimate that highly organized feedback meetings have a highly positive impact on students' English Writing.

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H2: This study evidence shows that school principals think group writing tasks are good in promoting English writing ability.

H3: Practical difficulties in executing county curriculum framework include; Resource constraints, teacher education deficiencies on how to teach English writing skills to the learners and principals.

Research Design

This paper employs a phenomenological research approach to explore the school principals' beliefs about the pedagogy for teaching English writing skills. Data were gathered through literate semi structured interviews conducted with 24 school principals residing in Hyderabad City Sindh. Interviews were held to share the principals' perceptions on the teaching strategies, their success and issues of concern in the use of the teaching strategies.

Data Analysis

This study used thematic analysis, consistent with Maxwell's (2012) approach, to analyze the collected data. Open codes were used initially to go through the data and themes were then developed following the process of data familiarisation, coding, theme development and theme re-familiarisation in order to ensure inter-coder reliability and depth of understanding of the principals' perception of the phenomenon.

The following table shows important features of teaching approaches and their impact on students' English writing performance. The "Teaching Strategies" category includes three major aspects: Working together, uses of technology and feedback systems. In copyright, one of the most essential aspects is a group cooperation what build the basement of students' interaction and exchanging the information's – it's the COLLAB theme code. The theme question connected with this investigates the ways approaches that facilitate collaborative learning support students' interest and engagement in writing assignments. Digital Tools (theme code DIGTL) deals with the usability of mobile applications and other ICT tools as a means of improving writing practice. The related question is what these tools can do in order to increase students' access to resources on writing and to offer structured help beyond the basics of a class. The last identified theme is Feedback Mechanisms, abbreviated as FEED, which concern the signals provided by teachers that can develop skill enhancement and self-reevaluation abilities. The question related to this theme examines how feedback affects the enhancement of the students' skills of writing.

<i>Aspects/Variables</i>	<i>Theme</i>	<i>Theme Code</i>	<i>Theme Description</i>	<i>Question</i>	<i>/</i>
Teaching Strategies	Collaborative Learning	COLLAB	How does collaborative learning impact students' engagement in writing?		
	Digital Tools	DIGTL	How do digital tools, like mobile apps, support students' writing skills?		
	Feedback Mechanisms	FEED	In what ways does feedback from teachers enhance		

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<i>Influence on Students' Writing Skills</i>	students' writing?		
	Writing Skill Improvement	IMPROVE	To what extent do the teaching strategies improve writing fluency?
	Motivation and Confidence	MOTIV	How do teaching strategies impact students' motivation and confidence?

Of the three categories of the study, Influence on Students' Writing Skills has two aspects: Writing Skill Improvement and Motivation and Confidence concerning the use of these strategies. Writing Skill Improvement (code: IMPROVE) measures the role of teaching procedures in the improvement in the speed, organization and correctness with which students compose. The theme question seeks to find out the degree to which these strategies enhance students' writing skills in general. Motivation and Confidence (code MOTIV) considers the psychological effect of teaching strategies with regards to the learner; specifically the created motivation and confidence within the learner to write. This aspect is important since student's self efficacy influences the achievement and the interest in writing. This table affords a systematic way of clarifying how teaching strategies make their effects felt in the technical and psychological sense of students' writing skills.

Teaching Strategies

1. Collaborative Learning

Themes and Patterns

As indicated, collaborative learning preferred as the most valued strategy among school principals. In the principals' reports, group work including peer reviews of writing samples, group writing projects, and classroom discussions were both effective at increasing student interest and improving the quality of the writing because of peer feedback and the group writing process. Some principals said they noted that students in collaborative learning contexts tend to produce more tries in terms of coming up with new words and structures because of what they hear from others.

Key Insights

Several cases mentioned indicated that collaborative learning led to increased student motivation. The executives said that students were relaxed in group tasks, helping them to make risks in composing. As for the other points they said that collaborative learning made the teachers to become moderators who prompted the students to revise their work by giving feedbacks from other students but not their own feedbacks.

2. Digital Tools

Themes and Patterns

The participants noted mobile application and online writing tools as the factor that helped to improve the writing skills of students. School principals noted on the openness and interactivity of the educational technologies to help the students self-apply and get feedbacks outside the classroom. Identified digital tools used by the learners included writing apps for

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correcting grammar, building vocabulary, shared writing platforms such as the Google Docs.

Key Insights

They attributed the use of digital tools with enhanced student's independence in writing. The principals remarked that these tools gave the students' feedback immediately and helped them improve their grammar and structure of writing in particular and correct their errors in general. The principals also endorsed our findings by noting that the digital platforms supported continuous learning, suggesting that writing practice was more engaging and accessible since it filled gaps in usual teaching.

3. Feedback Mechanisms

Themes and Patterns

With regard to feedback, all participants stressed that feedback mechanisms with regular input by the teacher and systematically structured feedback were seen as necessary for student writing development. Several principals stated that a strategy that involves continuous feedback by the teachers – systematic giving of constructive feedback on student writing – helped in enhancing technical skill and content development as claimed by the teachers. It also embraces feedback from peers, among them the teacher; this way the students formed a critical thinking and skill in revision.

Key Insights

It was also established that feedback affected students' confidence and ability in writing directly through feedback systems. Interview participants insisted that precise and timely feedback based on knowledge of students' needs was crucial to helping learners learn their strong and weak sides. This was stated to have been found to be very useful in cultivating a growth mindset since everyone began to see feedback as a way forward and not a criticism. Also, it was revealed that principals were aware of the fact that feedback mechanisms helped to increase accountability among students due to the fact that the student was required to take charge of his /her performance.

Influence on Students' Writing Skills

1. Writing Skill Improvement

Themes and Patterns

The principals reported an appreciable shift regarding students' writing abilities when using diverse modes of teaching. They noted that it made a difference between structured activities like cooperative tasks and feedback sessions; these assist the students to enhance their writing skills including grammatical usage, cohesion and order. This improvement was especially apparent when students learnt how to write brisk and also when they had chances to practice their written tasks by using both peer and teacher's feedback.

Key Insights

Enhancements in writing standards correlated with the quality and frequency of instructional procedures. Several principals reported that collaborative arrangements, use of technology, and specific feedback facilitated students' concentration on features such as vocabulary use,

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grammar, and topic Bereiter and Scardamalia's (2006) writing model. Furthermore, principals noticed that these strategies helped student become not only more outlook critical, but also focus on the weaknesses of their writing, and make the necessary improvements, leading to long term students' progress.

2. Motivation and Confidence

Themes and Patterns

In general, principals confirmed that teachers' effective practices lead to students' motivation and confidence growth. Of these multiple claimed learning environments, collaborative learning environments specifically enabled students to build confidence because of the reality that ideas could be shared between students and students could reassure each other whether their answers are accurate or not. Likewise, technology brought dynamics into the writing assignment by creating a feel of fun and accomplishment at one's own level of learning. Interviews revealed that principals believed this concept of autonomy and engagement also afforded student's confidence in their writing skills.

Key Insights

Here, the author identifies social and self-sourced factors that enhanced motivation and confidence when learning the subject. The principals stated that student were more relaxed culturally with excessive writing if they can type online, get the feedback in return from the tools or get some constructive comments from fellow students and teachers. The principals also noted that, as students gained confidence with increased use of ICTs, they were willing not only to try innovative stylistics and sophisticated concepts in their writings but also demonstrated how they moved from paying attention only to the accuracy of their writings to the artistic freedom that the ICTs afford. These results that motivation and confidence are necessary factors within students, learning-writing development because they are aspects of students' readiness to write and assume responsibility for their progress.

Discussion

The implications of these findings are consistent with prior research of the impact of diverse instructional methods on the improvement of students' writing performance and interest in such task. Learning collaboration in general with the help of Anggraini et al. (2020) showed increased interest and contributions from students as well as enhancing quality of student's written work with the help of feedback from other students. This is consistent with the ideas found in Singh et al.'s study (2020) about higher order thinking skills; group projects help put the kids into situations that encourage them to enhance their type and structure identifications. Likewise, the integration of digital tools supports Utama and Hidayatullah (2020) who noted that mobile application presents convenient and fun form of learning that allows students to apply what they learn and write. Similar benefits were reported by the principals in this study with enhanced students' autonomy as well as the provision of immediate feedback which affects higher self-regulate and skills improvement (Rahimi & Fathi, 2022).

In addition, the research also discloses that the specified teaching strategies have psychological implications for learners' motivation and confidence in writing, which reflects

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Budjalemba and Listyani's (2020) findings about learners' attitudes to learning environments. According to the participating principals, the structured feedback and the collaborative practices enhanced students' confidence and their ability to experiment and reported as construct from Wiyaka (2020) which highlighted the efficiency of the supportive feedback mechanism to minimize anxiety while writing. This idea can also be supported by the results of Suteja and Setiawan (2022) who pointed out that motivation and confidence are the primary reasons for writing engagement and stated that project based learning is effective to increase students' writing skills and make them more independent and critical thinkers. It tests the hypothesis that elaborated strategies involving face-to-face interaction with the peers, the use of technologies, and constructive feedback contribute to skill enhancement and improvement of the overall positive self-perception and motivation for writing.

Implications

Implications related to the study's results are on educational practices in English writing instruction. Combining the students' collaborative learning and available technologies, the educators are able to make the learning process and skill enhancement closer to ideal. Therefore, it can be recommended that in order to increase students' motivation and foster their confidence in the writing process schools should focus on providing interaction and feedback-based strategies for writing improvement. This type of intervention and learning approach highlights the approach described in this study where peer collaboration and structured feedback foster critical thinking, making students better analytical and more conscious writers. It becomes important for educators and policymakers to embrace the training of teachers on how to implement these methods .

Similarly, the effect of the digital tools identified on the students' writing facility supports the need for access to technology in today's classroom. The explicit goal for schools and educational institutions should be to provide as many low-cost and easily available digital tools that support writing in situations where resources are scarce. The incorporation of such tools is possible to mitigate the difference between conventional and innovative approaches to learning, offering learner constant, self-directed learning. Considering that the emphasis on interactive electronic applications is growing, this research focuses on the further development of electronic materials necessary for English as a foreign language learning.

Limitations and Future Directions

There are some limitations to this study which have to be considered in further investigation. First, the response rate is 24 principals from Hyderabad and the ideas collected are restricted to that area and its population only. Therefore, it is recommended that the study should cover a large population sample across several cities or countries in order to generalize the outcomes of the use of these teaching methods. Moreover, given its application of the quantitative approach, the present study also had limitations in terms of the depth of understanding of the principals' views; using a multimethod approach that includes the analysis of performance data of students would help to overcome this impediment.

It will also be important in future studies to find out the durability of collaborative and digitally- mediated strategies to students' writing performances. Future explorations might also explore how enaction of these strategies over a prolonged period affects writing ability

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and how much of the obtained advantages might be retained as the learners advance to higher forms of learning. Furthermore, for future research, questions could be formulated to identify what kind of technologies can be used to improve writing skills or which technologies are effective for the development of writing skills to improve certain aspects of writing, for example, grammar or structure, creativity, etc.

Conclusion

Overall, the result signifies the impact of teaching interventions such as collaborative learning, engagement of technology, and feedback system in the improvement of the students' English writing skills and motivation, and confidence. The study recommends the need for interactive learning environment as a basis for writing development with reference to English writing teaching and learning. Implementing these strategies can assist educators to bring up a confident group of writers and capable of producing elaborate writing.

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