

RESEARCH ARTICLE**Teaching Writing Skills in EFL Classes, Especially in Lower Classes****Dr Raj Kumar Gurung¹****Dr. Ram Prasad Rai²**

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Article Received: 06/08/2024; Article Reviewed: 20/10/2024; Published Online: 22/11/2024**Abstract**

This essay analyzes the importance of teaching writing skills in English as a Foreign Language (EFL) classes, especially in lower classes. The findings of the study show that most teachers do not sincerely teach writing skills in lower classes. Teaching language is not as interesting as teaching literature. The teachers do not entertain the teaching of writing skills in the lower classes. They escape simply by saying writing is easy for you and you can do it. Teachers' concentration is how to make the students happy. Students' happiness or satisfaction is considered a measuring rod of teachers' teaching pedagogy in many colleges. Teachers may have a fear of losing their job because students' feedback determines their stay in many colleges. Most teachers do not have sufficient time to check the students' writing skills in their home assignments. They may not think that writing skills are the basic knowledge for students at the primary level. Only skilled writers are skilled thinkers and philosophers who can contribute to the literature. The practice of teaching writing skills in the lower classes has not been studied yet. The findings of the study show that teaching writing skills in the lower classes has been considered lightly both by the teachers and students. So, the study proposes writing skills to introduce in the lower classes compulsorily. This paper employs document analysis methods. Writing means academic writing that is a well-organized argument. The research questions are: Why are writing skills necessary in the lower classes? Does writing skills enhance the student's argument power? Who is responsible for ignoring the teaching of writing skills in lower classes?

Keywords: argument, lower classes, new idea, student's happiness, writing skills.**Introduction**

Teaching writing skills in the lower classes is mandatory but the teachers do not strictly follow this though there is a provision in the syllabus. Every English language teacher has to teach writing to the lower-class students sincerely. "It is a process of composing and arranging ideas into speaking/writing. It is structuring as well as beautification of ideas and arguments so that the writing is readable and speech is audible" (90). It is not necessary to teach all the details of writing skills, as the university level students do but they have to practice at least the basic knowledge of research writing like the topics or title, topic sentence or thesis sentence, abstract, introduction, transition words, coherence and cohesion, paragraphs, reviews, main discussion part, conclusion and references or works cited. If the teachers introduce this theoretical part of writing, there will be easy for the students at the university level. Although writing is not prescribed in the syllabus, teachers do not have to escape it. The lower-class students do not easily forget these lessons if the teacher practices the theoretical parts of writing at this level. Then it becomes easier for both the teachers and students at the university level. The foundation must be stronger. Generally, the teachers do not teach writing skills to the lower-class students nor do they teach it at the college level because the college level syllabus has also no provision. Most students learn writing skills only at the university level almost from

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zero level. The students learn writing only at the university level. (Pirated Knowledge, 2022/11/5/, 00:06:00—00:07:00). The Educationist, Kheraj Pant says that the teaching medium in the class is Nepali, and the thesis writing medium is English so intellectual thieving takes place. Pant further says that there is an open business of thesis selling for just Rs. 7500.00, that ad is pasted on the walls. What a bad culture has been in practice. When will it be stopped?

Another live problem of university students is that they are irregular in their classes although there is a provision of eighty per cent attendance. Some students just appear in the board exams after admission. Few students of master's level know about the format of writing. These students, who have background knowledge of writing, do not need to consume much time for learning the format and they can accomplish their work without tension although thesis writing is not tension free job. Writing is a structure base that is to be practised from the lower classes. The University level is content-based. The students have to give much time for the writing format again and again. The supervisors have to go on suggesting them more than enough. Both the supervisors and students have to work hard for the accomplishment of a thesis paper. This is all because the foundation level of students in writing skills is weak and they are obliged to accomplish their thesis paper anyhow. Premraj Pant suggests that there should not be a thesis paper compulsory. Nor do the college teachers teach the students writing skills sincerely. The students also do not do the self-practice for writing. The teachers escape by saying that writing is easy and you can do it. Students also do not entertain the writing classes much. Then the teachers focus on the student's happiness rather than giving them the necessary knowledge. Teaching, giving knowledge and making the students happy are three related things. Among them making the students happy anyhow is the first concern at the college level. Why? There is a student feedback system in many colleges. Teachers have to be feedback centered for saving their job. So, giving knowledge or teaching become unknowingly secondary things. These students, who have not well practiced writing both at the primary level and college level, go to university. They are not well-skilled in writing. Then the writing becomes harder than necessary for them.

These students with little knowledge or no knowledge of writing go to the bachelor level. Even at the bachelor level, teachers do not focus the student's writing skills seriously. Now, these students go to university. When they have to write term papers and thesis papers, they get confused in many steps of format. Content confusion might not be a big deal. It can be nurtured. The students are confused about the format. This is the scenario of university students in the master's degree. And a kind of misunderstanding takes place between teachers and students, a kind of cold war although it is not unmanageable. Everything gets sorted out after the accomplishment of their thesis work, or after they defend the viva voce. The students realize that they have learnt many things about writing skills, and they regret their past. This paper concerns the importance of writing activities and focuses on these questions. Why do not many scholars get engaged in writing activities? Are they weak in the subject matter? Don't they have sufficient time? What incentives are necessary for promoting writing activities in schools and universities? When the students jump into the whirlpool of thesis writing, they become like a crow in the cloud.

Now the teachers have to teach most students from the ABC of format. There is a headache for both teachers and students. The teachers blame students and students blame teachers while practising writing on the real ground. The students forget the content because they have to engage in formatting skills. Instead of supervising the content, teachers have to engage in otherwise business. There are a few students whose language is horrible. This is another tension. Among the four skills of language, writing skill is too important for all academicians, scholars, teachers and students at the advanced levels. Teaching writing in the lower

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classes has not been considered a matter of great concern in Nepal. But in Europe in the Renaissance period, writing skills were taught at six or seven after reading skills had been acquired, and again this was exactly the age when poorer families might withdraw their children from schooling in order to enlarge their income (Hiscock, 2015, P. 146). British people used to learn writing skills after reading skills had been acquired at six or seven. How sincere and conscious they were and are for such required knowledge. Although the poorer family withdrew their children from school at the age of six or seven perhaps for manual work to enlarge their income, at least their children would gain writing knowledge. The necessity of writing has not been realized at the primary level. The educational policy does not seem to be well concerned about writing awareness at this level. The Nepali children are not knowledgeable about writing skills at this age. Did we ever teach our children writing skills at six or seven?

Most students and teachers think that writing is an easy thing but a few of them know that it is challenging work. Writing is a structure or format that the children must learn. But the problem is that the teachers do not teach them writing seriously in lower classes. Writing the answers to questions in the exam papers is not academic writing. They are information or summaries of particular texts the students prepared for the exams and the teachers taught in the classes. Writing has certain rules which suggest organizing the ideas with details. The writer must follow all the rules strictly without fail. But the scenario in Nepal is different. The students start learning writing when they have to write term papers and thesis papers at the university level. Most students show very little knowledge about writing. This is because they have not learnt writing at the primary levels. Until and unless the base or foundation is good, the structure will not be good. Teaching writing must be practised in the primary level or lower classes. The Europeans learn writing skills at the age of six or seven, whereas Nepali learn it when they are in their twenties. First, the government policy should address this problem. According to government policy, the syllabus designer has to introduce it to the lower classes. Then the teacher has to honestly teach the students the writing skills in lower classes. The teacher's role is always at a higher level. The job of a teacher is to create an atmosphere where they can engage the entire classroom (Sharma, 2019, p. 233). One should not undermine the children. Teaching children is always much interesting and their learning is real (organic?) learning. Their concentration and motivation are unquestionable. Teachers' satisfaction from teaching children is several times more than the satisfaction they get from teaching master's level students. So, the teacher has to create an atmosphere of teaching writing skills in the lower classes. It can surely be effective and result oriented though it has not been experimented with. Now there will be easy for both teachers and students at the university level.

The University level is content base level as said before but the master's students have to work with both the structure base and content base or they may not accomplish their master's degree. If they had practised structure based on the lower classes, it would have been easy for them. They would have worked only with the content. They would not have faced the overload as well. Neither did they practice at the primary level nor the college level. This is like running without learning to walk. The majority of the students have almost similar problems in writing. Therefore, writing skills must be taught in the lower classes. The teachers have to apply the teaching methods. Most master's level students cannot easily tackle writing because their teachers did not practice writing in lower classes. Supervising the master's level students' thesis is like asking a person to swim in the sea who has never learnt to swim. Now, the students blame the teachers that they bother them unnecessarily. The supervisor's innumerable suggestions may irritate the students. On the other hand, students' insufficient knowledge about writing bothers the teachers. Some students may blame supervisors are knowingly bothering them.

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Master's degree students must know writing. Writing means systematic academic writing that is well organized. Real writing demands a real argument and a real argument demands the sincere study of different books and journal articles. The sincere study comes up with a positive result and a new vibe that can change the whole world. This is what writing can do. For this, Aristotle's theory of ethos, pathos and logos has been applied to the analysis. They are the modes of persuasion used to convince the audiences (Aristotle, 350 BC). This shows that the thesis writer wants to make his audiences believe what he writes. The thesis writing students can also be considered as a writer. The thesis writer has to be fully responsible for all his data, statistics or information he has collected from different sources and presented there in the paper about their authenticity and truthfulness. It is not an easy task to persuade modern audiences as many of them are voracious readers. They have good knowledge of different subjects. They use both print media and electronic media simultaneously. There is no chance of cheating. They easily know how authentic and credible his writing is. Therefore, the master's students have to work hard to prepare their thesis. They have to know that writing should address the need of the targeted group.

Methodology

This study was carried out with the qualitative method that relied on the theory of Aristotle's ethos, pathos and logos. This paper aims to review the existing teaching methods of writing skills at the school level and university levels. The research is qualitative. The data and information are collected from books, journals and websites. And they are analyzed and interpreted accordingly. It is the author's characteristics that he wants to persuade the readers as his claim is worthy and credible for the readers. He wants to make the audience believe what he has written or he wants to indirectly control the audience's emotions. He gives supportive examples and evidence that his data and information are all authentic. The following lines clarify how the ideas are logical, emotional and ethical:

Three basic principles guide Aristotle's advice: ethos, pathos, and logos. Ethos is defined as "the speaker's power of evincing a personal character that will make his speech credible." Pathos is defined as the speaker's "power of stirring the emotions of his [audience]." Logos is defined as the speaker's "power of proving a truth, or an apparent truth, by means of persuasive arguments." Aristotle's Rhetoric. (qtd. in Rosenberg, 2007, p. 33)

This shows that ethos, pathos and logos are the principal elements of arguments using which the messages are convincingly disseminated to the targeted group. The author must be ethical that his writing should not prove him as a bad person; he should be aware of making the audience emotional or his message might not be disseminated to the group which he targeted; and what idea he has forwarded through writing should be logical or convincing. If the author fails to balance the ideas, his writing will not be persuasive. The network of ethos, pathos and logos plays a pivotal role in the argument. This is what the teachers have to teach the students of even the lower classes at high school levels as well as college levels.

Writing means sharing ideas with the mass that the writer takes from other scholars' books, and journal articles. The writing habits tease the brain of the writer. This helps him/her generate a new idea as Right Brothers did. Writing is not simply summarizing a story or essay, writing is analyzing, criticizing and assimilating. So, writing is a good exercise of the mind that it can make him/her farsighted and visionary, too. A lot of ideas get paralyzed or passive in human minds and writing practice activates them. Bauman suggests to "use brain teasers— systematic ways of stimulating and exploring regions of your mind to find out what ideas lurk there subconsciously" (2007, p. 46). Writing stimulates and explores the subconscious part of the mind which is the superego. The more one teases his mind the more he may come up with a new

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idea. The lower-class students should be aware of writing skills and the syllabus designer has to introduce writing papers even at the primary level, and then at the high school level and college levels simultaneously. This paper focuses on enhancing the writing skills of students and teachers at the school and university levels. And writing process, which can be considered a healer, circuit breaker and refresher, is the main process of learning. The teachers must practice this skill at the primary level.

Discussion and Results

Teaching writing skills to children of six or seven in the lower classes is a challenging job. It means it is the level of class one or so. It has been made possible in Europe. Although class one students or two may not be appropriate for teaching writing skills, the teachers can decide from which level it is appropriate. It might be appropriate from class five. At least, the basic knowledge of writing is to be introduced at this level. Then the students will be habituated later on. The teachers have to apply the simplest methods. For instance, using the placards of topic sentences by one student and reason to support by another student can be useful. Then carrying a placard of explanation and analysis by other students in a row can be used so that the students understand how to write a short paragraph.

Writing is investigating and researching something in a new field but all the scholars have not been researching as they wish for several reasons. One of them can be their over-crazy schedules of money-making business rather than the research works as their demands have been more than necessary. For making the writing effective and appealing the writer has to exercise academically. Academic exercise is challenging work because he has to manage considerably for a long time. First, the writer has to comprehend through reading, listening, observing and visualizing, then he can build up a certain concept about a topic. Second, he has to collect the necessary materials for his area. Third, he has to select the appropriate topic. Fourth, he has to be aware of the methodology and writing formats of APA format or MLA. Fifth, he has to be clear about whom he is targeting or addressing. After these preparations, he can do his writing work. Every paper raises an issue that is beneficial to a certain group. Writing not only indicates the problem, but it also suggests the ways of solution. In a sense, writing is teaching. The production of a piece of writing is a more demanding task than the production of speech (Connors, 1979, p. 286). Why is writing a more demanding task than speech? Speech is temporary, whereas writing is permanent. The impact of writing cannot be compared with speaking. The lower-class students should know this reality so that they will easily tackle the writing course at the higher levels.

As discussed in the earlier section of this paper, in detail, the study employed Aristotle's theoretical tool, the network of ethos, pathos and logos so that the argument becomes strong and convincing. Ethos means the author's expertise, credibility and appealing power which attract the audiences. Pathos is the emotional appeal that demands the readers' support for proving the authenticity and credibility of the author. For example, the author raises the issues of gender discrimination and sexual violence. This persuades the audience because the issue is sensitive and the argument is emotional and touchy so the audiences agree on it. This is what the function of pathos is. To generate sympathy in the audience, logos or logical presentation is needed. After all, the strong reasons motivate the readers. The audiences have to be angry or emoted with the issues like gender discrimination or sexual violence. If the perpetrator is the victim's father or brother or uncle or teacher, the audiences get excited with anger. When the author's writing emotionally attracts the audience, he can teach them. This determines his credibility and character. And logos present the evidence or reasons so that the arguments become lively. Therefore, ethos can be considered as a foundation and logos the ongoing structure on it, and pathos as the impact of the text on the readers. Although writing is not

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introduced at the primary levels by the syllabus, it is introduced at the college, but the practice is almost none. Writing skills in compulsory English occupies 40% weightage in class XI syllabus (Singh, 2020, p. 1) of the old course in Nepal. The new syllabus has also focused on writing skills but there is no provision of separate writing classes.

However, this paper attempted to enhance the writing skills of both the teachers and students. The primary teachers must be aware of their writing skills. Their teaching is much more long-lasting than the teaching at the higher levels. The one-way traffic system of traditional methods of teaching only the comprehension passages does not make the students well-equipped. Writing the answers to the questions is not writing. The teachers have to make the writing classes most entertaining. This interests the students. Interaction is a must and the students have to practice the writing skills in the classrooms before the teacher. The teachers frequently have to engage the students in writing activities. The teachers have to make the students think and engage them in writing activities. This enhances their writing skills. The writing process helps generate new ideas. This makes the writer a good philosopher, thinker and scholarly figure. The scholarly thinker gives birth to a good planner and a visionary person. A visionary person can become a good visionary leader. This is what the world demands. Writing has not been considered from this perspective in Nepal.

The writing accelerates professionalism as well as personality. The author's real genius is nature gifted thing or god gifted thing. Everyone cannot become a prolific writer but writing nurtures a person's skill. Writing, as a complex behavioural skill to transfer information, is gained via extensive practice, and in nature it is a cognitive process that involves the seamless cooperation between the human brain and the hand. (Yu, et al., 2013). Writing is not a simple skill, it is a complex behavioral skill to transfer information to a concerned sector as only one kind of writing does not address the whole. Several writings from several angles may help. It is a cognitive process that bridges between the mind and the hand of a person but writing enhances the person's knowledge level. Therefore, primary teachers have to highlight the writing practice at the primary level strictly.

Writing is a challenging work and many people cannot easily involve in writing activities. In the beginning, one cannot think of a proper topic. If the topic is not confirmed, writing will not go ahead. But the writing process is like a process of a child's walking. He falls down on the ground so many times, only then he learns walking later. So is the writing process. One should not worry about grammar or spelling. He has to start with, [t]his writing is for you first and foremost. Don't worry about grammar or spelling. Don't worry about what anyone else might think or whether it is well-written or kind or fair. Set a timer for ten minutes, keep your hand moving, and "freewrite" in response to a specific prompt (Siegel-Acevedo, 2021). While beginning to write, everyone gets confused and nervous, too, because s/he does not know what to write. The writer worries this but when he starts writing whatever subject he has in mind, his writing journey gets started. (Siegel-Acevedo, 2021) suggests not to worry about grammar or spelling. He does not have to care whether it is well-written documents or not. He should set a timer according to his time access and he should start writing whatever things come to his mind freely without care in the world. This process fosters his writing skills. Lower-class students should know these theoretical parts of writing.

Writing means a highly imaginative and creative process of gathering dispersed and chaotic ideas into an organized form that disseminates meaningful messages to the mass. So, writing is writing without hands, flying without wings, running without legs, and speaking without tongues in a sense. Is it possible? Yes, it is possible. The wingless man is flying because of the ideas or imagination power of the Right Brothers. Legless

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people are also walking without legs as science has made it possible for them. Writing skills can enhance these new ideas. Every scientific invention is the result or product of the human imagination. Similarly, writing makes a person imagine and his imagination can accelerate him. This is how a person plays with his mind and hand.

The more the person plays with his mind the more he may generate a new idea. How challenging but productive the writing is. And the writer must link feelings to events — on the page. Such writing allows a person to tell a complete, complex, coherent story, with a beginning, middle, and end (Siegel-Acevedo, 2021). The writing demands coherence so that the readers don't get confused to perceive the messages. There are several examples of truths presented by the authors in different ways, like Alice Walker, the author of *Colour Purple* and Parijat, the author of *Maile Najanmayeko Choro*, "It's not Me Who Gave Birth to a Son" [my trans.]. Alice Walker's writing is about being blind in one eye, and she has grown up in a poor family. This explores the truth and this truth attracts the readers, as the pathos has worked here. It was her truth that readers want (writer's truth), and this type of writing collects the public sentiments. Parijat, who was differently able, had a strong desire of being a mother to a son, was not a mother but she expressed her pains through her writing for mental solace. She quenched her thirst for becoming a mother through writing and she became a mother in imagination. The world of imagination is of higher quality than the mundane world. The physical world is nothing compared to the spiritual world. Writing can transcend you into the spiritual world. My house was at the roadside. It was my daily activity to keep the window open all day long and look at the people who used to go and come by that way. I often watched out through [my trans.] (Qtd in Khanal, 2019). It was Parijat, who used to look out through her window at the people may be with sensual eyes. Whether the onlookers responded to her or not, has not been highlighted here. But she used to take a kind of satisfaction by looking at them. She mentioned her inner tensions in her book. The study showed that Parijat discharged her inner suppressed pains in her book that lessened them. Therefore, writing is stress management, a healer, a refresher, a circuit breaker and a vehicle to transport the authors' traumas or pains and worries that they can be a good source of inspirational learning for other people.

Being differently able, the credibility of Alice Walker and Parijat, is much higher than that of common people. They have been popular as well as immortal through their writings. There are some scholars who have vast knowledge of the subject but they don't disseminate their knowledge through writing to the public. So their horizon of knowledge gets squeezed gradually and it will die with them. Writing makes a man immortal for millions of years like Plato, Tolstoy, Shakespeare, Checkhov, Karl Marx, Laxmi Prasad Devkota and many more. Writing does not mean only analyzing and arguing a certain issue, writing means writing a story or novel or poetry. Most poets have composed thousands of poems and these poems have contributed a lot more. As the beauty of poetry is the contribution it makes to the world. It can heal the heart of the writer while healing the heart of the world (Rosenna, 2019). Some poems like "The Waste Land" and "Sailing to Byzantium" have healed not only the heart of Eliot and Yeats, but they have also healed the heart of the world. So is the poetry of Laxmi Prasad Devkota and Lekhnath Puadel in Nepal. The poem is like a beautiful melodious song that it entertains (heals) the composer, singer and audiences. Rosenna (2019) further suggests that one can be benefitted if he writes about the healing of trauma. You don't have to write about your personal experience. You can write about the healing of trauma and grief in general and still receive some benefits (Rosenna, 2019). The person's pain or trauma can be lessened or healed by writing his/her personal experience.

According to Ackerman, spiritual healing is the ultimate healing and it can be gained through painting

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and listening to music. This is considered as a kind of therapy. Among a number of therapies, one such method is writing therapy. You don't need to be a prolific writer, or even a writer at all, to benefit from writing therapy. All you need is a piece of paper, a pen, and the motivation to write (Ackerman, 2017). This author suggests that one does not need to be a prolific writer or a professional writer to write. What he needs is his willpower, commitment and effort, and just a pen and a sheet of paper. If he has all these things, he can write whatever he likes. And this writing works as healing, spiritual healing, and the motivation to write, too. Although he writes on a computer, as this is the computer age, not much paper base age, his/her healing takes place. If all the scholars and academicians wrote on and on, there would be good growth of literacy rate in the societies. This would surely foster the world view and the writing therapy would heal several types of tensions or diseases, too. Writing means making the author's tips of fingers active physically either with a pen and paper or typing on a computer keyboard although computer typing is performed by speaking in a voice command. It also detaches the person's tension. Because without serious thought and feeling, and high concentration, writing is impossible. And when a person, who is in tension, starts writing, he has to think sincerely and this makes his tension detached from him for some time. After some time, he may come up with a solution to his tension. So, writing can be considered as a circuit breaker as well. There is a linear of tension in the life of every human, and this tension makes him sick and sad. But if he gets engaged in writing something, his mind will be diverted from the tension. Writing a poem can be considered as singing a song. As a person who has a love tragedy can compose a good poem and expressing his pains in the poem means giving the outlet to his inner pains like discharging the pus from the painful wound. And if he is diverted from the tension for a short time, this may save him. Because one second is sufficient to lead a person for committing suicide or performing a destructive activity.

Conclusion

Teaching the writing skills to the lower-class students at primary level is a challenging job but it is not bothering, it must be conducted. This study concerns the importance of writing courses as it is always worth having. The majority of teachers at the primary level do not prioritize teaching writing because it is not considered a matter of great concern. They just teach the course they are assigned but they practice writing seriously. They take it lightly that it is not necessary. It is taught at the university level. This mentality works and the students go to university with no good writing knowledge. The teachers have to manage the time within the stipulated time frame in spite of some obligations and hindrances. They have to accomplish the course in time or they have to clarify to the administration. Now the administration has also to support the writing classes.

Writing means forwarding the argument. Every argument disseminates certain information. Informing is the major characteristic of argument. Generally, the author wants to persuade the audiences with his credible ideas. And Arguments can discover or invent a new version of the truth or a new vision for a new mission. Using the appropriate evidences and reasons is the logical part of writing. If ethos is the base, logos is the drive to move forward. Therefore, writing is a challenging job even for professional writers. Teaching writing in the EFL classroom might be more challenging. The only lacking is willpower and readiness in teachers and students. It is teachers who have to stimulate the writing skills in students. Writing does not get initiated easily. Writing means coherent writing or academic writing that disseminates some important messages to the public. For making the writing coherent or effective, the network of ethos, pathos and logos play a vital role in disseminating the messages. The authors have to consult authentic sources so that their data and information will not be questioned. To make the writing logical, the support of strong reasons and

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evidences are presented. This method persuades and appeals to the audiences. The evidences and examples make the claim strong and they provoke the emotions of the audiences.

This paper has focused on the writing activities of lower class students in EFL classes. Effective writing can transform or change society, as a transformation of society by means of wordplay and the onset of the project to create a new man can be traced (Wróbel, 2015). The writer generally addresses public interests. One most common but negligible problems of university students is that they cannot attend classes regularly. They are jobholders and they consider their education as secondary thing. Poverty can be a hindrance but one has to manage anyhow that class is primary and job is a secondary in student life. In spite of all these realities, the students cannot attend class regularly. The semester system has decreased this trend but it has not been fully discouraged yet. Attendance at class is not merely being bodily present but including actual participation in the work and activities of the class (qtd in Khanal, 2019). What is the actual participation? The writing activities can be acquired only by physically participating in the class. Writing is too technical and it cannot be enhanced by mere self-study. Face-to-face interaction is a must for real learning of writing as it is very sensitive and technical work that the students have to learn lively in the presence of their teachers.

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